



Student Risk Screening Scale – Internalizing Externalizing (SRSS-IE)

Systematic Screening Protocol: Setting up to Screen in Your District or School

Note: Customize this protocol for your district according to your state and local laws and guidelines.

This protocol provides considerations for district-level (or school-level) leaders who are setting up structures to conduct systematic screening using the Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009). In optimal conditions, these steps would be completed at the district level. However, school-site leaders may establish screening protocols with district permission. Please visit ci3t.org/screening#srssie to access the most up-to-date version of the SRSS-IE and updated guidance on scoring and interpretation.

Setting up Screening Structures

- Set screening windows (including a hard-close date) for schools for fall, winter, and spring screening time points and place dates on district/school assessment schedules. When establishing screening windows consider a time span to accommodate any faculty who might be absent for the screening meeting. This will support your efforts to ensure all students enrolled in your school for at least 4 weeks are screened at each time point.

Time point	Screening Window		
	Preview Date*	Open Date**	Close Date
Fall			
Winter			
Spring			

* 7 days prior to the open date; allows building-level leaders or their designee the opportunity to verify screening files are accurately prepared and ready for use.

**Confirm the fall screening is between 4-6 weeks after the start of your school year.

- Prepare screening structures (data management system and procedures) for establishing secure log in access or folders on the secure teacher drive, populating screener for each teacher with student names and district ID numbers, and capturing data at the school and district level for review and use. Use guidance on scoring provided by ci3t.org/screening#srssie (NOTE: scoring procedures are different based on school-level; see below)
- **Each year verify SRSS-IE items, scoring, and procedures are aligned with most up-to-date version. Visit ci3t.org/screening#srssie to find information on updates as they occur.**
- In the COVID-19 era (2020-2021 academic year). Indicate the type of instructional format for each student at the time of screening (e.g., in-person, remote, or hybrid). Indicated if the student was a regular attender (relative to the district process for evaluating attendance). These additional columns have been added to the SRSS-IE screening template.
- District information technology services personnel test the SRSS-IE screening data capture tool for accuracy, at the district level.



SRSS-IE Cut Scores (continue to check www.ci3t.org for the most current information)

ELEMENTARY SCHOOL		MIDDLE AND HIGH SCHOOL	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior	(8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely	(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior	(4) peer rejection; (8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

Note. If creating an SRSS-IE total score, the *peer rejection* item should only be added once (sum items 1-12). Currently, guidance has not been established for SRSS-IE Total scores. Do not use the total score to inform instruction. Use the SRSS-E7 and SRSS-I5 scores at this time. **SRSS-IE cut scores reported here are as of July 2020 (continue to check ci3t.org/screening#srssie for the most current information)**

- If screening in middle schools (MS) or high schools (HS), determine screening rater or period (e.g., Period 1 or Period 7). Considerations: what period are all students at school and attending a course; keep the period consistent over time for comparisons. For example, [Middle School – Advisory](#); [High School – First Period](#).
- Disseminate directions, procedures, and expectations regarding screening to building-level Ci3T Leadership Teams. Consider utilizing the document **Systematic Screening Protocol: Site-Level Preparation Protocol** (accessible via ci3t.org/screening#srssie) as a template for providing this information to school sites.
- Prepare a district-approved statement regarding screening and disseminate the information to be shared by school-sites with parents at the onset of each academic year
- Conduct professional learning offerings for new and continuing district employees to ensure a clear understanding of how data are used in your tiered system to (a) examine overall levels of risk, (b) inform the use of teacher-delivered, low-intensity strategies (e.g., increased rates of behavior specific praise, choice), and (c) connect students to Secondary (Tier 2) Interventions and Tertiary (Tier 3) Interventions

Preparing to Screen (≈ 30 days prior to screening)

- District information assessment and technology services personnel (or those who set up screening structures) test the SRSS-IE screening data capture tool for accuracy across all school levels being screened (e.g., elementary, middle, high).
- 30 days prior to fall screening**, populate SRSS- IE screening files with student identification numbers and names for each screening teacher (for MS and HS prepare for screening period teacher; screening periods determined at district or school level).



- Prior to the Screening Preview Date, check the data management systems readiness or place prepared SRSS- IE screening files in secure folders for teachers at each school. Notify school-level screening contacts (e.g., administrator, leadership team member[s]) and direct to verify all screening files are prepopulated and necessary access/permissions are granted).
- Disseminate directions, procedures, and expectations regarding screening to building-level Ci3T Leadership Teams. *Develop and use these coaching protocols to ensure all those support screening efforts are clear as to the procedures.
- **Student demographic data** are prepared at the same time the SRSS-IE is populated (so that the same students' data are captured); if data sharing for analyses. If possible connecting these data in your management system would allow educators to quickly examine level data (e.g., are there differences in schools by grade level or demographic variable).

Day of Screening

- Communicate with educators to provide day-of reminders about screening procedures (e.g., where to locate screening files, reminders to save screening files, other reminders specific to your data management system). Consider utilizing the document **Systematic Screening Protocol: Site-Level Preparation Protocol** accessible via ci3t.org/screening#srssie as a template for providing this information to school sites. See sample directions below (excerpted the referenced protocol).

