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SRSS-IE Frequently Asked Questions

There are several frequently asked questions from schools about the Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE). The questions are listed here with corresponding answers. Please visit the [Comprehensive Integrated Three-Tiered Model of Prevention](http://www.ci3t.org/) website (http://www.ci3t.org/) for additional information.

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Question 1: Why would a school implementing Positive Behavioral Interventions and Supports use a behavior measure like the SRSS-IE?

The SRSS-IE is a research-validated tool that measures student risk. Risk has historically been measured by examining the presence of problem behavior. While protective factors are also important, the presence of protective factors does not necessarily indicate the absence of risk factors. Presently, the SRSS-IE is the only tool in its class that is both free and can be conducted efficiently, meaning that schools can use a reliable, valid measure, and do so quickly, taking less time away from instruction and student learning.

Question 2: What behaviors does the SRSS-IE measure?

For elementary schools, the SRSS-IE includes 7 items that measure externalizing behavior and an additional 5 items that measure internalizing behavior. For secondary schools, the SRSS-IE includes 7 items that measure externalizing behavior and 6 items that measure for internalizing behavior. Peer rejection is rated on the externalizing scale, but summed into the score for both internalizing and externalizing. SRSS-IE researchers recommend caution when interpreting the total score and suggest schools continue to look at multiple sources of data for making all instructional decisions.

Question 3: Can we modify the SRSS-IE items by adding more items, changing the wording or deleting an item all together?

No. Any modification to the SRSS-IE will invalidate the supporting research. The 0-3 Likert-type scale must also be used. The SRSS-IE must be used exactly as provided.

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Question 4: How can SRSS-IE and SWIS data be used together?

SRSS-IE and discipline referral data from SWIS are compatible, but provide slightly different types of information. The SRSS-IE is a universal screening tool. All students are screened using the SRSS-IE. This happens early in the year, which may allow students to be flagged for additional support sooner than waiting for behavior to escalate to the point of one or more discipline referrals with potential exclusion from instruction. SWIS can serve as a systems-level progress monitoring and problem-solving tool. SWIS will only capture students' overall level of problem behavior as documented through a major or minor discipline referral record. Both can be used to measure overall levels of externalizing behaviors in a school.

Question 5: What is the rationale for the timing of screenings? Specifically, why is the winter screening in December? This seems very close to the October screening. Can we screen in January instead?

The screening schedule is intentionally designed to meet specific recommendations supported by research and practice. First, we give teachers at least 4 weeks to get to know students at the beginning of each school year and have the opportunity to observe behavior over an extended period of time before the fall ratings are completed. The purpose of the fall screening is to identify students as quickly as possible who may be at risk for externalizing and internalizing behavior challenges and the associated implications on academic performance and engagement. The fall screening lets us know which students to examine other sources of data. We need to look at screening date in conjunction with our fidelity data to ensure all students have access to high fidelity Tier 1 supports. Educators may or may not determine that a Tier 2 intervention is appropriate at that time. For some students, educators would monitor their growth with benefit of Tier 1 and may elect to increase the use of low-intensity strategies to increase engagement for classroom learning activities, for others a tiered intervention may be warranted. For students who have moderate or high risk scores in fall, educators should examine other indicators of risk for the students (e.g. previous participation in intervention, moderate or high risk on previous spring screening, discipline referrals or low attendance rate in the current school year).

A winter screening is essential for the data to be useful in informing instructional decisions. These data can be used in a number of ways including examining initial shifts in risk. The data can also be used to connect to Tier 2 and Tier 3 supports. The purpose of screening is to ensure students have access to appropriate interventions at the earliest possible juncture. At the winter screening, additional decisions are made regarding the sufficiency of Tier 1 efforts and appropriateness of a tiered intervention. If

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at all possible, try to schedule this screening before the winter break to stay consistent with the conditions under which the SRSS-IE has been researched.

The spring screening is designed to help schools look at the impact of their multi-tiered system of supports and to identify students who still need additional support and would benefit from having a strong plan to close out the school year and begin the next school year.

Question 6: For the winter and spring screenings, what is the time range teachers should be using for their ratings? In the winter, should they be thinking all the way back to the beginning of the year, or just about behaviors observed since the fall screening?

For each rating, teachers can consider all information they have about the student to date during the school year. We are not aware of any guidance from SRSS-IE authors or researchers that ratings should only take into account specific ranges of time within a school year. Teachers consider their daily knowledge and interactions with the student - for example, if the student exhibited peer problems in fall (consider this for a new student) but has since developed a close peer group rate the student based on the changes and current behaviors observed. For all time points, teachers can reflect on observed behaviors since the beginning of the school year as appropriate.

Question 7: Our school does not yet have tier 2 and 3 systems and practices firmly established. Should we wait to use the SRSS-IE for screening until tier 2 and 3 support systems are fully implemented so that students identified as at risk can be immediately matched to interventions?

While a team should have a plan in place for how the screening data will be used, a fully developed secondary and tertiary support system does not necessarily have to be in place before universal screening can occur. Using the SRSS-IE to collect screening data on all students will help a team know where to best direct their efforts. Most schools will have at least some evidence-based intervention opportunities available to students. Teams can start by strengthening what they are already doing. Then, as the data show it is needed and as the school and district develop capacity to implement additional supports with fidelity, those supports can be layered.

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Question 8: Why do the screening items lack operational definitions? Wouldn't operational definitions help improve screening accuracy and consistency?

All psychometric studies conducted to date have examined the reliability and validity of SRSS-IE scores without operational definitions. Additional descriptions of each item should not be provided as this would change procedures for this established tool. Similarly, staff should not work to develop consensus on how to interpret any items before or during screening.

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