The current study examined the effect of an intensive Frame of Reference teacher training on the accuracy of teacher-rated social, emotional, and behavioral screening results as compared to objective systematic direct observations of one to two students per classroom (n = 74). Teachers (n = 64) were randomized into an intensive Frame of Reference training or familiarization control condition. Results suggest no statistically significant improvement from an intensive teacher training on the difference scores of Academic Behavior, Prosocial Behavior, and Disruptive Behavior. The impact of the training on the Total Behavior results of all students (n = 1158) was also examined including the distribution, number of students identified per classroom, and Total Behavior Scores. It was hypothesized that the training would not impact Total Behavior Scores. The hypothesis was correct as the intensive training did not significantly alter the number of students identified, homogeneity of variance, or Total Behavior Scores. Limitations, directions for future research, and practical implications are reviewed in detail.