

Name of Screener	Date Added	Author/ Citation	Website	Scales/Subscales	Cut Scores	Description	Reliability	Validity	Population	Number of Items	Respondent	Assessment Form/ Delivery	Languages Offered	Administration (group/ individual)	Time	Forms	Cost
Adolescent/Adult Sensory Profile (Sensory Profile Adult/Adolescent)	Jan-21	Brown, C. & Dunn, W. (2002). Adolescent/Adult Sensory Profile. <a href="#">Link</a>	<a href="#">Link</a>	Taste/Smell Sensitivity Movement Processing Visual Processing Touch Processing Activity Level Auditory Processing	Typical Performance: scores within one standard deviation (SD) of the mean Probable Difference: scores that fall between one and two SDs of the mean Indefinite Difference: more than two SDs below the mean	"Adolescent/Adult Sensory Profile helps measure sensory processing patterns and effects on functional performance. An individual answers questions regarding how he or she generally responds to sensations, as opposed to how he or she responds at any given time."	"As the authors point out, however, these scales are both viewed as low-to-moderate reliability questionnaires. Internal consistency reliability was the only reliability used in the development of items for each subscale. The internal consistency reliability was .82 for Low Registration, .79 for Sensation Seeking, .81 for Sensory Sensitivity, and .66 for Sensation Avoiding. Eleven items from the Sensation Avoiding subscale correlated more strongly with Sensory Sensitivity. Other reliability estimates to support this instrument are lacking" (Fitzpatrick & Smith, 2005)	"Content validity was examined through an expert panel review, and the manual notes that members of the panel were able to sort test items accurately into the four quadrants. In addition, evidence of convergent and divergent validity was examined in a study of 207 adults who completed the Adolescent/Adult Sensory Profile. The study found that the manual outlines common theoretical underpinnings, correlations between the two measures generally are in the predicted directions. Further evidence of validity was presented in the form of a study of 20 undergraduate students whose scores on the Adolescent/Adult Sensory Profile were compared to four risk assessment rates" (Fitzpatrick & Smith, 2005)	Age 11 or older	60	Student	Paper	English (cultural adaptation research has been done in other languages)	Individual	15-20 minutes	Self-Report Form	<a href="#">Complete Starting Age 10</a>
Ages and Stages Questionnaire: Social Emotional (ASQ:SE-2)	Jan-20	Squires, J., Bricker, D., Ho, K., & Twombly, E. (2011). Identification of social-emotional problems in young children using a parent-completed screening measure. Early Childhood Research Quarterly, 16(4), 405-419. doi:10.1016/j.ecri.2006.01.0011156	<a href="#">Link</a>	Total Score Self-Regulation Compliance Social-Communication Adaptive Functioning Autonomy Affect Interaction with People	6 months = 45 12 months = 48 18 months = 50 24 months = 50 30 months = 57 36 months = 59 48 months = 70 60 months = 70	"With the typical ups and downs of young children's emotion and behavior, delays or problems can be easily missed. As a result, as more children are increasingly exposed to risk factors such as poverty or toxic stress, the likelihood of depression, anxiety, and antisocial behavior increases. There is tremendous opportunity during the first few years of a child's life to identify and address potential social-emotional concerns. This is at the heart of ASQ:SE-2. It is a quick and easy-to-use screening tool to identify and address potential social and emotional concerns. ASQ:SE-2 is a easy-to-use tool with all the advantages of ASQ-3: it's a one-offensive, parent-completed, and culturally sensitive. With questionnaire results, professionals can quickly recognize young children at risk for social or emotional difficulties, identify behaviors of concern to caregivers, and identify any need for further assessment."	"Internal consistency was generally high, with an overall alpha of 0.82. Test-retest reliability between current classifications was 0.94" (Squires, Bricker, Ho, & Twombly, 2011).	"Validity studies focused on concurrent validity; sensitivity ranged from 0.73 at 24 months to 0.89 at 36 months to 0.96 at 12 months with 0.92 overall specificity" (Squires, Bricker, Ho, & Twombly, 2011).	Age 6 months-5 years	Varies (6 months: 21 items-60 months: 39 items)	Parent (Teacher of necessary)	Paper	English Spanish French	Individual	10-15 minutes	Parent (different form for each age: 6 mos., 12 mos., 18 mos., 24 mos., 30 mos., 36 mos., 48 mos., and 60 mos.)	<a href="#">View English, Spanish, French, and Chinese Versions</a>
Behavioral and Emotion Rating Scale-Second Edition (BERS-2)	Jan-20	Epstein, M. H., Mooney, P., Ryser, G., & Pierce, C. D. (2004). Validity and Reliability of the Behavioral and Emotion Rating Scale (2nd Edition). Youth Rating Scale. Research on Social Work Practice, 14(5), 338-347. doi:10.1177/1049731504265832	<a href="#">Link</a>	1. Interpersonal Strength 2. Family Involvement 3. Interpersonal Strength 4. School Functioning 5. Affective Strength 6. Strength Index	Unspecified	"The Behavioral and Emotion Rating Scale 2nd Edition (BERS-2) is a strength-based approach to assessment and provides an overall index of child's strengths and competencies from three perspectives: self, parent and teacher. Items cover domains such as interpersonal strength, functioning at school, affective strength, interpersonal strength, family involvement and career strength."	"Reliability coefficients ranged from a low of .84 to a high of .91." "With respect to test-retest reliability, all correlations were above .80 and two were above .90. The test-retest reliability of the seven subscales (i.e., Career Strength) was .89" (Epstein, Mooney, Ryser, & Pierce, 2004).	"With respect to convergent validity, 84% of all correlations (i.e., 91 of 108) support the BERS-2's validity based on their statistical significance." "In terms of magnitude, 83% of the validity coefficients were at least moderately large." (Epstein, Mooney, Ryser, & Pierce, 2004)	Age 5-18	21 (Teacher Form) 58 (Parent and Youth Forms)	Teacher, Parent, and Student	Paper	English Spanish	Individual	10-15 minutes	Teacher, Parent, and Youth	<a href="#">View</a>
