

# Building & Sustaining Behavioral MTSS frameworks:

Using FastBridge social emotional screening and progress  
monitoring tools

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STEPHEN KILGUS, PH.D. & KATIE EKLUND, PH.D.

SCHOOL PSYCHOLOGY PROGRAM

UNIVERSITY OF MISSOURI



## Webinar Presenters



Stephen Kilgus, Ph.D.  
Assistant Professor  
School Psychology Program  
University of Missouri



Katie Eklund, Ph.D.  
Assistant Professor  
School Psychology Program  
University of Missouri



# Agenda

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1. Social-Emotional & Behavioral (SEB) Competence: Why is it important?
2. Connecting SEB Assessment to Intervention
3. Screening:
  - SAEBRS
  - mySAEBRS
4. Using Screening Data to Guide Interventions
5. Progress Monitoring
  - Direct Behavior Ratings



# Social-Emotional & Behavioral (SEB) Competence

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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)

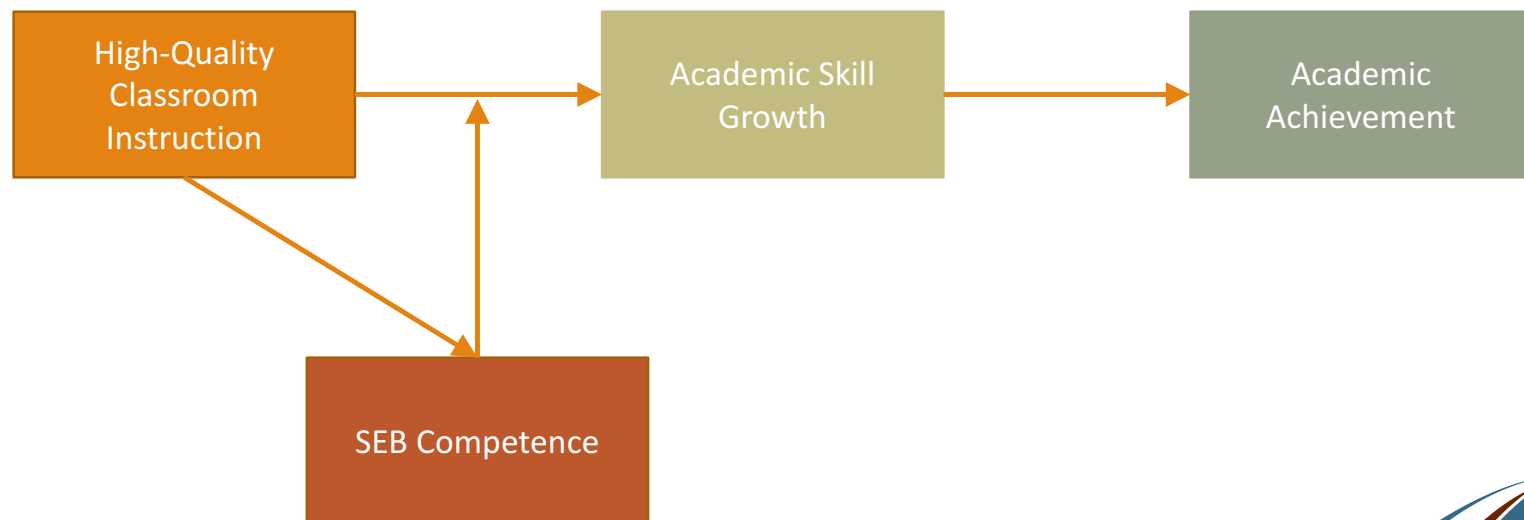
**SEB Competence = protective factor**

- Among ethnic minority students living in low-income, urban communities (Elias & Haynes, 2008)



# SEB Competence as a Mediator

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Based upon DiPerna (2006)



# SEB Assessment

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## 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***



# Connecting SEB Assessment to Intervention

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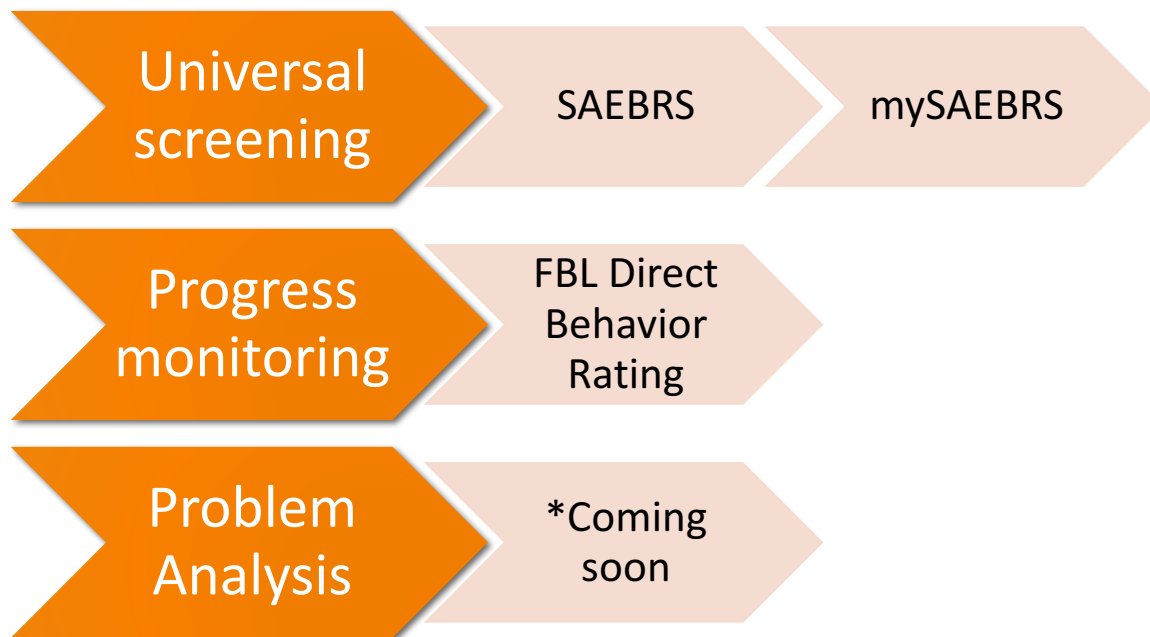
FASTBRIDGE SEB ASSESSMENT





# FastBridge SEB Assessment

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# 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

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## Who?

