A Sample of Commercially Available Screening Tools that Address Social and Behavioral Domains

| Name | Grade Levels | Description | Comments |
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| Office Discipline Referrals (ODR): Schoolwide Information System (SWIS; www.swis.org) | Grades K - 12 | Detailed, easy to use, secure database designed to help schools use data on ODR to inform decision-making at a schoolwide and individual student level. More information on this tool is available at www.swis.org | Very effective at identifying students with externalizing behaviors, but Walker et al. (2005) found that 35% of students who qualified as at risk on the SSBD did not have multiple ODRs, but more internalizing behavior concerns. |
| Systematic Screening for Behavior Disorders (SSBD; Sopris West). | Originally Grades K – 6, now includes middle school norms (Calderella, Young, Richardson & Young, 2008). | Based on multiple gating procedure, to identify students in either the internalizing or externalizing dimensions of behavior. | Easy to use and widely used by schools and districts implementing RTI and SWPBS initiatives |
| Student Risk Screening Scale (SRSS; Drummond, 1993; author) | Originally Grades K – 6, now includes middle and high school norms (Lane, Kalberg, Parks, & Carter, 2008) | With this scale the classroom teacher evaluates and assigns a frequency-based, Likert rating to each student in the class in relation to seven behavioral criteria (e.g. lies, cheats, sneaks, steals, behavior problems, peer rejections, low achievement, negative attitude, and aggressive behavior) to determine risk level. | Easy to implement. Found to be highly predictive of identifying students with externalizing behaviors, but less so in identifying students with internalizing behaviors (Lane et al., 2009) |
| *Brief Academic Competence Evaluation Scales System* (BACESS; Elliott, Huai, Roach, 2007; author) | Grades K-12, with teacher forms and student forms available for grades 3-12 | This scale was developed as a universal screener (covering both academic and academic "enabling" behaviors); it includes 3 phases to determine risk level. | Teachers appreciate that both academic and social domains are integrated in one process, (Elliott, Huai, Roach, 2007). |

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| *The Behavior Assessment Scale for Children Two* (BASC-2): *Behavior and Emotional Screening Scale* (BESS; Pearson Publications) | Preschool and grades K-12. Includes teacher, parent, and self-rating forms grades 3-12 | Based on the popular Behavioral Assessment Scale for Children, used by many schools to assess students for special education. Intended to be a universal screener to identify students with needs in both the academic and social domains. | The process provides schools with a comprehensive summary of student scores and teacher ratings across grade levels. A comprehensive intervention guide has recently been added to the available support materials |
| Social Skills Improvement System classroom screening tool (Pearson Publications) | Grades preschool, K-12, with teacher, parent and self-rating forms | A universal screener to identify students with needs in both the academic and social domains. | The process provides teachers with criterion- based method to compare student functioning against grade level expectations in social and academic areas. A comprehensive intervention guide and computer scoring options are also available. |