Brief Impairment Scale (BIS)	Aug-20	Bird, H. R., Canino, G. J., Davies, M., Ramirez, R., Chavez, L., Duarte, C., & Shen, S. (2005). The brief impairment scale (BIS): a multidimensional scale of functional impairment for children and adults. Journal of the American Academy of Child and Adolescent Psychiatry, 44, 7, 699-707. <a href="https://www.doi.org/10.1097/01.chi.0000163281.41383.94">https://www.doi.org/10.1097/01.chi.0000163281.41383.94</a>	<a href="#">Link</a>	Interpersonal Relations School/Work Functioning Self-Care/Self-Fulfillment	For service planning or epidemiologic purposes scores 14 or below estimate the proportion of children impaired and in need of services For screening purposes: using a cutoff of 7 or lower is recommended to maximize case detection	"The Brief Impairment Scale (BIS) is a global measure of impairment designed to be completed by caregivers that assesses three domains of functioning: interpersonal relations, school/work functioning, and self-care/self-fulfillment."	**from assessment authors** "The total scale's internal consistency ranged from 0.81 to 0.88 and from 0.96 to 0.91 on the three subscales. Test-retest reliability for individual items ranged from fair to substantial in all but six items" (Bird, Canino, Davies, Ramirez, Chavez, Duarte & Shen, 2005).	**from assessment authors** "Correlations between the BIS and the CGAS in samples 1A, 1B, and 2 were fair (Pearson r = .453, .532, and .552; all p < .001)." (Bird, Canino, Davies, Ramirez, Chavez, Duarte, & Shen, 2005). "The mean BIS score of service users was significantly higher than that of non-service users in samples 1A and 2. Service users are expected to be more impaired and to have higher impairment scores than non-service users. Moreover, the mean BIS score of clinical subjects in sample 1B (14.1) was significantly higher (p < .0001) than the mean of community subjects (8.2) in sample 1A."	Age 4-17	23	Caregiver	Paper	English and Spanish	Individual	3-5 minutes	Caregiver	<a href="#">View</a>
CIRCLE Progress Monitoring System (PrK)	Jan-20	Landy, S. H., Auel, M., Williams, J., Zaker, J., A., Swank, P. K., Gunning, S. (2014). The CIRCLE Phonological Awareness Language and Literacy System's Science, Technology, Engineering & Math Technical Manual. Available at <a href="https://historychildhood.files.wordpress.com/2013/08/circle-technical-manual-2.pdf">https://historychildhood.files.wordpress.com/2013/08/circle-technical-manual-2.pdf</a> Online User guide: <a href="https://ciclegap.org/public/wp-content/uploads/sites/10/2019/11/CIRCLE-Progress-Monitoring-Guide_11.5.2019.pdf">https://ciclegap.org/public/wp-content/uploads/sites/10/2019/11/CIRCLE-Progress-Monitoring-Guide_11.5.2019.pdf</a>	<a href="#">Link</a>	1. Rapid Letter Naming 2. Letter-Sound Correspondence 3. Phonological Awareness 4. Rapid Vocabulary 5. Book & Print Awareness 6. Story Retell & Comprehension 7. Mathematics 8. Science 9. Social Studies 10. Social & Emotional Development 11. Physical Health & Development 12. Early Writing 13. Speech Production & Sentence Skills 14. Motivation to Read 15. Approaches to Learning	Cut scores vary by subject, language (English or Spanish), and time of the year (beginning, middle, end). Cut scores for each subject are detailed in the technical manual.	"The CIRCLE Progress Monitoring System (formerly known as C-PALL) is a user-friendly, technology-driven tool that enables a teacher to quickly assess a child's progress in a particular skill area. This simple yet reliable data collection prompts teachers to focus on lessons that target their students' least-developed skills."	Phonological Awareness and Literacy Subtests = Cronbach alpha coefficients are all greater than .90. Math and Science Subtests = internal consistency = .81. Test-retest stability = r = .82. (Technical Manual)	Concurrent validity scores vary by assessment, child age, and time of year. Correlations with other assessments range from .28 to .78. (Technical Manual)	PrK (3- and 4-year olds)	1. Rapid Letter Naming (Child dependent) 2. Letter Sound Correspondence (12) 3. Phonological Awareness (40) 4. Rapid Vocabulary (Child dependent) 5. Book & Print Awareness (12) 6. Story Retell & Comprehension (3) 7. Mathematics (27) 8. Science (21) 9. Social Studies (Unspecified) 10. Social & Emotional (11) 11. Physical Health & Development (Unspecified) 12. Early Writing (10) 13. Speech Production & Sentence Skills (Unspecified) 14. Motivation to Read (Unspecified) 15. Approaches to Learning (Unspecified)	Child and Observer	Paper and Electronic forms	English Spanish	Individual or Group	Time for entire assessment = 90.5 minutes (approx)	Screening, Progress Monitoring, and Observation forms. Children and teachers respond to items	Available at no cost to Texas public prekindergarten teachers and programs eligible for the TSE Online program. Must contact publisher for pricing details if not eligible.
