

Dear Parents/Guardians,

Atlanta Public Schools is committed to partnering with families to support the needs of the whole child. Research shows that in order to be successful in college, career and life students must acquire both academic and interpersonal skills. At school, one of the many ways that we seek to identify the individualized strengths and potential opportunities for growth relative to social, emotional, and behavioral well-being is by administering a universal social, emotional, and behavior screener (BASC-3 BESS) between September 19th and October 7th.

Some things you may be interested to know about the use of this screener:

- Results of the screener are based on a student's responses on a given day and are not meant, in any way, to be considered a diagnosis.
- Most students will have their needs met by services already provided by the school such as social-emotional learning lessons taught by teachers and counseling lessons facilitated by professional school counselors that consistently take place to help students gain social and emotional competence.
- The purpose of the universal screener is to identify students who might benefit from follow up with a trained school professional, such as a school counselor or school social worker, to see if a student might be a candidate for additional supports. Additional supports might include small groups led by a counselor or school social worker, more frequent check-ins with the student or providing parents/guardians with referrals to agencies that can provide a therapeutic approach. Parents/guardians are notified if this is the case and may consider if they are in agreement with enhanced support for their child.

As with screeners or assessments of any kind, results offer a snapshot and must be considered within the larger picture. Schools use a variety of measures, including parent/guardian feedback, to determine how to best address the whole child and make sure needs are being met. Our ultimate goal is to work together to help scholars achieve their dreams and ensure they feel happy, healthy and safe to give their best effort to learning.

On the back of this page, you will find information to assist you in understanding the report and scores. If you have any questions regarding this report or supports that may be available to assist your child in school, please contact your child's school counselor **Name at Number and Email**. For more information regarding the BASC-3 BESS, please visit: www.atlantapublicschools.us/Page/67035 .

Enclosed Report:

€ BASC-3 BESS Student Report

Attached is your child's score report, and below is information understanding the report and scores.

BERI Risk Score Explanations:

BERI – Behavioral and Emotional Risk Index (Overall Score)
 Internalizing Risk Index (*anxiety, depression*)
 Self Regulation Risk Index (*self-control*)
 Personal Adjustment Risk Index (*relationships, self-esteem*)

Assessment Results

BERI Behavioral and Emotional Risk Index	● 47 — Normal Norms Used: Combined Ages 12-14 Percentile: 42 Raw Score: 18
IRI Internalizing Risk Index	● 9 — Normal Risk
SRI Self Regulate Risk Index	● 2 — Normal Risk
PRI Personal Adjustment Risk Index	● 20 — Normal Risk

BERI Risk Score Index:

Normal Risk: 60 or lower
 Elevated Risk: 61 – 70
 *Extremely Elevated Risk: 71 or higher

Validity Score Index:

Acceptable
 Caution
 **Extreme Caution

Validity Indicators

F Index	● Acceptable Raw Score: 0
Consistency Index	● Acceptable Raw Score: 5
Response Pattern Index	● Acceptable Raw Score: 23

Validity Indicator Explanations:

F Index – rater provided overly negative or harsh responses
Consistency Index – rater provided different responses given to questions that are similar
Pattern Index – rater responded in a pattern

Rater Responses: Review the

responses to identify where the rater noted strengths and potential areas of growth.

Remember:	N-Never	S-Sometimes	O-Often	A-Almost always
1. I have trouble sitting still.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> O	<input type="radio"/> A
2. My teacher is proud of me.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> O	<input type="radio"/> A
3. My parents trust me.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> O	<input type="radio"/> A
4. I have trouble paying attention to the teacher.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> O	<input type="radio"/> A
16. I get blamed for things I can't help.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> O	<input type="radio"/> A
17. I feel safe at school.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> O	<input type="radio"/> A
18. I forget to do things.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> O	<input type="radio"/> A
19. I'm happy with who I am.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> O	<input type="radio"/> A

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**Parents of students who scored as extremely elevated for risk will be contacted by school staff to further discuss risk, and identify supports that may be beneficial to the student.*

***A validity indicator of Extreme Caution may indicate that the BASC-3 BESS scores and responses on this report may not be deemed as valid.*