



July 7, 2022

Approved Grade 1-12 Behavioral Health Screening Tools: For Contracted Mental Health Providers

Introduction

[Iowa Code 280A](#) (Behavioral Health Services - School Settings) expands the opportunities for students to access behavioral health services with a licensed professional mental health provider in a school setting. It allows for school districts, accredited nonpublic schools, and Area Education Agencies (AEA) to contract with licensed mental health providers to conduct in-person, universal behavioral health screening in schools, with parent or guardian permission, for children in Grades 1-12. Measures used must be approved by the Department of Education in consultation with the Department of Public Health and Department of Human Services. See also [Guidance for School Behavioral Health Screening and Telehealth Services](#).

It is helpful to understand what school universal behavioral health screenings are and are not. While school-based behavioral health screenings provide a means for early identification of children who may be at-risk of developing social-emotional-behavioral-health concerns and who may benefit from early intervention; participation in a universal behavioral health screening is voluntary and not required. Behavioral health screenings conducted by a licensed mental health professional in a school setting require parent/guardian prior written consent. Further, the screenings do not take the place of regular well visits with the family's physician or replace other recommended screenings, including evaluations or assessments for special education eligibility determination. Finally, behavioral health screenings are not required prior to seeking or accessing mental health services.

This document contains information about behavioral health screening measures or tools approved for use by contracted mental health providers for universal behavioral health screening for children in Grades 1-12, as required by Iowa Code 280A. The list is limited to measures submitted by vendors using a Request for Approval process coordinated by the Iowa Department of Education. Approved measures will be updated on a regular basis.

School and AEA Requirements

When schools and AEAs contract with licensed mental health providers to conduct universal behavioral health screening, for students in Grades 1-12, they must select one of the behavioral health screening measures that are approved. Schools and AEAs may not engage contracted mental health providers to use measures that are not approved, however they may choose to use unapproved measures for other purposes.

Approved Measures: For Grades 1-12

Each of the below measures is approved for use in Grades 1-12 by contracted mental health providers for universal behavioral health screening in schools with parent or guardian permission. While all measures meet the requirements of Iowa Code 280A, measures are categorized as fully approved (A) and those that are approved with reservations (A^R).

- **A:** Approved. The measure meets all Required Minimal Criteria and Preferred, but Not Required, Criteria.
- **A^R:** Approved with Reservations. The measure meets all Required Minimal Criteria however does not meet all Preferred, but Not Required, Criteria. Please see associated Appendices to review the strengths and weaknesses of the measure.

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Comments
CRAFFT 2.1							A ^R	Approved with reservations for Ages 12-17; roughly Grades 7-12. See Appendix A .					
DESSA-mini	A ^R					Approved with reservations. See Appendix B .							
SAEBRS	A	A	A	A	A								Approved for Grades 1-5. See Appendix C .
mySAEBRS		A ^R	Approved with reservations. See Appendix D .										

Reviewed - Not Approved Measures: For Grades 1-12

The following measures were reviewed but did not meet minimum criteria as approved measures for Grades 1-12 for use by contracted mental health providers for universal behavioral health screening in schools. These measures may be appropriate to use by schools for other purposes. Please see associated Appendices for additional review details.

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Comments
BIMAS-2 Standard	X	X	X	X	X	X	X	X	X	X	X	X	Reviewed but not approved for Ages 6-18; roughly Grades 1-12). See Appendix E .
DESSA-HSE full									X	X	X	X	Reviewed but not approved. See Appendix F .
DESSA-HSEmini									X	X	X	X	Reviewed but not approved. See Appendix G .
DESSA-full	X	X	X	X	X	X	X	X					Reviewed but not approved. See Appendix H .
Panorama SEL Survey			X	X	X	X	X	X	X	X	X	X	Reviewed but not approved. See Appendix I .
PEDS	X	X	X										Reviewed but not approved for Ages 6-8; roughly Grades 1-3. See Appendix J .
PEDS: DM	X	X	X										Reviewed but not approved for Ages 6-8; roughly Grades 1-3. See Appendix K .

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Comments
SAEBRS						X	X	X	X	X	X	X	Reviewed but not approved for Grades 6-12. See Appendix C .

X=Reviewed and Not Approved

The Review Process

The review process was intended to identify behavioral health screening measures/tools that meet the minimum research-based criteria necessary to accurately identify factors that place children at higher risk for behavioral health conditions, to determine appropriate treatment or intervention, and to identify the need for referral for appropriate services.

The Review Team

A team of 8 reviewers with the following combined knowledge and skill-set was selected from the Iowa Department of Education to review submitted measures:

- Prior experience facilitating or being a reviewer on a universal screening measures review team.
- Knowledge of social-emotional behavioral health conditions including clinical and mental health conditions.
- Knowledge of social-emotional competencies.
- Experience using and interpreting universal screening measures.
- Knowledge and experience with assessment across Grades 1-12.
- Knowledge of statistics necessary for reliable and valid universal screening measures.

At least 6 reviewers reviewed each criteria for each measure and approval required 75% agreement across 100% of the required minimal criteria.