Devereux Student Strengths Assessment (DESSA)	May-20	Lehuff, P., Shapiro, V., & Nugent, J. (2009). The Devereux Student Strengths Assessment (DESSA) Assessment, Technical Manual, and User's Guide.	<a href="#">Link</a>	1. Self Awareness 2. Self Management 3. Self Awareness 4. Relationship Skills 5. Goal Directed Behavior 6. Personal Responsibility 7. Decision Making 8. Optimistic Thinking	Needs for Instruction = 0-3 Scores of 40 or less	"The Devereux Student Strengths Assessment (DESSA), originally developed by the Devereux Center for Resilient Children, is the flagship social-emotional learning assessment of Aperion Education's DESSA System. It is a standardized, strength-based behavior rating scale completed in 5 to 10 minutes and used by educators and parents to measure the social-emotional competence for children in grades K-8 (The DESSA-High School Edition is available for students grades 9-12). Grounded in resilience theory and directly aligned to the CASEL framework, the DESSA is a user-friendly, practical social-emotional learning assessment that meets the highest professional standards. The DESSA is commonly used to inform the delivery of SEL at tier 1 or tier 2 as well as measuring the results of that delivery."	According to the website, the DESSA authors have found evidence supporting the DESSA content and divergent validity. A review in the Mental Measurements Yearbook by Altes (2010) found the DESSA to have good convergent validity with the BANS-2, good discriminant validity, but weak predictive validity.	"The DESSA can be completed by parents/guardians, teachers, or staff at schools and child-serving agencies, including after-school, social service, and mental health programs"	One version available for K-8, another version available for grades 9-12	Varies, the full DESSA screener has 72 items, but a shortened version (DESSA-Mini) has 4 parallel forms	Electronic delivery and cloud-based reports	Spanish	Group	10 Minutes or less	1 Form. However, the shortened version (DESSA-Mini) has 4 parallel forms.	<a href="#">School packages available at \$2,500. More complete website at <a href="https://www.devereuxcenter.org/devereux-center">https://www.devereuxcenter.org/devereux-center</a></a>	
Emotional and Behavioral Screener (EBS)	May-20	Lambert, M. C., Epstein, M. H., & Cullinan, D. (2014). The Diagnostic Quality of the Emotional and Behavioral Screener. Journal of Psychoeducational Assessment, 32(1), 51-61. doi:10.1177/0734262913485541	<a href="#">Link</a>	Total EBS score (compared to a cutoff score)	Unspecified	"The EBS (Emotional and Behavioral Screener) is a 10-item teacher rating scale designed mainly for screening groups of students to determine which, if any, are at an increased risk for school identification as ED or for showing at-risk behavior or emotional problem otherwise."	"Three studies have examined reliability of the scores obtained from the EBS. The EBS items have demonstrated adequate internal consistency across age groups, gender groups, and race-ethnic groups, with alpha well above the .80 level considered adequate, except for students age 5 years" (7). In a second study, the test-retest reliability of the EBS was assessed with 42 students rated by their teachers over a two-week period. The correlation for Total EBS score was .90... A third reliability study examined inter-rater reliability... This study found the correlation between independent raters using EBS to be .63..." (Lambert, Epstein, & Cullinan, 2013).	"The validity of EBS scores has been evaluated in two studies. The EBS scores demonstrated adequate construct validity by differentiating various grade-level and female students, younger versus older students, students with ED versus those with no disability, and students with ED versus those with LD... In a study of convergent validity, middle school teachers rated 77 students on both the EBS and the Behavioral and Emotion Rating Scale System (BERS). The correlation between the EBS and the BERS was .87..." "Binary classification analyses of four age-level by gender subgroups of students showed age-level by the instrument validity identifies at-risk students" (Lambert, Epstein, & Cullinan, 2013).	Age 5-17	10	Teacher	Paper	English	Individual	1-2 minutes	2: Rating Form, Decision Summary Form.	<a href="#">EBS (Examiner's Manual, 2014) Download Form and Decision Summary Form</a>

Name of Screener	Date Added	Author/ Citation	Website	Scales/ Subscales	Cut Scores	Description	Reliability	Validity	Population	Number of Items	Respondent	Assessment Format/ Delivery	Languages Offered	Administration (group/ individual)	Time	Forms	Cost
Individual Growth and Development Indicators for Infants and Toddlers (IGDI)	Jan-20	Juniper Gardens Children's Project University of Kansas	<a href="#">Link</a>	1. Early Communication Indicator (ECI) 2. Early Movement Indicator (EMI) 3. Early Problem Solving Indicator (EPSI) 4. Early Social Indicator (ESI)	Unspecified	"The Early Communication Indicator (ECI) measures key expressive communication skills (gestures, vocalizations, single words, and multiple words) for infants and toddlers from 6 months to 42 months." "The Early Movement Indicator (EMI) measures key gross motor skills (transitional movements, grounded locomotion, vertical locomotion, throwing/tipping, and catching/trapping) for infants and toddlers from 6 months to 42 months." "The Early Problem Solving Indicator (EPSI) measures key cognitive/problem solving skills (drawing, exploring, functions, and solutions) for infants and toddlers from 6 months to 42 months." "The Early Social Indicator (ESI) measures key social skills for infants and toddlers from 6 months to 42 months."	**results only for IGDI-ECT** "The original IGDI-ECT screening study reported a 90% overall reliability and a range of 70% to 81% on the communication sub-elements (gestures, vocalizations, single words, and multiple words)." "A reliability study was conducted on seven video administrators and was reported to be r = .89 for the Total Communication score and r = .62 for the Total Communication slope. The measure was found to differentiate between rates of communication across three time periods and between children without and without disabilities." "The IGDI-ECT has an overall reliability of 90% and subcommunication sub-elements (Lutz et al., 2001)." (Friedman, 2012).	**results only on IGDI-EET** "The IGDI-ECT weighted Total Communication score has concurrent validity of 0.62 with the PLS-3 (Zimmernan, Weiner, & Pond, 1992)." "In further validation studies to determine norms for children birth to 42 months, the measure was found to have concurrent validity with the Preschool Language Scale-3 (r = .63; Zimmerman, Steiner, & Pond, 1992) and with a caregiver reported tool developed by the research team (r = .51; Lutz et al., 2001)." (Friedman, 2012).	Age: 6 month-42 months	Each assessment has its own tasks	Trained administrator	Observation and activity administration with paper forms	Can be translated into any language	Individual	Each assessment takes 6 minutes to administer	Each assessment has: 1. Administration Checklist 2. Definition Form 3. Score Sheet 4. Reliability Calculation Sheet	<a href="#">Training cost, range from \$60 to \$2,000</a> <a href="#">For up to 25 licenses, cost is negotiable.</a> <a href="#">Have for assessment files available, link to show (price varies)</a>
