



Using Social-Emotional and Behavioral Assessments to Support Multi-Tiered Systems of Support (MTSS)



Today's Presenters



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Clarksville-Montgomery
County School System



Today's Objectives



Social-Emotional & Behavioral (SEB) Competence: Why is it Important?



Connecting SEB Assessment to Intervention



Screening: SAEBRS & mySAEBRS



Using Screening Data to Guide Interventions



Progress Monitoring: Direct Behavior Rating



Identify how educators at CMCSS are using combined academic and behavior data to better inform instruction and interventions



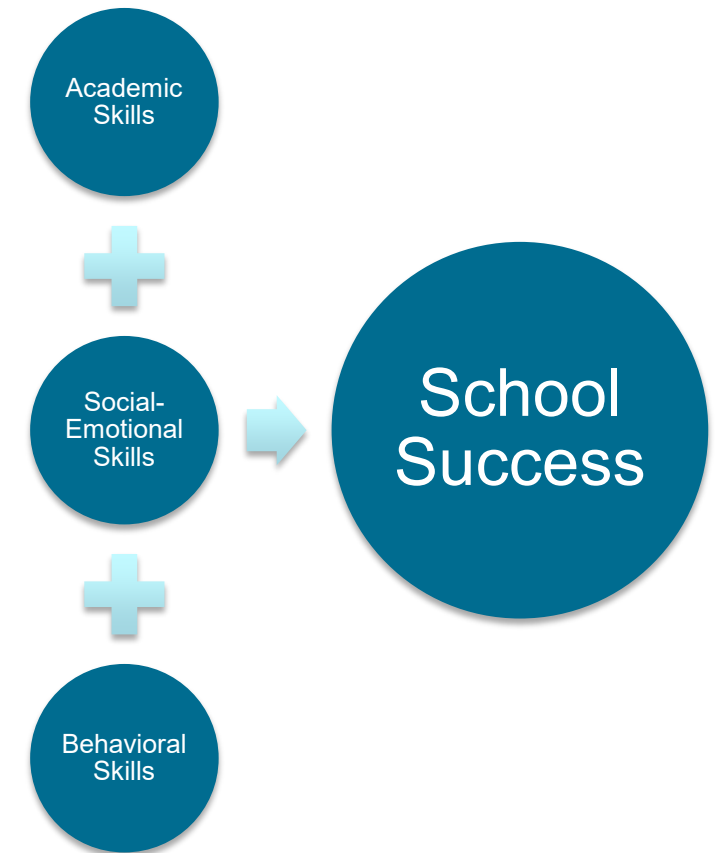
Social-Emotional & Behavioral (SEB) Competence

Why is it Important?

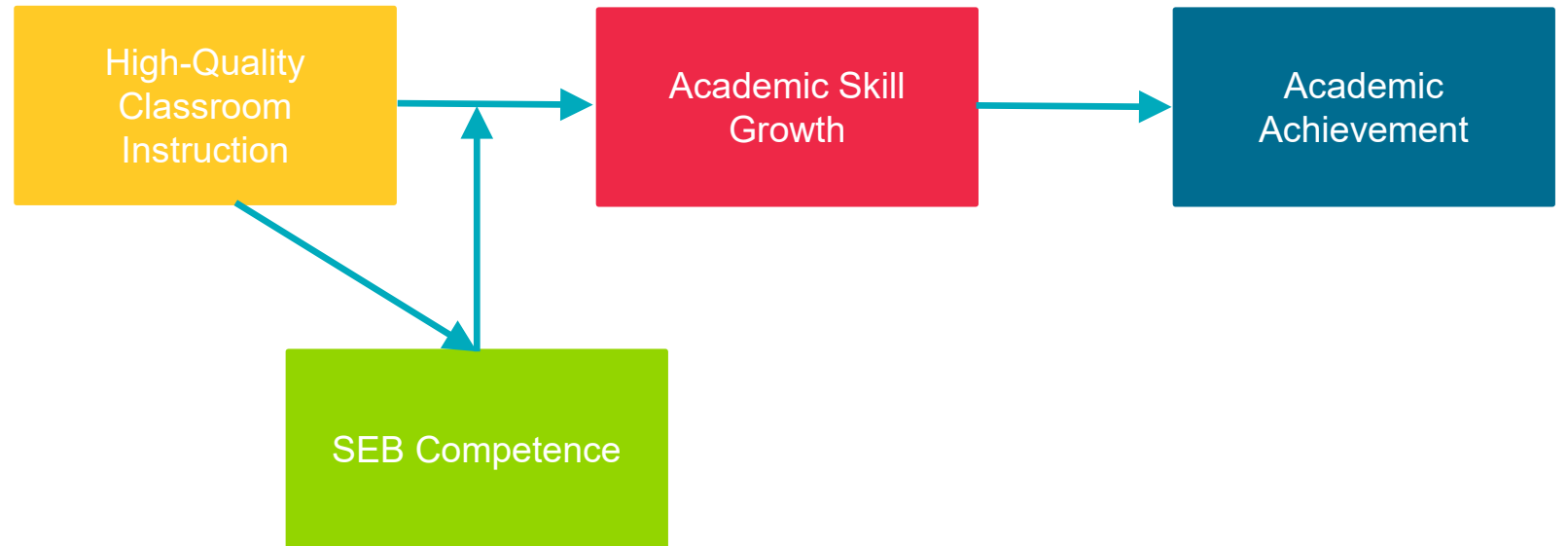


Social-Emotional & Behavioral Competence

- **Academic success \neq School success** (Taylor & Kilgus, 2014)
- **SEB Competence** (Denham, 2006; Kwon et al., 2012)
 - Display of **appropriate behaviors and skills** (e.g., interpersonal skills, study skills, self-regulation, self-awareness)
 - Limited display of **inappropriate behaviors and skills** (e.g., internalizing, externalizing)
- **SEB Competence = protective factor**
 - Among ethnic minority students living in low-income, urban communities (Elias & Haynes, 2008)



SEB Competence as a Mediator

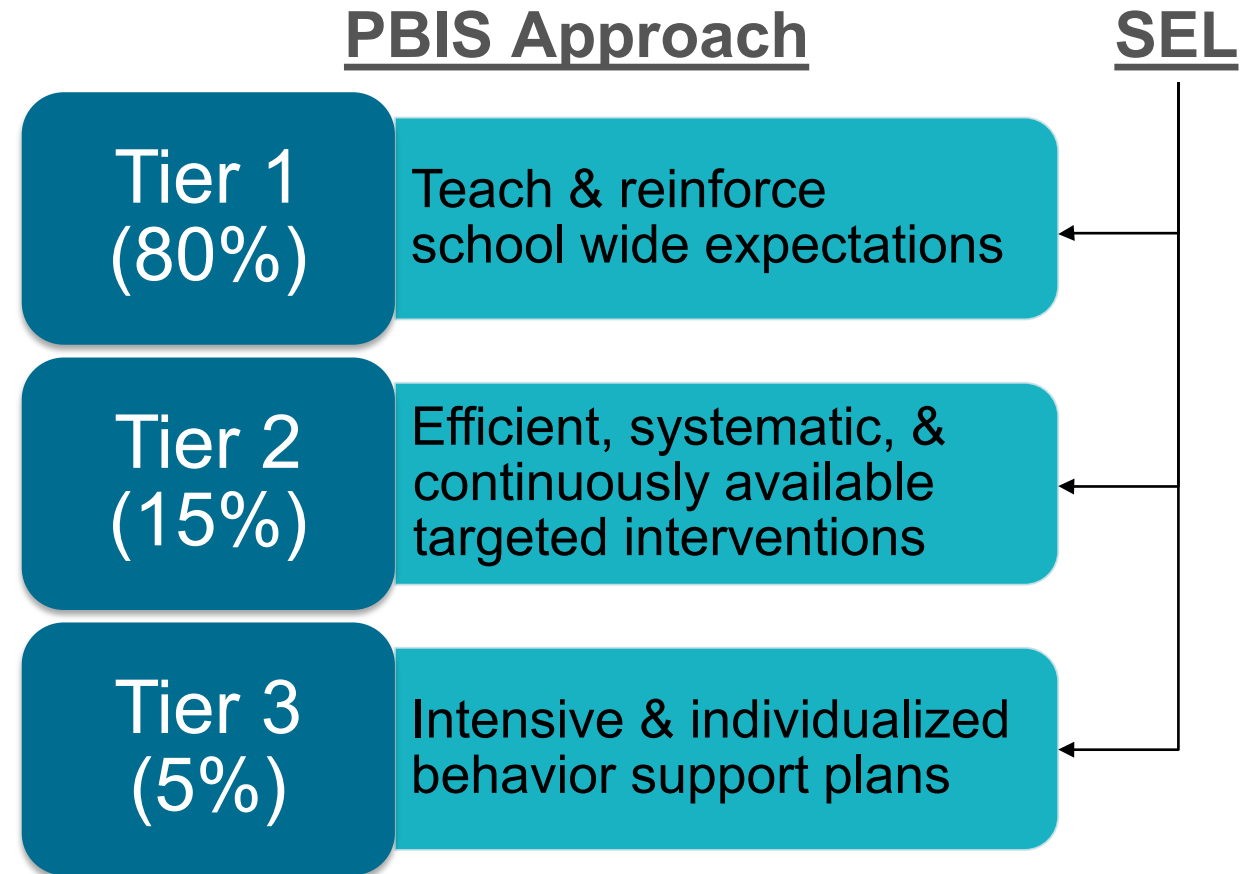


Based upon DiPerna (2006)



Multi-Tiered Systems of Support

- **Positive Behavior Intervention & Support (PBIS)** most common MTSS model
 - ↓ Externalizing problems
 - ↑ Positive social behavior
- Can integrate **social-emotional learning (SEL)** as well
 - ↓ Internalizing problems
 - ↑ Social-emotional skills



SEB Assessment within MTSS

- Primary goals?
 - **Early identification** of at-risk students
 - **Timely** delivery of **effective** interventions
 - Unfortunately, **common options are lacking**
 - Early identification = **Office discipline referrals**
 - Progress monitoring = **Daily progress reports**
 - **Office discipline referrals**
 - Identify only 20% of those at-risk (Miller et al., 2015)
 - Not sensitive to a wide range of concerns (e.g., internalizing; Nelson et al., 2001)
 - **Daily progress reports**
 - Absence of psychometric data to date
- *We need alternative methods for early identification and progress monitoring*