Required Minimal Criteria

Behavioral health screening provides a means for identification of students who may be at-risk of behavioral health conditions or may be in need of referral to intervention or mental health support. For this, the measure needs to efficiently and accurately identify students who are likely to be below expectations on either future measures or more robust measures of behavioral health, while minimizing incorrect identifications.

The following criteria were required for all approved measures.

Criteria	Description
Purpose	To meet legislative criteria the measure is required to be used with students within Grades 1-12 to identify students at-risk of behavioral health condition, who may need intervention, referral for diagnostic assessment or referral for mental health services/supports. The measure needs to be fully developed and could measure behavioral health needs by identifying students with internalizing or externalizing concerns, screening for a specific condition or identifying students who are at risk due to lagging social-emotional or adaptive skill (i.e., communication, social skills, activities of daily living) development.

Criteria	Description
Risk Levels/ Classifications	The measure is required to have well-established classification categories. Including such things as: low risk vs. some risk vs. high risk; not at risk vs. at-risk vs. clinically significant; on-track vs. in need of intervention etc.
Reliability	The measure is required to have reliability (i.e., consistency or stability). The higher the reliability, the more confidently one can interpret an obtained score being due to students' characteristics rather than session-to-session variability. Measures are required to have a minimum of two forms of reliability with reliability estimates equal or greater than .70.
Classification Accuracy	Classification accuracy is the most important for a screener, indicating the reliability with which a measure differentiates between truly at-risk and not at-risk. Area Under the Curve (ROC analysis) is a statistic used to indicate this quality, with a 1.0 indicating perfect prediction and 0.5 indicating essentially random prediction. For universal screening, Area Under the Curve and related Specificity/Sensitivity statistics needed to be provided by the vendor and at least meet a minimum standard of 0.7 for Area Under the Curve, with higher values preferred.
Content Validity	Measures have sound theory, framework and/or research for the SEBH constructs assessed. Evidence is required that the assessment has content alignment to SEBH constructs and peer reviewed research.

Preferred, but Not Required, Criteria

The following criteria, while preferred, were not required for approval. Instead, where measures missed one of these criteria, the measure was marked as “approved with reservations (A^R)”. It is recommended that prior to selecting a measure, schools review the norming information in comparison to their local demographics. Additionally, if a school intends to use one of the selected measures to identify levels of SEBH beyond screening (at-risk vs not at-risk) they should make sure the measure has strong validity across the range of scores represented within the assessment.

Criteria	Description
Norming Year	Norms are statistics that describe the performance of an attribute in a specific group or population. Because a population and their typical attributes can change over time it is important for norms to be relatively recent (within the last 15 years).
Norm Group	A description of the composition of the norm group is helpful as it aids schools in interpreting to what extent scores on the measure are meaningful for their students. When there are more similarities between the norm group and students assessed we have more confidence in the assessment. Ideally, we look for measures to be normed with a nationally representative sample or a sample drawn from the Midwest. It's also helpful to see if the measure performs similarly for students of various demographic groups (e.g., sex, race, ethnicity, socio-economic status, language etc.).

Criteria	Description
Bias/Fairness for Groups	The extent to which attention was given to the degree to which the measure accurately identifies social-emotional behavioral health risk for various groups of students. A statement of any cautions for schools interpreting this measure.
Criterion Validity	Criterion validity refers to how well a tool measures the skills or attributes it intends to measure. The higher the validity with well-established measures, the more confidently one can believe a student's performance on the measure accurately represents specific behavioral health symptoms and/or social-emotional behavioral development. Criterion validity is a correlation of the measure with other established measures and adequate criterion validity is considered no less than .60. While criterion validity is preferred, it was not required for approval, as a screening measure is not intended to measure the full range of a behavioral health construct but to distinguish between at-risk and not at-risk and a more accurate measure of risk is Area Under the Curve.

Additional Optional Information

Vendors were also able to provide a range of optional information that might be helpful to schools as they select and use behavioral health screening measures. This information, as provided by vendors, is included for approved measures to support school and mental health provider use.

Criteria	Description
Alignment to CASEL's SEL Competencies	Iowa's Social-Emotional Learning Competencies are based on the Collaborative for Academic, Social, and Emotional Learning's (CASEL) social-emotional learning framework. Vendors indicated if their tool specifically measured skills aligned to CASEL's social-emotional learning framework.
Type of Measure	Vendors indicated the tool's approach to assessment: <ul style="list-style-type: none"> • <u>Problem/deficit-based</u>: assesses emotional and behavioral problems or symptoms of concern. Students who have higher/more concerns are more at-risk. • <u>Strengths-based</u>: assesses social-emotional and behavioral strengths. Students who have many/more strengths are less at risk. Those with fewer strengths are less equipped which put them at risk and potentially in need of instruction even if they aren't displaying social-emotional concerns. • <u>Dual-factor</u>: assesses both presence/absence of emotional and behavioral problems and social-emotional and behavioral strengths/skills/assets. Free of psychopathology and flourishing with emotional, psychological and social well-being suggests students are not at-risk.
Administration Time	The amount of time it takes to administer and score the measure and whether the measure is scored individually or may be scored in groups.
Administration Qualification	The minimum qualifications necessary to administer, score, and interpret the screening instrument. Qualification level if appropriate for the measure.