- Students found to be at risk (per universal screening)

## Why?

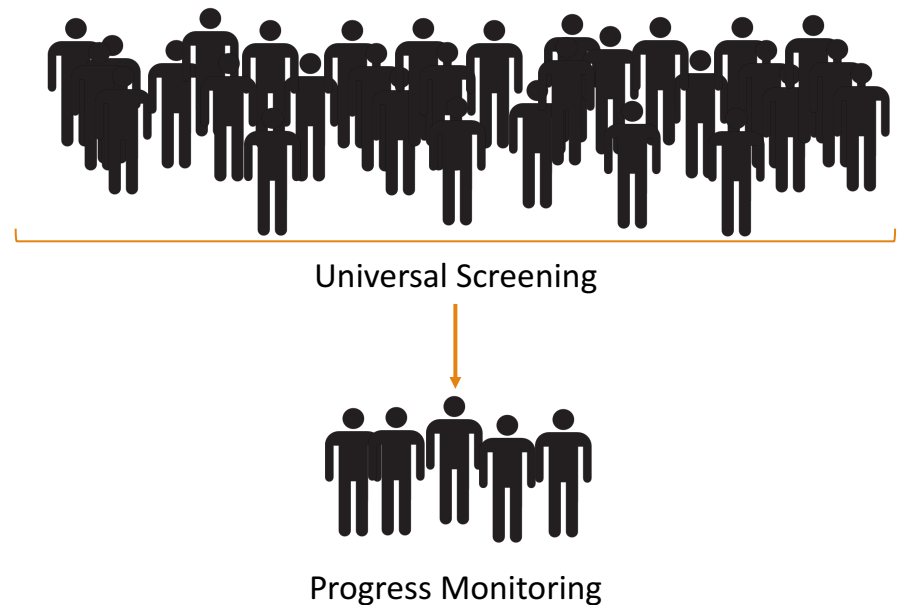
- Evaluate student response to intervention

## When?

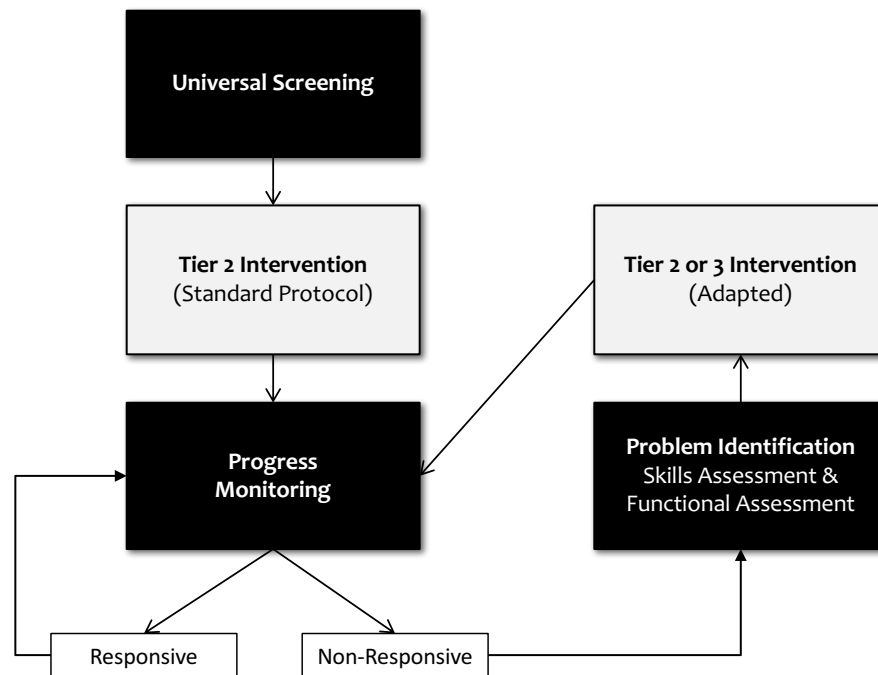
- Prior to and during intervention
- At least once per week, preferably multiple times per week

## Where?

- In problematic times and settings



# SEB Assessment: Procedural Framework



# Universal Screening

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SOCIAL, ACADEMIC, AND EMOTIONAL BEHAVIOR RISK SCREENER  
(SAEBRS)