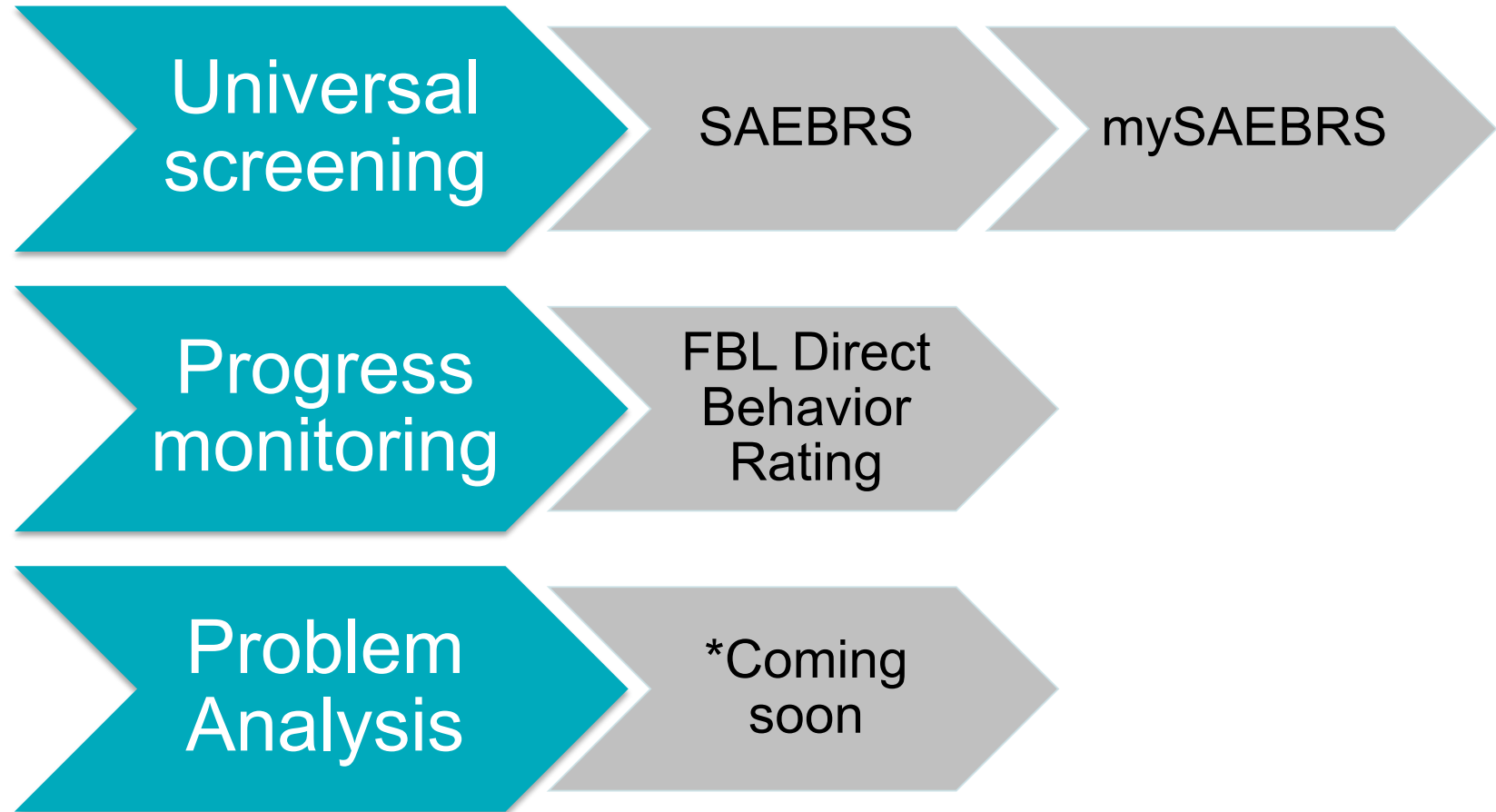
A young boy with dark hair and glasses is looking at a science display. He is pointing at a drawing of a plant with blue and purple leaves. The display is a large sheet of paper with a green background and a white top section. There are other displays in the background, including one with a pink flower and another with a blue background and a yellow object.

Connecting SEB Assessment to Inform Intervention

FastBridge SEB Assessment



FastBridge SEB Assessment



Universal Screening

- **Why?**

- Identify students at risk for SEB difficulty

- **Who?**

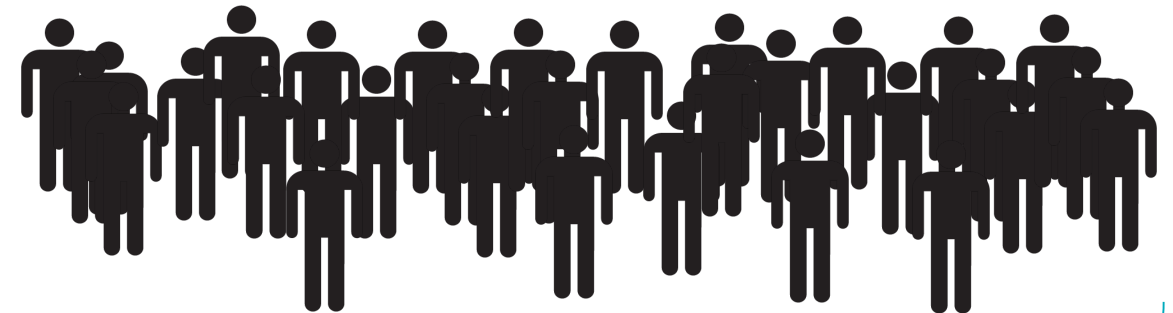
- Evaluate **ALL** students in the school using either SAEBRS or mySAEBRS
- Use of nomination or referral prior to the SAEBRS is untested and therefore **unsupported**

- **When?**

- 1-3 times per year (Fall, Winter, and Spring)
- 4-6 weeks into the year

Where?

	Elementary	Middle/High
Teacher (SAEBRS)	Primary	Secondary
Student (mySAEBRS)	Secondary	Primary