Criteria	Description
Electronic Availability & Summary Report	The electronic features of the assessment including: <ul style="list-style-type: none"> ● Electronic administration and scoring ● Electronic student summary reports ● Electronic class/school summary reports
Language/s	The language/s available for the screening instrument.
Cost per Child	The average cost per child per use including associated costs (e.g., materials, licenses, online scoring, etc.).
Acceptability to Stakeholders	A statement from the vendor drawn from research regarding the acceptability of the measure to administrators, teachers, parents and/or students.

Appendices

Appendix A: CRAFFT 2.1

Overview

The Center for Adolescent Behavioral Health Research at Boston Children’s Hospital’s [CRAFFT 2.1](#) is approved with reservations for students Ages 12-17. While reviewed for Ages 12-21, the measure did not meet all required criteria for Ages 18-21.

AGES	12	13	14	15	16	17	18	19	20	21	Comments
CRAFFT 2.1	A ^R	X	X	X	X	Approved with reservations for Ages 12-17; roughly Grades 7-12.					

A^R= Reviewed and approved with reservations; X=Reviewed and Not Approved

Review Results

The CRAFFT 2.1 met all required criteria and met all but one of the preferred, but not required, criteria for use with students Ages 12-17. The below provides a summary of the purpose and strengths and weaknesses of the measure.

Criteria	Description
Purpose of the Measure	The CRAFFT 2.1 is a brief substance use screening tool to identify problematic use of alcohol and other drugs in adolescents and young adults.
Required Criteria	<p><i>Criteria Met:</i> The CRAFFT 2.1 identifies students at “low”, “medium” or “high risk” for substance use. CRAFFT is a mnemonic for key terms related to adolescent substance use: Car, Relax, Alone, Forget, Family/Friends, Trouble. The measure has good internal (.74) and test-retest (.88) reliability for Ages 12-19. The measure performs above expectations (.70) for sensitivity (.81-.85) and specificity (.82-.94) for Ages 12-17 which means it balances false positives and false negatives and accurately identifies students Ages 12-17 at-risk (AUC = .90-.93) for substance use.</p> <p><i>Criteria Not Met:</i> The CRAFFT 2.1 does not fully meet criteria for reliability and sensitivity, specificity and Area Under the Curve for ages 18-21.</p>

Criteria	Description
Preferred, but Not Required Criteria	<p><i>Criteria Met:</i> The CRAFFT 2.1 has adequate validity (.53-.70) with other established measures of substance use for Ages 12-19. The vendor indicated the CRAFFT was developed with attention to accuracy in identifying risk across a variety of subgroups including age, gender, race/ethnicity, geographic region, free and reduced lunch, community size, spoken language, and did not provide any specific cautions in interpreting the CRAFFT results.</p> <p><i>Criteria Not Met:</i> The CRAFFT 2.1 was normed in 2002, which puts it outside the preferred 15-year window for norming. It was originally validated with a population in the northeast (New England) as opposed to a nationally and/or Midwest representative population. Since then it has been widely tested across a variety of settings, countries and populations with validation studies as recently as 2021. It is recommended that prior to selecting the CRAFFT, schools review the norming information in comparison to their local demographics.</p> <p>Additionally, the measure does not meet validity criteria for Ages 20-21.</p>

Additional Optional Information

Criteria	Description
Alignment to CASEL's SEL Competencies	NA.
Type of Measure	Substance use screening tool.
Administration Time	1-2 minute individual (student) self-administered measure.
Administration Qualification	NA.
Electronic Availability & Summary Report	NA.
Language/s	Albanian, Arabic, Burmese, Chinese-Simplified, Chinese-Traditional, Cape Verdean Creole, Haitian Creole, Dutch, English, French, German, Hindi, Japanese, Khmer, Korean, Laotian, Lithuanian, Nepali, Portuguese (Brazil), Portuguese (Portugal), Romanian, Russian, Somali, Spanish (LatAm), Spanish (Spain), Swahili, Telugu, Turkish, Twi, Vietnamese
Cost per Child	Free to download and use.
Acceptability to Stakeholders	NA.

Appendix B: DESSA-mini

Overview

Aperture Education's Devereux Student Strengths Assessment-mini (DESSA-mini) is approved with reservations for use by contracted mental health providers for students in Grades 1-8.

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Comments
DESSA-mini	A ^R					Approved with reservations.							

A^R= Reviewed and approved with reservations

Review Results

The DESSA-mini met all required criteria and most of the preferred, but not required, criteria for use with students in Grades 1-8. The below provides a summary of the purpose and strengths and weaknesses of the measure.

