



MIBLSI

Michigan's Integrated Behavior
and Learning Support Initiative

Student Risk Screening Scale- Internalizing and Externalizing

Coordinator Training

February 2020



miblsi.org

Bell Ringer

- Read the SRSS-IE Overview document in your workbook.
- Complete the SRSS-IE Background Knowledge worksheet in your workbook based on your learning from:
 - The SRSS-IE Overview document
 - The SRSS-IE Pre-learning video

Acknowledgments

- Dr. Kathleen Lane, Dr. Wendy Oakes, and the team of individuals who support the Comprehensive Integrated Three-Tiered Model of Prevention

Group Expectations

Be responsible

- Attend to the “Come back together” signal
- Active participation...Please ask questions

Be Respectful

- Please allow others to listen
 - Please silence cell phone
 - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and Internet browsing

Be Safe

- Take care of your own needs

Purpose

To develop the skills and competencies of identified local SRSS-IE Coordinators to assist districts with setting up and continuously improving the behavior universal screening system for assessing the student level of risk for internalizing and externalizing behavior challenges at the systems level and at the individual student level

Intended Outcomes

- Build fluency with the SRSS-IE tool and its purpose within schools
- Plan for the activities that happen before, during, and after successful SRSS-IE administration
- Practice data analysis at the district, school and student levels
- Prepare for the role of the SRSS-IE coordinator

Agenda

- 1.0 Student Risk Screening Scale-IE Review
- 2.0 SRSS-IE Research
- 3.0 Before Administration Activities
- 4.0 During Administration Activities
- 5.0 After Administration Activities
- 6.0 Role of the SRSS-IE Coordinator

You might be here because...

- Your District or ISD selected you as someone who will lead the installation and use of the SRSS-IE
- A school you will be supporting will be participating in Tier 2 Behavior training
- You value behavior screening and want to learn more about the SRSS-IE

Resources for SRSS-IE

- SRSS-IE (<https://miblsi.org/evaluation/student-assessments/student-risk-screening-scale>)
- SRSS-IE Coordinator (<https://miblsi.org/teams-roles/specialized-functions/data-coordinators/student-risk-screening-scale-internalizing-and-externalizing-coordinator>)
- SRSS-IE Training (<https://miblsi.org/training-materials/miblsi/srss-ie-coordinator-training>)
- Comprehensive Integrated Three-Tiered Model of Prevention (<http://www.ci3t.org>)

1.0 SRSS-IE Review

1. Purpose

The SRSS-IE is used to identify students who may be at risk for challenging antisocial behaviors and to

- a. Exclude students from activities
- b. Identify students for special education
- c. Better inform instruction**
- d. Conduct a mental health assessment

2. SRSS-IE scoring

Fill in the missing words :

1. Teachers rate the frequency with which students display the behaviors described on the SRSS-IE
2. The scoring uses a Likert scale from 0 (never) to 3 (frequently)
3. Items are related to both internalizing and externalizing behaviors

3. Overall Risk

SRSS-IE scores are calculated to indicate one of three categories of risk: low, moderate, or high risk in both internalizing and externalizing behaviors.

4. SRSS-IE items

Externalizing 7	Internalizing 5 Elementary	Internalizing 6 Secondary
<ol style="list-style-type: none"> 1. Steal 2. Lie, Cheat, Sneak 3. Behavior Problem 4. Peer Rejection 5. Low Academic Achievement 6. Negative Attitude 7. Aggressive Behavior 	<ol style="list-style-type: none"> 1. Emotionally Flat 2. Shy, Withdrawn 3. Sad, Depressed 4. Anxious 5. Lonely 	<ol style="list-style-type: none"> 1. Emotionally Flat 2. Shy, Withdrawn 3. Sad, Depressed 4. Anxious 5. Lonely 6. Peer Rejection*

5. Screening Windows

The SRSS-IE is administered 3 times per year

- Fall (September/October) 4-6 weeks after the school year starts
- Winter (December) prior to winter break
- Spring (April/May) 6 weeks prior to the end of the school year

2.0 SRSS-IE Research

Why do we need a basic understanding of the SRSS-IE research?

- Using researched tools is critical to have an effective screening process.
- We want to ensure the scores from any screening tool are reliable and valid so we can make accurate decisions to inform instruction.
- However, we cannot expect ourselves to become statistical experts on the SRSS-IE.