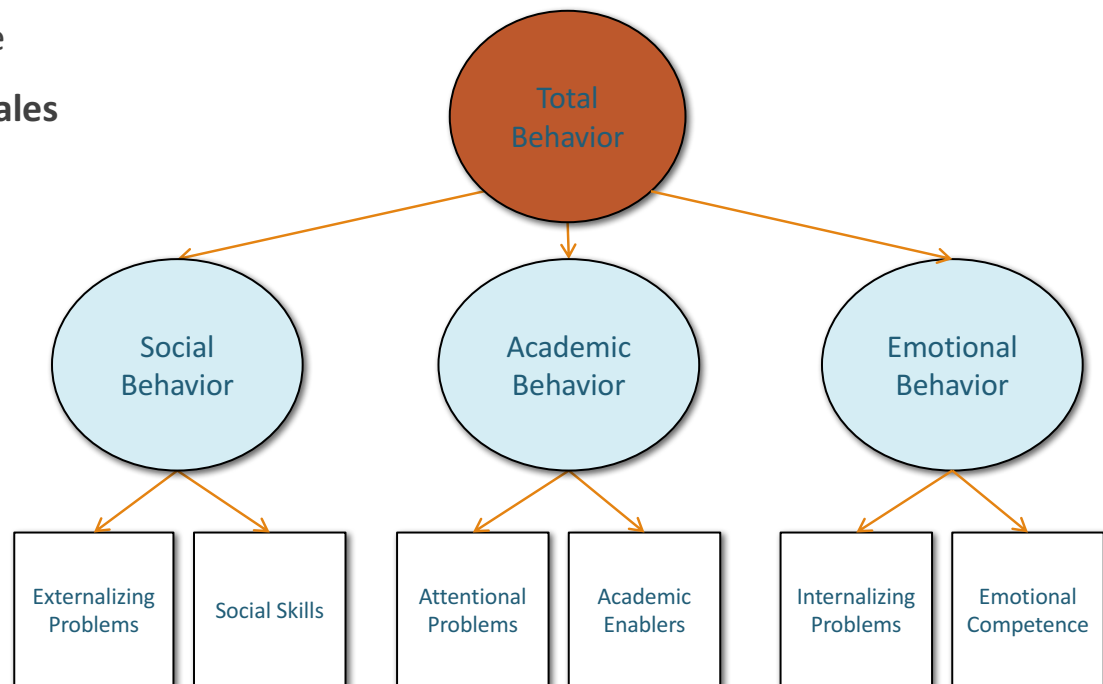
# SAEBRS

Kilgus, Chafouleas, Riley-Tillman, & von der Embse, 2014

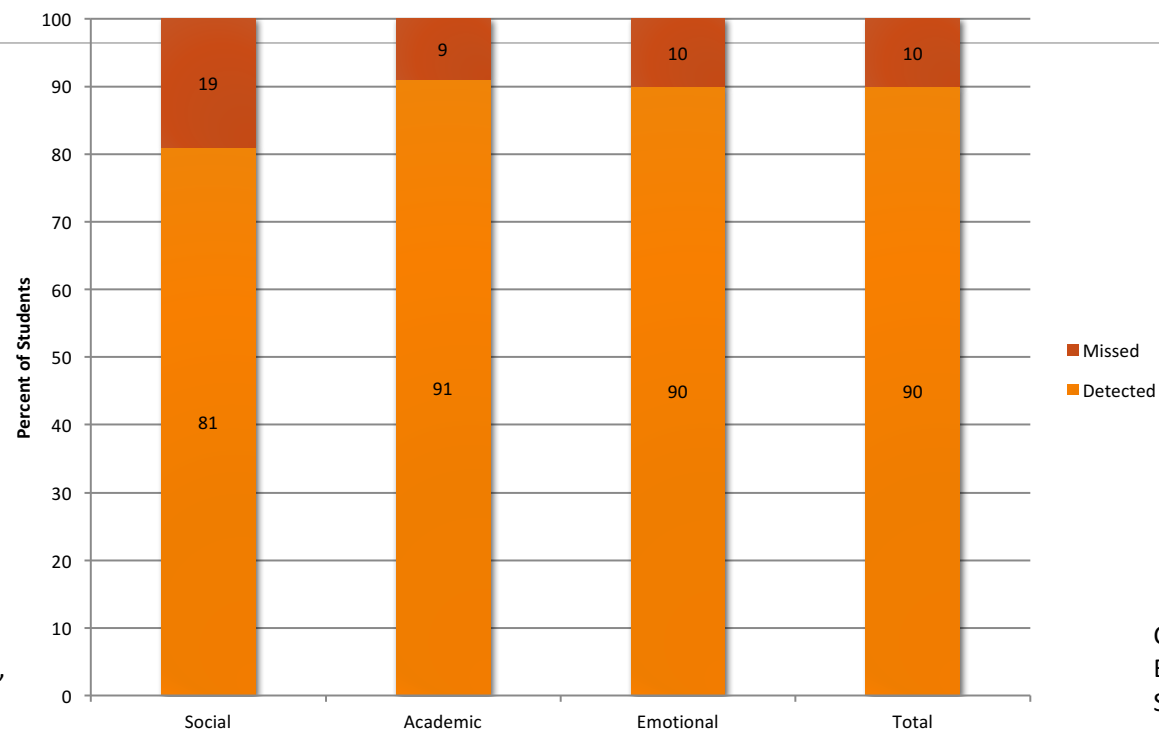
Brief, 19-item teacher rating scale

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

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



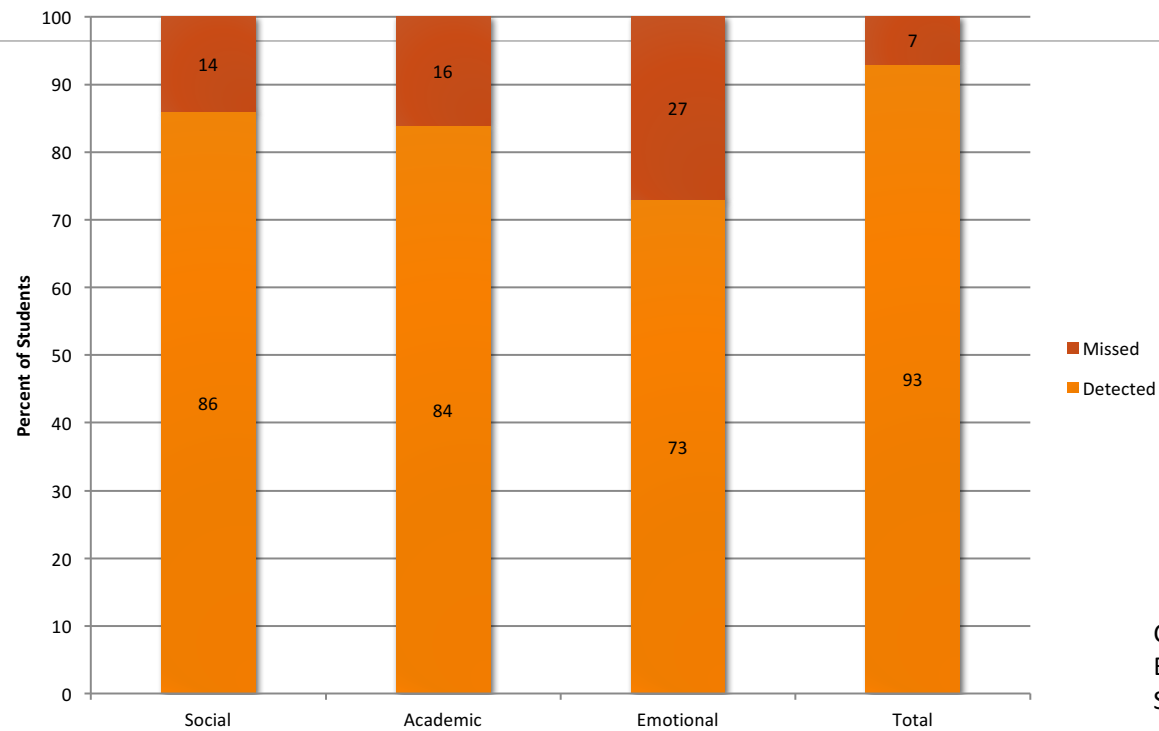
# At-Risk Students (Sensitivity)



**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 & Silbergitt, 2005;  
Kilgus et al., 2014)

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



fast

Knowledge Base

Lisa Liguori

Log out

Lisa Liguori's list

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

S239 04-SAEBRSSStudent-2015

☐ Group report

☐ Individual Student Report

Delete a score

	Student Name	Fall	Winter	Spring
<input type="checkbox"/>	Amos, Aramis			
<input type="checkbox"/>	Bergeron, Hannah			
<input type="checkbox"/>	Bowden, Lexi			
<input type="checkbox"/>	Bower, David			
<input type="checkbox"/>	Brewster, Johnathan			
<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			