Criteria	Description
Purpose of the Measure	The DESSA-mini is a brief teacher/childcare provider administered social-emotional screener for Grades 1-8. It helps educators understand the overall strengths of a child and identify those students who have lower social-emotional learning skills and require additional support.
Required Criteria	<p><i>Criteria Met:</i> The DESSA-mini identifies student social-emotional learning skills as “strength”, “typical”, or “need for instruction”. The DESSA-mini is rooted in resilience and social-emotional learning theories and is a promotion and prevention tool to assess and promote the social-emotional skills students need to succeed in school and life. The measure has good internal (.91-92) and test-retest (.88-.94) reliability. The measure favors specificity (.98) over sensitivity (.62) which means it results in more false negatives than false positives. While this is the case, it is fairly accurate (.79) at classifying students social-emotional learning needs and meets overall expectations for classification accuracy (.70).</p> <p><i>Criteria Not Met:</i> None</p>

Criteria	Description
<p>Preferred, but Not Required Criteria</p>	<p><i>Criteria Met:</i> The DESSA-mini was originally validated with nationally representative populations including Midwest sampling and has good (.80 to .92) positive validity correlations with established measures of strength and adaptive skills and good (-.70 to -.72) negative validity correlations with measures of school problems and behavioral symptoms.</p> <p>The vendor indicated the DESSA-mini was developed with attention to accuracy in identifying risk across grades, gender, race/ethnicity and provides the following cautions regarding interpreting results for specific subgroups:</p> <p><i>“The standardization sample for the K-8 DESSA instruments were constructed to represent the population of students on important demographic characteristics including gender, age/grade, region of residence, race, Latinx ethnicity, and socio-economic status as indicated by eligibility for free or reduced-price lunch. Despite representativeness nationally, there may be subgroups of students located in geographic regions of the US that were not adequately included in this sample. In these instances, caution should be given in interpreting results only for qualitative purposes to understand a given student’s relative social and emotional strengths and needs rather than being used to make important educational decisions such as referral for additional targeted services.”</i></p> <p><i>Criteria Not Met:</i> The DESSA-mini was normed in 2005-2006, which puts it just outside the preferred 15-year window for norming.</p>

Additional Optional Information

Criteria	Description
<p>Alignment to CASEL’s SEL Competencies</p>	<p>As a universal screener, the DESSA-mini measures overall social and emotional competence.</p>
<p>Type of Measure</p>	<p>Strength-based instrument that measures the overall social and emotional competence of students.</p>
<p>Administration Time</p>	<p>1 minute per student; a teacher can rate an entire class of students in one planning period.</p>

Criteria	Description
Administration Qualification	<p>Qualifications for Raters of the DESSA-mini The DESSA-mini is completed by the student’s teachers, after-school program staff, or other professionals who interact directly with the student on a regular basis. There is one main qualification of a rater: The rater must have had sufficient exposure to the student over the four weeks preceding the completion of the DESSA-mini. Because the scores are a function of the number of times specific behaviors have been noted, a rater’s insufficient opportunity to observe the student could yield an erroneously low rating.</p> <p>Qualifications for Users of the DESSA-mini Because the DESSA-mini results can be used to identify students who are at risk for, or experiencing, early signs of emotional or behavioral concerns, to monitor progress over time, and to evaluate outcomes for students, DESSA-mini users should receive training in the proper administration, interpretation, and utilization of the DESSA-mini. This should include knowledge of the interpretation of standardized scores such as T-scores and percentiles, how to monitor progress over time, and how to communicate the results to parents and family members or other professionals. Typically, DESSA-mini users will include administrators, school and community counselors, teachers, mental health consultants, program directors and evaluators, prevention specialists, school psychologists, social workers, and researchers.</p>
Electronic Availability & Summary Report	Administration? Yes Scoring? Yes Student Summary? Yes Class Summary? Yes School Summary? Yes
Language/s	English and Spanish; Aperture Education will be happy to consider developing other translations and cultural adaptations.
Cost per Child	12 Month Subscription <ul style="list-style-type: none"> ● \$3.15-\$4.50 per student unlimited use of the DESSA and DESSA-mini ● Technical Assistance 20% of annual license based on cost per student.
Acceptability to Stakeholders	The DESSA measures have been used in over 3,000 schools to better understand the social and emotional strengths of over 1 million students. Members of district and school communities, including administrators, teachers, parents, and students report valuing the strength-based nature of the DESSA items to measure positive student behaviors related to success in school, college, careers, and life. The DESSA measures have been lauded for their psychometric excellence as well as their practicality in administration, scoring, and reporting made possible by the online Aperture System.

Appendix C: SAEBRS

Overview

Illuminate Education’s [Social, Academic, and Emotional Behavior Risk Screener \(SAEBRS\)](#) is approved for use by contracted mental health providers for students in Grades 1-5. While reviewed for Grades 6-12, the measure did not meet all required criteria for these grades.

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Comments
SAEBRS	A	A	A	A	A	X	X	X	X	X	X	X	Approved for Grades 1-5.

A= Reviewed and Approved; X=Reviewed and Not Approved

Review Results

The SAEBRS met all required and preferred, but not required, criteria for students in Grades 1-5. The below provides a summary of the purpose and strengths and weaknesses of the measure.