My IGDI - Social Emotional Assessment	Jan-20	Early Learning Labs, Inc University of Minnesota	<a href="#">Link</a>	1. Social & Emotional 2. Language & Literacy 3. Cognitive Development 4. Approaches to Learning 5. Physical & Motor 6. Creativity & The Arts	Unspecified	The myIGDI Social Emotional screener "Profile of Preschool Learning & Developmental Readiness (Prof-ADIR), an authentic assessment designed to ensure school-readiness across a range of learning domains developmentally significant in early childhood. The Prof-ADIR allows educators to support a more comprehensive evaluation of child development, involving teacher observation and targeting a broad range of skills. Using a teacher rating scale, the Prof-ADIR is grounded in a series of semi-structured observations that produce child-level information intended to complement the direct-child measures (IGDI) giving educators and parents a multi-dimensional evaluation of a child's growth & developmental needs."	No reliability data found.	According to their website, "Development of the Prof-ADIR followed a specific, expert process to establish construct validity. Items were selected using prominent theoretical frameworks for child development and contributions from three child development experts." However, no other information regarding validity was found.	Age: 3-5	Unspecified	Teacher and Child	Paper, iPad application follow-up	English	Individual	Ratings are based on a series of observational questions and direct prompts in a range of settings over a period of 1 month. Completion of the scale should only take 25-30 min/child.	Unspecified, but the website states that the assessment is given in the Fall, Winter, and Spring.	<a href="#">Visit website to learn from the publisher.</a>
Preschool Behavioral and Emotional Rating Scale (PREBERS) **Discontinued by Publisher**	Jan-20	Pat-ED	N/A	1. Emotional Regulation (ER) 2. School Readiness (SR) 3. Social Confidence (SC) 4. Family Involvement (SI)	Unspecified	"Designed for use in preschool, Head Start, and early childhood special education settings, the Preschool Behavioral and Emotional Rating Scale (PREBERS) is a standardized, norm-referenced, 42-item rating scale designed to assess the behavioral and emotional strengths of preschool children. Teachers, parents, psychologists, counselors, or professionals can use the PREBERS to (1) identify children with limited strengths, (2) target goals for IEPs or IFSPs, (3) identify strengths and weaknesses for interventions, (4) document progress, and (5) collect data for research purposes."	*Reliability coefficients for the four subscales and total score of the PREBERS were all at or above .90. In the second study, teachers and paraprofessionals rated the same preschool children (N = 80). All of the correlations were over 0.72. In both studies the magnitude of correlations were large indicating that the PREBERS is a stable measure across time and raters" (Epstein & Symbost, 2008)	"The content validity of the PREBERS was determined through a multi-step process (see Epstein and Symbost in press, for details). First, a list of the original 52 items from the Behavioral and Emotional Rating Scale (Epstein and Sharma 1998; Epstein, 2004) was sent to a group of approximately 150 preschool professionals who were asked to judge the appropriateness of each item for use with young children. Based on the responses 21 of the items were removed and no longer considered for inclusion in the PREBERS. Second, a comprehensive literature review of the social-emotional development of preschool children was completed" (Epstein & Symbost, 2008)	Age: 3-5	42	Parent and Teacher	Paper	English	Individual	10 minutes	Observer (Parent or Teacher)	N/A
Preschool and Kindergarten Behavior Scales - Second Edition (PKBS-2)	Aug-20	Mercer, K.W. (1994). Preschool and Kindergarten Behavior Scales Test Manual. Retrieved from <a href="https://files.eric.ed.gov/fulltext/ED378216.pdf">https://files.eric.ed.gov/fulltext/ED378216.pdf</a>	<a href="#">Link</a>	1. Social Skills 2. Problem Behavior	Unspecified	The Preschool and Kindergarten Behavior Scales (PKBS) is a behavioral rating instrument for use in evaluating social skills and problem behavior patterns of preschool- and kindergarten-aged children, aged three through six. It is a norm-referenced, standardized instrument developed specifically for use in assessing young children in a variety of settings and by a variety of behavioral informants. The PKBS includes two major scales: social skills and problem behavior. In addition to an overview of the test, this manual contains chapters related to administering, scoring, and interpreting and PKBS; the technical properties, including reliability and validity, of the instrument; linking the assessment process to behavioral interventions; and information on its development and standardization.	Internal consistency reliability ranges from .96 to .97 for the two scale totals and from .81 to .95 for the subscales.	Unspecified	Age: 3-6	74 items (34 on Social Skills and 42 on Problem Behavior)	Parent/ Caregiver/ Teacher	Paper	English/ Spanish	Individual	12 minutes	Summary/Response Form	<a href="#">\$45.00 per kit</a>
Social, Academic, Emotional, and Behavioral Risk Screener (SAEBRS)	May-20	Klugs, S. P., Bowman, N. A., Christ, T. J., & Taylor, C. N. (2017). Predicting academics via behavior within an elementary sample: An evaluation of the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). <i>Psychology in the Schools</i> , 54(3), 246-260. doi: 10.1002/paps.21995	<a href="#">Link</a>	1. Emotional Behavior 2. Academic Behavior 3. Social Behavior	Unspecified	"The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief and efficient tool for universal screening of student risk for social-emotional and behavioral problems for students in Grades K through 12."	"... (a) alternate form reliability (.95), ... (c) diagnostic accuracy, demonstrating strong sensitivity (.67-.76) and specificity (.75-1.00) in predicting the "GRADE;" ... (e) criterion-related validity, demonstrating strong correlations with the Gates MacGinzie Reading Tests-4th Edition (GRMT; 74-76); ... (f) diagnostic accuracy, exhibiting strong sensitivity (.76-1.00) and specificity (.71-.93) in predicting the GRMT and Minnesota Comprehensive Assessment (MCA); ... (g) internal consistency (coefficient alpha = .79-.94); (h) inter-rater reliability (r = .35-.41). ..." (Klugs, Bowman, Christ, & Taylor, 2017).	"(b) criterion-related validity, with math exhibiting large correlations (.62-.80) with the Measures of Academic Progress (MAP) and the Group Mathematics Assessment Diagnostic Evaluation (GRADE); ... (c) criterion-related validity, demonstrating strong correlations with the Gates MacGinzie Reading Tests-4th Edition (GRMT; 74-76). ... (e) criterion-related validity, as evidenced by strong correlations with the SDS, BESS, SEBS, and Student Internalizing Behavior Screener." (Klugs, Bowman, Christ, & Taylor, 2017).	K-12	19 Items	Teacher report, however there is a version of SAEBRS that is student self-report	Paper form is available, however, electronic administration and reports are available online through publisher	Unspecified	Individual, Student Self-Screening, and Group	1-3 minutes	1 screening form	Must contact <a href="https://www.lindsaygroup.com/">https://www.lindsaygroup.com/</a> for pricing, but other websites estimate the cost to be approximately \$7.00 per student.