Sources of Technical Adequacy

- Published research articles
- Books on universal behavior screeners
- No technical manual available yet.
- However. . . Dr. Kathleen Lane has been awarded an IES Grant to conduct additional resources and develop supporting documentation in a technical manual: *Project SCREEN: Validation of a Free-Access Screening Tool for K-12 Educators to Screen Students for Internalizing and Externalizing Behavior Patterns*

Validity Evidence

- Concurrent: Provides similar results when compared with other tools that measure the same thing
- **Predictive: Predicts important future outcomes**
- **Classification Accuracy based on Area under the Curve: Overall estimate of the accuracy of risk prediction**
- Construct: Factor Analysis
- Content: Expert Review of content/items
- Also consider: sample representativeness and bias analysis

Externalizing Subscale Elementary

Risk	Low <i>M (SD)</i> <i>n</i>	Moderate <i>M (SD)</i> <i>n</i>	High <i>M (SD)</i> <i>n</i>	Significance Testing
Oral Reading Fluency	163.23 (39.66) 468	138.62 (42.70) 107	115.82 (46.21) 46	L > M > H
MAP Reading	66.54 (26.48) 2,047	42.91 (30.37) 443	33.32 (29.82) 199	L > M > H
Nurse Visits	6.14 (6.81) 3,256	9.18 (9.59) 820	11.83 (9.89) 389	L < M < H
In-School Suspensions	0.0052 (0.08) 3,256	0.0427 (0.30) 820	0.1080 (0.46) 389	L < M < H

Lane, K. L., Oakes, W. P., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M. M., & Allen, G. E. (2019). Predictive Validity of Student Risk Screening Scale—Internalizing and Externalizing (SRSS-IE) Scores in Elementary Schools. *Journal of Emotional and Behavioral Disorders*, 27(4), 221–234.

Internalizing Subscale Elementary

Risk	Low <i>M (SD)</i> <i>n</i>	Moderate <i>M (SD)</i> <i>n</i>	High <i>M (SD)</i> <i>n</i>	Significance Testing
Oral Reading Fluency	159.04 (41.45) 459	150.59 (45.76) 88	139.18 (46.53) 74	L > H L = M; M = H
MAP Reading	63.38 (28.32) 2,070	53.93 (32.15) 356	43.57 (30.47) 263	L > M > H
Nurse Visits	6.84 (7.37) 3,387	7.59 (8.05) 628	9.33 (10.81) 450	L < M < H
In-School Suspensions	0.0142 (0.15) 3,387	0.0510 (0.36) 628	0.0311 (0.20) 450	L < M, H M = H

Lane, K. L., Oakes, W. P., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M. M., Allen, G. E. (2019). Predictive Validity of Student Risk Screening Scale—Internalizing and Externalizing (SRSS-IE) Scores in Elementary Schools. *Journal of Emotional and Behavioral Disorders*, 27(4), 221–234.

Activity 2.1

In Pairs:

- Review the next two slides in your workbook that include predictive validity data for middle schools.
 - Partner 1: Externalizing
 - Partner 2: Internalizing
- What are the similarities and differences with the elementary research?

Externalizing Subscale Middle School

Risk	Low <i>M (SD)</i> <i>n</i>	Moderate <i>M (SD)</i> <i>n</i>	High <i>M (SD)</i> <i>n</i>	Significance Testing
GPA	3.56 (0.47) 1,670	3.07 (0.58) 279	2.74 (0.61) 84	L > M > H
Course Failures	0.38 (1.15) 1,830	1.37 (2.12) 328	2.78 (3.03) 93	L < M < H
Nurse Visits	4.01 (16.20) 1,830	6.67 (8.65) 328	9.66 (11.65) 93	L < M, H M = H
Office discipline referrals	0.03 (0.24) 1,830	0.17 (0.63) 328	0.75 (2.13) 93	L < M < H
In-School Suspensions	0.11 (0.89) 1,830	0.67 (2.74) 328	1.56 (3.22) 93	L < M < H

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M. M., Schatschneider, C., & Menzies, H. M. (2019). Predictive Validity of Student Risk Screening Scale for Internalizing and Externalizing Scores in Secondary Schools. *Journal of Emotional and Behavioral Disorders*, 27(2), 86–100. <https://doi.org/10.1177/1063426617744746>

Internalizing Subscale Middle School

Risk	Low <i>M (SD)</i> <i>n</i>	Moderate <i>M (SD)</i> <i>n</i>	High <i>M (SD)</i> <i>n</i>	Significance Testing
GPA	3.51 (0.51) 1,642	3.33 (0.55) 167	3.16 (0.64) 224	L > M > H
Course Failures	0.52 (1.42) 1,820	0.86 (1.85) 181	1.22 (2.06) 250	L < M, H M = H
Nurse Visits	4.32 (16.39) 1,820	4.85 (6.92) 181	6.77 (9.56) 250	L < H L = M M = H
Office discipline referrals	0.06 (0.40) 1,820	0.17 (1.24) 181	0.19 (0.75) 250	N.S.
In-School Suspensions	0.18 (1.10) 1,820	0.67 (3.59) 181	0.45 (1.47) 250	L < M, H M = H

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M. M., Schatschneider, C., & Menzies, H. M. (2019). Predictive Validity of Student Risk Screening Scale for Internalizing and Externalizing Scores in Secondary Schools. *Journal of Emotional and Behavioral Disorders*, 27(2), 86–100. <https://doi.org/10.1177/1063426617744746>