Criteria	Description
Purpose of the Measure	SAEBRS is a teacher administered assessment of students’ general, social, academic, and emotional behaviors. Data can also be useful in program evaluation and in determining how students may be best supported at Tier 1. For instance, the data can be used to indicate whether a school should invest in the support of teacher classroom management practices, given the prevalence of social behavioral concerns, or in the instruction of academic enabling skills given the noted extent of academic behavioral difficulties.
Required Criteria	<p><i>Criteria Met:</i> The SAEBRS identifies students as “not-at-risk” and “at-risk” for general social, academic and emotional behaviors (domains). The measure was developed through expert feedback as well as research on early indicators of future difficulties. The measure has good sensitivity (.88-.94) and specificity (.75-.94) for Grades 1-8 for both domains and total scores. It is quite accurate (AUC .88-.98) at classifying students Grades 1-8 as not-at-risk and at-risk and is accurate at classifying students by domain and total score.</p> <p><i>Criteria Not Met:</i> The SAEBRS did not meet criteria fully for reliability at the middle and high school and did not have data for sensitivity, specificity and Area Under the Curve for high school.</p>

Criteria	Description
Preferred, but Not Required Criteria	<p><i>Criteria Met:</i> The SAEBRS was normed in 2021. Norms were derived from a nationally representative sample. The measure has moderate to high validity correlations with established measures for Grades K-5. The vendor indicated the SAEBRS was developed with attention to accuracy in identifying risk across a variety of subgroups including grade, gender, race/ethnicity, geographic region, free and reduced lunch, community size, language and did not provide any specific cautions in interpreting the SAEBRS results.</p> <p><i>Criteria Not Met:</i> Validity was not reported for Grades 6-12.</p>

Additional Optional Information

Criteria	Description
Alignment to CASEL's SEL Competencies	SAEBRS is broken down into three domains (social behavior, emotional behavior, academic behavior) that are interrelated with the CASEL framework's five core competencies. SAEBRS measures the student behavioral manifestations of these competencies.
Type of Measure	SAEBRS is a dual-factor assessment measuring both student social-emotional behavioral strengths and problems/deficits.
Administration Time	4 minute per student; teacher completes the computer-based form.
Administration Qualification	FastBridge is supported by an extensive set of materials to support teachers and students, including self-directed online training courses that allow teachers to become certified to administer each of the FastBridge assessments. General or special education classroom teachers serve as the most appropriate SAEBRS informants. Teachers chosen to complete the SAEBRS should have interacted extensively with each target student during the month immediately preceding SAEBRS completion. Ideally, they have known the student for at least six weeks. A teacher may complete the SAEBRS following an approximately 30-minute training session available via online training modules. Ongoing technical support is available on the website, along with training manuals and materials.
Electronic Availability & Summary Report	Administration? Yes Scoring? Yes Student Summary? Yes Class Summary? Yes School Summary? Yes
Language/s	NA

Criteria	Description
Cost per Child	12 Month Annual Subscription <ul style="list-style-type: none"> ● FastBridge SEB (Social Emotional Behavior): \$3.00 per student ● FastBridge (standard; Behavior and Academic): \$8.00 per student ● Upgrade to Iowa AEA contract (Grades K-6 SAEBRS/mySAEBRS and Math): \$2.35 per student ● Discounted subscription on behalf of Iowa AEA contract (Grades 7-8 SAEBRS/mySAEBRS, Reading and Math): \$5.88 per student ● Discounted subscription on behalf of Iowa AEA contract (Grades 9-12 SAEBRS/mySAEBRS, Reading and Math): \$6.30 per student
Acceptability to Stakeholders	SAEBRS and mySAEBRS items were carefully constructed to assess Social, Emotional, and Academic behaviors and attitudes that are objective and observable and common to all students. These assessments went through many rounds of review, field-testing, and study and have been empirically validated to identify students at risk of academic, social, or emotional problems and who may need additional support. SAEBRS was independently reviewed by the National Center on Intensive Intervention (NCII). Results of that review, which strongly support the validity of SAEBRS, can be found at this link: https://charts.intensiveintervention.org/bscreening

Appendix D: mySAEBRS

Overview

Illuminate Education’s self-report rating scale called [mySAEBRS \(Social, Academic, and Emotional Behavior Risk Screener\)](#) is approved for use by contracted mental health providers for students in Grades 2-12.

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Comments
SAEBRS		A ^R	Approved with reservations.										

A^R= Reviewed and approved with reservations

Review Results

The mySAEBRS met all required and most preferred, but not required, criteria. The below provides a summary of the purpose and strengths and weaknesses of the measure.

Criteria	Description
Purpose of the Measure	MySAEBRS is a student self-assessment of general, social, academic, and emotional behaviors. Data can also be useful in program evaluation and in determining how students may be best supported at Tier 1. For instance, the data can be used to indicate whether a school should invest in the support of teacher classroom management practices, given the prevalence of social behavioral concerns, or in the instruction of academic enabling skills given the noted extent of academic behavioral difficulties.
Required Criteria	<p><i>Criteria Met:</i> The mySAEBRS identifies students as “not-at-risk” and “at-risk” for general social, academic and emotional behaviors (domains). The measure was developed through expert feedback as well as research on early indicators of future difficulties. The measure meets criteria for reliability (.77-.83) and expectations for classification accuracy (for total score) indicating “not-at-risk” and “at-risk” (sensitivity=.80; specificity = .79; AUC = .82) for Grades 2-12. While the measure meets classification accuracy criteria for the total score it does not meet the threshold for classification of “not-at-risk” and “at-risk” at the domain (social, academic, emotional) level.</p> <p><i>Criteria Not Met:</i> None</p>

