

Classroom Behavior & Engagement Screen

SECTION 2 · SCREEN THE CLASSROOM

CLASSROOM SCREENING FORM

DATA

Classroom-Wide Screening Grid

The main tool: every student in the room, rated once, in one sitting. Typically five to fifteen minutes for a class of twenty to twenty-five.

TEACHER

CLASS / PERIOD

CYCLE (FALL / WINTER / SPRING)

DATE

#	STUDENT	ENGAGEMENT (1-5)	BEHAVIOR (1-5)	EMOTIONAL REG. (1-5)	TOTAL (3-15)	BAND
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

HOW TO FILL THIS IN

Rate what you saw **today, in this room, during the observed block** — not a general impression built up over the year. Score each domain from the anchors on page 7, add the three for the total, and write the band from the table on that same page. Ten to twenty minutes for a full class once the anchors are familiar.

Page 11 of 21

BRIGHT PATH SPED

COMMUNICATE AND REVIEW

CLASSROOM SCREENING FORM

Data Summary — Risk Band Distribution

three bands. This is the number a team looks at first — how many students, not which

CYCLE

CLASS SIZE

DATE COUNTED

PERCENT OF CLASS	WHAT IT MEANS FOR THE TEAM
	No action needed at this time.
	Monitor; recheck at the next screening cycle.
	For your team to review — consider whether Tier 2 support is worth discussing.

Classroom-wide grid (page 11): how many students landed in each row, not size for the percent. The three numbers should add up to the whole class was skipped or double-counted on the grid.

BEFORE THE TEAM MEETING

☐ This page and the referral list (page 16) are printed or shared.

☐ The secondary setting form is back, if one was sent out this cycle.

☐ Any student moving between bands since the last cycle is noted.

☐ The family note (page 18) is ready for any name the team wants to share with home.

☐ The cycle tracker (page 9) is updated with this cycle's totals.

Page 15 of 21

BRIGHT PATH SPED

What Is Inside, and Where

21 pages: three setup pages, three screening forms, six analysis and communication pages, and a filled example. Nothing here sets a clinical finding or an automatic eligibility trigger; every band is a signal for your team to look at, never a decision by itself.

Before you begin

PAGES 4–5



**Start Here —
Three Steps**
START HERE

4



**Binder Cover and
Divider Tabs**
SETUP

5

01 Set Up for Screening

PAGES 7–9



**Rating Scale and
Scoring Guide**
SETUP

7



Classroom Roster
ROSTER

8



**Screening Cycle
Tracker — Fall,
Winter, Spring**
TRACKER

9

02 Screen the Classroom

PAGES 11–13



**Classroom-Wide
Screening Grid**
DATA

11



**Secondary Setting
Screening Form**
DATA

12



**Individual Follow-
Up Observation
Log**
DATA

13

03 Analyze, Communicate and Review

PAGES 15–20



**Class Data
Summary — Risk
Band Distribution**
TRACKER

15



**Students Flagged
for Team Review**
CHECKLIST

16



**Class Profile Bar
Chart**
TRACKER

17



**Family
Communication
Note**
NOTES

18



**Observable-
Language Phrase
Bank**
REFERENCE

19



**A Class Screened
and Reviewed,
Filled In**
EXAMPLE

20

How the sections build on each other: Section 1 sets up the rating scale and the roster once per year. Section 2 is the three screening forms — the whole-class grid, a shorter secondary-setting version, and an individual follow-up log for one flagged student. Section 3 turns the grid into a distribution, a short referral list, a bar chart, a family note and a phrase bank, closed out with one worked example.

Low (12–15): No action needed at this time.

Watch (8–11): Monitor; recheck at the next screening cycle.

Elevated (3–7): For your team to review — consider whether Tier 2 support is worth discussing.

☆ START HERE

Start Here — Three Steps

Ninety seconds of reading. The scale is read once per cycle; the grid itself is quick with the anchors in front of you.



1

Set up once per cycle

Read the rating scale (page 7) so every rater uses the same anchors, then confirm the class roster (page 8) is current.