Behavior	Never	Sometimes	Often	Almost Always
<b>Social Behavior</b>				
1. Arguing				
2. Cooperation with peers				
3. Temper outbursts				
4. Disruptive behavior				
5. Polite and socially appropriate responses toward others				
6. Impulsiveness				
<b>Academic Behavior</b>				
7. Interest in academic topics				
8. Preparedness for instruction				
9. Production of acceptable work				
10. Difficulty working independently				
11. Distractedness				
12. Academic engagement				
<b>Emotional Behavior</b>				
13. Sadness				
14. Fearfulness				
15. Adaptable to change				
16. Positive attitude				
17. Worry				
18. Difficulty rebounding from setbacks				
19. Withdrawal				
<b>Total Scores</b>				
Total Items	Total Score	Social Score	Academic Score	Emotional Score
0	0	0	0	0

# 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

Knowledge Base Lisa Liguori Log out

S239 04-SAEBRSSStudent-2015

Lisa Liguori's list

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

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

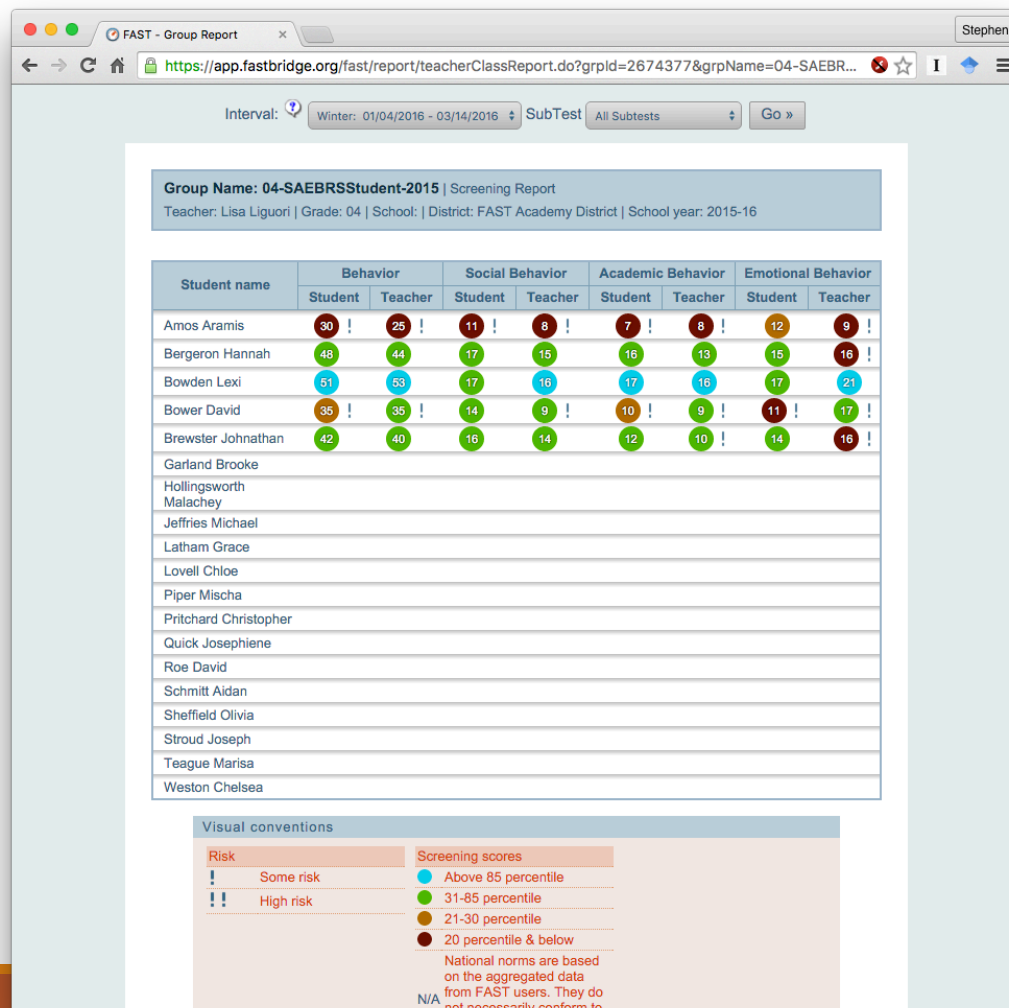
mySAEBRS LAB

3 of 20

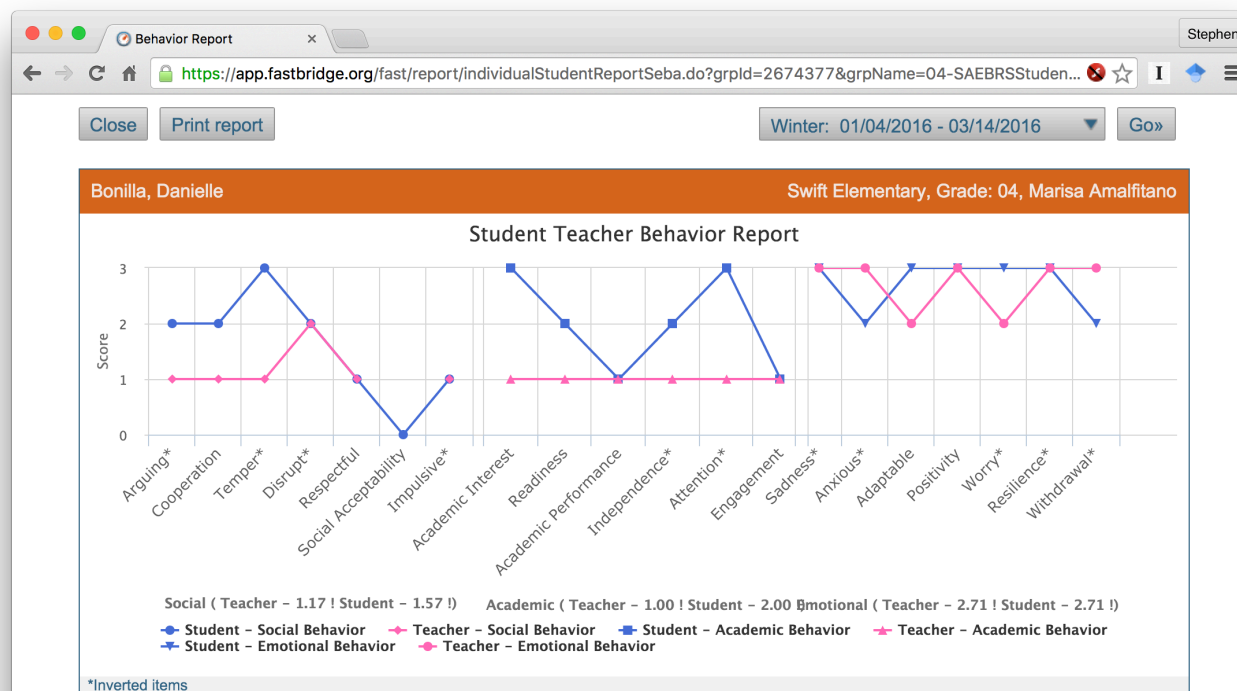
I lose my temper.