Criteria	Description
Preferred, but Not Required Criteria	<p><i>Criteria Met:</i> The mySAEBRS was normed in 2021. Norms were derived from a nationally representative sample.</p> <p>The vendor indicated the mySAEBRS was developed with attention to accuracy in identifying risk across a variety of subgroups including grade, gender, race/ethnicity, geographic region, free and reduced lunch, community size, language and did not provide any specific cautions in interpreting the mySAEBRS results.</p> <p><i>Criteria Not Met:</i> MySAEBRS total behavior score has moderate validity (.59) with other established measures of social emotional behavior. This level of validity is slightly below the preferred criteria (.60). Please see Preferred, but Not Required, Criteria for further information.</p>

Additional Optional Information

Criteria	Description
Alignment to CASEL's SEL Competencies	MySAEBRS is broken down into three domains (social behavior, emotional behavior, academic behavior) that are interrelated with the CASEL framework's five core competencies. MySAEBRS measures the student behavioral manifestations of these competencies.
Type of Measure	MySAEBRS is a dual-factor assessment measuring both student social-emotional behavioral strengths and problems/deficits.
Administration Time	4 minute per student; students complete the computer-based form.
Administration Qualification	FastBridge is supported by an extensive set of materials to support teachers and students, including self-directed online training courses that allow teachers to become certified to administer each of the FastBridge assessments. Ongoing technical support is available on the website, along with training manuals and materials.
Electronic Availability & Summary Report	Administration? Yes Scoring? Yes Student Summary? Yes Class Summary? Yes School Summary? Yes
Language/s	The student form, mySAEBRS, is available in English and Spanish.

Criteria	Description
Cost per Child	12 Month Annual Subscription <ul style="list-style-type: none"> ● FastBridge SEB (Social Emotional Behavior): \$3.00 per student ● FastBridge (standard; Behavior and Academic): \$8.00 per student ● Upgrade to Iowa AEA contract (Grades K-6 SAEBRS/mySAEBRS and Math): \$2.35 per student ● Discounted subscription on behalf of Iowa AEA contract (Grades 7-8 SAEBRS/mySAEBRS, Reading and Math): \$5.88 per student ● Discounted subscription on behalf of Iowa AEA contract (Grades 9-12 SAEBRS/mySAEBRS, Reading and Math): \$6.30 per student
Acceptability to Stakeholders	SAEBRS and mySAEBRS items were carefully constructed to assess Social, Emotional, and Academic behaviors and attitudes that are objective and observable and common to all students. These assessments went through many rounds of review, field-testing, and study and have been empirically validated to identify students at risk of academic, social, or emotional problems and who may need additional support. SAEBRS was independently reviewed by the National Center on Intensive Intervention (NCII). Results of that review, which strongly support the validity of SAEBRS, can be found at this link: https://charts.intensiveintervention.org/bscreening

Appendix E: BIMAS-2 Standard

Overview

Western Psychological Services (WPS) [Behavior Intervention Monitoring Assessment System-2 \(BIMAS-2\)](#) was reviewed and did not meet minimum criteria for use by contracted mental health providers. While the measure did not meet criteria for use in this context the measure may be appropriate to use by schools for other purposes.

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Comments
BIMAS-2 Standard	X	X	X	X	X	X	X	X	X	X	X	X	Reviewed but not approved for Grades 1-12; roughly Ages 6-18.

X=Reviewed and Not Approved

Review Results

The below provides a summary of the purpose and strengths and weaknesses of the measure.

Criteria	Description
Purpose of the Measure	The BIMAS-2 is a measure for first through twelfth grade universal screenings to identify students at-risk for common concerns or low adaptive skill. The BIMAS-2 is a brief and repeatable measure designed to be used for screening, progress monitoring, outcome assessment, and program evaluation within the RTI framework. The BIMAS-2 Standard, which was reviewed as part of this process, includes parent, teacher and student/self-screening measures. WPS also offers the BIMAS-2 Flex which is a progress monitoring measure.
Required Criteria	<p><i>Criteria Met:</i> The BIMAS-2 identifies students Ages 5 to 18 as “high risk”, “some risk” and “low risk” for behavior concerns (conduct, negative affect) and adaptive skills (cognitive/attention, social/communication, academic functioning). The BIMAS-2 was developed through a series of studies with expert feedback and feedback from public schools and community mental health centers. All three forms submitted for this review (teacher, parent and student/self) have good internal (.75-.90) and test-retest (.79-.96) reliability. The teacher and parent forms have good sensitivity and specificity (.78-.86).</p> <p><i>Criteria Not Met:</i> The BIMAS-2 teacher, parent and self-report forms do not meet criteria for classification accuracy as they do not report Area Under the Curve, a required criteria for universal screening measures.</p>

Appendix F: DESSA-HSE full

Overview

Aperture Education's *Devereux Student Strengths Assessment - High School Edition full (DESSA-HSE full)* was reviewed and did not meet minimum criteria for use by contracted mental health providers. While the measure did not meet criteria for use in this context the measure may be appropriate to use by schools for other purposes.

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Comments
DESSA-HSE full									X	X	X	X	Reviewed but not approved.

X=Reviewed and Not Approved

Review Results

The below provides a summary of the purpose and strengths and weaknesses of the measure.