Social-Emotional Assets and Resilience Scale (SEARS)	Jan-20	Nose, R., Dornier, E., Ramer, N., Kaye, N. C., Mercer, K. W., Tom, K. M. (2012). Social emotional assets and resilience scales: Development of a strength-based short-form behavior rating scale system. <i>Journal for Educational Research</i> online 4(1), 124-139.	<a href="#">Link</a>	1. Self-Regulation 2. Social Competence 3. Empathy 4. Responsibility	Unspecified	"Focusing on a child's strengths, the SEARS can be used with children and adolescents who exhibit a variety of clinical problems or who are at high risk for developing such problems."	SEARS-C (Total Score: 92; Short Form: 85); SEARS-A (Self-Regulation: 34; Social Competence: 35; Empathy: 35; Responsibility: 30; Total Score: 95); Short Form: 82; SEARS-F (Self-Regulation: 35; Social Competence: 34; Empathy: 31; Responsibility: 35; Total Score: 90); Short Form: 80; SEARS-P (Self-Regulation/Responsibility: 35; Social Competence: 39; Empathy: 37; Total Score: 96); Short Form: 89) (Mercer, K. W. (d.d.) SEARS, PARInc. <a href="http://www.parinc.com/Products/Phcy406/">http://www.parinc.com/Products/Phcy406/</a> )	SEARS short forms compared other strength-based child behavior rating scales (Social Skills Rating Scale; Positive and Negative Affect Schedule; Internalizing Symptom Scales for Children (ISSC); School Social Behavior Scales; Social Competence subscale of the Home and Community Social Behavior Scales (HCSBS). Demonstrated convergent validity and internal consistency for the short forms are measuring the social and emotional constructs as intended. (Nose et al., 2012). "Convergent: Logical relationships across forms with Social Skills Rating Scale, Internalizing Symptom Scale for Children, Behavioral and Emotional Rating Scale, Student Life Satisfaction Scale, School Social Behavior Scales, Home and Community Social Behavior Scales" (Mercer, n.d.).	Age: 5 to 18 years	SEARS-Adolescent (15); SEARS-Teacher (41); SEARS-Parent (99); SEARS-Child (15); Short-forms (12)	Teacher; Student; Parent	Paper/ Electronic (PARConnect)	English and Spanish (parent forms, rating booklet, summary Profile Form, and Short Form) (See English norms only.	Individual	20 minutes	Teacher; Parent; Adolescent; Child	<a href="#">Short Form, \$120.00; Long Form, \$299.00; Combined Long Form, Short Form, \$327.00.</a> <a href="#">Individual items, link to search</a>

Name of Screener	Date Added	Author/ Citation	Website	Scales/Subscales	Cut Scores	Description	Reliability	Validity	Population	Number of Items	Respondent	Assessment Format/Delivery	Languages Offered	Administration (group/individual)	Time	Forms	Cost
Social Skills Improvement System (SSIS) Performance Screening Guide	May-20	Kruch, S. K., McCreery, M. P., Wang, Y., Mohammadamin, H., & Calks, C. K. (2017). Diagnostic utility of the Social Skills Improvement System Performance Screening Guide. <i>Journal of Psychological Assessment, 35</i> (4), 391-409. doi:10.1177/073426816636300	<a href="#">Link</a>	1. Prosocial Behaviors 2. Motivation to Learn 3. Reading Skills 4. Math Skills Problem Behaviors Well-Below Average Standard Score = 40-70	Social Skills Subscales Below Average Standard Scores = 70-85 Social Skills Subscales Well-Below Average Standard Scores = 40-70 Problem Behaviors Below Average Standard Scores = 70-85 Problem Behaviors Well-Below Average Standard Score = 40-70	"The Social Skills Improvement System SSIS™ Performance Screening Guide fills the need for a time-efficient, technically sound tool for classroom screening of key social, motivational, and academic skills."	"Because each subscale only has one question, no internal consistency data were available. For the preschool-age population, test-retest intraclass reliability coefficients ranged from .53 to .62. For K-12 students, test-retest reliability coefficients ranged from .26 to .74. . . . The interrater, intraclass reliability coefficient for preschoolers ranged from .60 to .73, and for elementary students, ranged from .55 to .68. It is at the secondary grades that the interrater, intraclass reliability decreased to a range of between .37 (Prosocial Behavior) and .60* (Kind, McCreey, Wang, Mohammadamin, & Calks, 2016).	"It is in the validity section that the SSIS-PSG manual begins to show weakness. First, the SSIS-PSG manual does not provide direct information about the content validity of the sample instrument (PSG) but only of the SSIS (full version). This is particularly problematic, as the items on the PSG were not drawn from the larger SSIS assessment; the authors reported no information as to how the items were selected. Therefore, the content validity of the larger SSIS does not apply, and without content validity information, it is difficult to evaluate the development of the items in this tool. The only validity data for the PSG were in the form of concurrent validity; the authors compared the SSIS Performance Screening Guide with the teacher form of the larger instrument (SSIS Rating Scales)" (Kruch, McCreery, Wang, Mohammadamin, & Calks, 2016).	Ages 3-18:0	4	Teacher	Paper	English	Group	Unspecified	Teacher	<a href="#">Preschool (327-73), Elementary, Middle, High, and Secondary (327-74)</a>
SSIS Social-Emotional Learning Edition (SEL)	May-20	Gresham, F., Elliott, S., Metallo, S., Boyd, K., Wilson, E., Erickson, M., Cassidy, K., & Altman, R. (2018). Psychometric Foundations of the Social Skills Improvement System: Social-Emotional Learning Edition rating form. <i>Assessment for Effective Intervention, 45</i> (3), 194-209. doi:10.1177/15345041881480593	<a href="#">Link</a>	1. Self-Awareness 2. Self-Management 3. Social Awareness 4. Relationship Skills 5. Responsible Decision-Making 6. SEL Composite Scale 7. Core Skills	Below Average SEL Composite Standard Score = 75-80 Well-Below Average SEL Composite Standard Score = 40-70	"SSIS™ Social-Emotional Learning Edition (SSIS SEL) is a comprehensive, evidence-based, social-emotional learning system that assesses key academic skills and integrates the different components with an aligned, multi-tiered intervention."	Coefficient Alphas for ages 3-5 in males in females ranged from .74 to 0.96. Ages 5-12 ranged from 0.75 to 0.95. Ages 13-18 years ranged from 0.78 to 0.96. Coefficient alpha for the age ranges on the Parent Response Form (RF) subscales ranged from 0.75 to 0.95. Student RF subscales ranged from 0.73 to 0.95. *Test-Retest Reliability: corrected reliability coefficients ranged from .71 to .92 for ages 8-12 across gender and RF types. Interrater reliability showed corrected reliability coefficients with a large range between .24-.43 across RF types" (Gresham, Elliott, Metallo, Boyd, Wilson, Erickson, ... & Altman, 2018).	"Collectively, this evidence provides users with initial validity and reliability information called for in the Standards for Educational and Psychological Testing" (Gresham, Elliott, Metallo, Boyd, Wilson, Erickson, ... & Altman, 2018)	Ages 3-18:0	51	Teacher, Parent, and Student	Paper or Electronic (Q-Global)	English and Spanish	Individual	10-25 minutes	Teacher, Parent, and Student Report Form	<a href="#">Link range from 321-501, individual items and subscales</a>