Externalizing Subscale High School

Risk	Low <i>M (SD)</i> <i>n</i>	Moderate <i>M (SD)</i> <i>n</i>	High <i>M (SD)</i> <i>n</i>	Significance Testing
GPA	3.07 (0.79)	2.08 (0.81)	1.96 (0.89)	L > M, H M = H
Course Failures	1.16 (2.07)	3.45 (3.18)	3.08 (2.84)	L < M, H M = H
Nurse Visits	1.34 (3.19)	4.00 (5.62)	5.85 (7.66)	L < M, H M = H
In-School Suspensions	0.07 (0.44)	0.67 (1.48)	1.03 (1.86)	L < M, H M = H

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M. M., Schatschneider, C., & Menzies, H. M. (2019). Predictive Validity of Student Risk Screening Scale for Internalizing and Externalizing Scores in Secondary Schools. *Journal of Emotional and Behavioral Disorders*, 27(2), 86–100. <https://doi.org/10.1177/1063426617744746>

Internalizing Subscale High School

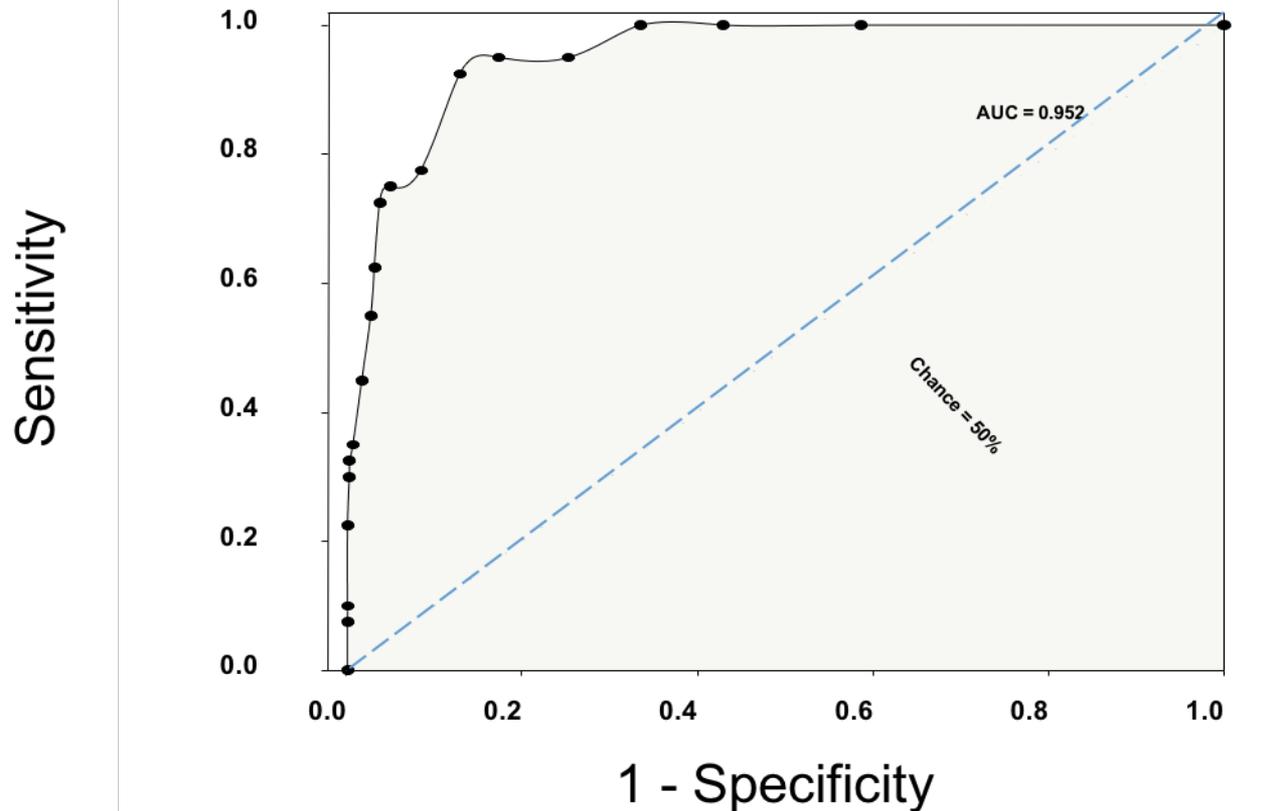
Risk	Low <i>M (SD)</i> <i>n</i>	Moderate <i>M (SD)</i> <i>n</i>	High <i>M (SD)</i> <i>n</i>	Significance Testing
GPA	3.04 (0.82)	2.44 (0.83)	2.27 (0.98)	L > M, H M = H
Course Failures	1.25 (2.17)	2.59 (2.66)	2.83 (3.21)	L < M, H M = H
Nurse Visits	1.43 (3.33)	3.54 (6.05)	4.04 (5.80)	L < M, H M = H
In-School Suspensions	0.11 (0.57)	0.41 (1.36)	0.42 (1.28)	L < M, H M = H