Criteria	Description
Purpose of the Measure	<p>The DESSA-HSE has been developed to provide a measure of social and emotional competence, which can be used to support social and emotional learning (SEL), positive youth development, and mental health promotion initiatives. More specifically, the instrument was designed to:</p> <ul style="list-style-type: none"> • Provide a sound, brief, strength-based measure of social and emotional competence in youth for screening purposes. • Help identify youth at risk of developing social and emotional problems before those problems emerge. • Help determine which youth should be provided interventions that will strengthen social and emotional competencies. • Provide a method for monitoring the progress of selected individuals or populations of youth receiving preventive interventions. • Provide a method for evaluating outcomes at the individual youth and group levels. • Serve as a research tool to advance science and support public policy development in regard to social and emotional competence.
Required Criteria	<p><i>Criteria Met:</i> The DESSA-HSE measures overall social and emotional competence of students Grades 9-12 and identifies student overall social-emotional competence as “strength”, “typical”, or “need for instruction”. The measure meets criteria for reliability and criterion validity.</p> <p><i>Criteria Not Met:</i> The DESSA-HSE does not meet criteria for classification accuracy (sensitivity, specificity, Area Under the Curve), required criteria for universal screening measures.</p>

Appendix G: DESSA-HSE mini

Overview

Aperture Education's *Devereux Student Strengths Assessment - High School Edition mini (DESSA-HSE mini)* was reviewed and did not meet minimum criteria for use by contracted mental health providers. While the measure did not meet criteria for use in this context the measure may be appropriate to use by schools for other purposes.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Comments
DESSA-HSE mini										X	X	X	X	Reviewed but not approved.

X=Reviewed and Not Approved

Review Results

The below provides a summary of the purpose and strengths and weaknesses of the measure.

Criteria	Description
Purpose of the Measure	The DESSA-HSE mini helps educators understand the overall strengths of students and identify those students who have lower SEL skills and require additional support.
Required Criteria	<p><i>Criteria Met:</i> The DESSA-HSE mini measures overall social and emotional competence of students Grades 9-12 and identifies student overall social-emotional competence as “strength”, “typical”, or “need for instruction”. The measure meets criteria for reliability and criterion validity.</p> <p><i>Criteria Not Met:</i> The DESSA-HSE mini does not meet criteria for classification accuracy (sensitivity, specificity, Area Under the Curve), required criteria for valid universal screening measures.</p>

Appendix H: DESSA-full

Overview

Aperture Education's Devereux Student Strengths Assessment - full (DESSA-full) was reviewed and did not meet minimum criteria for use by contracted mental health providers. While the measure did not meet criteria for use in this context the measure may be appropriate to use by schools for other purposes.

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Comments
DESSA-full	X	X	X	X	X	X	X	X					Reviewed but not approved.

X=Reviewed and Not Approved

Review Results

The below provides a summary of the purpose and strengths and weaknesses of the measure.

Criteria	Description
Purpose of the Measure	The DESSA-full helps educators understand the overall strengths of a child and identify those children who have lower social-emotional learning skills and require additional support. The measure is typically used in practice as a gate 2 assessment for students who receive DESSA-mini scores in the “need for instruction” range.
Required Criteria	<p><i>Criteria Met:</i> The DESSA measures overall social and emotional competence of students Grades 1-8 and identifies student social-emotional competence as “strength”, “typical”, or “need for instruction”. The measure meets criteria for reliability and criterion validity.</p> <p><i>Criteria Not Met:</i> The DESSA does not meet criteria for classification accuracy (sensitivity, specificity, Area Under the Curve), required criteria for valid universal screening measures.</p>

Appendix I: Panorama SEL Survey

Overview

[Panorama Education’s Social-Emotional Learning \(SEL\) Survey](#) was reviewed and did not meet minimum criteria for use by contracted mental health providers. While the measure did not meet criteria for use in this context the measure may be appropriate to use by schools for other purposes.

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Comments
Panorama SEL Survey			X	X	X	X	X	X	X	X	X	X	Reviewed but not approved.

X=Reviewed and Not Approved

Review Results

The below provides a summary of the purpose and strengths and weaknesses of the measure.

Criteria	Description
Purpose of the Measure	Panorama’s survey helps educators understand student, teacher, and staff perceptions of how supported they feel at school socially and emotionally and their own SEL skill development. The questions are applicable to all types of K-12 school settings—including public, independent, and charter schools—and to communities serving students from a range of socioeconomic backgrounds. In selecting survey topics and interpreting data about SEL, it is essential for educators to consider how situational or systemic forces, such as racism and racial bias, shape students’ lives and to recognize that students’ social-emotional growth is the shared responsibility of students, educators, families, and their broader communities.
Required Criteria	<p><i>Criteria Met:</i> Panorama SEL is a fully developed self-assessment of social-emotional learning for students in Grades 3-12 with cut points for SEL strength and need. The measure meets criteria for reliability.</p> <p><i>Criteria Not Met:</i> Panorama SEL offers measures across an array of SEL topics (e.g., growth mindset, self-management). Schools and districts can select the topics that align with their strategic priorities, goals or SEL framework. The purpose of the measure is to understand student, teacher and staff perceptions of how supported they feel at school socially and emotionally and their own SEL skill development. The vendors indicate the measure is intended to help educators consider the situational/systemic forces that may affect educational environments. While this measure may be useful for school systems to understand school climate and culture, it did not meet the requirement for this review as a universal screening measure/tool for behavioral health. The measure did not clearly indicate it is intended for: screening for behavioral health conditions, need for mental health services/supports, or referral for diagnostic assessment for individualized intervention.</p> <p>Additionally, the measure did not meet criteria for being developed based on a nationally and/or Midwest representative sample and did not have convincing evidence of validity across all subscales of the measure. Lastly, the measure did not have the classification accuracy (sensitivity, specificity, Area Under the Curve) required for valid universal screening measures.</p>