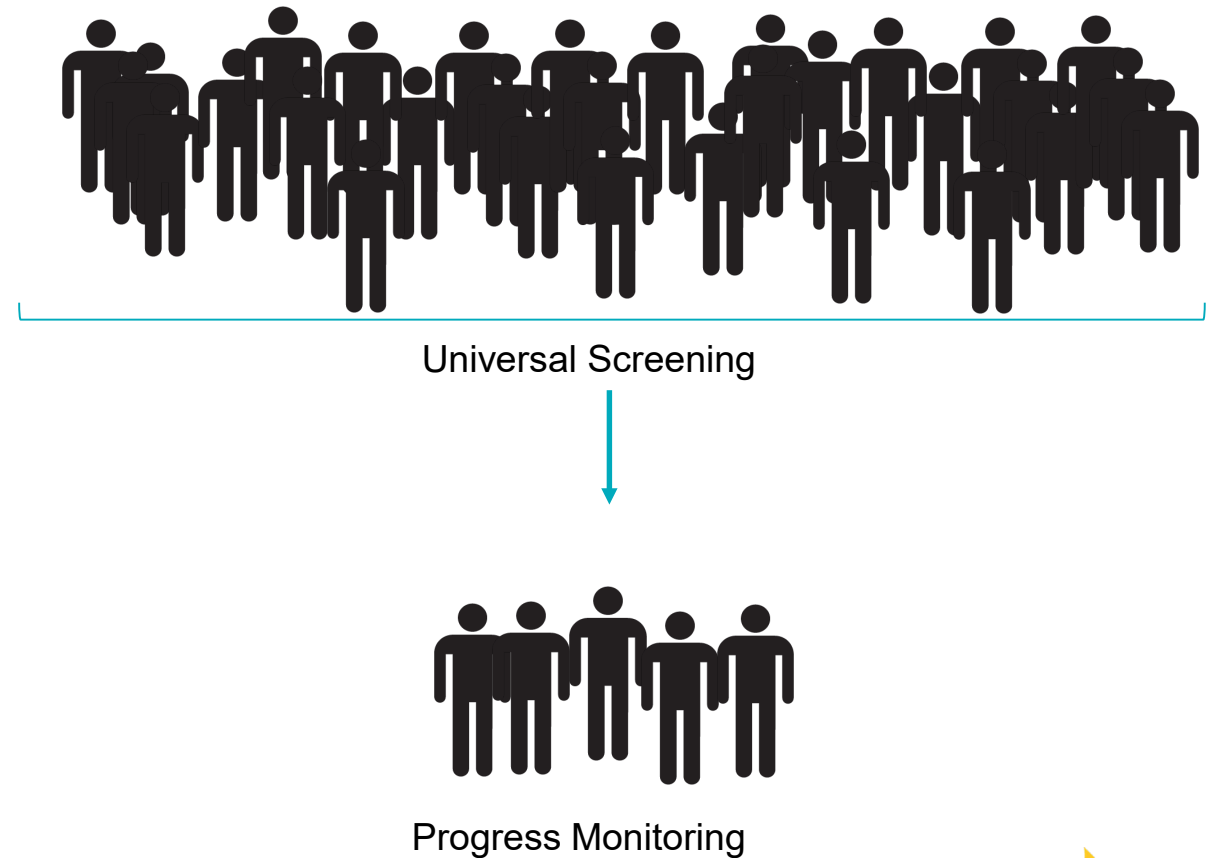


Universal Screening

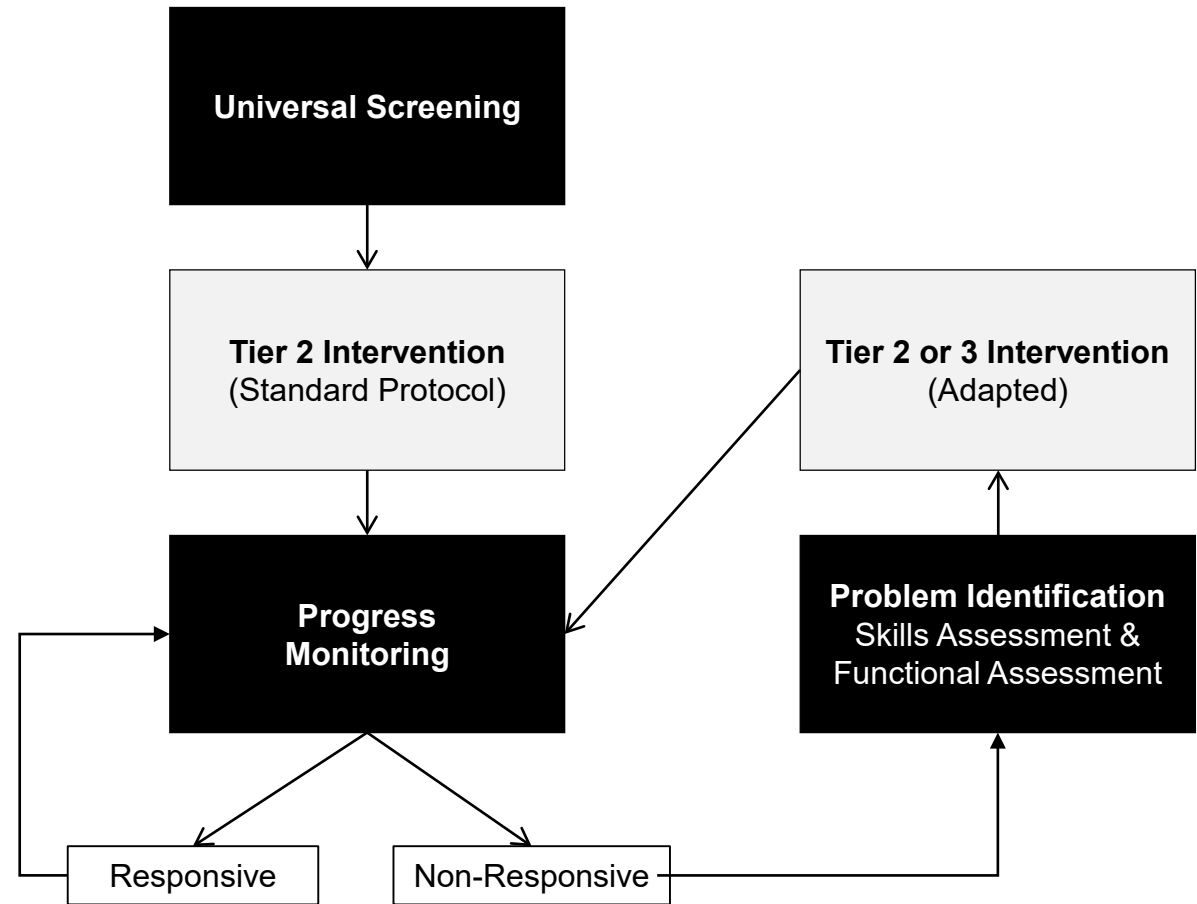


Progress Monitoring

- Who?
 - Students found to be at risk (per universal screening)
- Why?
 - Evaluate student response to intervention
- When?
 - Prior to and during intervention
 - At least once per week, preferably multiple times per week
- Where?
 - In problematic times and settings




SEB Assessment: Procedural Framework



Kilgus, Eklund, & von der Embse, in preparation
Kuchle, Edmonds, Danielson, Peterson, & Riley-Tillman, 2015





Universal Screening

Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)



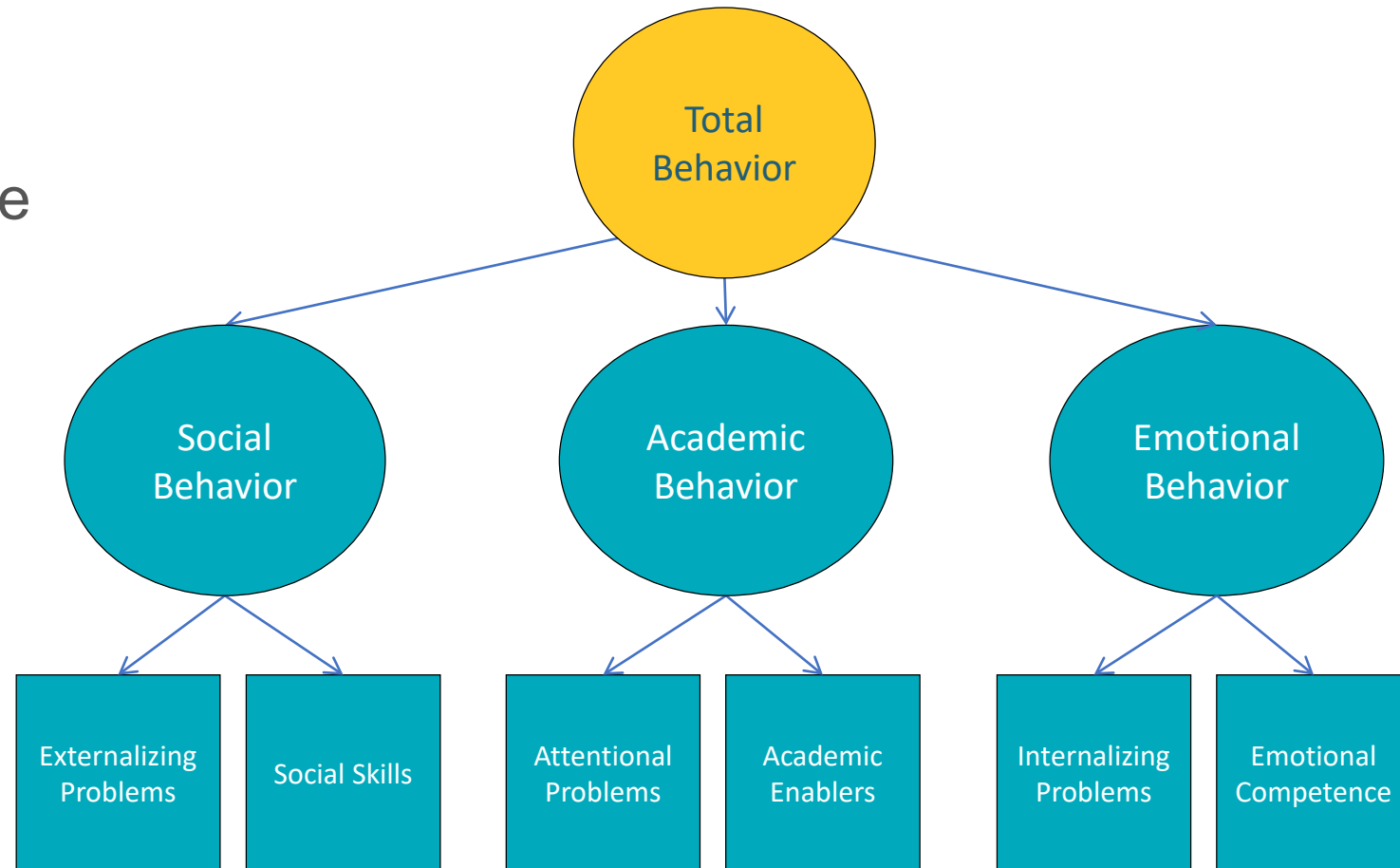
SAEBRS

Kilgus & von der Embse, 2014

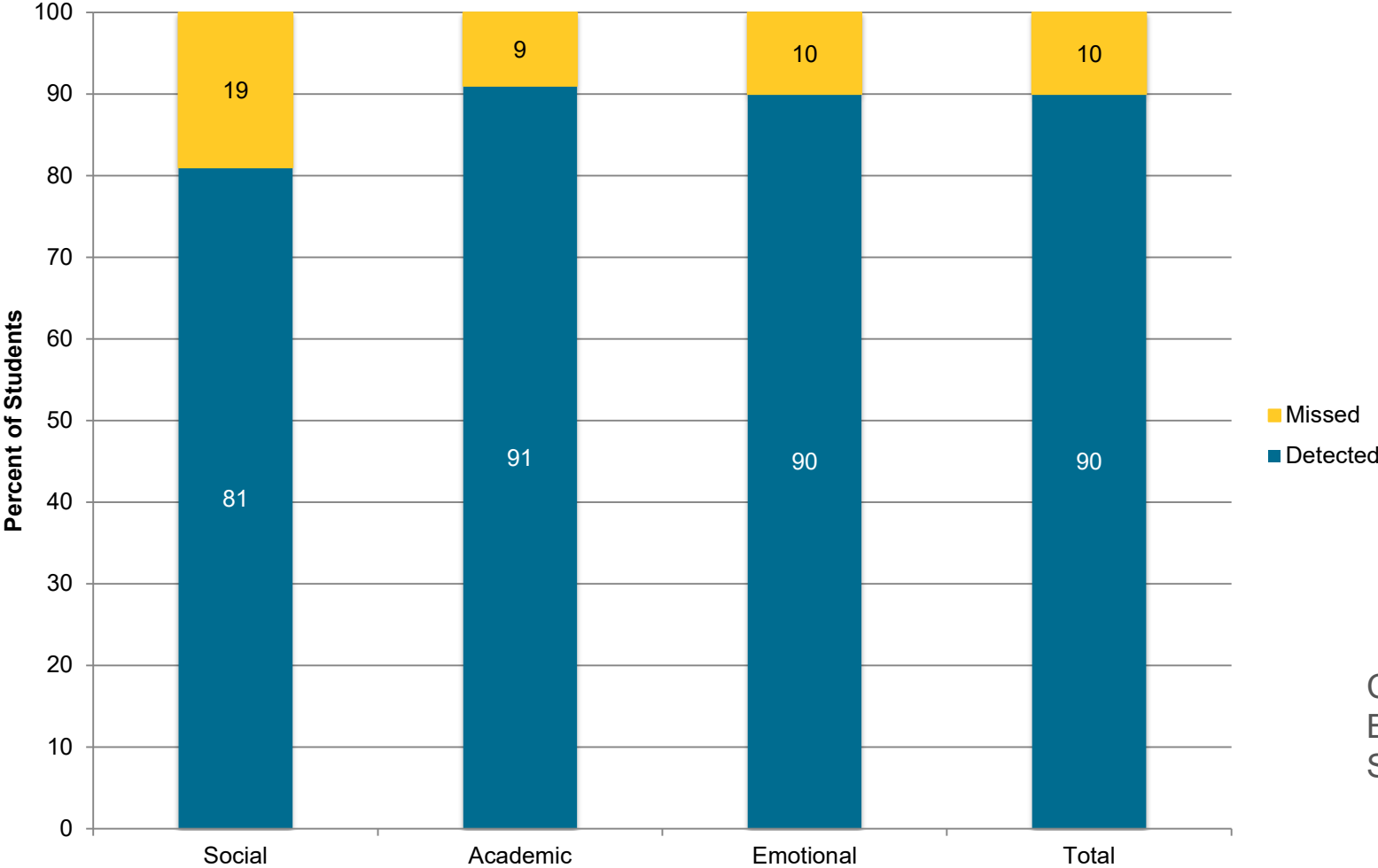
Brief, 19-item teacher rating scale

One **broad scale** and three **subscales**

- Total Behavior (19 items)
- Social Behavior (6 items)
- Academic Behavior (6 items)
- Emotional Behavior (7 items)



