



Your Guide to Choosing the Right Social-Emotional Behavior Screener



When you're selecting a **social-emotional behavior (SEB) screener**, it's important to first establish how you intend to use the resulting data. Just as universal screening data drive classroom, school, and district-wide decisions in academic programming, SEB data can help to:



- 1 **Select an SEL curriculum that matches students' specific and unique needs**
- 2 **Identify students in need of more intensive supports**
- 3 **Monitor the progress of students and their response to the curriculum**

If you're looking for data to inform any of these activities then the tool you choose should match that intended purpose. It should also be informative and defensible for use. Ask the following questions to help determine the right SEB screener for your students.

1 Is the tool evidence-based?

Several screeners have some evidence for interpretation (reliability and validity) but almost no evidence for use (diagnostic accuracy). A universal screener should be shown to be effective in two or more studies with different groups and settings of students. It should also have evidence that supports interpretation of the data.

The **Social, Academic, and Emotional Behavior Screener (SAEBRS)** is the only SEB screener that has been demonstrated to meet the psychometric criteria established by the **National Center on Intensive Intervention** for convincing evidence of reliability, validity, and diagnostic accuracy.



2 Has its defensibility been independently validated?



School districts don't usually have the expertise to evaluate the evidence of its tools. That's why it's important to ask for evidence of a third-party review process and not just rely on self-published summaries of research or white papers by the developer of the screener.

SAEBRS has over 20 peer-reviewed **publications** in support of its defensibility and has received several million in research funding.

3 Does it lead to equitable support and help reduce disproportionality?

Assessments should be administered and scored consistently to accurately compare performance among individuals or groups. They should have evidence for performing the same across demographic groups. Otherwise, they can unintentionally reinforce inequitable access to critical mental health services and make disproportionality worse.

When compared to office discipline referrals (ODRs), **research** has shown **SAEBRS** is three times *less likely* to identify students of color as having behavioral problems. This provides a more equitable approach to nurturing social-emotional functioning.



4 Does it evaluate multiple domains based on SEB theory?



A SEB screener should measure social-emotional functioning as well as behaviors most relevant to academic performance. To gain a complete picture of mental health, both positive skills and problem behavior should also be evaluated.

SAEBRS is one of the few tools that approaches screening from a dual factor model of mental health by assessing not only negative behaviors but also indicators of resilience and well-being. It's also the only screener to assess academic behaviors that underpin success in school.

5 Is it criterion-referenced?

Assessments should report which students are at benchmark based on research-based cut scores and their risk levels for specific SEB skills.

SAEBRS's cut scores have been developed in comparison to several commercially available and frequently used screeners, as well as a national normative sample.



6 Is the assessment brief and efficient?



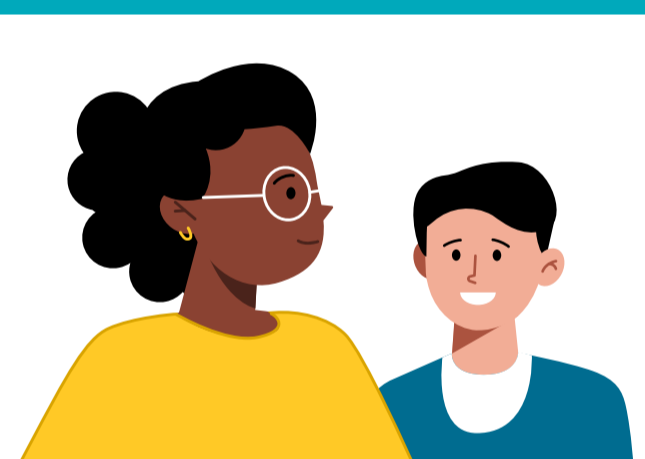
A minute assessing is a minute away from instruction. How quickly can teachers collect the SEB data they need?

SAEBRS and **mySAEBRS** are 19 and 20 items respectively and each screener takes, on average, 90 seconds to complete.

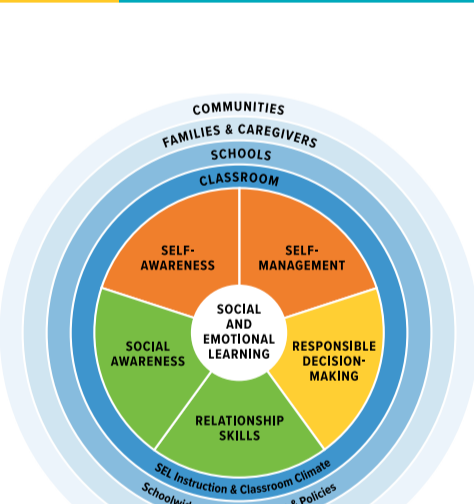
7 Are both a teacher and student self report available?

Having two different perspectives on a student's social-emotional and behavioral functioning is valuable. Research shows that students are not as accurate at identifying their own external problem behaviors in early years, but are more likely to identify internalizing concerns such as anxiety in middle and high school.

The **teacher-reported SAEBRS** is paired with the **student self-reported mySAEBRS**, creating a more accurate view of students' SEB functioning. This provides an opportunity for rich conversations about social-emotional concerns that may be impeding a student's ability to achieve academic success.