Never Sometimes Often

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



# SAEBRS Individual Report



# SAEBRS/mySAEBRS Interpretation & Use

## Start with **Total Behavior**

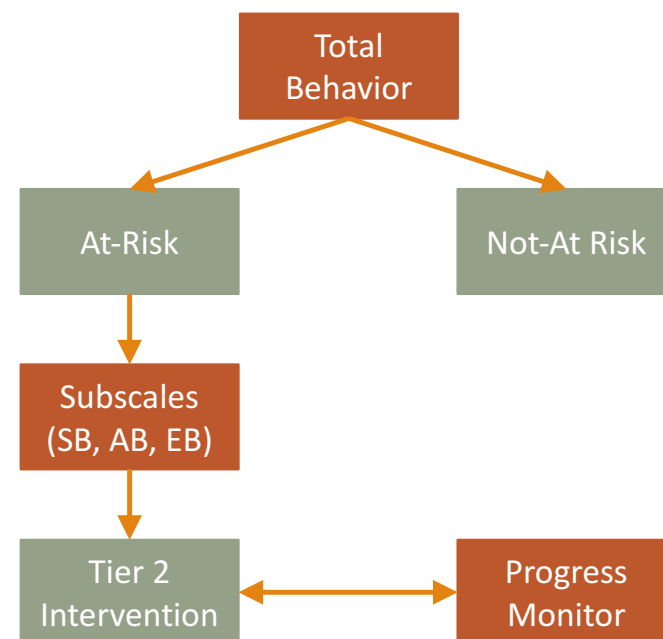
- Yields most valid, reliable, and accurate scores

## 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**



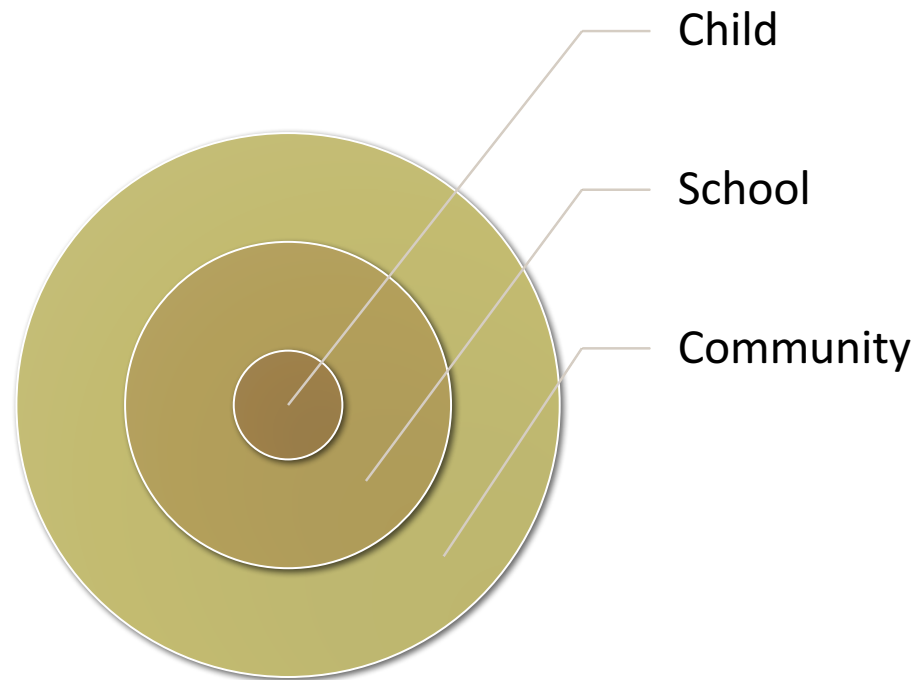
# Using Screening Data to Guide Interventions

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# Screening to Inform

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Ask yourself.... How do we get to tier two efforts?

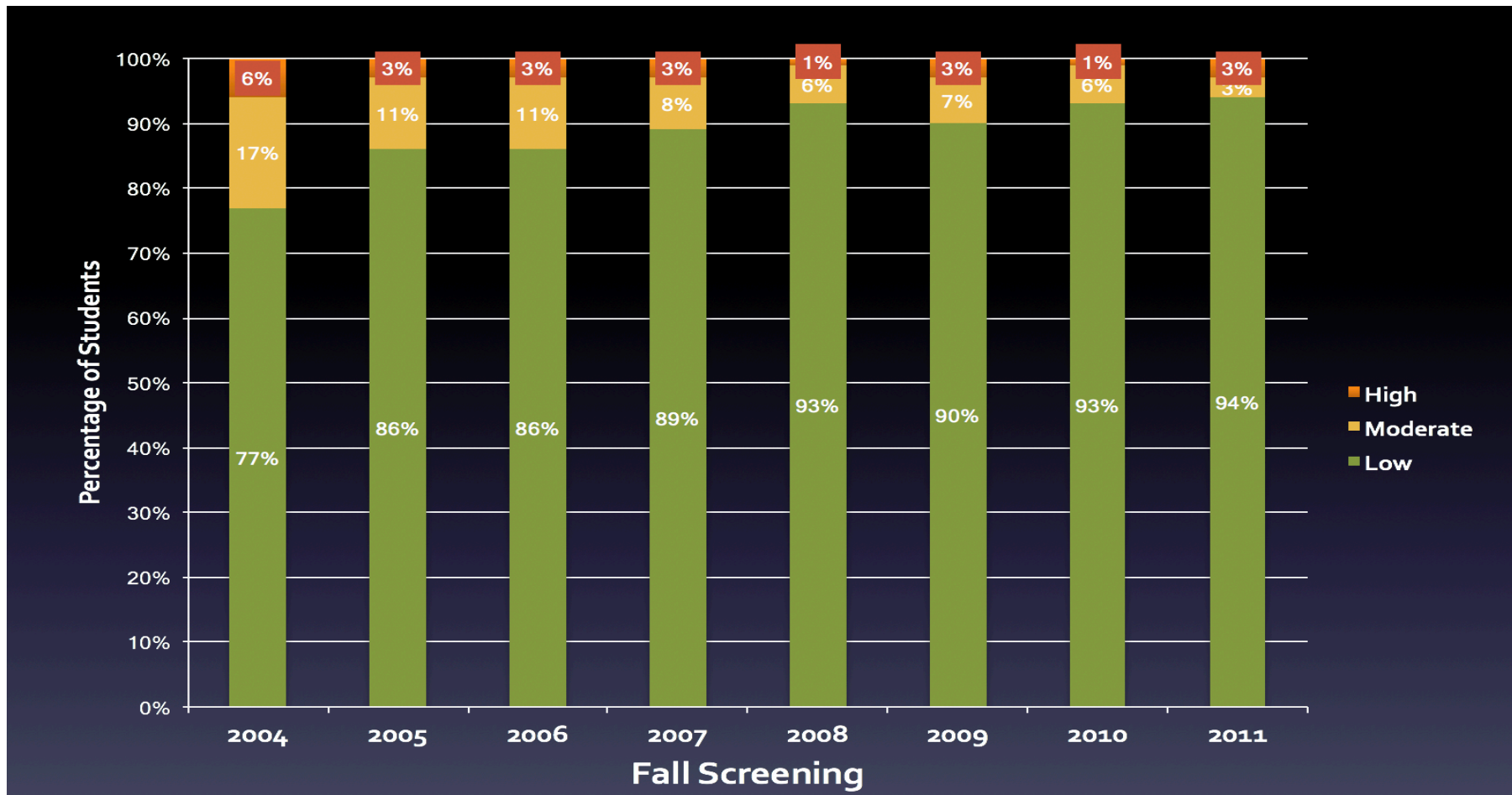
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Is tier 2 intended as prevention?

