



ABC Support Brief Research Report #4: Screening and Post-Intervention Teacher Ratings of Social-Emotional and Academic-Engagement Behavior

Overview

As part of the student screening procedures for participation in the 2019-2020 pilot study, teachers completed the *Social, Academic, Emotional Behavior Risk Screener* (SAEBRS; Kilgus et al., 2014) and a 10-item engagement screener using the same format and rating scale as SAEBRS (adapted from Skinner et al., 20019). At the conclusion of the intervention period (5 months post-screening), teachers completed the measure, again, for their students.

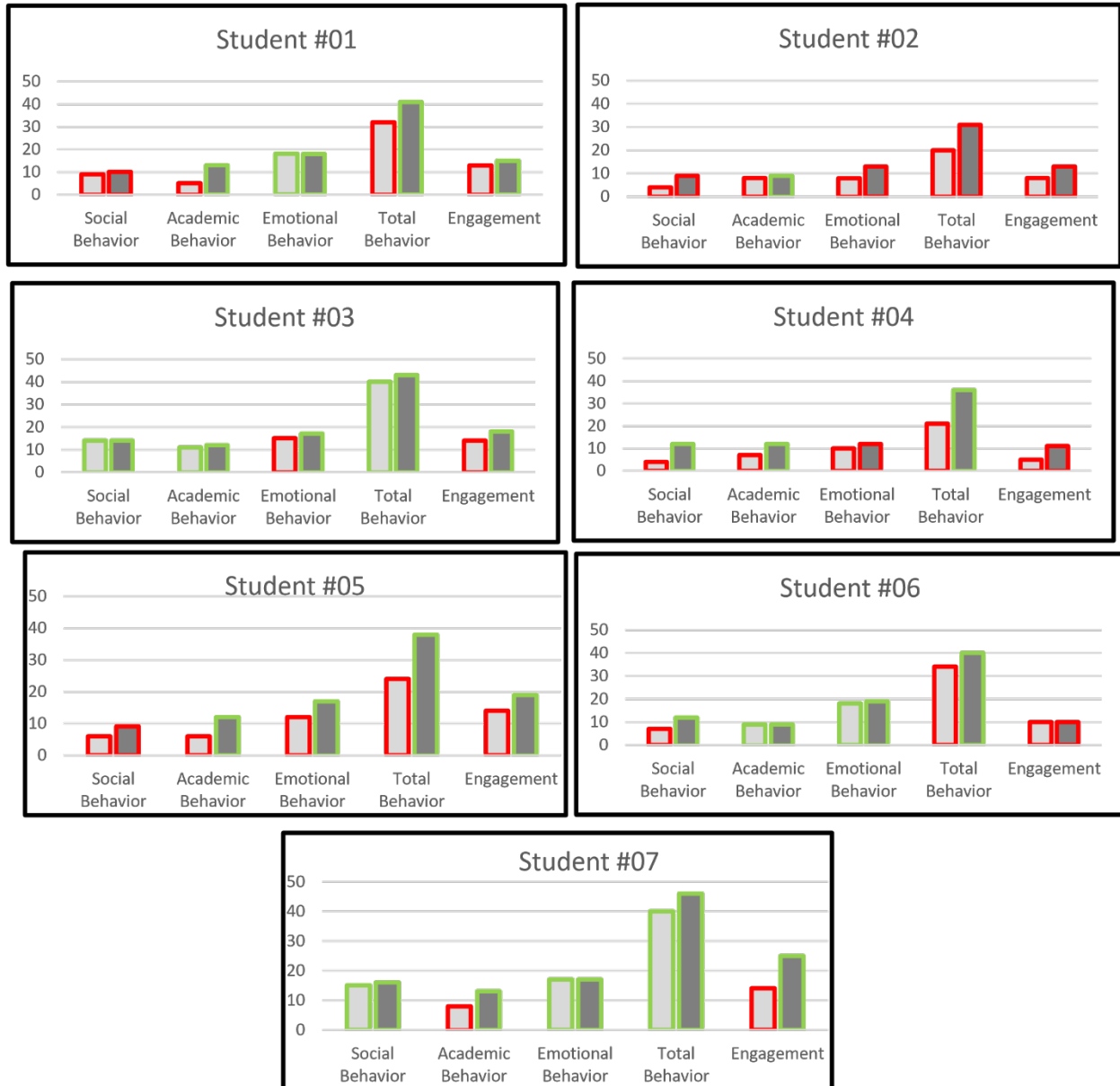
Average Gains

For each scale, Table 1 displays (a) the possible score range; (b) risk cut-off scores; (c) average score at screening (across seven participants); and, (d) average score at post-intervention. Students received higher teacher ratings on four of the five scales ($p < .05$).

Scale	Possible Score Range	Risk Cut-Off Score	Average Screening Score	Average Post-Intervention Score	t (df=6) value
SAEBRS: Social	0.00 – 18.00	12	8.57 (4.47)	11.43 (2.32)	2.76 $p < .05$
SAEBRS: Academic	0.00 – 18.00	9	7.71 (1.83)	11.85 (1.25)	4.20 $p < .01$
SAEBRS: Emotional	0.00 – 21.00	17	14.00 (3.27)	15.71 (2.32)	2.12 <i>ns</i>
SAEBRS: Total	0.00 – 57.00	36	30.28 (7.90)	38.99 (4.80)	4.54 $p < .01$
EWL: Engagement	0.00 – 30.00	15	11.14 (3.31)	15.86 (4.85)	3.61 $p < .05$

Individual Student Growth

The bar graphs below display screening and post-intervention ratings for individual participants. Ratings that fell below the risk cut-off are outlined in red; and ratings at or above the cut-off are outlined in green. Four of seven participants moved from “risk” to “no risk” status for ratings of *engagement*; all seven participants received ratings for *academic behavior* that were above the risk cut-off at post-intervention.



References

Kilgus, S. P., Chafouleas, S. M., Riley-Tillman, T. C., & von der Embse, N. P. (2014). *Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)*. Minneapolis, MN: Theodore J. Christ & Colleagues.

Skinner, E. A., Kindermann, T. A., & Furrer, C. J. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement, 69*, 493-525.

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