At-Risk Students (Sensitivity)

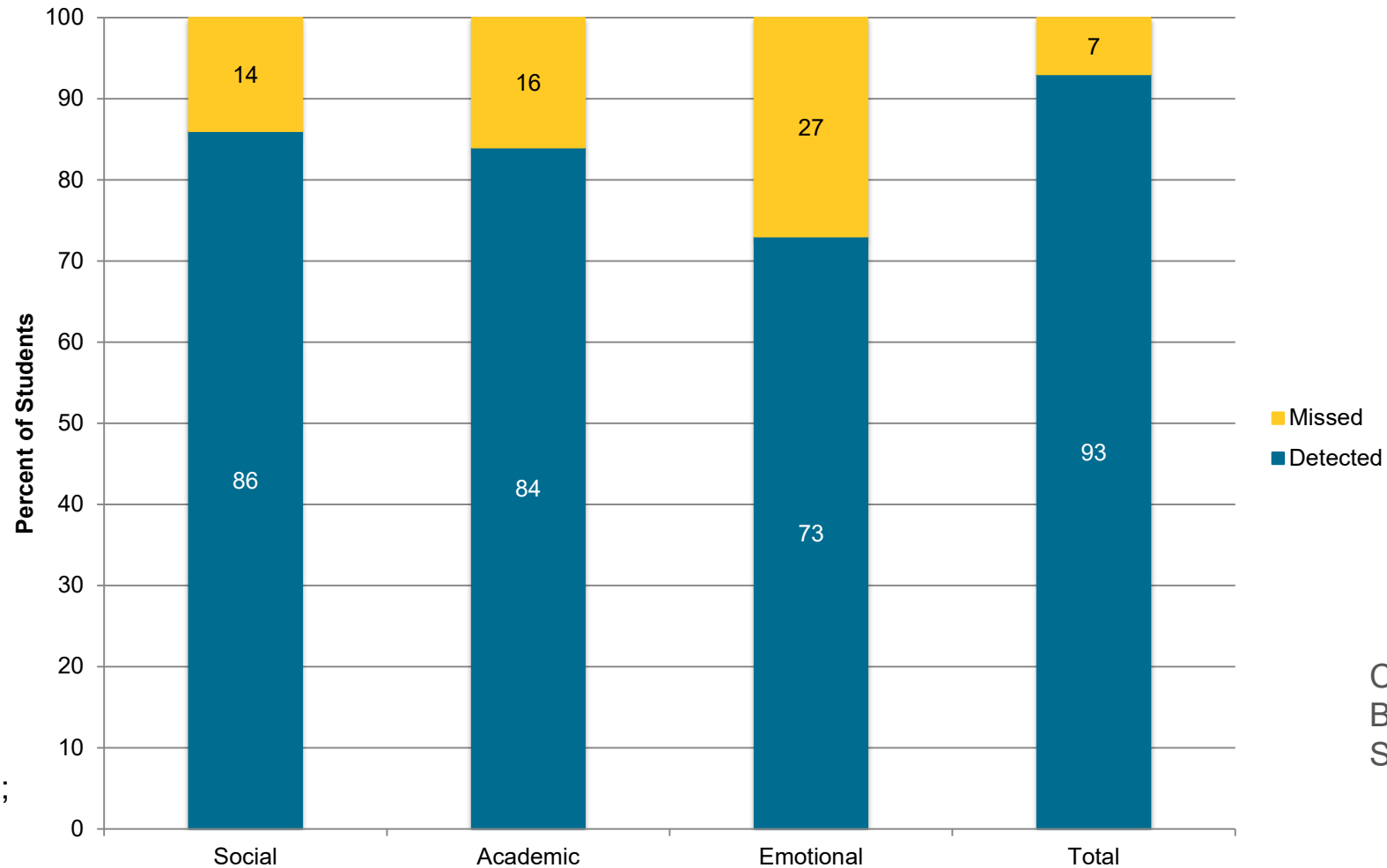


Goal = .80
(Carran & Scott, 1992;
Metz, 1978; Petscher et
al., 2011)

Compared to the BASC-2
Behavioral & Emotional
Screening System (BESS)



Not At-Risk Students (Specificity)



Goal = .70
(Hintze & Silbergliitt, 2005;
Kilgus et al., 2014)

Compared to the BASC-2
Behavioral & Emotional
Screening System (BESS)



fast x Stephen

https://app.fastbridge.org/group/view/screeninglist/screeningList.do?grpId=2674377&grpName=04-...

Knowledge Base Lisa Liguori Log out

S239 04-SAEBRSSStudent-2015

Group report Individual Student Report Delete a score

	Student Name	Fall	Winter	Spring
<input type="checkbox"/>	Amos, Aramis		30	
<input type="checkbox"/>	Bergeron, Hannah		48	
<input type="checkbox"/>	Bowden, Lexi		51	
<input type="checkbox"/>	Bower, David		35	
<input type="checkbox"/>	Brewster, Johnathan		42	
<input type="checkbox"/>	Garland, Brooke			
<input type="checkbox"/>	Hollingsworth, Malachey			
<input type="checkbox"/>	Jeffries, Michael			
<input type="checkbox"/>	Latham, Grace			
<input type="checkbox"/>	Lovell, Chloe			
<input type="checkbox"/>	Piper, Mischa			
<input type="checkbox"/>	Pritchard, Christopher			
<input type="checkbox"/>	Quick, Josephine			
<input type="checkbox"/>	Roe, David			
<input type="checkbox"/>	Schmitt, Aidan			
<input type="checkbox"/>	Sheffield, Olivia			
<input type="checkbox"/>	Stroud, Joseph			
<input type="checkbox"/>	Teague, Marisa			
<input type="checkbox"/>	Weston, Chelsea			

fast tools

Class lists

- aReading
- AUTOreading
- CBMreading
- aMath
- CBMmath Auto
- CBMmath Pro
- REACT
- SAEBRS
- mySAEBRS

Progress monitoring

- Create PM Group
- Behavior PM

Switch view to...

- Specialist
- Teacher

Visual conventions

Legends



mySAEBRS

Brief, 20-item student self-report rating scale

One **broad scale** and **three subscales**

- Total Behavior (20 items)
- Social Behavior (7 items)
- Academic Behavior (6 items)
- Emotional Behavior (7 items)

Items directly aligned with SAEBRS

SAEBRS Social	mySAEBRS Social
Arguing	I argue with others.
Cooperating with peers	I get along with others.
Temper outbursts	I lose my temper.
Disruptive behavior	I disrupt class.
Polite and socially appropriate responses toward others	I am respectful.
Impulsiveness	I have trouble waiting my turn.
	Other people like me.



fast | Stephen

Knowledge Base | Lisa Liguori | Log out

https://app.fastbridge.org/group/view/screeninglist/screeningList.do?grpId=2674377&grpName=04-...

S239 04-SAEBRSSStudent-2015

Group report | Individual Student Report | Delete a score

Student Name	Fall	Winter	Spring
<input type="checkbox"/> Amos, Aramis	30		
<input type="checkbox"/> Bergeron, Hannah	48		
<input type="checkbox"/> Bowden, Lexi	51		
<input type="checkbox"/> Bower, David	35		
<input type="checkbox"/> Brewster, Johnathan	42		
<input type="checkbox"/> Garland, Brooke			
<input type="checkbox"/> Hollingsworth, Malachey			
<input type="checkbox"/> Jeffries, Michael			
<input type="checkbox"/> Latham, Grace			
<input type="checkbox"/> Lovell, Chloe			
<input type="checkbox"/> Piper, Mischa			
<input type="checkbox"/> Pritchard, Christopher			
<input type="checkbox"/> Quick, Josephiene			
<input type="checkbox"/> Roe, David			
<input type="checkbox"/> Schmitt, Aidan			
<input type="checkbox"/> Sheffield, Olivia			
<input type="checkbox"/> Stroud, Joseph			
<input type="checkbox"/> Teague, Marisa			
<input type="checkbox"/> Weston, Chelsea			

fast tools

Class lists

- aReading
- AUTOreading
- CBMreading
- aMath
- CBMmath Auto
- CBMmath Proc
- REACT
- SAEBRS
- mySAEBRS

Progress monitoring

- Create PM Group
- Behavior PM

Switch view to...

- Specialist
- Teacher

Visual conventions

Legends

fast | Stephen

https://app.fastbridge.org/group/view/screeninglist/screeningList.do?grpId=2674377&grpName=04-SAEBRSSStudent-...

3 of 20

mySAEBRS LAB

I lose my temper.

Never Sometimes Often

https://app.fastbridge.org/survey/administerStudentSurveyFAST.do



FAST - Group Report Stephen

Interval: Winter: 01/04/2016 - 03/14/2016 SubTest All Subtests Go »

Group Name: 04-SAEBRStudent-2015 | Screening Report
 Teacher: Lisa Liguori | Grade: 04 | School: | District: FAST Academy District | School year: 2015-16