Or...

Is tier 2 another name for pre-referral documentation?

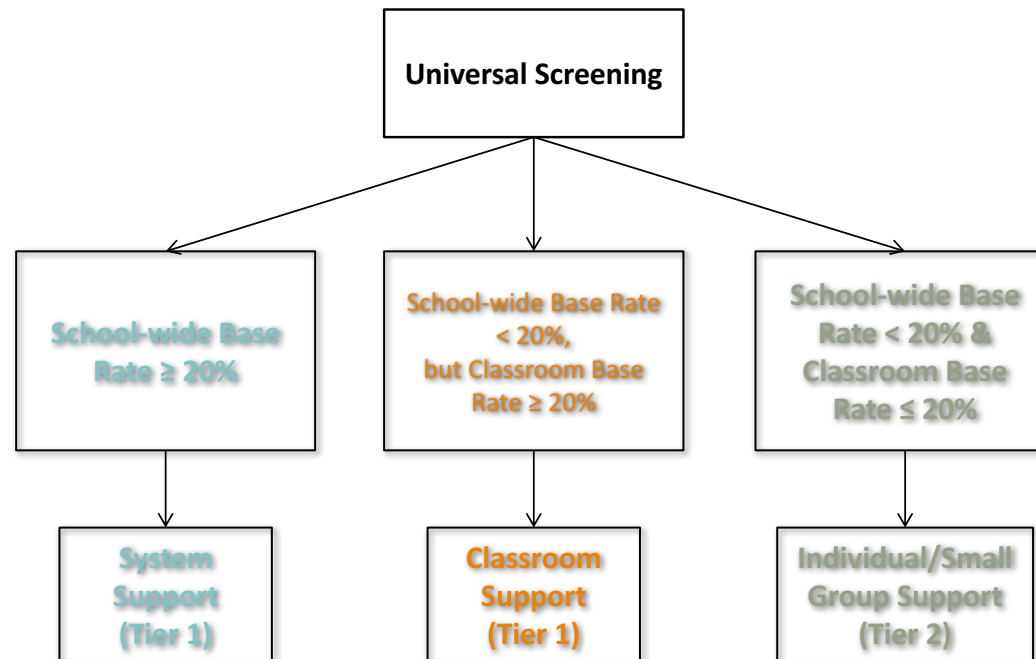




Lane, K. L., Oakes, W. P., & Magill, L. (2014). Primary Prevention Efforts: How Do We Implement and Monitor the Tier 1 Components. *Preventing School Failure*, 58(3), 143-158.

# Determine the level at which to implement intervention

(SEBA Model; Kilgus & Eklund, 2015)



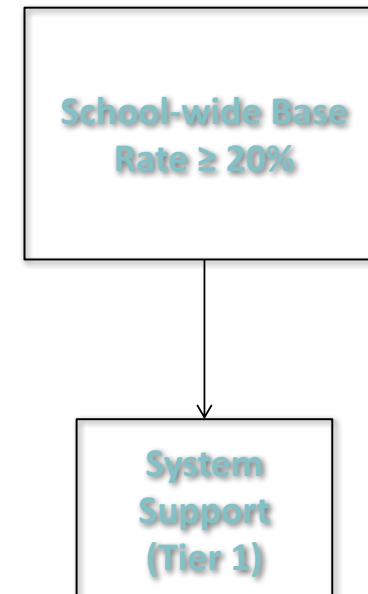
# System Support (Tier 1)

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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



# Evidence-based Social Emotional Learning Programs

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## ***Potential EB Programs***

- Promoting Alternative Thinking Strategies (PATHS)
- Second Step
- Why Try?
- Incredible Years

## ***Finding EB Programs***

CASEL: Safe and Sound Programs

[www.casel.org](http://www.casel.org)

SAMHSA: National Registry of evidence-based programs/practices [nrepp.samhsa.gov](http://nrepp.samhsa.gov)

IES What Works Clearinghouse

[ies.ed.gov/ncee/wwc](http://ies.ed.gov/ncee/wwc) AND [www.ed.gov](http://www.ed.gov)

Evidence-based Intervention Network

[ebi.missouri.edu](http://ebi.missouri.edu)



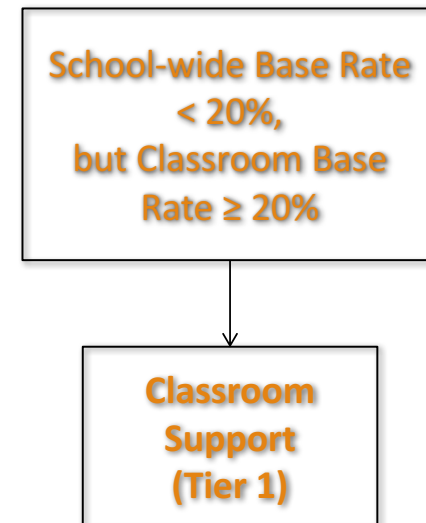
## Classroom base rate >20%

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)

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- 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

