

# Using the *student check-in resource* as part of the Students at Risk Planning Tool



# Some schools are concerned about the support students may require upon their return to learning onsite

As students return to onsite learning, teachers are working hard to provide the best possible support for their students so that they flourish in their:

- Academic learning
- Social and emotional behaviour

## What we know

- There is a wide spectrum of student experience of learning from home
- Some students have flourished, some have struggled
- The students who may not have engaged effectively with their remote learning would have done so for a variety of reasons and this does not necessarily indicate that they have a mental health concern
- Student support needs extend beyond “mental health”
- Only 57% of teachers report feeling confident in identifying students at risk

## Student behaviour is indicative of support needs

- Behaviour is a unique contributor to academic performance
- Behaviour explains differences in academic outcomes over and above other demographic or educational markers
- Using behaviour is therefore an important means of identify students with a variety support needs

# What is currently available to schools

## The Student at Risk Planning Tool

- The Student at Risk Planning Tool assists schools to identify students who may be vulnerable and require support to maintain engagement and connection with education.
- The tool asks schools to use known factors and student socio-demographic categories to recommend students who might be at risk of poor educational and health outcomes and require additional supports
- The tool provides suggested school actions and supports available to schools to support students identified as at risk

## A supplementary resource to identify students that do not fit into a known at-risk category

- A resource to complement and add to the suite of systems, resources and data sets schools currently use to identify students requiring additional supports
- A resource which is universal and can be used on all students, irrespective of known factors and socio-demographics ensuring that all students can be identified for additional supports as needed
- A resource which considers the behaviours observed by teachers, to identify potential social, academic and emotional concerns **before** they become problem behaviours
- A resource which can help schools to allocate supportive resources using the suggested actions in the Students at Risk Planning Tool
- It is consistent with the *notice, inquire, plan* approach

# The Social, Academic, and Emotional Behaviour Risk Screener (SAEBRS) - *student check-in resource*

## What it is

- A brief behaviour rating scale for use across all year levels (Prep to 12)
- For all students within a school setting
- Efficiently identifies behavioural and emotional concerns, helping to inform school-based service delivery. **It is not a diagnostic tool.**
- The use of this resource by schools is **optional**. Schools are encouraged to use the resource proactively and discuss the results with their Health and Wellbeing Key Contact
- The information collected is for school use only, schools **do not report their data to the Department**

## What it consists of

- Two versions: digital and hardcopy
- 19 brief questions
- Ratings are given across three scales: emotional risk, social risk, and academic risk

## Evidence

- Multiple studies have been completed across all year levels
- From a range of geographic locations
- Over twenty separate studies have been published which validate its efficacy, for example [here](#) and [here](#).

# A universal tool for teachers

## All students

- Universal screening means that all students are screened, not just those with a history of risk or a perception of risk
- Universal screening significantly strengthens a school's ability to identify **all** students who may be at risk of social, academic and emotional behaviours impacting their engagement and connection with education based on observed behaviour
- Within a tiered framework of support one important goal is to catch students before social, academic, emotional and/or behavioural challenges become severe.

## For teachers only

- The tool is only validated for use by teachers as it includes questions about academic behaviours
- The resource requires teachers to rate observed behaviours, it is not designed to begin direct inquiries to students about their wellbeing as the statements are about observed student behaviour, not student mood
- As teachers are rating students on cumulative observed behaviour from the previous 4 weeks, it does not require informing students that the screening will take place on a particular day in the future

## Why

- The results of the tool do not replace other sources of information about student support needs
- Reactive methods typically require the student to display problem behaviours, which when reaching some kind of threshold, the teacher requests support for the student.
- Universal screening avoids this by identifying students requiring supports earlier



# How it is used

## When to use it

- Ratings are based on the teacher's evaluation and observation of students during the previous 4 weeks only
- Schools should decide the best time to use it based on their ability to answer the questions in the context of any remote learning
- It cannot be used more frequently than every four weeks. Schools should decide on the frequency of re-screening, remembering that the resource does not replace the ongoing evaluation of student support needs
- Primary school teachers rate the students in their single class. Secondary schools choose a single subject in which those teachers evaluate their students. This is discussed later.

## How ratings are made

- A 4-point Likert scale to rate how often they have observed each student displaying each behaviour during the past month.
- Positively worded items corresponding to adaptive behaviours and skills, as well as negatively worded items corresponding to problem behaviours
- The resource does not define each observable behaviour. The resource remains valid with interpretation by individual teachers
- Each question must be answered. The teacher uses their best judgement.
- The digital version uses drop-down menus. The hard copy requires manual recording and simple calculation.