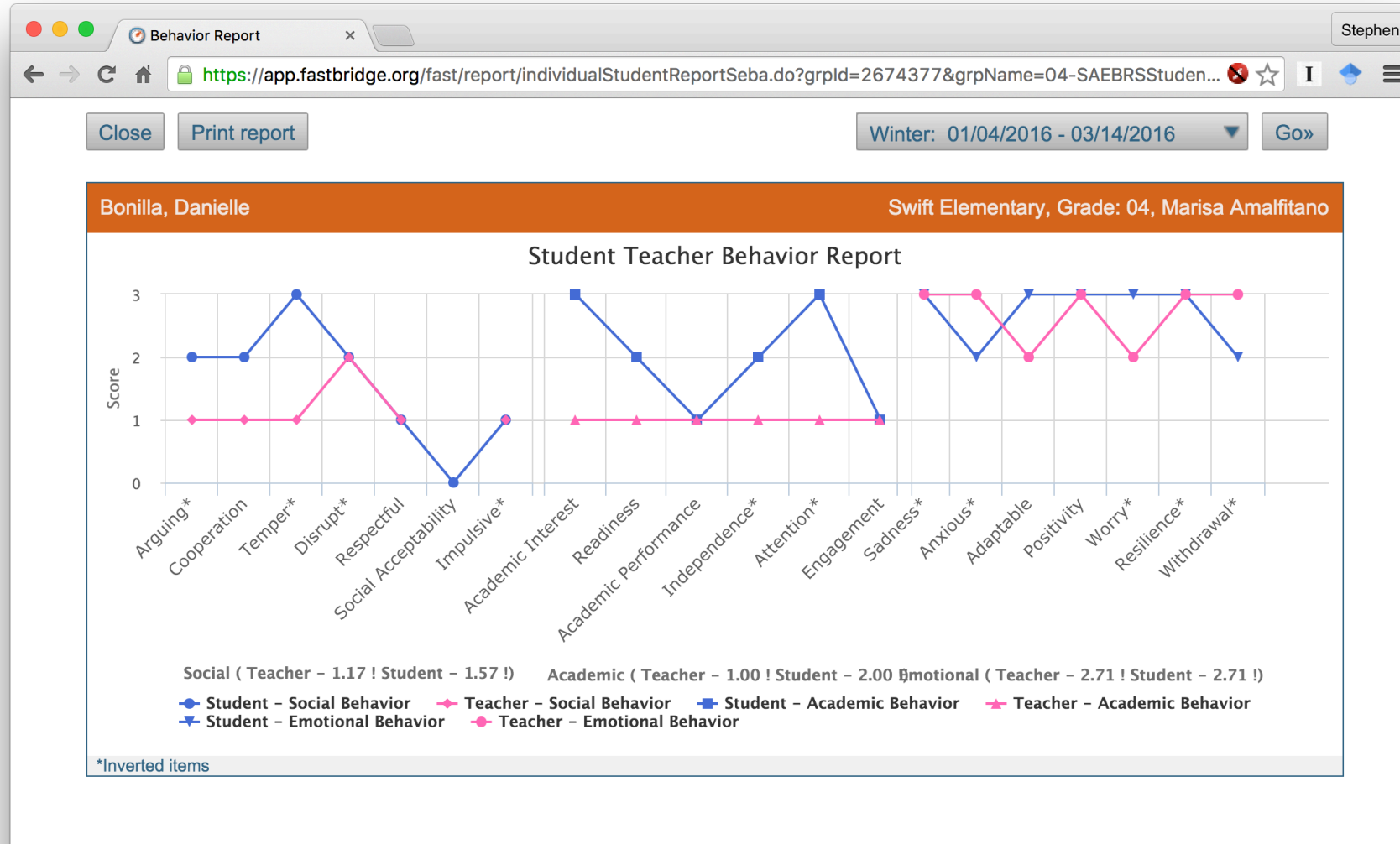
Student name	Behavior		Social Behavior		Academic Behavior		Emotional Behavior	
	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
Amos Aramis	30 !!	25 !!	11 !!	8 !!	7 !!	8 !!	12	9 !!
Bergeron Hannah	48	44	17	15	16	13	15	16 !!
Bowden Lexi	51	53	17	16	17	16	17	21
Bower David	35 !!	35 !!	14	9 !!	10 !!	9 !!	11 !!	17 !!
Brewster Johnathan	42	40	16	14	12	10 !!	14	16 !!
Garland Brooke								
Hollingsworth Malachey								
Jeffries Michael								
Latham Grace								
Lovell Chloe								
Piper Mischa								
Pritchard Christopher								
Quick Josephiene								
Roe David								
Schmitt Aidan								
Sheffield Olivia								
Stroud Joseph								
Teague Marisa								
Weston Chelsea								

Visual conventions

Risk ! Some risk !! High risk	Screening scores ● Above 85 percentile ● 31-85 percentile ● 21-30 percentile ● 20 percentile & below N/A National norms are based on the aggregated data from FAST users. They do not necessarily conform to
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SAEBRS Individual Report



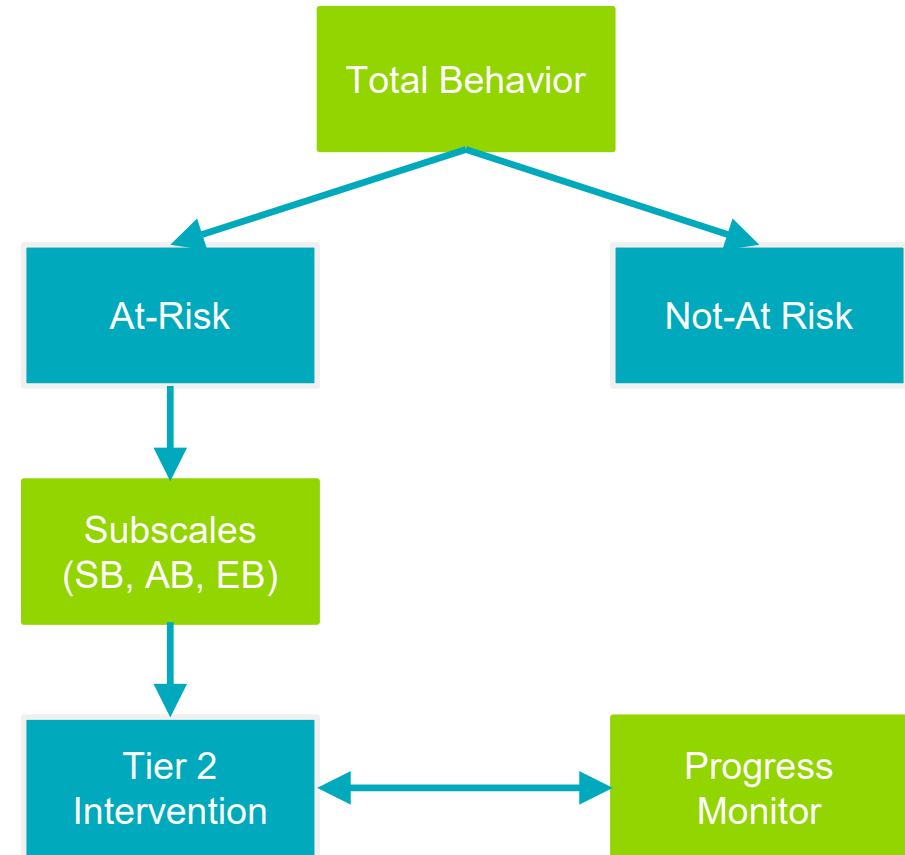
SAEBRS/mySAEBRS Interpretation & Use

- Start with **Total Behavior**
 - Yields most valid, reliable, and accurate scores
- If at-risk on Total Behavior, examine **subscale scores**
 - Determine nature of risk
 - Valuable in planning interventions
- At-risk students should be...
 - Considered for Tier 2 intervention
 - **Progress monitored**



SAEBRS/mySAEBRS Interpretation & Use

- Start with **Total Behavior**
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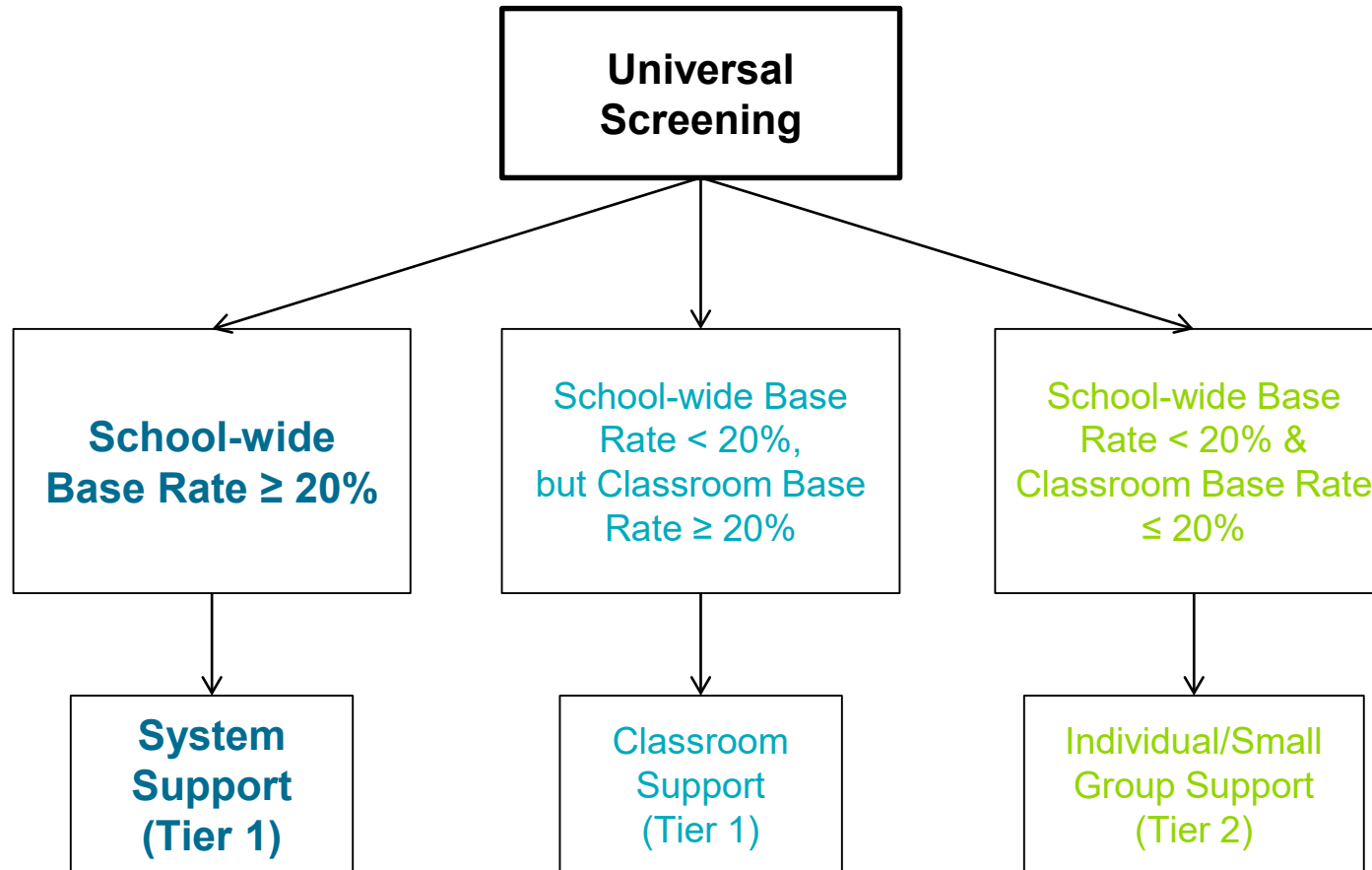