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M. M., Schatschneider, C., & Menzies, H. M. (2019). Predictive Validity of Student Risk Screening Scale for Internalizing and Externalizing Scores in Secondary Schools. *Journal of Emotional and Behavioral Disorders*, 27(2), 86–100. <https://doi.org/10.1177/1063426617744746>

Area Under the Curve (AUC)

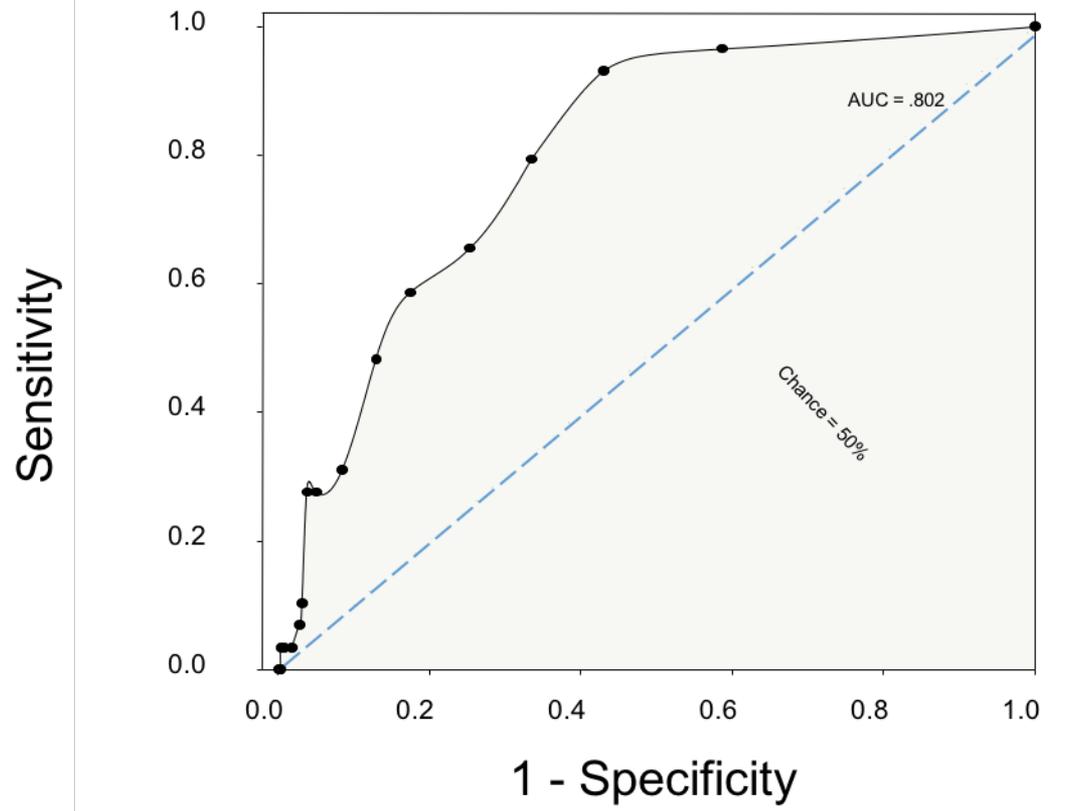
- The probability a screening test will correctly classify a pair of students from two different categories (at-risk, not at-risk)
- A measure of a test's overall diagnostic/classification accuracy (e.g., rapid strep throat test)
- The “curve” is a Receiver Operating Curve
- Values range from .50-1.0, with values closer to 1.0 representing better classification accuracy and .50 representing 50/50 odds of accurately classifying a student as at risk or not.

Elementary Externalizing AUC 0.952



Lane, K. L., Little, M. A., Casey, A. M., Lambert, W., Wehby, J. H., Weisenbach, J. L., & Phillips, A., (2009). A comparison of systematic screening tools for emotional and behavioral disorders: How do they compare? *Journal of Emotional and Behavioral Disorders*, 17, 93-105.

Elementary Internalizing AUC 0.802



Lane, K. L., Little, M. A., Casey, A. M., Lambert, W., Wehby, J. H., Weisenbach, J. L., & Phillips, A., (2009). A comparison of systematic screening tools for emotional and behavioral disorders: How do they compare? *Journal of Emotional and Behavioral Disorders*, 17, 93-105.