Appendix J: PEDS

Overview

[The Parents' Evaluation of Developmental Status \(PEDS\)](#) was reviewed and did not meet minimum criteria for use by contracted mental health providers. While the measure did not meet criteria for use in this context the measure may be appropriate to use by schools for other purposes.

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Comments
PEDS	X	X	X										Reviewed but not approved for Ages 6-8; roughly Grades 1-3.

X=Reviewed and Not Approved

Review Results

The below provides a summary of the purpose and strengths and weaknesses of the measure.

Criteria	Description
Purpose of the Measure	The PEDS® identifies children who need early identification and referrals, those that need brief intervention but not referral and facilitates collaboration with families, enabling teachers and psychologists to better explain results to families when administered in advance of school, parent/teacher conferences.
Required Criteria	<p><i>Criteria Met:</i> The PEDS is a developmental measure of social/emotional/mental health, behavior, fine motor, gross motor, expressive language, receptive language, self-help, cognitive, school skills, psychosocial risk. It is completed by teachers/parents/childcare providers and identifies child development as “high-risk”, “moderate-risk”, “low developmental risk but elevated risk for SEBH”, “low-risk”. The measure meets criteria for reliability and criterion validity.</p> <p><i>Criteria Not Met:</i> The PEDS does not fully meet criteria for classification accuracy. The measure has adequate sensitivity (.74-.98) and specificity (.70-.86) however does not report Area Under the Curve, required criteria for valid universal screening measures</p>

Appendix K: PEDS:DM

Overview

[The Parents' Evaluation of Developmental Status: Developmental Milestones \(PEDS:DM\)](#) was reviewed and did not meet minimum criteria for use by contracted mental health providers. While the measure did not meet criteria for use in this context the measure may be appropriate to use by schools for other purposes.

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Comments
PEDS:DM	X	X	X										Reviewed but not approved for Ages 6-8; roughly Grades 1-3.

X=Reviewed and Not Approved

Review Results

The below provides a summary of the purpose and strengths and weaknesses of the measure.

Criteria	Description
Purpose of the Measure	The PEDS:DM® consists of 6-8 items per age/encounter and is designed to replace informal milestones checklists (which are notorious for their inability to detect children with problems) with highly accurate items known to predict developmental status in all domains. Each item on the PEDS:DM® taps a different developmental domain (fine motor, gross motor, expressive language, receptive language, self-help, social-emotional, and for older children, reading and math). Failure on an item, predicts difficulties in that domain, with cutoffs tied to the 16th percentile and below: The point at which children struggle when in school, are likely to be retained in grade, drop-out of high school, etc. Source: Pg. 1, PEDS:DM® Professionals' Manual

Criteria	Description
<p>Required Criteria</p>	<p><i>Criteria Met:</i> The PEDS:DM is a brief developmental measure of fine motor (written language or graphomotor at older ages), receptive language, expressive language, cognitive/academic (including pre-reading/reading, pre-math/math, written language at older ages), gross motor, self-help, and social-emotional skills and includes supplemental measures of psychosocial risk/resilience, autism-specific screening, and several screens for older children including safety words and Literacy Screener (SWILS), and the Vanderbilt ADHD scale). It provides information on children’s status, facilitates skilled monitoring of development, replaces informal milestones checklists with an accurate one that has clear cutoffs for problematic versus typical development. It also clarifies parental concerns. It is intended to:</p> <ul style="list-style-type: none"> ● Support state and federal policy on early detection; ● Provide an accurate measure of milestones with definitive scoring criteria, i.e., replace informal checklists; ● Ensure that other aspects of screening/surveillance are included in PEDS:DM® longitudinal reporting forms, i.e., PEDS® with its longitudinal view of parents’ concerns and how to address them with evidence; ● Indicate when other surveillance measures are needed (e.g., assessment of psychosocial risk and resilience factors); ● Offer clear guidance to providers on how best to respond to results of screening/surveillance measures. <p>It is completed by teachers/parents/childcare providers and provides developmental information including: “adverse findings”, “non-adverse findings” and “met” and “unmet” milestones. The measure meets criteria as a measure that includes assessments for behavioral health risk. It meets criteria for reliability and criterion validity.</p> <p><i>Criteria Not Met:</i> PEDS:DM does not fully meet criteria for classification accuracy. The measure has adequate sensitivity (.82-.83) and specificity (.84) however does not report Area Under the Curve, required criteria for valid universal screening measures.</p>