## Time commitment

- It takes a teacher between 1 and 3 minutes to evaluate each student
- An entire class of students can be recorded in one document or a separate file or document can be used for individual students

# Digital screening tool (Excel format with unlimited spaces for student entries, or a separate file can be used for each student)

Teacher Name: \_\_\_\_\_  
 Class: \_\_\_\_\_

		Social Behaviour							Total Social Behaviour	Risk Factor Social Behaviour
Student Name	Year Level	Arguing	Cooperation with peers	Temper outburts	Disruptive behaviour	Polite and socially appropriate	Impulsiveness			
EXAMPLE	7	Sometimes	Almost Always	Never	Often	Never	Often	10	At Risk	

Scale

Scale risk rating (red = at risk)

Scale question

Academic Behaviour								Total Academic Behaviour	Risk Factor Academic Behaviour
Interest in academic topics	Preparedness for instruction	Production of acceptable work	Difficulty working independently	Distractedness	Academic engagement				
Almost Always	Often	Almost Always	Never	Sometimes	Often		15	Not At Risk	

Scale risk rating (green = not at risk)

Rating option

Emotional Behaviour								Total Emotional Behaviour	Risk Factor Emotional Behaviour	Total	Risk Factor
Sadness	Fearfulness	Adaptable to change	Positive attitude	Worry	Difficulty rebounding from setbacks	Withdrawal					
Never	Sometimes	Often	Sometimes	Almost A	Never	Often	12	At Risk	15	At Risk	

Total risk rating





# Interpreting results

## Determining Risk Scores

- Ratings are generated on the Total Behaviour score in addition to the Social, Academic and Emotional behaviour scores.
- A Total Behaviour rating score of 0-36 highlights a student as “at risk”
- If a student is found to be at risk using the Total Behaviour rating, schools then look to see on which of the three subscales the student is at risk.
- “At risk” means just that. It is an early indicator that a student *may* require support. The resource is not a diagnostic tool and does not require a teacher to take immediate action. The resource is a screener to help schools make informed, data-based decisions. Decisions are not made on the results of the resource alone

## Next Steps

- Educators review the results to determine which students are at risk and will require closer investigation to determine the additional supports required. It is also valuable to consider the students not considered “at risk” to ensure that they continue to receive the supports they may require, remembering that the screening resource is not diagnostic of student risk.
- This is consistent with the *notice, inquire, plan* approach familiar to many schools and promoted through SafeMinds
- The results should be used to guide intervention-related decisions, such as which behaviours should be targeted and what type of supports should be provided.
- As this resource will help identify students proactively as at risk of potential social, academic and emotional behaviours schools should consider appropriate universal and targeted supports

# Deciding when to start using the resource

## Term 4, 2020

- Term 4 presents many challenges to schools as students return to school in a staged manner
- It may not be possible for a school to screen all students at one time, or within a short time frame. It may be necessary for schools to schedule the screening according to the times students return to onsite learning
- Because the resource requires a teacher to reflect on the previous 4 weeks, it is necessary for teachers with students who have been learning remotely to be able to do this confidently
- If this is not possible, then schools may need to wait until later in the term when students have been present at school to screen their students. It is important to account for the short period remaining in the term in which to implement any supports

## Term 1, 2021 onwards

- Some schools may elect to screen their students next year. If this action is taken then this should occur in mid-term 1, around week 5, to allow teachers to have four weeks with their students to reflect upon
- The resource can be used at anytime into the future to help schools plan their wellbeing strategy and make decisions about student supports

# Implementation considerations for schools

## 1. Plan

- How can school leadership promote the importance of screening? What are the observations of leaders about student behaviour, or what have staff told them, which supports screening in the school? A case example of using the resource is [here](#).
- What in addition to screening does the school have in place to identify students requiring supports?
- How does the screening complement these other school processes?
- Who will be responsible for making sure it is used by all necessary teachers, and by the specified date? Who will be responsible for providing support to these teachers? *This should be the Assistant Principal or teacher responsible for student wellbeing*
- Consent from, or advice to parents is not required

## 2. Screen

- Determine the frequency of screening. This is to be decided by each school, but no more than every 4 weeks.
- Identify which day or week the screening is to be conducted for all students, or schools can stagger their screening, for example a year level on a particular day or week
- Decide the format of the screening (digital or hardcopy)
- Provide the screening resource to those teachers completing them (see details for secondary schools)
- Allocate time for the teachers to complete the screening

# Implementation Considerations for Schools

## 3. Collate

- Designate a person to collate the screening results
- First, identify those students who were rated “at risk” on the Total Behaviour scale
- For those students above, identify those who were rated “at risk” on each of the scales: social, emotional, and academic (some students may be rated “at risk” on more than one scale)
- Identify the year level/class/other grouping for students “at risk” on each scale
- Look for trends in the ratings. Is there a particular year level/classroom etc. where students rated “at risk” are more prevalent?

