

What is the Behavior Emotional Social Traits (b.e.s.t.®)?

The b.e.s.t.® Universal Screening Platform is designed to identify and quantify behavioral, emotional and social health as well as risk factors in school-aged children while matching positive universal interventions to their needs. Developed by psychologist Eric P. Hartwig, Ph.D., the platform is designed to enhance long term educational planning to optimize student's success, establish a uniform benchmark for behavioral analysis and enable educators to self-activate data-based decision-making interventions in conjunction with other forms of assessment.

What are norms?

Norms are generated by the system automatically. Student performance across scales can be viewed as a raw score, standard score and percentile rank and compared to the standardization sample by gender or against class peers, same grade peers in the school, same grade peers in the district.

The scale scores on the **C-Scale, P-Scale, G-Scale** depict a spectrum of behavioral, emotional and social health with subscale scores based on externalizing and internalizing characteristics.

Higher scores reflect behaviors that may be interfering with learning and personal social adjustment. The b.e.s.t.® scale scores help problem-solving teams to identify students who could benefit from continued preventive activities and those who may require additional support related to behavioral, emotional and social skill development.

Who do I contact?

You may contact Eric P. Hartwig, Ph.D. (ehartwig@dwave.net) or bestuniversalscreening@gmail.com or visit the b.e.s.t.® website at <https://www.bestuniversalscreening.com> for additional contact information.

Who completes the screening?

The classroom teacher completes b.e.s.t.® on every student in their classroom rating 26 behaviors on a Likert rating scale based on behaviors observed by the individual completing the screening.

Prior to screening, the teacher must have a continuing classroom relationship with the student to be screened for at least 6 weeks. Please note, the student is not the maker of the protocol nor do they participate in the screening. There is an option available for an external assessor to screen a student.

What information will teachers submit online for the b.e.s.t.® universal screening?

Teachers rate each student on 26 separate operationally-defined behaviors, using a Likert six-point rating scale. b.e.s.t.® is not a diagnostic instrument, it is a universal screening tool and is not meant to label or categorize students. The screening process must be completed independently by the teacher assigned to screen a student.

How long does it take to complete the screening?

Eighty five percent (85%) of users complete an individual screening in less than 3 minutes.

What interventions are offered with results?

The b.e.s.t.® matches student screening results with research-based, universal classroom interventions. The interventions are provided in a narrative fashion with stepwise instructions for implementation. Consultation is provided on a need-basis from b.e.s.t.®. Additional training is available to help guide universal practices and interventions.

Screening results will appear in your b.e.s.t.® Universal Screening account. Districts have the ability to view building results, classroom reports, individual student reports, district and classroom health scores with suggested interventions based on intensity, duration and by frequency of need.

Is the online screening encrypted to keep student information confidential?

Yes, b.e.s.t.® has an extensive security (SSL certificate) and privacy policy that protects access to personal information with security measures that safeguard unauthorized disclosure. User access is password protected.

What training is provided?

b.e.s.t.® is a data assessment system that is designed to be highly intuitive; however, some training may be required to promote standardized administration and scoring. Training modules are embedded in the system along with certification for users. The b.e.s.t.® team also provides support online, via Cisco WebEx and by phone to upload rosters and use the technology that is part of a b.e.s.t.® subscription.

How much training time is required to understand screening results and interventions?

Depending on the district subscription, there are opportunities for consultation and training sessions on b.e.s.t.® screening results and universal interventions. Lead pupil service staff will be invited to attend a summer training at no cost. Districts can purchase additional services to match their needs.

Who provides training and at what cost?

All of our training is done by members of the b.e.s.t.® team. Consultation, reference materials and guidance is provided to b.e.s.t.® users as part of the subscription. Expanded data analysis, individual support and group training on behavioral health practices beyond the subscription base can be requested.

How much training time is required to understand screening results and interventions?

Currently, school staff attend 1-2 (approximately one-hour) training sessions. As part of the subscription, first year participating districts will be offered up to 6 hours of consultation and 6 hours of training on b.e.s.t.® universal interventions depending on the size of the school district. Additionally, lead staff will be invited to attend a two-day summer training at no cost. Districts utilizing b.e.s.t.® can request training on scheduled in-service days, before or after school, or during scheduled professional learning community (PLC) time.