SRSS-IE SCREENING PROCESS REMINDERS
<ul style="list-style-type: none">✓ Rate ACROSS the scale (one student at a time). Rate all items for each student before moving on to the next student.✓ Rate students independently without conferencing or talking with other teachers or staff (even if you are a co-teacher).✓ The sum columns will calculate automatically. Please do not type or click in the total columns' cells.✓ All students who are eligible for screening have already been pre-populated; additional students should not be added for this screening period (only students who have been in school for 30 days should be screened [about 4 weeks]).✓ Please do rate students who have been there for at least 30 days during the screening period but have moved.✓ You may need to scroll to the right in the spreadsheet to ensure you rate students on all items (12 items for each student).✓ Scroll down in the spreadsheet to ensure you rate all students in your assigned class.✓ The sum columns will calculate automatically – please do not type in the columns' cell.

Prior to Close of Screening Window

- Screening data are checked to ensure each student in the school has been screened by a teacher (teacher completed and saved appropriately).
- Confirm there are no missing data will prevent missing data needed for supporting students and teachers.



- Prompt principals or screening coordinator at each school site to review files for completion and contact teachers who have not completed the screenings.

After Close of Screening Window

- Screening data are captured by the district information technology services personnel and shared with the district and building administrators in aggregated forms (e.g., district level, by school, by grade) and by individual students (according to FERPA laws and district policies).
- Reports are prepared by district for each school site. Graphs of the number of students rated in the low, moderate, or high-risk categories (total school and by grade level) are populated within ___ (e.g., 5-7) days of screening.
- Student demographic and screening data prepared for review approximately 10 days after the screening window closes.
- Reports are reviewed by school Ci3T Leadership Teams and then shared with faculty and staff in aggregate form (e.g., see sample graphs and tables). Refer to district guidelines for when to share individual student data (reminder: total subscale scores [not item level data] are used for decision-making purposes).
- School Ci3T Leadership Team and teachers review screening data with other school data (utilize the school’s assessment schedule), focusing on Tier 1 and teacher-level strategies.
- School Ci3T Leadership Team and teachers review screening data with other school data (utilize the school’s assessment schedule) to determine students in need of tiered interventions using the school’s Ci3T secondary (Tier 2) and tertiary (Tier 3) intervention grids.
- School Ci3T Leadership Teams access district and state technical assistance and professional learning supports for reviewing data and interventions.

An Example of a Fall Launch: Fall 2020 Screening
<ul style="list-style-type: none">□ DISTRICT: District information technology services personnel create a template for capturing data for elementary, middle, and high school students using the SRSS-IE screening measure posted on http://www.ci3t.org/screening#srssie□ DISTRICT: District information technology services personnel test the SRSS-IE screening data capture tool for accuracy, at the district level. <u>Prepared for schools by 8/30/2020.</u>□ DISTRICT: <u>30 days prior to fall screening,</u> the SRSS- IE is populated with student identification numbers and names for each screening teacher (MS and HS – screening period teacher – screening periods are determined at the district or school level. Considerations – what period are all students at school and attending a course; keep the period consistent over time for comparisons).□ DISTRICT: Prepared screeners are placed in secure folders for teachers at each school, with folders labeled with teachers’ identification numbers.□ PRINCIPAL AND Ci3T Leadership Team: Notified by district and directed to check that all teachers’ files are prepopulated and that they have access to folders.



- DISTRICT: Student demographic data** are prepared at the same time the SRSS-IE is populated (so that the same students' data are captured); for making efficient decisions based on subgroups of students or if data sharing for analyses.
- TEACHERS:** Teachers log in, screen, and save during a regularly scheduled meeting (fall, winter, and spring)
- PRINCIPAL AND Ci3T Leadership Team:** Review data prior to the close of the window to ensure all teachers have completed screeners. Prompt anyone who has incomplete information to ensure all students enrolled for 30 days or more are screened.
- DISTRICT:** Review data 48 hours prior to the close of the window to ensure all teachers have completed screeners. Prompt principals to follow up with teachers to ensure all students enrolled for 30 days or more are screened.
- DISTRICT:** Screening data are captured by the district information technology services personnel and shared with the district and building administrators in aggregated forms (e.g., district level, by school, by grade) and by individual students (according to FERPA laws and district policies).
- DISTRICT:** Reports are prepared by district for each school site. Graphs of the number of students rated in the low, moderate, or high-risk categories (total school and by grade level) are populated within ___ (e.g., 5-7) days of screening.
- DISTRICT:** Student demographic and screening data prepared for review approximately 7 days following after the screening window closes.
- Ci3T Leadership Team:** Reports are reviewed by school Ci3T Leadership Teams and then shared with faculty and staff in aggregate form (e.g., see sample graphs and tables). Refer to district guidelines for when to share individual student data (reminder: total subscale scores [not item level data] are used for decision-making purposes).
- Ci3T Leadership Team:** Collaborate with teachers to review screening data with other school data (utilize the school's assessment schedule), focusing on Tier 1 and teacher-level strategies.
- Ci3T Leadership Team:** Collaborate with teachers review screening data with other school data (utilize the school's assessment schedule) to determine students in need of tiered interventions using the school's Ci3T secondary (Tier 2) and tertiary (Tier 3) intervention grids.
- Ci3T Leadership Team:** Access district or state technical assistance supports for reviewing data and interventions, as needed.