## 4. Discuss

- Establish or co-opt a school committee or group to be responsible for reviewing the screening results. Such a group depends on the size of the school, however consideration should be given to a member of school leadership, plus the staff member responsible for student wellbeing, year level coordinators, sub-school coordinators, house leaders etc.
- The group then considers the trends in the students rated as “at risk” and identifies appropriate supports for those students as a group, for example re-teaching key elements of the RRRR curriculum
- The school may consider consulting with their Health and Wellbeing Key Contact if it requires advice to implement support interventions
- The individual students prioritised for support is a decision of the group based on the results of the screening **plus** all other sources of information about the student

# Implementation Considerations for Schools

## 5. Report back

- Consider gathering together the teachers who completed the screening to discuss the overall results of the screening for the school
- Outline the number of students identified as “at risk” and on which scale
- Consider how to appropriately describe the trends of the data without singling out individual students
- Explain how the group decided which individual and groups of students were identified for additional supports
- Describe how the supports will be implemented

## 6. Implement:

### Social risk

- Consider fidelity of [Resilience, Rights and Respectful Relationships](#); [Schoolwide Positive Behaviour Support](#) (SWPBS) Tier 1 (for schools working with a Coach)
- Appropriate interventions for individual students

### Emotional risk

- Consider fidelity of [SafeMinds](#) or other social-emotional curriculum; [Schoolwide Positive Behaviour Support](#) (SWPBS) Tier 1 (for schools working with a Coach)
- Appropriate interventions for individual students

### Academic risk

- Consider [High Impact Teaching Strategies \(HITS\)](#), [Essential Classroom Practices](#) from SWPBS; [Pedagogical Model](#); fidelity of [Schoolwide Positive Behaviour Support](#) (SWPBS) Tier 1 (for schools working with a Coach)
- Appropriate interventions for individual students

# Implementation Considerations for Secondary Schools

- Secondary schools should consider having the teacher that interacts with students the most complete the screening
- In secondary schools, this is commonly the English teacher. This teacher is additionally well-placed as these classes frequently engage students in discussion and encourage the expression of ideas, providing opportunities for student participation, cooperation, performance, attitude, and response to feedback to inform the screening ratings
- Teachers who are not confident in their rating of a particular student should be able to request another teacher also complete the screening and come to a consensus.



# Role and responsibilities

## School leaders responsible for:

- Implementing and supporting teachers in the use of the resource school-wide
- Coordinating arrangements that enable teams of teachers to reflect on the student level data in determining appropriate interventions
- Implementing evidence based interventions as suggested by the data and other sources of information
- Referring to the Students at Risk Planning Tool for suggested actions
- Seeking advice and support from the Health and Wellbeing Key Contact as required
- Information security in accordance with Department policy and school procedures (both individual student and cohort files)

## Region/Area responsible for:

- Making schools aware of the resource
- Suggesting available and appropriate interventions
- Supporting schools to implement and evaluate suitable interventions as appropriate

# Summary

## What this resource is

- A scientifically valid and reliable method of screening students who *may* be a risk of social, emotional and academic behaviours which interfere with their learning
- It is for universal use, meaning for all students in the school, and for use by teachers only
- It supplements other processes that schools have in place to identify students who may require support

## Why schools should use it

- It helps to identify students who may be at risk earlier, including those with more 'internalised' behaviours
- It does not wait for a student to demonstrate a serious behaviour before receiving supports
- It is consistent with the *notice, inquire, plan* approach

## What this resource is not

- It does not replace other sources of information used to identify students and make decisions about their support
- It is not an assessment; it is a systemic method of using teacher judgement
- It is not a diagnostic tool. It does not require a teacher to take immediate action
- The results are not intended to be for the sole use of individual teachers; the results of the screening must be discussed with other staff in order to consider each student's support needs