Pick a typical instructional block to observe — not the best day of the week and not the worst.



2

Screen the whole class

Rate every student on the classroom-wide grid (page 11) in one sitting. Hand the secondary form (page 12) to a specialist or paraprofessional who sees the class in a different setting.



3

Review and communicate

Count the grid into bands on the summary (page 15), carry Elevated names to the referral list (page 16), and use the family note (page 18) once a name is flagged.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it. Print it and it works the same way on paper.

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not calculate a total or a band for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A risk band is a screening signal, not a finding, a label, or an automatic trigger for a service. Nothing here sets a clinical finding, an eligibility rule, or an age of concern; your team decides what a band means at your school, and this file only makes sure the rating gets written down the same way for every student.

WHAT THIS IS NOT THE SAME AS

Not **Check In Check Out Point Cards and Data Editable** — that file is a daily point-card program for a student already identified for Tier 2 support. Not **Behavior Data Collection Sheets Editable** — that file is ABC, frequency and interval tracking for one student already under observation.

This file runs before either of those: a whole-class rating, once per cycle, so a team has a short, count-backed list of names to start with instead of guessing who to watch.

IF SOMETHING DOES NOT WORK

Text disappears when closed. Opened in something that fills fields but does not save — use Acrobat Reader and Save As.

More rows than the grid holds. Print the grid again for the rest of the class.

Anything else — the **Ask a Question** tab; a fix is a free update.

WHO KEEPS THIS FILE

General education teachers doing the screening, and the MTSS coordinator or special educator who reviews the results with the team.

DATA

Classroom-Wide Screening Grid

The main tool: every student in the room, rated once, in one sitting. Typically five to fifteen minutes for a class of twenty to twenty-five.

TEACHER

CLASS / PERIOD

CYCLE (FALL / WINTER / SPRING)

DATE

#	STUDENT	ENGAGEMENT (1-5)	BEHAVIOR (1-5)	EMOTIONAL REG. (1-5)	TOTAL (3-15)	BAND
1						
2						
3						
4						
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6						
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13						
14						
15						
16						

HOW TO FILL THIS IN

Rate what you saw **today, in this room, during the observed block** — not a general impression built up over the year. Score each domain from the anchors on page 7, add the three for the total, and write the band from the table on that same page. Ten to twenty minutes for a full class once the anchors are familiar.

TRACKER

Class Data Summary — Risk Band Distribution

Count the class grid into the three bands. This is the number a team looks at first — how many students, not which ones.

CLASS / TEACHER

CYCLE

CLASS SIZE

DATE COUNTED

RISK BAND	NUMBER OF STUDENTS	PERCENT OF CLASS	WHAT IT MEANS FOR THE TEAM
Low			No action needed at this time.
Watch			Monitor; recheck at the next screening cycle.
Elevated			For your team to review — consider whether Tier 2 support is worth discussing.

HOW TO FILL THIS IN

Count the bands straight off the classroom-wide grid (page 11): how many students landed in each row, not which students. Divide by the class size for the percent. The three numbers should add up to the whole class every time — if they do not, a student was skipped or double-counted on the grid.

HOW THIS CYCLE COMPARES TO THE LAST ONE

Copy this cycle's three counts into a new row every time this page is completed, so a class-wide shift shows up even when no single student's band changes enough to stand out on its own.

#	CYCLE	LOW	WATCH	ELEVATED	TOTAL SCREENED
1					
2					
3					
4					

BEFORE THE TEAM MEETING

- ☐ This page and the referral list (page 16) are printed or shared.
- ☐ The secondary setting form is back, if one was sent out this cycle.
- ☐ Any student moving between bands since the last cycle is noted.
- ☐ The family note (page 18) is ready for any name the team wants to share with home.
- ☐ The cycle tracker (page 9) is updated with this cycle's totals.

 CHECKLIST

Students Flagged for Team Review

Names from the Elevated band, carried over from the class grid. A name on this list is a request for the team to look, never a placement, a label or a finished decision.