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- Classroom Check-up (Reinke, Herman, & Sprick, 2011)
- Good Behavior Game in “School Discipline and Self-Discipline: A Practical Guide to Promoting Prosocial Student Behavior” (Bear, 2010)
- Classroom Management Self-Assessment example (Simonsen, Fairbanks, Briesch, & Sugai, 2006)
- Promoting Positive & Effective Learning Environments:
- Classroom Checklist (Lewis, 2007)





Classroom Management Practice	Rating
1. <i>I have arranged my classroom to <b>minimize crowding and distraction</b></i>	Yes No
2. <i>I have <b>maximized structure and predictability</b> 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 <b>positively stated expectations</b> (or rules).</i>	Yes No
4. <i>I provided <b>more frequent acknowledgement</b> for appropriate behaviors than inappropriate behaviors (See top of page).</i>	Yes No
5. <i>I provided each student with <b>multiple opportunities to respond</b> and participate during instruction.</i>	Yes No



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



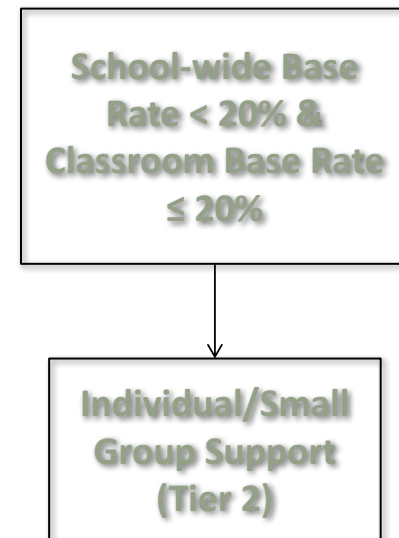
## Classroom base rate <20%

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)

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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

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FASTBRIDGE DIRECT BEHAVIOR RATING (DBR)



# FastBridge Direct Behavior Rating (DBR)

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Highly efficient classroom teacher rating tool

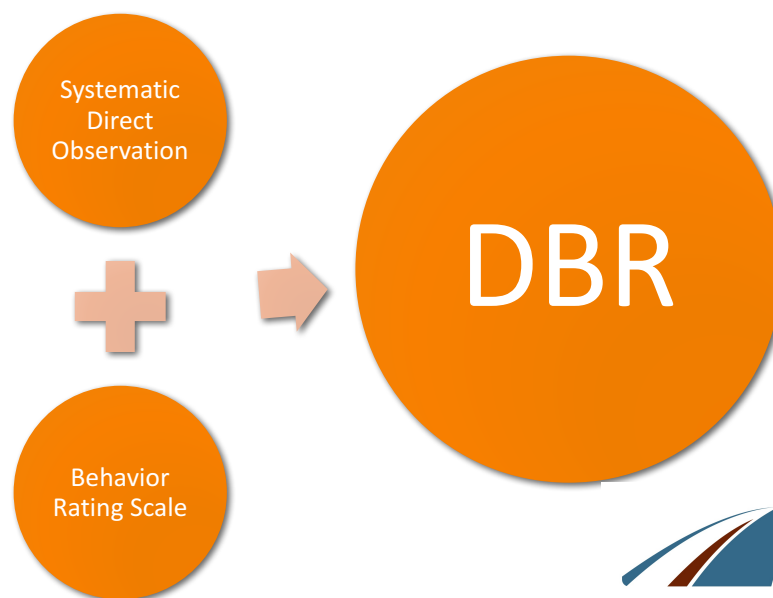
Hybrid behavior assessment tool

## 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

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- 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



fast

https://app.fastbridge.org/fast/report/pmGroupSearch.do

Stephen

**Create Progress Monitoring Group**

New PM Group Behavior PM Add to group

**Selected Students**

Clear All

Show 10 entries

Student Name	School	Teacher Name	Grade	aMath	aReading	CBMMATH Automaticity	CBMMATH Process	CBMR-English	CBMR-Spanish
Garland, Brooke	Swift Elementary	Liguori, Lisa	FOUR						

Showing 1 to 1 of 1 entries

**Available Students**

Select all View Options Search:

Show 10 entries

Student Name	School	Teacher Name	Grade	aMath	aReading	CBMMATH Automaticity	CBMMATH Process	CBMR-English	CBMR-Spanish
Amos, Aramis	Swift Elementary	Liguori, Lisa	FOUR	194 !!	496 !				
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 !!					

**Progress monitoring**

**Create PM Group**

Behavior PM

**Switch view to...**

Specialist

Teacher

**Visual conventions**

**Legends**

Select behavior(s) to  
progress monitor



fast

https://app.fastbridge.org/group/progressmonitoring/behavior/setup.do?studentData=%5B%5D%5D&groupId=&selectedStudents\_length=10

Stephen

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"/> Complaints 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



fast

Stephen

https://app.fastbridge.org/group/progressmonitoring/behavior/setup.do?studentData=%5B%5D&groupID=&selectedStudents\_length=10

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 <b>?</b>	Starting Week	Start <b>?</b>	Goal <b>?</b>	Benchmark <b>?</b>
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
Behavior	Screening	Starting Week	Start	Goal	Benchmark

Save » Clear All Cancel

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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

The screenshot shows the FAST (Fastbridge) Behavior Progress Monitoring interface. The sidebar on the left contains navigation options: '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', and 'Legends'. The main content area is titled 'Behavior Progress Monitoring' and displays 'Students due this week' with a table of student data. Below this, it shows 'Other students' with another table. The interface includes search bars, pagination, and a 'Log out' button.

**Behavior Progress Monitoring**

**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					

**Rating Period**

	Mon	Tue	Wed	Thu	Fri

**Name Assessment Start Week Items Occasions Created By School**

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

**Name Assessment Start Week Due Items Occasions Created By School**

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



SAEBRSdbor Test Administration X

https://app.fastbridge.org/dbr/administerDBRFAST.do?grpSchld=5599142&spld=39617&grpid=2692260&mode=1&amlid=182&spfn=Brooke%2...

**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.

**LANGUAGE\_ARTS - 09:00am to 09:45am on Mon**

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

**Hidden Items**

Behavior

« Cancel Clear All Submit test »

Notes

[Add note](#)

[Update interventions / supports](#)

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



SAEBRSdbor Test Administrator X

https://app.fastbridge.org/dbr/administerDBRFAST.do?grpSchld=5599142&spld=39617&grpld=2692260&mode=1&amlid=182&spfn=Brooke%2...

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.