Strengths and Difficulties Questionnaire (SDQ)	May-20	Goodman, R. (2001). Psychometric properties of the strengths and difficulties questionnaire. <i>Journal of the American Academy of Child and Adolescent Psychiatry, 40</i> , 1337-1345.	<a href="#">Link</a>	1. Emotional Symptoms 2. Conduct Problems 3. Hyperactivity/Inattention 4. Peer Relationship Problem 5. Prosocial Behavior Composite Total Difficulties (calculated using scales 1-4)	Parent Report Total Difficulties Score: Slightly Raised = 14-16 High = 17-19 Very High = 20-40 Teacher Report Total Difficulties Score: Slightly Raised = 12-15 High = 16-18 Very High = 19-40	"The Strengths and Difficulties Questionnaire (SDQ) is a one-page questionnaire for assessing the psychological adjustment of children and youths. Identical or nearly identical versions can be completed by the parent or teachers of 3- to 16-year-olds and 11- to 19-year-olds themselves."	"The predicted five-factor structure (emotional, conduct, hyperactivity-inattention, peer, prosocial) was confirmed. Internalizing and externalizing scales were relatively "noncontaminated" by one another. Reliability was satisfactory, whether judged by internal consistency (mean Cronbach's alpha = .71), cross-administration correlation (mean 0.34), or retest stability after 4 to 6 months (mean 0.62)" (Goodman, 2001).	"The reliability and validity of the SDQ make it a useful brief measure of the adjustment and psychopathology of children and adolescents" (Goodman, 2001).	3-18+ years-old	25-33 items (depending on form used)	Teacher and Parent Report, Self Report for ages 11-16	Paper	Available in more than 80 languages	Individual	5 minutes	Parent, Teacher, and Student Form (11-17 year olds)	<a href="#">Link Download link, link languages</a>
Students' Life Satisfaction Scale (SLSS)	Aug-20	Heuber, E. S. (1991). Initial development of the students' life satisfaction scale. <i>School Psychology International, 12</i> , 211-243. Heuber, E. S. (1991). Further validation of the students' life satisfaction scale: The independence of satisfaction and affect ratings. <i>Journal of Psychoeducational Assessment, 9</i> , 353-368.	<a href="#">Link</a>	Family Friends* School Living Environment Self Same-Sex Friends** Opposite-Sex Friends**	1. SLSS Low: 1-3.9 SLSS High: 4-6 2. MSLSS (E), MSLSS (MH), & BMSSLS guidelines have not been established. * only in MSLSS/MSLSS/MSLSS-A ** Only in MSLSS-A	"The Student's Life Satisfaction Scale is a brief, 7 item, measure of life satisfaction in children. It is designed for use with children as young as 9 years of age."	**results for MSLSS with Canadian children** Intercorrelation... range from .84 to .35, supporting the hypothesis that, although life satisfaction domains are expected to be related, and the BASC/TRS... only 1 failed to reach statistical significance (between MSLSS Self and BASC Anxiety" (Greenbaum & Salkofsky, 1997). "Internal consistency reliability estimates for the scales... are all above the conventionally suggested level of .70 to indicate adequate reliability." The following Pearson correlation coefficients were obtained between Time 1 and Time 2: Family: .77, Friends: .59, School: .79, Self: .64, Living Environment: .77, and Total Score: .78."	**results for MSLSS with Canadian children** Of the 17 correlations hypothesized between MSLSS and the BASC/TRS... only 1 failed to reach statistical significance (between MSLSS Self and BASC Anxiety" (Greenbaum & Salkofsky, 1997). "Of the 11 correlations hypothesized, only 4 failed to reach statistical significance (between MSLSS Total Score and BASC Anxiety, Depression, and Internalizing Problems, and MSLSS Self and BASC Depression."	SLSS ages 8-18 BMSSLS grades 3-12 MSLSS (E) grades 1-2 MSLSS (MH) grades 6-12 MSLSS-A grades 9-12	SLSS 7 items	Student	Paper	English, Spanish, Chinese, Portuguese	Individual	Less than 5 minutes (SLSS, BMSSLS, MSLSS-A) 10 minutes (MSLSS)	1. SLSS: Students' Life Satisfaction Scale 2. MSLSS: Multidimensional Students' Life Satisfaction Scale 3. MSLSS (E): Multidimensional Students' Life Satisfaction Scale (Elementary) 4. MSLSS (MH): Multidimensional Students' Life Satisfaction Scale (Middle/High School) 5. MSLSS-A: Multidimensional Students' Life Satisfaction Scale (Adolescent)	<a href="#">SLSS (English) Link</a>
Student Risk Screening Scale for Early Internalizing and Externalizing Behavior (SRSS-E)	May-20	Lane, K. L., & Metzler, H. M. (2009). Student Risk Screening Scale for Early Internalizing and Externalizing Behavior (SRSS-E) Screening scale.	<a href="#">Link</a>	Elementary SRSS-E: Risk = 4.8 High Risk = 9.21 1. Seal 2. Lie, cheat, steal 3. Behavior problems 4. Peer rejection 5. Low academic achievement Middle and High School SRSS-E: Moderate Risk = 2.3 High Risk = 4.15 1. Middle and High School SRSS-E: Moderate Risk = 4.8 High Risk = 9.21 SRSS-E: Moderate Risk = 4.5 High Risk = 6-18	"The SRSS-E is a universal screening tool used three times per year to identify students who may be at risk for challenging, antisocial behavior. It is a brief, 6-item, 1-minute screening instrument for students. The SRSS-E is not used to select appropriate supports for students. The SRSS-E is not used independently to determine special education eligibility or make other high-stakes decisions. The SRSS-E, like all universal screening tools, is not used to label students. The SRSS-E is not intended as an assessment of traits or personality. It should be used as one of multiple data sources to indicate student risk"	"Reliability was evidence by strong internal consistency (> .80) and test-retest stability (.68-.74) across three administrations in one academic year" (Lane, Metzler, Oakes, Lambert, Cox & Hankins, 2017).	"Results of the studies conducted by Drummond and colleagues suggest SRSS total scores predicted negative behavior and academic outcomes 1.5 to 10 years following initial nomination. Also, they established convergent validity between SRSS scores and the Child Behavior Checklist's aggressive behavior subscale score... conducted a series of studies assessing SRSS scores had demonstrated internal consistency (> .80) and test-retest stability, in terms of predictive validity, SRSS scores predicted 2-year performance on reading skills, self-control skills, and ODRs. Furthermore, SRSS scores were equally sensitive and specific in identifying students with externalizing (improving chance estimates by 45%) and, to a lesser extent, those with internalizing behavior (improving chance estimates by 31%) as measured by the SSBIP" (Metzler & Lane, 2012)	Elementary through High School. However there is a version modified for early childhood	Varies, shortened version contains 7 items Varies, full version contains 12 items	Teachers report on their students based on observation and experience with them	Excel Sheet-based recording and aggregated reports.	Unspecified	Individual	Unspecified	Online	Free	
