SUTTER-EYBERG STUDENT BEHAVIOR INVENTORY-REVISED (SESBI-R) INSTRUCTIONS & “QUICK GUIDE”

Background

The SESBI-R is designed for completion by teachers for the assessment of disruptive behavior in the school setting. The SESBI-R contains 38 items that are rated on both an Intensity and a Problem scale, such that teachers indicate both the current frequency of common behavior problems and if they find the behaviors problematic or not.

Directions

The SESBI-R is to be given to the teacher(s) of all (individual and group) mental health clients.

- Pre-Test - Should be given to the teacher to complete when the referred child has been in the teacher’s classroom for at least 1 month, to ensure that the teacher has had sufficient time to observe the behaviors that they are being asked to assess (this may be at the point of referral OR within a month thereafter).

- Post–Test – At the termination of the identified child’s case (or, for those children not participating in individual/family therapy, at termination of the group), the SESBR-I should be given to the teacher(s) of that child at that point in time. This may mean that two different teachers will be completing the pre- and post- scales. The completed tool is considered the post-test. After collecting the completed form from the teacher, send via pony mail to the attention of the LTL Data Consultant at Linkages Central Office, 51 Monroe St. Suite 1700.

As soon as you collect the completed pre- OR post-test from the teacher, send via pony mail to the attention of the LTL Data Consultant at the Linkages Central Office, 51 Monroe St. Suite 1700. The LTL Data Consultant will pony back the scored SESBI-R for your review within 2 weeks.

Scores/Interpretation

Higher SESBI-R scores indicate a greater level of conduct-disorder behavior and a greater impact on the teacher. Intensity scores of 151 (60T) or above and Problem scores of 19 (60T) or above are used as cutoffs to estimate the severity of child behavior problems at school.

- Discrepancies in Scores:
  - Low Intensity score and high Problem score = Teacher may be frustrated or angry with the student, or may be intolerant of misbehavior in general.
  - High Intensity score and low Problem score = Teacher may be indifferent to the child’s problems, or may be defensive about being able to manage classroom behavior.

A discrepancy between scales should alert the clinician that it is especially important to talk to the teacher as part of the process of assessment and treatment planning.