Reliability Evidence

- **Inter-rater: Different people rating the same students will get similar results**
- Test-retest: The same people rating students at different time intervals will get similar results
- Alternate form: Not applicable to SRSS-IE
- Also consider: sample representativeness and bias analysis

High School Inter-rater Reliability

- 2 different teachers rated each student
 - Instructional rater (taught course that resulted in a grade)
 - Non-instructional rater (i.e., study hall)

Screening Period	Correlation (all with $p < .0001$)
Fall 2004-05	.35
Winter 2004-05	.44
Spring 2004-05	.46
Fall 2005-06	.19
Winter 2005-06	.40
Spring 2005-06	.50

Lane, Kahlberg, Parks, & Carter, 2008

Activity 2.2

With a partner, write 2-3 talking points about the reliability and validity of the SRSS in order to:

- Explain why using a universal screening tool with established technical adequacy is better than teacher nomination**
- Find another person in the room and share your talking points**

3.0 Before SRSS Administration

Building Systems

- As SRSS-IE Coordinators, we work to build systems to support collection and use of the SRSS-IE.
- One way we build systems is by documenting decisions so that roles, schedules, and processes are clearly defined for many people to reference

Activity 3.1

- Independently read the *SRSS-IE Roles, Collection and Analysis Decisions* document
- Consider who in your district needs to be involved with making the decisions that are prompted in the document. If those people are not all here today, reach out to schedule time together after this training
- Are there any decisions you already have the answers to?

Communication Considerations

- **Staff** need to be well-informed about the SRSS-IE and have the opportunity to contribute to additional decisions
- SRSS-IE should be included as part of standard communication with **families** about district-wide screening and have the opportunity to contribute to decisions
- Communication is not "one and done." Consider how you will communicate and engage stakeholders throughout the stages of using SRSS-IE (exploration, installation, initial implementation, full implementation).
- Right now we're focused on the communication that happens **prior to** screening. Later, we'll talk about communication **after** screening.

Communication Considerations Cont.

- SRSS-IE is designed as a tool for schools to use proactively in support of **all** students
- At the point where anything different or additional would be done for a student, parental consent is always required
- Always best to be proactive with concerns about students' rights:
 - Communicate early, clearly, and positively
 - Consult with legal professionals for the utmost clarity

Communication Points to Cover

- Purpose of the assessment (consider examples and non-examples of how the assessment will be used)
- Purpose of the communication
- Features of the assessment
- Any acronyms defined
- What students will need to do, if anything
- School or district point of contact
- Link to more information
- How results will be shared with parents (sample student/parent reports)
- Address any anticipated concerns/challenges

Activity 3.2

Communication

- Review the sample letters provided in your workbook.
- Highlight portions you might use in your own communication
- Consider any other resources might you use (e.g. *SRSS-IE Overview*, *SRSS-IE Frequently Asked Questions*)
- Begin documenting ideas for how you will communicate with staff and families about the SRSS-IE (items 1 and 2 in the *SRSS-IE Roles, Collection, and Analysis* document)

SRSS-IE Format

Spreadsheet

- Roster information (ID, name, and grade) should either be entered in or uploaded prior to teachers completing ratings
- Provide teachers with access to only their own classroom's file, but keep all files organized together by school

Google vs. Excel

- Depends on which one your teachers have access to and whether your district is more accustomed to using Google vs. MS Office

SIS or Data Warehouse

- Beneficial if teachers are already accustomed to accessing the system, and if rostering and reporting can be automated

Spreadsheet Template Features

- Designed for Use by an Individual Teacher
- Tabs for fall, winter, and spring ratings
- Space to enter ratings for up to 40 students
- Externalizing and Internalizing subscale scores and risk descriptions auto-populate
- Tables with a summary of classroom data auto-populate

SRSS-IE in Our School Data

- Our School Data is a data warehouse supported by Kent ISD
- The SRSS-IE can be set up as an assessment in Our School Data, to be accessed through the Data Entry side of the platform.
- Deadlines for contacting Kent ISD (Susan Brummel susanbrummel@kentisd.org):
 - Mid-September
 - Mid-November
 - Mid-March

Other Developments

- PowerSchool: Grand Ledge Public Schools
- Illuminate: Clinton Co. RESA and Genesee ISD
- [Illuminate DnA: Entering SRSS Data and Accessing the Related Report](https://www.youtube.com/watch?v=jCA6PXcnKdg&t=1s)
(<https://www.youtube.com/watch?v=jCA6PXcnKdg&t=1s>)
- Data Director: St. Clair Co. RESA

Activity 3.3

- **Select whether you will do practice activities today in Excel or Google**
- **Download both the Elementary and Middle/High School versions of whichever format you've selected.**
- **Explore the spreadsheets by making sure you can open and type into them.**
- **Document initial ideas for how you will collect SRSS-IE data (item 3 in the *SRSS-IE Roles, Collection, and Analysis Decisions* document)**

Tech Support to Secure SRSS-IE Data

District technology staff will plan for or assist with data security procedures:

- Electronic spreadsheets with student information pre-loaded and stored for teachers to access during screening or student rosters integrated into SIS or data warehouse
- Teachers will save the completed screeners back on the same secure drive (NOT desktops)
- Access to data is determined by the district team

Screening Windows

The SRSS-IE is administered 3 times per year

- Fall (September/October) 4-6 weeks after the school year starts
- Winter (December) prior to winter break
- Spring (April/May) 6 weeks prior to the end of the school year

Screening windows specific to each school year are posted on the [MIBLSI website](https://miblsi.org/evaluation) (<https://miblsi.org/evaluation>)

District Assessment Schedule

- Strive to schedule within the designated timeframes on days that do not overlap with other heavy assessment periods
- For the first screening each year, schedule screening during a time when staff will already be together to allow for retraining
- Take your team meeting schedules into consideration to ensure there will be time for teams to analyze and act on the data shortly after ratings are completed
- Specify if there are differences in the schedule for different schools

Considerations in Secondary Schools

The district and school leadership teams will determine which secondary teachers will screen students.