Survey of Well-Being of Young Children (SWYC)	Jun-20	Perrin, E. C., Szekely, C., Vieux, Z., Manton, K. (2016) The Survey of Well-being of Young Children (SWYC) User's Manual. Available at: <a href="https://www.fda.gov/oc/medwatch/press-releases/2016/06/20160614-swyc-manual-v101-Web-Final-15016.pdf?rank=high&amp;E=DC730390&amp;E=1250250737&amp;E=340A112151983">https://www.fda.gov/oc/medwatch/press-releases/2016/06/20160614-swyc-manual-v101-Web-Final-15016.pdf?rank=high&amp;E=DC730390&amp;E=1250250737&amp;E=340A112151983</a>	<a href="#">Link</a>	1. Developmental Milestones 2. Baby Pediatric Symptom Checklist (BPSC) 3. Preschool Pediatric Symptom Checklist (PPSC) 4. Parent's Observation of Social Interactions (POSI) 5. Family Questions	Cut scores vary by age, however, cut scores are not available for the 5- and 60-month forms.	"The Survey of Well-being of Young Children (SWYC)™ is a freely-available, comprehensive screening instrument for children under 5 years of age. The SWYC was written to be simple to answer, short, and easy to read. The entire instrument requires 15 minutes or less to complete and is straightforward to score and interpret. The SWYC is approved by Medicaid for compliance with the Children's Behavioral Health Initiative screening guidelines."	According to the SWYC User's Manual, "Initial research studies found the reliability and validity of the SWYC to be comparable to older and more familiar developmental screening instruments and in concordance with parents' reports of diagnosed developmental-behavioral disabilities in their child (see section 5.4 of the SWYC manual for more detail). Currently, we are evaluating its validity as compared to standardized developmental and emotional/behavioral assessments. Translations into languages other than English have not yet been independently validated." (Technical Manual)	According to the SWYC User's Manual, "Initial research studies found the reliability and validity of the SWYC to be comparable to older and more familiar developmental screening instruments and in concordance with parents' reports of diagnosed developmental-behavioral disabilities in their child (see section 5.4 of the SWYC manual for more detail). Currently, we are evaluating its validity as compared to standardized developmental and emotional/behavioral assessments. Translations into languages other than English have not yet been independently validated." (Technical Manual)	Children under 5 1/2 years of age	Varies by age	Completed by parents or other caregivers in primary care visits, but can also be used in other settings, such as early child care and education, home visiting, and preschool.	Paper	English, Spanish, Khmer, Burmese, Nepali, Portuguese, Haitian Creole, Arabic, Somali and Vietnamese	Individual	10 Minutes or less	12 forms, one for each specific age range	<a href="#">Link Download</a>

Name of Screener	Date Added	Author/ Citation	Website	Scales/Subscales	Cut Scores	Description	Reliability	Validity	Population	Number of Items	Respondent	Assessment Format/ Delivery	Languages Offered	Administration (group/ individual)	Time	Forms	Cost			
Systematic Screener for Behavior Disorders (SSBD 2nd Ed.)	May-20	Walker, H. M., Severson, H. H., & Fej, E. G. (2014). Systematic Screening for Behavior Disorders, Second Edition.	<a href="#">Link</a>	1. Critical Event Index 2. Combined Frequency Index 3. Adaptive Behavior Scale 4. Maladaptive Behavior Scale 5. Aggressive Behavior Scale 6. Social Interaction Scale	Unspecified	"SSBD is an evidence-based screening system for identifying students who are at risk for internalizing and externalizing problems. These two forms of behavioral problems can disrupt social adjustment and impair academic success. SSBD provides the means to quickly identify these students and enables school staff to implement early interventions and supports."	"In the PreK-K sample, intratester reliability coefficients (i.e., kappas) between teachers and assistant teachers ranged from .42 to .70 in Stage 1. In Stage 2, kappa coefficients ranged from .48 to .79. Test-retest kappas coefficients were as low as .25 for children high on internalizing scores, which may be expected over a 6-month period." "It refers to two studies in which the SSBD was used with students in Grades 7-9 but does not report demographics of those samples. In one study, students who had been identified in the SSBD Stage 1 screening had more office disciplinary referrals and lower GPAs than the general population. At Stage 2, internal consistency reliabilities ranged from .54 to .90 and intratester reliability correlations (kappas) between teachers ranged from .28 to .40." "The test authors note the need for additional reliability and validity information for Grades 7-9" (Caldarella, Young, Richardson, Young, & Young, 2008).	"The test authors describe several validation studies in the technical manual to support the validity and reliability of the SSBD 2nd ed. for use with pre-kindergarten and kindergarten students. Furthermore, initial research findings support the use of this instrument in Grades 7-9, but additional research needs to be conducted." "The test authors provided extensive empirical evidence to support the measure's item, factorial, discriminant, criterion-related, concurrent, and predictive validity." "The second edition expands the age range and adds support for the measure's reliability and the validity of its score and their uses" (Caldarella, Young, Richardson, Young, & Young, 2008).	PreK-9	Critical Event Index (33) Combined Frequency Index (23) Maladaptive Behavior Scale (17) Aggressive Behavior Scale (9) Social Interaction Scale (9)	Teacher (two parallel reports)	Paper and Electronic formats	English	Individual	45 minutes	Stage 1 and Stage 2 (paper or online)				<a href="#">2024 Administration Guide</a> , <a href="#">1-4-24.pdf</a> , <a href="#">1-4-24.pdf</a> , <a href="#">University System of Maryland</a> , <a href="#">Pre-K-12</a> , <a href="#">and 2. Classroom Screening Protocol</a> , <a href="#">Pre-K-5</a>