CLASS / TEACHER

CYCLE

DATE REVIEWED BY TEAM

#	STUDENT	TOTAL SCORE	BAND	LOWEST DOMAIN(S)	FOR THE TEAM TO REVIEW
1					
2					
3					
4					
5					
6					
7					
8					

WHAT A NAME ON THIS LIST MEANS, AND DOES NOT MEAN

A name here is a request that the team look at this student next — nothing more. It is not a clinical finding, not a placement, and not a promise of a service. Some names come off this list after one team conversation; others move to a more individual tool, like the follow-up observation log (page 13) or one of this store's individual data-collection files. The decision belongs to the team, using its own criteria.

A MENU OF NEXT STEPS (THE TEAM PICKS, THIS FILE DOES NOT)

- ☐ No action this cycle — recheck at the next scheduled screening.
- ☐ Start the individual follow-up log (page 13) for one to two weeks before deciding anything further.
- ☐ Bring the name to the building's Tier 2 or MTSS committee for a fuller look.
- ☐ Share the family note (page 18) and invite the family to add what they are noticing at home.

 **NOTES**

Family Communication Note

To a family after a student is flagged on the class screening. Plain language, no scores, no bands — those stay on the team's own paperwork.

STUDENT	DATE	FROM (TEACHER / TEAM)

WHAT WE NOTICED IN THE CLASSROOM (SPECIFIC, OBSERVABLE DETAILS)

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WHAT WE ARE ALREADY TRYING IN THE CLASSROOM

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HOW YOU CAN HELP AT HOME, IF YOU WOULD LIKE TO (OPTIONAL)

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.....

QUESTIONS? BEST WAY TO REACH US	WE WILL CHECK BACK IN ON (DATE)
.....	

EXAMPLE

A Class Screened and Reviewed, Filled In

SAMPLE · INVENTED STUDENT

Ms. Alvarez's grade 3 classroom is invented, and so are all ten students and every rating below. Every count on this page is re-addable from the table above it.

Classroom-wide grid (page 11) – Ms. Alvarez, grade 3, October (invented)

#	STUDENT	ENGAGEMENT	BEHAVIOR	EMOTIONAL REG.	TOTAL	BAND
1	Aiden	5	5	4	14	Low
2	Bella	4	4	5	13	Low
3	Carlos	3	3	3	9	Watch
4	Destiny	2	3	2	7	Elevated
5	Ethan	5	4	4	13	Low
6	Fatima	3	2	3	8	Watch
7	Grace	4	5	5	14	Low
8	Hassan	1	2	2	5	Elevated
9	Ivy	4	3	4	11	Watch
10	Jamal	5	5	5	15	Low

Data summary (page 15)

RISK BAND	NUMBER OF STUDENTS	PERCENT OF CLASS	WHAT IT MEANS FOR THE TEAM
Low	5	50%	No action needed at this time.
Watch	3	30%	Monitor; recheck at the next screening cycle.
Elevated	2	20%	For your team to review — consider whether Tier 2 support is worth discussing.

Five of ten students (Aiden, Bella, Ethan, Grace, Jamal) are Low. Three (Carlos, Fatima, Ivy) are Watch. Two (Destiny, Hassan) are Elevated. $5 + 3 + 2 = 10$, the whole class.

Students flagged for team review (page 16)

STUDENT	TOTAL SCORE	BAND	LOWEST DOMAIN(S)	FOR THE TEAM TO REVIEW
Destiny	7	Elevated	Engagement and Emotional Regulation	2/5 on that domain
Hassan	5	Elevated	Engagement	1/5 on that domain

Destiny: $2 + 3 + 2 = 7$ (Elevated). Hassan: $1 + 2 + 2 = 5$ (Elevated). Both totals fall in the 3–7 band from page 7. Carlos, Fatima and Ivy are Watch and are monitored on the cycle tracker, not carried to this list.

WHAT HAPPENS NEXT FOR THIS CLASS

Destiny and Hassan go to the team for review; nothing on this page decides what the team does with those two names. The other eight students need no action this cycle — the count says so, not a guess. All ten scores are copied onto the cycle tracker (page 9) so a band that moves next cycle is easy to see.