

### **B.e.s.t. Universal Screener Update**

We are in the second year using the b.e.s.t. Universal Screener at grades 4K-12.

The b.e.s.t. ® (Behavioral Emotional Social Traits) is a Universal Screening Platform for educational professionals designed to build on the behavioral health of students while helping to identify students who may benefit from additional, positive behavioral support. Developed by School Psychologist Eric P. Hartwig, Ph.D., the platform supports long-term educational planning to optimize students' success by establishing a uniform benchmark for behavioral anchoring. b.e.s.t. ® enables educators to self-activate data-based decision-making, encouraging the implementation of universal practices while matching directed classroom-based interventions to student needs

We receive a grant through Marshfield Clinic to conduct the screening.

With the grant, we also receive professional development from Dr. Eric Hartwig, the developer of the assessment.

All students are screened twice per year in the Fall and the Spring by staff. This allows us to view longitudinal data as students progress through grade levels.

#### **The purpose of a universal screener is to:**

- Identify children who are manifesting appropriate developmental, behavioral, emotional health, and social skills.
- Identify children who may be experiencing transient behavioral, emotional health, and social difficulties.
- Identify children who may exhibit fixed and reoccurring behavioral, emotional and social difficulties.
- Provide information to inform decision-making.
- Specify areas of behavioral, emotional, and social support that a child needs.
- Provide a pathway to ensure access to equitable, high-quality resources.
- Monitor the progress made based on the intervention(s) implemented.

#### **Students are assessed in three areas:**

##### **G Scale**

- The G-Scale represents the composite of the 26 operationally defined behaviors quantified on the C-Scale and P-Scale. On b.e.s.t. ® reports it is referred to as the general scale, or G-Scale

##### **P Scale**

- The P-Scale represents internalizing or over-controlled behaviors presenting and manifesting behaviors directed inward or those internal to the child such as anxiety and

sadness. On b.e.s.t. ® reports it is referred to as the internalizing behavior scale or P-Scale.

**C Scale**

- The C-Scale represents the externalizing or under-controlled behaviors presenting and manifesting outward-directed behaviors toward others such as attention-seeking or disobedient. On b.e.s.t. ® reports it is referred to as the externalizing behavior scale or C-Scale.

**Overall, our student population is healthy:**

**SPRING 2022 Results**

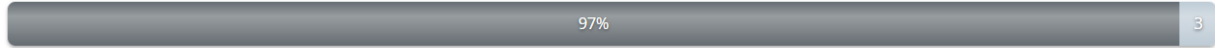
**1169** / 1158 students allocated  
**1133** complete screenings  
**0** in-progress screenings  
**1133** screened students  
**36** unscreened students

G-Scale | C-Scale | P-Scale

Health: 86.4%

**45** Intensive Support Screenings  
**94** Strategic Support Screenings  
**39** Emerging Behavior Screenings  
**955** Core Behavior Screenings

Screening Progress



G-Scale



C-Scale



P-Scale



**Comparison/Progression Fall 2020-Spring 2022**

	Fall 2020	Spring 2021	Fall 2021	Spring 2022
G Scale	89%	85%	86%	84%
P Scale	87%	83%	85%	83%
C Scale	90%	86%	87%	85%

**G Scale Composite Spring 2022  
Break down by Grade Level**

	Emerging	Strategic	Intensive	Total
Overall	4%	8%	3%	15%
4K	1	1	2	4
K	0	3	3	6
1	0	7	4	11
2	1	5	2	8
3	6	12	1	19
4	8	10	6	24
5	4	12	9	25
6	1	3	2	6
7	5	10	7	22
8	2	5	0	7
9	3	3	3	9
10	1	4	0	5
11	1	14	5	20
12	4	5	1	9

The data is then used by classroom teachers, counselors, and PBIS teams to determine where supports are needed.

Grade level or individual student data is reviewed to identify groups or individuals to provide interventions to improve student learning and success.

B.e.s.t also identifies multiple specific strategies and interventions to implement for classrooms or specific students and how to implement those strategies.