Options:

- What period are all students assigned to a class?
- Homeroom teachers?
- Will elective teachers participate?
- Will teachers screen morning or afternoon classes?
- Are there any teachers that students have for the entire year?

Activity 3.4

- Return to the *SRSS-IE Roles, Collection, and Analysis Decisions* document
- Draft responses or next steps for items 4, 5, and 6.

Data Accuracy Checklist: Part 1

- 1. Test the functioning of spreadsheet templates**
2. Ensure staff are following standard process for completing ratings
3. Ensure ratings are complete and accurate

4.0 SRSS-IE During Administration

During Administration

1. All teachers meet in the computer lab or another room with computer access
2. Each teacher opens their rostered SRSS-IE spreadsheet or data entry screen if ratings will be completed in SIS or data warehouse
3. Check that all items are included, the scale is included, and the right students are listed
4. Rate each student going horizontally
5. Rate each student using the 0, 1, 2, 3 scale
6. If a student has been enrolled less than 4 weeks, do not rate them yet

Training Resources

- Training script (workbook)
- Google Slide Deck (<https://tinyurl.com/srss-ietrain>)
- SRSS-IE Overview Video (SRSS-IE page)
- SRSS-IE Frequently Asked Questions (workbook)

Introducing the SRSS-IE to Staff



SRSS-IE Support

- Identify the person staff can contact as they have questions
- Staff member identified to check completed SRSS-IE spreadsheets or data entry screens
- Gentle reminders sent to staff along the way who have not completed the SRSS-IE if not completing ratings together during a common time
- Share results with staff in meaningful ways so they understand how important data collection is-more on this in the next section

Data Accuracy Checklist: Part 2

1. Test the functioning of spreadsheet templates
- 2. Ensure staff are following standard the process for completing ratings**
3. Ensure ratings are complete and accurate

Activity 4.1

1. In the *SRSS-IE Roles, Collection, and Analysis Decisions* document, item 7, identify who will be responsible for training staff on how to complete the SRSS-IE ratings.
2. Next, practice entering sample data into the SRSS-IE spreadsheets using the sample data provided on the next pages of your workbook:
 - 3 elementary students
 - 5 middle school students

5.0 After SRSS-IE Administration

Data Accuracy Checklist: Part 3

1. Test the functioning of spreadsheet templates
2. Ensure staff are following standard process for completing ratings
- 3. Ensure ratings are complete and accurate**

Summary Template Spreadsheet Features

- One summary template for elementary and one for middle/high school
- Paste in data (name, ID, grade, item score columns) from all classrooms in the school
- Get a summary of data for each grade in the format needed to enter data into the MiMTSS Data System

Kindergarten			
Risk Levels	Externalizing Low	Externalizing Moderate	Externalizing High
Internalizing Low	0	0	0
Internalizing Moderate	0	0	0
Internalizing High	0	0	0
1st Grade			
Risk Levels	Externalizing Low	Externalizing Moderate	Externalizing High
Internalizing Low	4	0	4
Internalizing Moderate	4	0	4
Internalizing High	4	0	0
2nd Grade			
Risk Levels	Externalizing Low	Externalizing Moderate	Externalizing High
Internalizing Low	4	8	4
Internalizing Moderate	4	8	0
Internalizing High	4	8	4
3rd Grade			
Risk Levels	Externalizing Low	Externalizing Moderate	Externalizing High
Internalizing Low	4	4	4

Schoolwide_Data_SRSS-IE_ES_Fall Summary_Fall

MiMTSS Data System

The MiMTSS Data System is designed to support efficient and effective problem solving and action planning within a Multi-Tier System of Supports (MTSS) framework for reading and behavior. It is primarily for use by the MiMTSS Technical Assistance Center project staff and participating ISD, District, and School staff.

Current SRSS-IE data entry in the MiMTSS Data System, will be changing in March 2020