8 Is the tool aligned to the CASEL 5?



Many schools rely on the **CASEL framework** as a key resource when implementing or improving upon their SEL practice. Any screener should monitor the effectiveness of these school-wide SEL efforts by having a clear alignment with the CASEL framework competencies.

SAEBRS is uniquely appropriate for use in schools because it provides **a clear link** between the five CASEL social-emotional competency domains and the manifestations of these behaviors in the classroom.

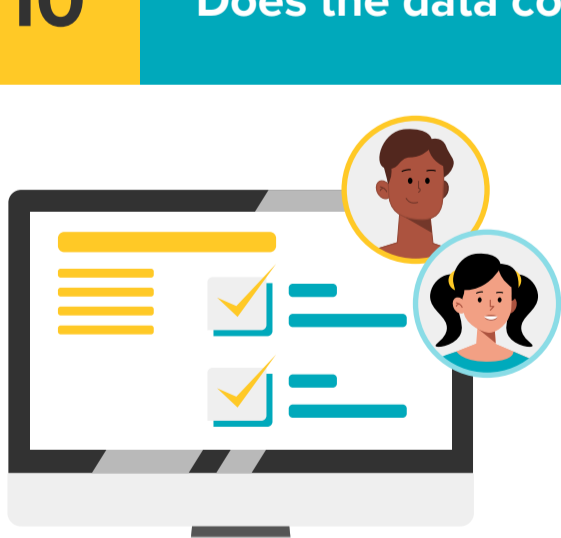
9 Does the screener provide automated scoring and reporting?

A SEB screener that is tied to an online assessment system reduces the time school counselors or psychologists would otherwise spend manually scoring and reporting.

Because **SAEBRS** is part of the **FastBridge solution**, all screening data are automatically collected and generated into user-friendly reports. This makes it easy for educators to quickly identify areas for class- or school-wide improvement with Tier 1 instruction, or students in need of specific interventions.



10 Does the data connect to progress monitoring tools?



Assessments should not only integrate as a Tier 1 intervention, but they should also have direct connection to Tier 2 intervention selection.

FastBridge's progress monitoring tools efficiently drive intervention decisions, and both **SAEBRS** and **mySAEBRS** are linked to the evidence-backed Direct Behavior Rating (DBR) scale.

11 Does the assessment connect to a whole child view of student performance and needs?

Research shows that a student's academic performance is intrinsically tied to their social-emotional functioning. Choosing an assessment system that provides actionable data for both will not only provide more targeted supports for students, it will also make teachers' jobs more efficient.

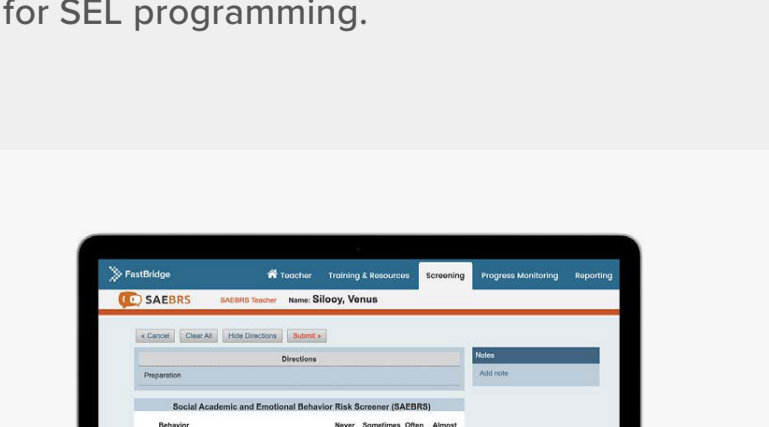
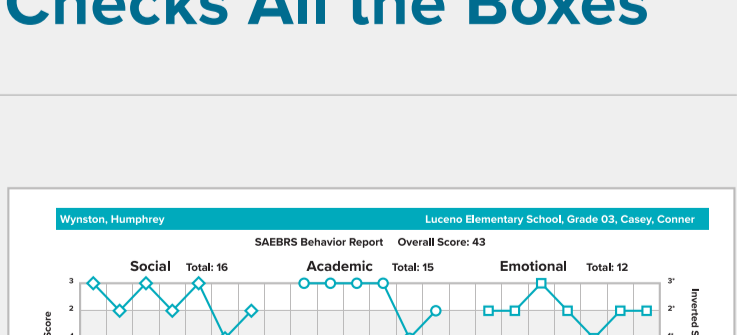
FastBridge is the only evidence-based universal screening and progress monitoring solution to assess across math, reading, and SEB for grades K-12, providing a complete picture of a student's social-emotional and academic functioning.



SAEBRS: The Only Tool That Checks All the Boxes

The bottom line:

Social-emotional learning curricula are an investment in time, money, and resources. To ensure that these resources are being used to benefit and improve student outcomes, you should feel confident that your SEB screening tool provides actionable data for SEL programming.



Looking to check a few more boxes? Discover FastBridge's SEB Screener.

➤ [Reach out to schedule a demo.](#)