TOOL: Personal Assessment and Reflection-SEL Competencies for School Leaders, Staff, and Adults	Aug-20	CASEL	<a href="#">Link</a>	1. Self-Awareness 2. Self-Management 3. Social Awareness 4. Relationship Skills 5. Responsible Decision-Making	Unspecified	"This tool was designed for self-reflection. It should not be used to evaluate performance. Principals, administrators, SEL team members, and staff members can use it to assess their personal strengths and think about how they can model those strengths when interacting with others. The tool also offers prompts that encourage thinking about strategies to promote growth across areas of social competence." "Insights gained from this personal reflection tool can be effectively used during SEL professional learning. After individuals privately complete the tool, they can discuss general themes and examples of strengths and challenges with partners or in small groups. During regular staff meetings, staff can revisit personal goals to mark progress and update."	No reliability data found.	No validity data found.	Principals, administrators, SEL team members, and staff members	Total 45 Self-Awareness: 9 Self-Management: 9 Social Awareness: 5 Relationship Skills: 14 Responsible Decision-Making: 9	Self-Report	Paper	English	Individual	Unspecified	Self-Report Form	<a href="#">Link</a>			
The Educator Motivation and Attitude Profile (EdMAP)	Aug-20	McInerney, D. M., Koopman, H., Wang, H., & Moon, A. J. S. (2018). Teachers' occupational attitudes and their psychological wellbeing, job satisfaction, occupational self-concept and quitting intentions. Teaching and Teacher Education, 71, 145-158. doi:10.1016/j.tate.2017.12.020	<a href="#">Link</a>	23 Subscales across 6 dimensions: 1. Leadership 2. Goal Orientation 3. Application 4. Variety/Innovation 5. Abstract Thinking 6. Interpersonal	Unspecified	The instrument was designed to describe teachers' professional occupational attitudes as a multifaceted construct. The EdMAP scales were developed from a set of work-based motivational scales named the Employee Motivation and Attitude Profile (EMAP)/Marsh, McInerney, & McInerney, 1991) (McInerney, 2018).	Confirmatory factor analyses showed acceptable goodness-of-fit indices for the original EdMAP scales assessing Goal Orientation, Application, Abstract Thinking, Interpersonal, and Leadership, and for a slightly reduced (with 4 items per subscale rather than 5) Variety/Innovation scale. Overall, these findings provide support for the soundness of the EdMAP measurement instrument for further applications in educational practice.	The goodness-of-fit associated with this model proved to be fully acceptable (RMSEA = 0.06, CFI/TLI = 0.90). Overall, these CFA models resulted in the confirmation of first-order factor loadings ranging between 0.338 and 0.879, and of even stronger higher-order factor loadings ranging from 0.662 to 0.945.	Teachers/educators. No age specifications	Total 115	Self-Report	Paper	English	Individual	Unspecified	Self-Report Form	No cost, survey items available in Appendix A of McInerney (2018)			
Maslach Burnout Inventory Educators Survey (MBLES)	Aug-20	Maslach, C., Jackson, S.E., & Leiter, M.P. (1996). Maslach Burnout Inventory manual (3rd ed.). Palo Alto, CA: Consulting Psychologist Press	<a href="#">Link</a>	1. Emotional Exhaustion 2. Depersonalization 3. Personal Accomplishment	In the 2016 publication of the MBH Manual 4th edition, the cut-off scores were removed due to having no diagnostic validity.	The Maslach Burnout Toolkit combines the MBH with the Areas of Worklife Survey (AWS) to create an assessment to aid burnout prevention and remediation for educators. The AWS is a companion piece to the MBH and identifies key areas of strength and weakness in the organizational setting.	Two studies involving 469 Massachusetts teachers and 467 California teachers were used to support and validate the three-factor model of the MBH-ES. Cronbach alpha estimates of .90 for Emotional Exhaustion, .76 for Depersonalization and .76 for Personal Accomplishment. The reliabilities are parallel with those of the MBH (Maslach, 1996).	Website states that the survey is a validated measure and interested readers should refer to the manual for more information.	Educators, including teachers, administrators, other staff members, and volunteers working in any educational setting	22 items	Self-Report	Paper or Electronic survey (depending on option purchased)	English, Arabic, Bahasa (Malay), Chinese (Cantonese - Traditional), Chinese (Mandarin - Simplified), Croatian, Danish, Finnish, French (Canada), Hungarian, Japanese, Polish, Portuguese, Portuguese (Brazil), Serbian, Slovene, Spanish, Swedish, Thai, Turkish	Individual or Group	10-15 minutes	Self-Report Form	<a href="#">Manual page 553</a> , <a href="#">report cardpage 600</a>			
Teacher Stress Inventory (TSI)	Aug-20	Finnin, M. J. (1988). Teacher Stress Inventory. Brandon, VT: Clinical Psychology Publishing, Finnin M.J. The development of an instrument to measure occupational stress in teachers: the Teacher Stress Inventory. Journal of Occupational Psychology, 1984,73(1),277-293	N/A	1. Time Management 2. Work-Related Stressors 3. Professional Distress 4. Discipline and Motivation 5. Professional Investment 6. Emotional Manifestation 7. Fatigue Manifestations 8. Cardiovascular Manifestations 9. Gastrointestinal Manifestations 10. Behavioral Manifestations	Unspecified	The Teacher Stress Inventory (TSI) model is operationally defined in terms of 10 factors that comprise teacher stress. In both the literature and common usage of the term "work stress" it is apparent that certain things cause stress and that this stress, when it does occur, becomes evident in terms of any number of physiological, behavioral, and other types of "symptoms." It should thus be possible to identify one array of events that act as sources of stress and another of events that act as manifestations of stress. Such a structure is apparent in the TSI. 5 factors represent sources of stress, whereas another 5 represent manifestations. Collectively, the 10 factors represent the stress construct termed "Total Stress." The item content of the Teacher Stress Inventory was initially developed based on the experiences of public-school teachers working with regular and special needs students	Internal Consistency Reliability: All but one of the subscale alphas exceeded 0.70; the whole scale alpha was 0.93.	Factorial Validity: All 49 items exceeded the 0.35 loading criterion and all but two exceeded 0.40.	United States public school teachers teaching regular or special education students in grades 1 through 12	49	Self-Report	Paper	English	Unspecified	Unspecified	Unspecified	Unspecified			