Using Screening Data to Guide Interventions



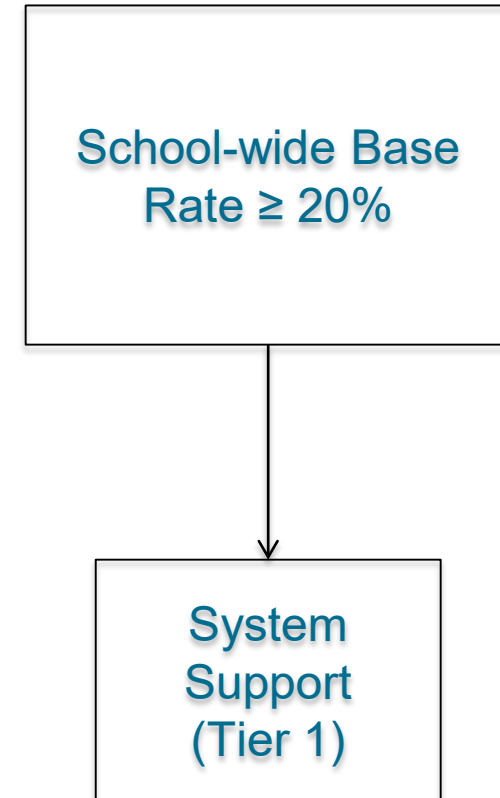
Determine the level at which to implement intervention

(SEBA Model; Kilgus & Eklund, 2015)



System Support (Tier 1)

- Start with universal strategies
- SAEBRS Example: Determine type of risk most prevalent
 - **Social Behavior:** Review and revision of school-wide expectations or reinforcement plan (ensure integrity)
 - **Emotional Behavior:** Consider implementation of social emotional learning curriculum



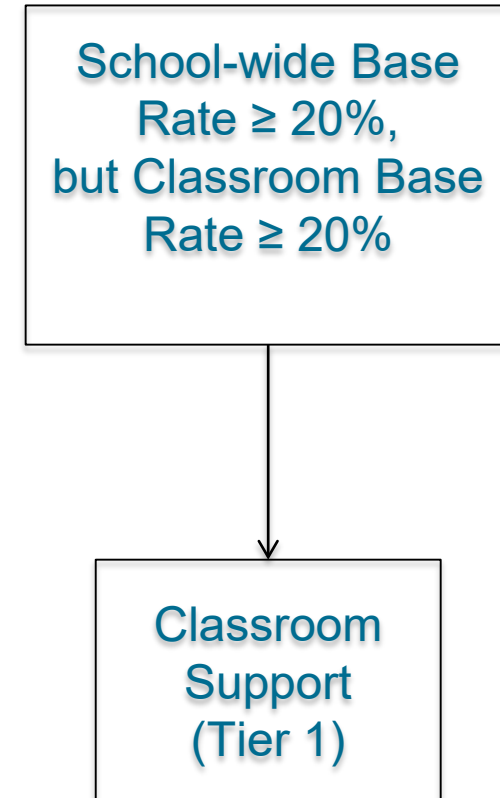
Classroom base rate >20%

Teacher Last Name	Teacher First Name	Grade	# of students screened	# of students at-risk	Percent At-Risk
Shaffer	Sarah	5	25	14	56%
Triggs	Taylor	4	26	13	50%
Ells	Erica	2	26	7	27%
Memphis	Marsha	1	28	7	25%
Barrett	Bob	2	25	5	20%
Cassidy	Cara	4	21	4	19%
Ulrich	Uma	4	28	5	18%



Classroom Support (Tier 1)

- Determine the type of risk most prevalent within the classroom
- **Social Behavior**
 - Classroom Checkup (Reinke, Herman, & Sprick, 2011)
 - Good Behavior Game
- **Academic Behavior**
 - Classroom instruction of various academic enablers (e.g., organization, preparedness for instruction)
 - Promote instructional practices (e.g., opportunities to learn, pace of instruction)



Classroom Support Examples

1. Classroom Check-up (Reinke, Herman, & Sprick, 2011)
2. Good Behavior Game
3. Class-wide Function-related Intervention Teams (CW-FIT)
4. SSIS Classwide Intervention Program
5. Classroom Management Self-Assessment
 1. Pair with training and performance feedback



Classroom Management Practice	Rating	
1. <i>I have arranged my classroom to minimize crowding and distraction</i>	Yes	No
2. <i>I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).</i>	Yes	No
3. <i>I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).</i>	Yes	No
4. <i>I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).</i>	Yes	No
5. <i>I provided each student with multiple opportunities to respond and participate during instruction.</i>	Yes	No



6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)	Yes	No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction.	Yes	No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.	Yes	No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes	No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.	Yes	No
<p>Overall classroom management score:</p> <p>10-8 "yes" = "Super"</p> <p>7-5 "yes" = "So-So"</p> <p><5 "yes" = "Improvement Needed"</p>		
	# Yes	_____



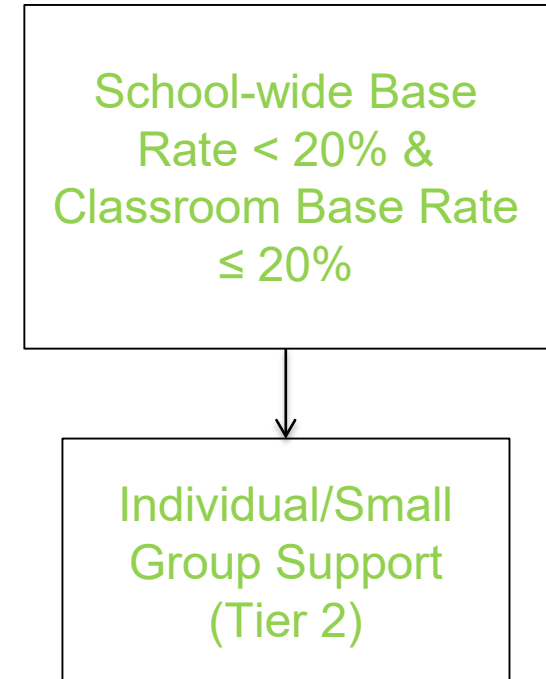
Classroom base rate <20%

Teacher Last Name	Teacher First Name	Grade	# of students screened	# of students at-risk	Percent At- Risk
Franks	Fred	2	29	5	17%
Garrett	Greg	1	21	3	14%
Hollister	Heather	3	26	3	12%
Innings	Irma	5	23	2	9%
Vargas	Victor	3	24	2	8%
Williams	Wanda	4	27	2	7%
Norton	Nick	2	21	1	5%
Jenkins	Jennifer	K	22	1	5%
Kasper	Kelly	1	24	1	4%



Individual or Group Level Support (Tier 2)

1. Consider school-based resources
 - School-based mental health support
 - Community schools or SBMHC
2. Consider community resources
 - Referral procedures
 - How to share information back and forth
 - Resource mapping to determine gaps



Example: Individual Support (Tier 2)

Interventions:

Teaching Strategies

- Instruction of key skills
 - Social skills, academic enablers, emotional competencies

Antecedent/Consequence Strategies

- Check In/Check Out (CICO) to prompt and reinforce appropriate behaviors
 - Research supporting use with social, academic, or emotional behavior



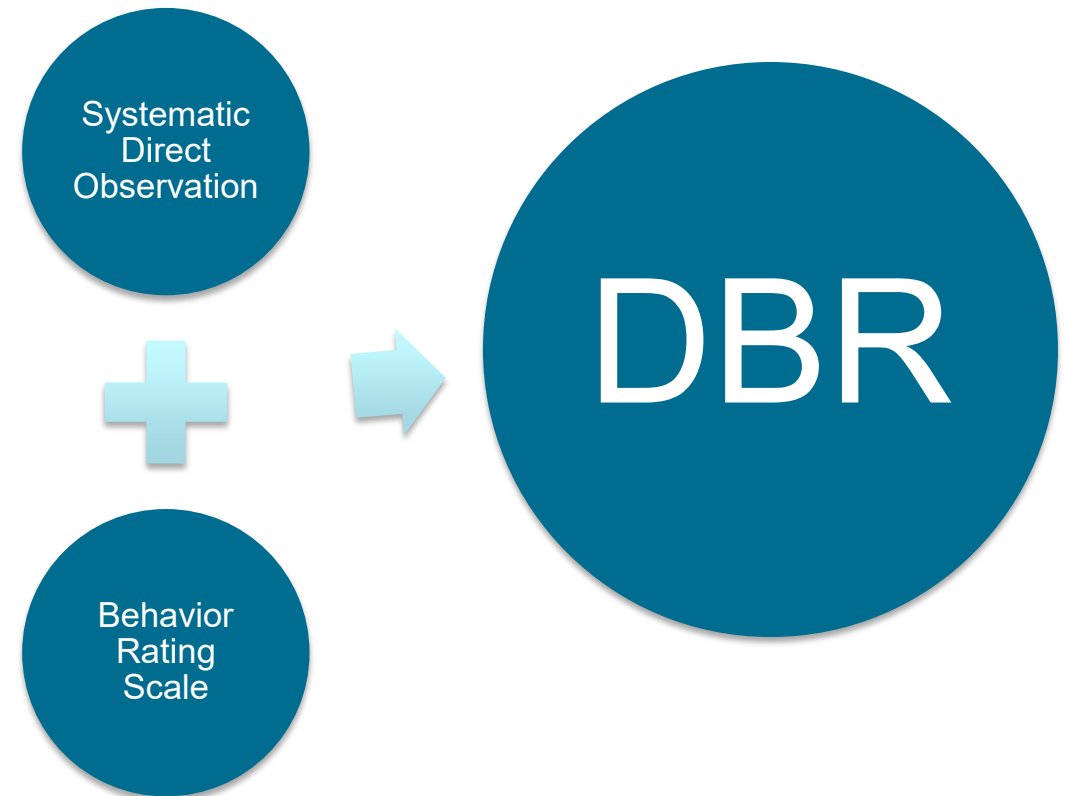


Progress Monitoring
FastBridge Direct Behavior Rating (DBR)



FastBridge Direct Behavior Rating (DBR)

- Highly efficient classroom teacher rating tool
- Hybrid behavior assessment tool
- **National Center for Intensive Intervention**
 - Convincing evidence for use in monitoring **Disruptive Behavior** and **Academic Engagement**
- Aligned with the **SAEBRS**
 - Social Behavior
 - Academic Behavior
 - Emotional Behavior



To Use a DBR

- 1. Identify the student(s) of interest**
- 2. Select behavior(s) of interest**
 - Relevant domains
 - Default behaviors (GOMs)
 - Additional behaviors of concern
- 3. Identify rating period (times & settings)**
 - Large group math instruction
 - 10:00-10:45am
 - Monday, Wednesday, and Friday
- 4. Teacher observes student behavior**
 - Occasionally checks on student behavior (e.g., every 30-60 seconds)
 - Teacher does not do anything else during this time
- 5. Teacher rates student behavior**
 - Frequency (0-10) & Intensity (0-6)
- 6. Collect multiple data points**
 - 5-10 within each phase (e.g., baseline and intervention)
- 7. Interpret data**
 - Multi-item and single-item scales



Select student(s) to progress monitor

The screenshot shows the 'Create Progress Monitoring Group' interface in the FAST application. The browser address bar indicates the URL is <https://app.fastbridge.org/fast/report/pmGroupSearch.do>. The user is logged in as 'Stephen'.