LANGUAGE ARTS

Behavior

Academic

☒ Academic engagement 0

[No Opportunity](#) Never

Social

☒ Disruptive behavior 0

[No Opportunity](#) Never

☒ Temper outbursts 0

[No Opportunity](#) Never

Hidden items

Behavior

« Cancel Clear All Submit test »

Notes

Add note

Update interventions/supports

Changes to the student's interventions/supports?

Please describe any changes to the student's interventions/supports

Begin daily report card

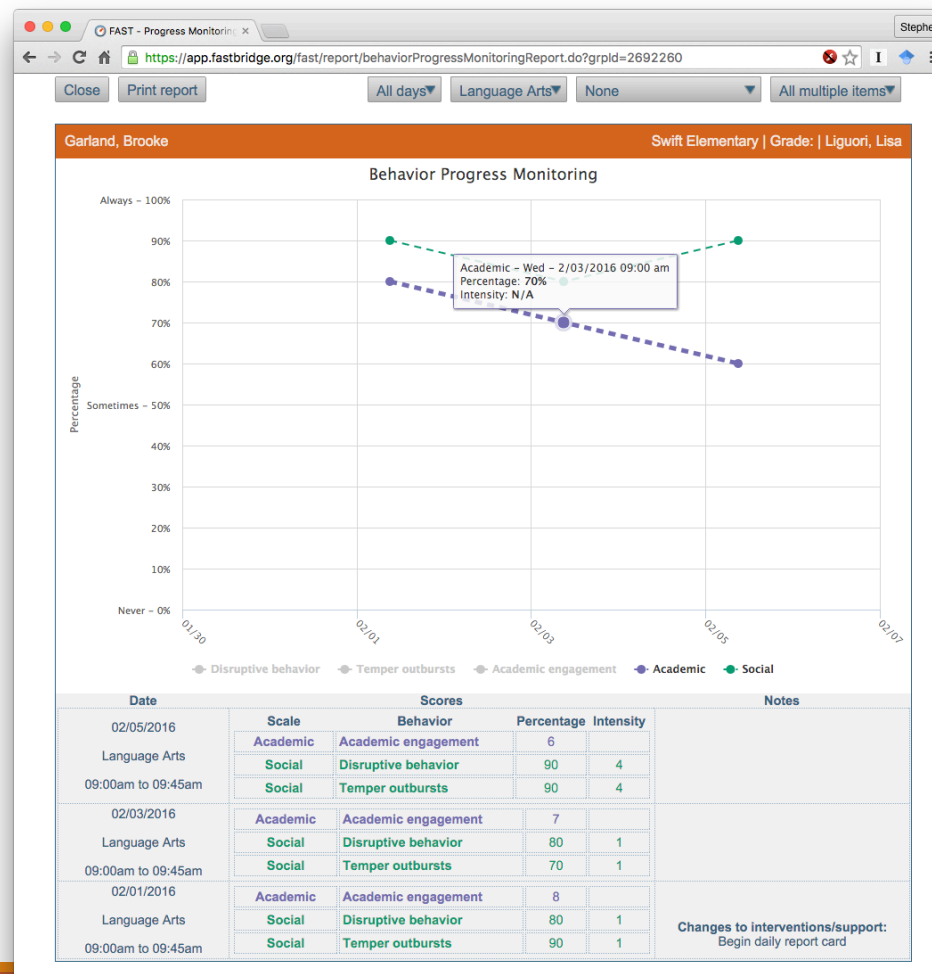
978 characters left.

Save Cancel

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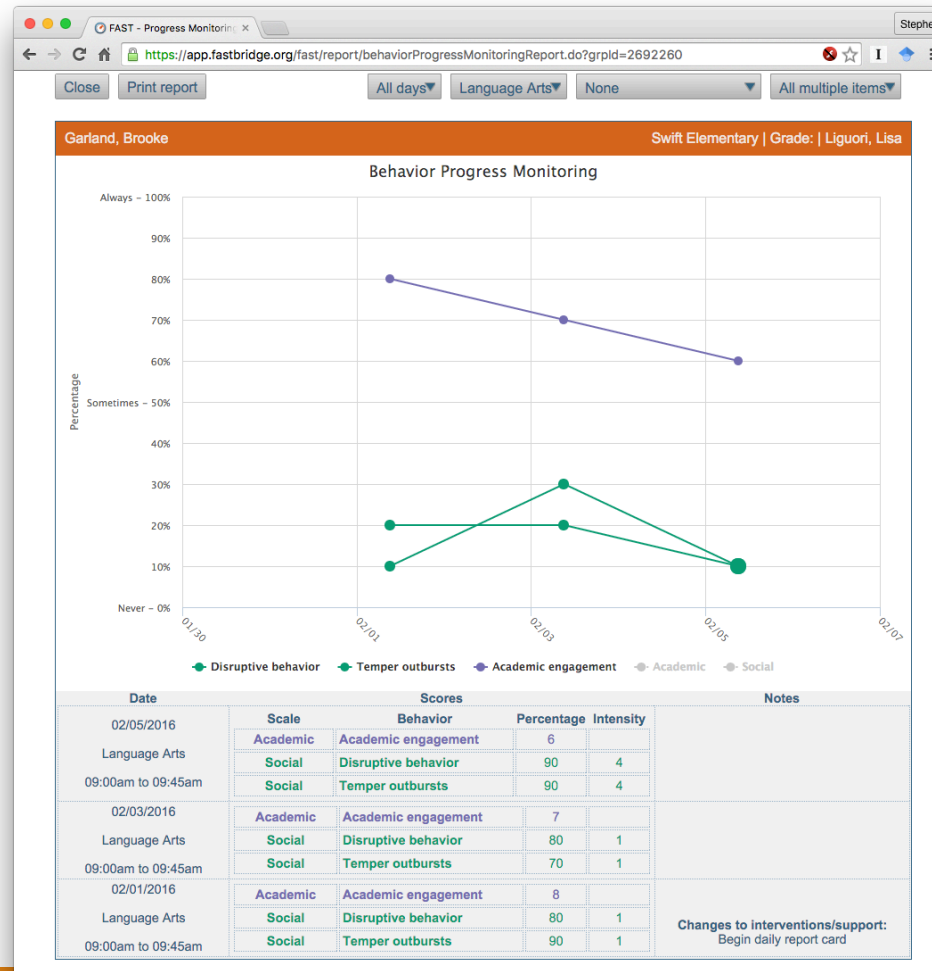
Graph the data you have collected for a student

DBR Multi-item scales



Graph the data you have collected for a student

DBR Single-item scales





# Questions?

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STEPHEN KILGUS, PH.D.

KILGUSS@MISSOURI.EDU

KATIE EKLUND, PH.D.

EKLUNDK@MISSOURI.EDU