[b.e.s.t.® support and subscription costs](#)

How are students and teachers entered in the system?

The district uploads an Excel-based roster importing student enrollment into the b.e.s.t.® system typically derived from queries of the district's student information system (SIS). In the near future, interoperability will allow for automated connection between a variety of SISs and b.e.s.t.®

What does the screening cost?

The base b.e.s.t.® subscription is \$3 per student for a fall and spring screening and two (2) progress monitoring windows as needed. The subscription includes all screenings, reports, interventions and resources within the b.e.s.t.® system.

A second b.e.s.t.® subscription option is \$4 per student for a fall and spring screening, including multiple raters based on student assignment, external assessors by invitation and unlimited progress monitoring windows as needed. The subscription includes all screenings, reports, interventions and resources within the b.e.s.t.® system.

What needs to be downloaded or installed?

There is nothing to install. The system is entirely browser-based. The use of Google Chrome or Firefox is encouraged when possible. The template for the class roster can be downloaded from the b.e.s.t.® website.

What operating system does it work with? And will it work on an iPad?

b.e.s.t.® was initially developed for Firefox and then adapted to Chrome. There is full functionality with an iPad and smartphones.

What is the research basis?

There is over 40 years of research and training to support the use of b.e.s.t.® To date there have been over 300,000 screenings completed. Additional information on standardization data can be sent upon request. You may contact Eric P. Hartwig, Ph.D. (ehartwig@dwave.net) or bestuniversalscreening@gmail.com for more information.

Will our school district be required to share screening results with Security Health Plan?

No, schools will not share screening results with Security Health Plan.

Will our district be required to share login information?

Generally, no, however, if your district requests a data analysis meeting, the b.e.s.t.® team will request your login information so Dr. Hartwig will be able to log in to your b.e.s.t.® account to review data as you would see it on your end. By requesting a data analysis, you would be granting the b.e.s.t.® team access to your district's data, which would include student-specific data. Please note this data will only be shared with the staff scheduled to meet with Dr. Hartwig. We will archive your login information for the remainder of the school year in the event additional meetings are requested. If you prefer, users can log in to their accounts and share information during data analysis training.

How are school professionals using the data obtained from b.e.s.t.® screenings?

As an example, school district professionals are using b.e.s.t.® screening data in combination with other data collection measures to:

- Supplement positive behavioral interventions and supports
- Develop multi-tier system of supports (MTSS) with individual plans for students needing extra support
- Carry out school wide initiatives that target behavioral health needs of the wider student body
- Refer high-priority students to pupil services staff or other experts and/or community resources
- Crosscheck b.e.s.t.® data with school wide information system (SWIS) data or other behavioral data storing systems

b.e.s.t.® feedback from users

- “Easy to use. Efficient web-based program. It is a really great screening tool with multiple uses and applications.”
- “Quantifies what teachers observe in the classroom and can be shared with pupil services team. b.e.s.t.® is helpful to put a number to the behavior and to see patterns and trends. It is helpful when developing behavior plans too.”
- “b.e.s.t.® can be completed by any special area teachers as well as all classroom teachers. The system is designed to manage the data from multiple raters.”
- “b.e.s.t.® provides information for the future teachers to use to guide universal interventions.”
- “Useful at conferences with parents.”
- “A tool that is quick but yet puts out accurate and wonderful data, it is the best!”
- “It was nice to look at each individual child and then also the class as a whole to see where each of them fell.”
- “The screening goes smoothly and quickly!”
- “The results were expected based on what they know about their students, but b.e.s.t.® offers deeper insight.”
- “Very helpful to have the internalizing behavior issues identified...not something most districts consider typically.”
- “The information gathered is tremendously beneficial when identifying student for group interventions and/or more specific differentiation in the classroom.”
- “I loved all the ways to view the results. I think one of the best advantages that this screener has over others is the identification and representation of the internalizing behaviors. That will be very eye opening and important to our staff and will lead to good discussions.”