The interface is divided into a sidebar and a main content area. The sidebar contains navigation options such as 'Lisa Liguori's list', 'fast tools', 'Class lists', and 'Progress monitoring'. The 'Create PM Group' option is currently selected.

The main content area is titled 'Create Progress Monitoring Group' and features a 'New PM Group' button, a 'Behavior PM' button, and a dropdown menu for 'Add to group'. Below this is the 'Selected Students' section, which includes a 'Clear All' button and a 'Show 10 entries' dropdown. The 'Selected Students' table is currently empty.

The 'Available Students' section includes a 'Select all' button, a 'View Options' button, and a search field. It also has a 'Show 10 entries' dropdown. The 'Available Students' table lists several students with their scores in various categories:

Student Name	School	Teacher Name	Grade	aMath	aReading	CBMMATH Automaticity	CBMMATH Process	CBMR-English	CBMR-Spanish
Garland, Brooke	Swift Elementary	Liguori, Lisa	FOUR						
Amos, Aramis	Swift Elementary	Liguori, Lisa	FOUR	194 !!	498 !				
Bergeron, Hannah	Swift Elementary	Liguori, Lisa	FOUR	197 !!	478 !!				
Bowden, Lexi	Swift Elementary	Liguori, Lisa	FOUR	224		160			
Bower, David	Swift Elementary	Liguori, Lisa	FOUR	231					
Brewster, Jonathan	Swift Elementary	Liguori, Lisa	FOUR	191 !!					



Select behavior(s) to progress monitor

fast

Stephen

https://app.fastbridge.org/group/progressmonitoring/behavior/setup.do?studentData=%5B%2239617%22%5D&groupId=&selectedStudents_length=10

Setup Behavior PM Group

(*) Required

Starting Week * 01/31/2016

Assessment Type * SAEBRS

Behaviors * ?

Social 2 / 3	Academic 1 / 3	Emotional 0 / 3
<input type="checkbox"/> Appropriate interactions with others	<input checked="" type="checkbox"/> Academic engagement	<input type="checkbox"/> Adaptable to change
<input type="checkbox"/> Arguing 🔥	<input type="checkbox"/> Cheating	<input type="checkbox"/> Complains of aches or pains
<input checked="" type="checkbox"/> Disruptive behavior 🔥	<input type="checkbox"/> Difficulty working independently	<input type="checkbox"/> Crying
<input type="checkbox"/> Impulsiveness	<input type="checkbox"/> Distractedness	<input type="checkbox"/> Difficulty rebounding from setbacks 🔥
<input type="checkbox"/> Lying	<input type="checkbox"/> Interest in academic topics	<input type="checkbox"/> Fatigue
<input type="checkbox"/> Noncompliance	<input type="checkbox"/> Organization	<input type="checkbox"/> Fearfulness 🔥
<input type="checkbox"/> Physical aggression toward others	<input type="checkbox"/> Persistence in academic tasks	<input type="checkbox"/> Happiness
<input type="checkbox"/> Property destruction	<input type="checkbox"/> Production of acceptable work	<input type="checkbox"/> Restlessness
<input type="checkbox"/> Respect	<input type="checkbox"/> Timely completion of work	<input type="checkbox"/> Sadness
<input type="checkbox"/> Respect for personal boundaries	<input type="checkbox"/> Unresponsiveness to corrective feedback	<input type="checkbox"/> Withdrawal
<input type="checkbox"/> Stealing	<input type="checkbox"/> Use of appropriate study skills	
<input checked="" type="checkbox"/> Temper outbursts 🔥		
<input type="checkbox"/> Verbal aggression toward others 🔥		

Group Name * P93 Brooke Garland Behavior PM

Number of occasions * Every week Every 2 weeks Every 3 weeks Every 4 weeks



Select rating period(s) of interest

Also, select starting week, start point, and goal

Behavior PM

Group Name **P93** Brooke Garland Behavior PM

Number of occasions Every week Every 2 weeks Every 3 weeks Every 4 weeks

Rating periods [?]

Period	Mon	Tue	Wed	Thu	Fri
Morning	Select time	Select time	Select time	Select time	Select time
Afternoon	Select time	Select time	Select time	Select time	Select time
Full Day	Select time	Select time	Select time	Select time	Select time
Art	Select time	Select time	Select time	Select time	Select time
Gym	Select time	Select time	Select time	Select time	Select time
Language Arts	9:00am to 9:45am	Select time	9:00am to 9:45am	Select time	9:00am to 9:45am
Math	1:00pm to 1:35pm	Select time	1:00pm to 1:35pm	Select time	1:00pm to 1:35pm
Music	Select time	Select time	Select time	Select time	Select time
Science	Select time	Select time	Select time	Select time	Select time
Social Studies	Select time	Select time	Select time	Select time	Select time

Behaviors Setup [?]

Behavior	Screening [?]	Starting Week	Start [?]	Goal [?]	Benchmark [?]
Academic engagement (remove)	1	01/31/2016	5	10	0
Temper outbursts (remove)	1	01/31/2016	4	0	0
Disruptive behavior (remove)	0	01/31/2016	5	0	0

Save » Clear All Cancel

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fast x

Stephen

https://app.fastbridge.org/group/behavior/list.do

Knowledge Base Lisa Liguori Log out

.. 1

Behavior Progress Monitoring

Lisa Liguori's list

fast tools

Class lists

- aReading
- AUTOreading
- CBMreading
- aMath
- CBMmath Auto
- CBMmath Proc
- REACT
- SAEBRS
- mySAEBRS

Progress monitoring

- Create PM Group
- Behavior PM

Switch view to...

- Specialist
- Teacher
- Visual conventions
- Legends

Students due this week

Show 10 entries Search:

Name	Assessment	Start Week	Items	Occasions	Created By	School
▼ Aramis Amos	SAEBRSdbr	01/03/2016	9	5 Days Every Week	Lisa Liguori	Swift Elementary
▲ Brooke Garland	SAEBRSdbr	01/31/2016	3	3 Days Every Week	Lisa Liguori	Swift Elementary

Rating Period

	Mon	Tue	Wed	Thu	Fri
Language Arts	🕒	🕒	🕒	🕒	🕒
Math	🕒	🕒	🕒	🕒	🕒

Showing 1 to 2 of 2 entries Previous 1 Next

Other students

Show 10 entries Search:

Name	Assessment	Start Week	Due	Items	Occasions	Created By	School
Aramis Amos	SAEBRSdbr	01/03/2016	Next week	9	5 Days Every Week	Lisa Liguori	Swift Elementary
Brooke Garland	SAEBRSdbr	01/31/2016	Next week	3	3 Days Every Week	Lisa Liguori	Swift Elementary

Select student(s) to progress monitor and the rating you wish to complete

You will have already observed the student's behavior at this point



SAEBRS SAEBRS DBR Name: Brooke Brooke

« Cancel Clear All Hide Directions Submit test »

Directions

Please rate how frequently the student displayed each of the following behaviors during each rating period. Where appropriate, please also rate the intensity of the behavior observed.

Notes

[Add note](#)

[Update interventions / supports](#)

LANGUAGE_ARTS - 09:00am to 09:45am on Mon

Behavior	Frequency	Intensity
Academic		
<input checked="" type="checkbox"/> Academic engagement <i>No Opportunity</i>	0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A
Social		
<input checked="" type="checkbox"/> Disruptive behavior <i>No Opportunity</i>	0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	0 1 2 3 4 5
<input checked="" type="checkbox"/> Temper outbursts <i>No Opportunity</i>	0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	0 1 2 3 4 5
Hidden Items		
Behavior		

« Cancel Clear All Submit test »

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Rate the students behavior with regard to both frequency and intensity (where appropriate)



Record relevant notes, as well as changes in interventions (start, end, or modify)

The screenshot shows the SAEBRS web application interface. At the top, the browser address bar displays the URL: <https://app.fastbridge.org/dbr/administerDBRFAST.do?grpSchid=5599142&spid=39617&grpid=2692260&mode=1&amid=182&spfn=Brooke%2...>. The page header includes the SAEBRS logo, the text "SAEBRS DBR", and the student's name "Name: Brooke Brooke".