Student Risk Screening Scale (SRSS) - Internalizing and Externalizing

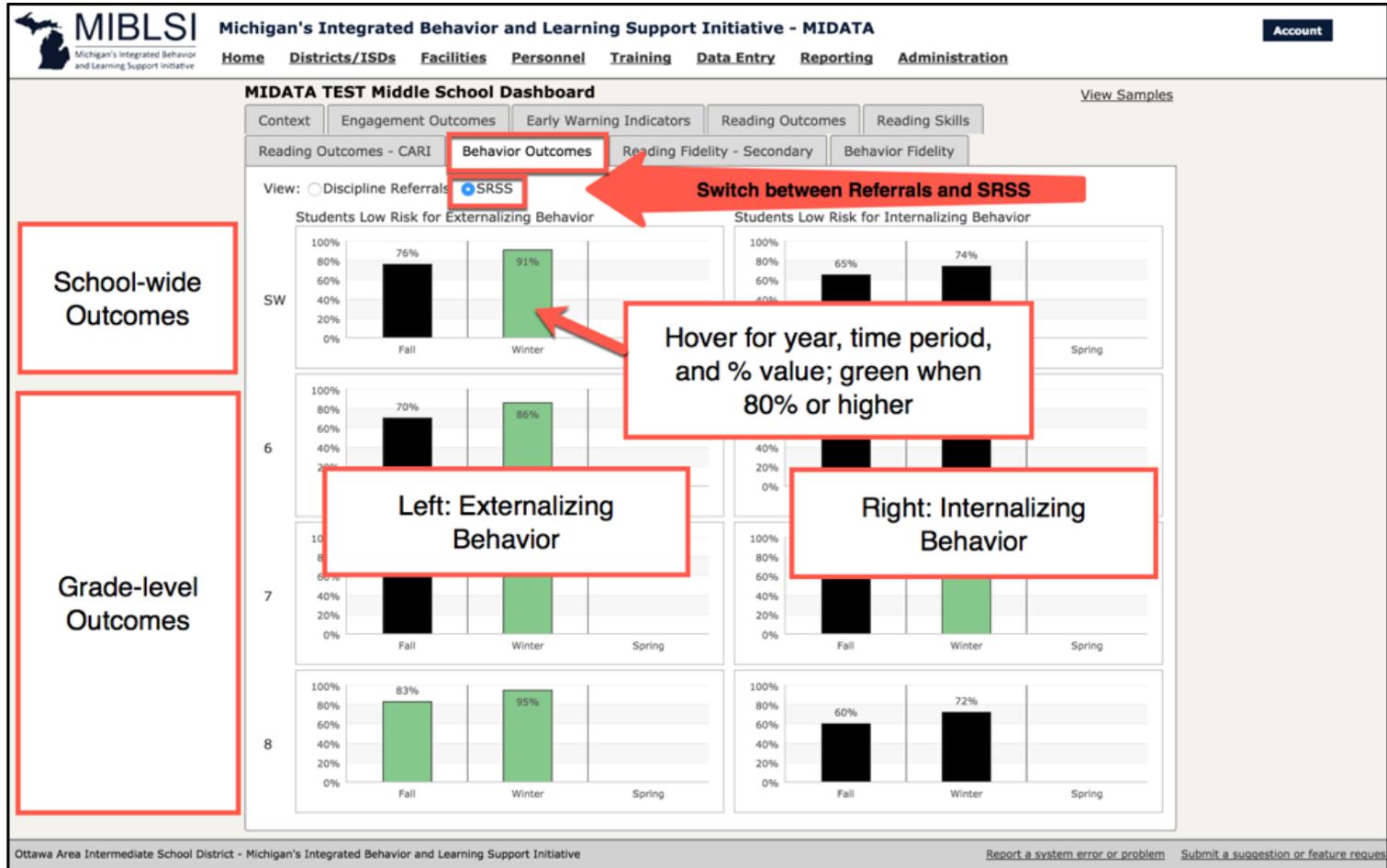
School **MiMTSS TEST Elementary**
School Year **2019-2020**
Test Period **Fall**

Grade	Externalizing # Low Risk	Externalizing # Moderate Risk	Externalizing # High Risk	Internalizing # Low Risk	Internalizing # Moderate Risk	Internalizing # High Risk
K	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Who Looks at SRSS Data

- School Leadership Team and Intervention System Team (if different)
- Grade-Level Teams and Interventionists
- District Implementation Team

MiMTSS Data System SRSS Dashboard



School Leadership Team

- Analyzes data to determine school-wide level of risk and to identify potential system-wide needs at Tiers 1, 2 and 3
- Looks for school-wide patterns among SRSS-IE, SWIS, fidelity (TFI) & academic screening data
- Develops and monitors communication with other teams to share data for system-level and student-level analysis and action planning

What is an Intervention System?

System that provides a means to ensure **efficient**, **effective** and **equitable access** to intervention supports for both behavior and reading

Intervention Grid

The Intervention Grid provides an “at-a-glance” view of interventions accessible to students within the school.

The grid outlines critical information for each intervention within a school and is used to match a student to an intervention. This information includes:

- Description/Purpose of the intervention
- Entrance criteria
- Permission
- Progress monitoring guidelines
- Decision rules

Entrance Criteria Examples

- 2 major discipline referrals in a quarter
- ≥ 5 absences within a semester
- 60 minutes “time out class” in a week
- **Moderate risk on the internalizing behavior scale of the SRSS-IE and ≥ 3 absences in marking period**
- **Moderate to high risk on either internalizing or externalizing behavior scale of the SRSS-IE and 2 or more missing assignments within a grading period**

Activity 5.1

What feedback and follow-up questions would you use with a team if this is what was listed in their intervention grid for entrance criteria?