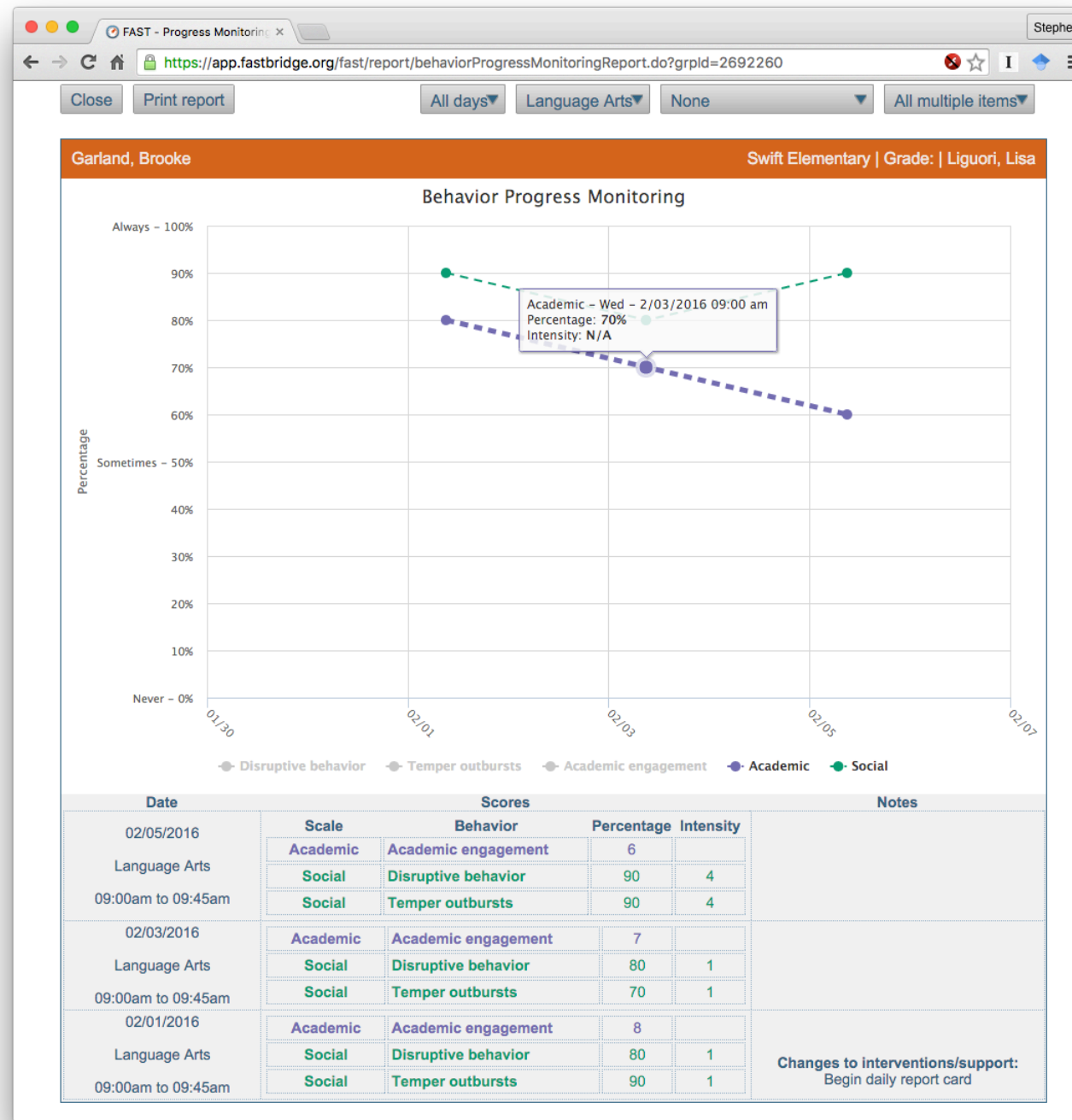
The main content area features a "Directions" section with the instruction: "Please rate how frequently the student displayed each of the following behaviors during each rating period. Where appropriate, please also rate the intensity of the behavior." Below this is a table for "LANGUAGE_ARTS" with columns for "Behavior", "Frequency", and "Intensity". The table is divided into "Academic" and "Social" categories. Under "Academic", "Academic engagement" is checked with a frequency of 0 and intensity of "Never". Under "Social", "Disruptive behavior" and "Temper outbursts" are checked, both with a frequency of 0 and intensity of "Never".

A modal dialog box titled "Changes to the student's interventions/supports?" is open in the foreground. It contains the text: "Please describe any changes to the student's interventions/supports" and a text input field with the text "Begin daily report card". Below the input field, it says "978 characters left." The dialog has "Save" and "Cancel" buttons at the bottom.

At the bottom of the page, there is a footer with the text: "© 2016 FastBridge Learning, LLC; All Rights Reserved [Privacy](#) and [Terms of Use](#)".

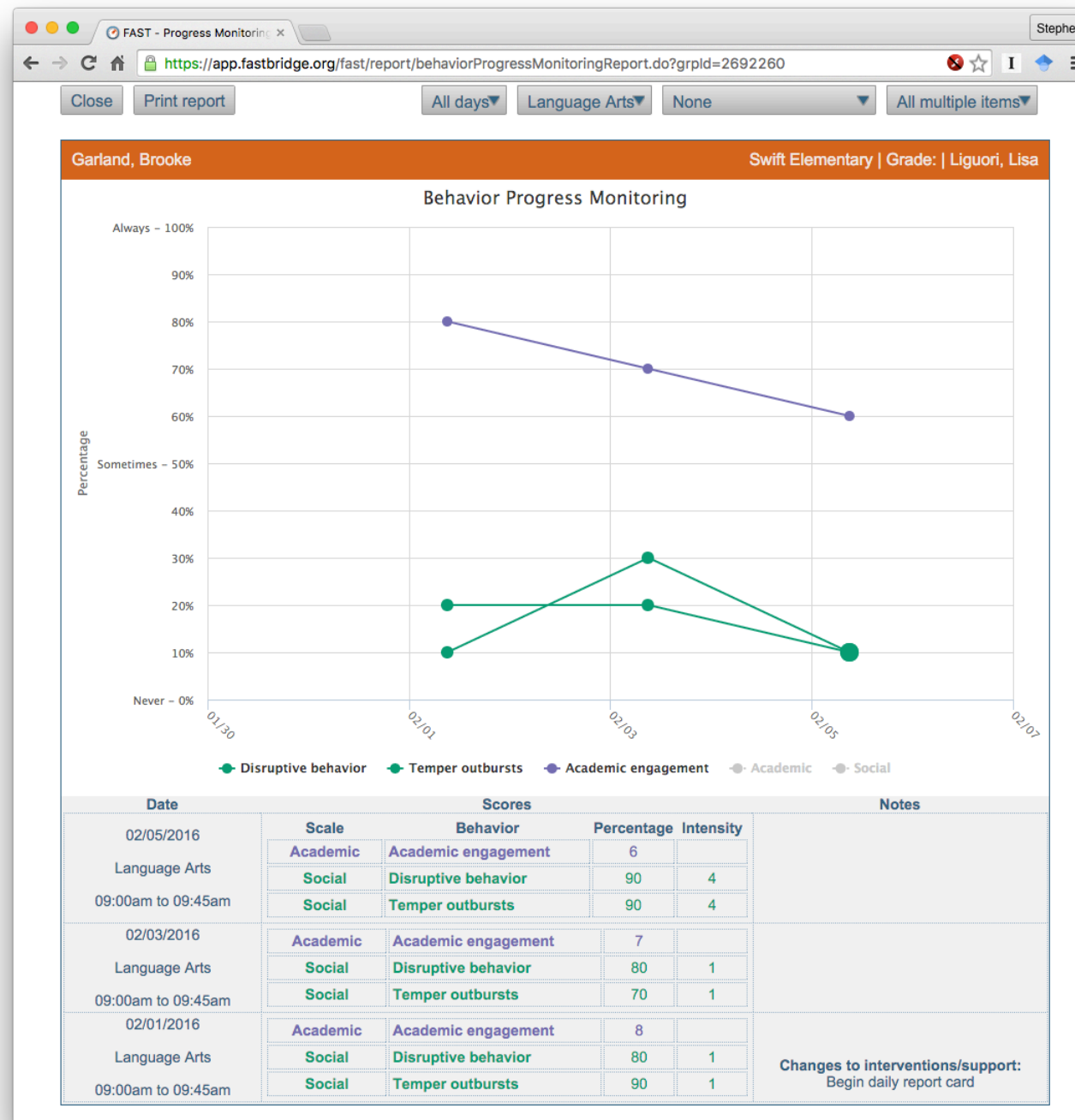


Graph the data you have collected for a student
 DBR Multi-item scales



Graph the data you have collected for a student

DBR Single-item scales





Clarksville-Montgomery County School System, TN



The Value in SAEBRS Data for CMCSS

- ✓ Part of CMCSS' strategic work
- ✓ Informs district and school-based budget expenditures
- ✓ Domain-specific uses
 - ✓ Social
 - ✓ Academic
 - ✓ Emotional
- ✓ Family Connection



Strategic Work



2019-2020

STRATEGIC WORK OVERVIEW

Clarksville-Montgomery County School System



IMPROVE STUDENT ACHIEVEMENT

- Provide resources and supports to meet students' social and emotional needs
- Strengthen early learning instruction and programming
- Broaden choice in academic offerings to align with ready-graduate initiatives
- Enhance standards-based curriculum, instruction, and assessment resources



MAXIMIZE EMPLOYEE CAPACITY

- Develop and support multiple pathways into the teaching profession
- Explore the impact of employee attendance
- Develop differentiated employee recognition practices
- Examine the expansion of Onsite services and diversification of employee wellness opportunities
- Increase individualized professional learning opportunities



IMPROVE EFFICIENCY AND EFFECTIVENESS

- Refine Student Services Department processes
- Address school capacities
- Improve student transportation services
- Improve organizational efficiency through technology



ENGAGE THE PUBLIC IN SUPPORT OF STUDENT ACHIEVEMENT

- Equitably align community resources to district needs

Our mission is to educate and empower our students to reach their potential. Our vision is all students will graduate college and career ready.



Strategic Work



IMPROVE STUDENT ACHIEVEMENT

Provide resources and supports to meet students' social and emotional needs

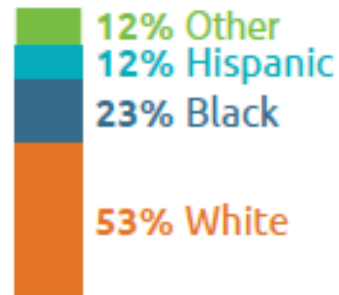
DISTRICT SNAPSHOT

36,588
STUDENTS

94.2%
GRADUATION RATE

62%
OF SCHOOLS RANK
"ABOVE AVERAGE"

46% TITLE I



RTI2-B is part of larger MTSS state initiative to provide supports.

Work in SEL has been part of district strategic work for 2 years.

Data stories – the why behind the what



Budget

All requests must be rooted in data

If priority area is **social** -

- Social Worker positions
- stronger community partnerships with MH collaborative
- Restorative Justice Circles
- Freshman Focus
- SWPBIS / TBSP partnership with Vanderbilt University
- awareness of ACES
- trauma-informed practices

If priority is **academic** –

- Professional Learning focus on Executive Functioning Skills

If priority is **emotional** –

- District-wide change in counselor responsibilities
- Mindfulness (Inner Explorer) and growth mindsets
- Connections for how to get assistance



Focus of Professional Learning

ENGAGE sessions

Online Learning Series

School-Specific PD

Personal Learning Plans



We Have the Data

Social

Classroom placements

Teacher training

Academic

Embedding EF within core content

Includes focus on Every Minute Counts campaign

Emotional (the importance of STUDENT voice)

Small Groups

Individual Sessions



Family Connections

Focus on WHY, so teams do not get mired in the WHAT

Student voice

Difficult conversations made easier



The Illuminate Solution

Site

Data-informed teacher empowerment
driving new levels of performance



Classroom



District



Real-time Dashboards + Visualizations
Predictive Analytics | Digital Cumulative | Reports

Complete Intervention Management
Scheduling | Tracking | Forms | Compliance

High Quality Assessments + Content
Research-Based | Valid | Reliable | Aligned

Illuminate Experience
Customer-Obsessed Service | For Educators By Educators



Whole Child Data Core

Interoperable | Any Data | Any System

SEL

behavioral

academic

school
climate

attendance

intervention

fastbridge.org



Questions for Steve & Patti