- **SRSS-IE**
- **SRSS-Internalizing High Risk and SRSS-IE Externalizing High Risk**
- **SRSS-Internalizing High Risk and 2+ major discipline referrals**

Individual Student Progress

- Grade-level teams and interventionists analyze SRSS-IE data for individual students and intervention groups alongside other sources of data to examine intervention effectiveness

Activity 5.2

Practice with CICO Decision Rules using SRSS-IE

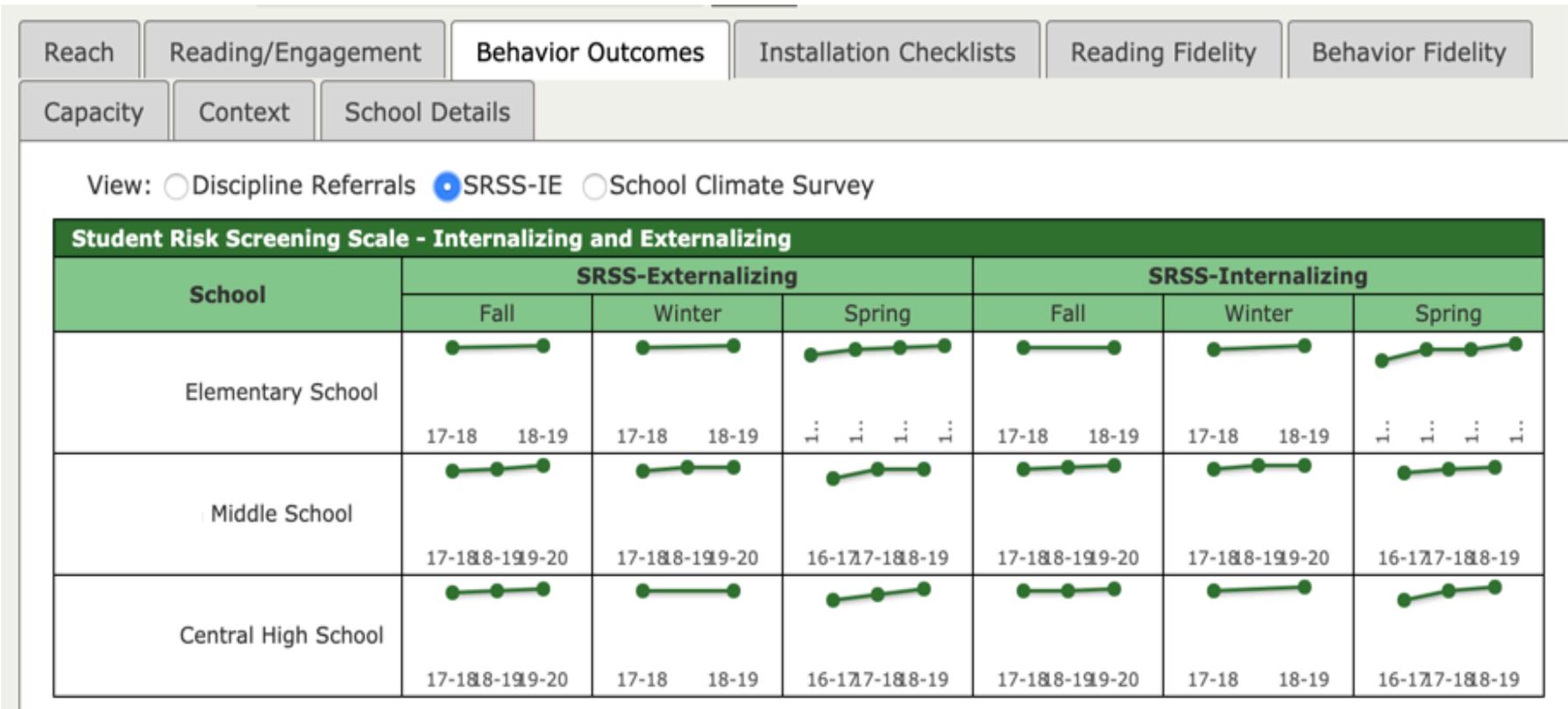
- Using the CICO-SWIS student reports and the class SRSS-IE Winter screening results, make recommendations for the 3 students. Which student's data matches each of the recommendations?
 - Continue in CICO, stay the course
 - Continue in CICO with modifications (e.g., fidelity, additional academic intervention)
 - Fade CICO to self management

District Implementation Team

Districts with a well-functioning implementation infrastructure should be asking these questions each time they meet:

1. How many schools are implementing? (behavior and reading MTSS components)
2. How well are they implementing?
3. What is the impact on student outcomes?
4. What are barriers to implementation and how can these be addressed?

SRSS-IE Data on the District Dashboard



Activity 5.3

- In the *SRSS-IE Roles, Collection, and Analysis Decisions* document initial decisions for:
- Item 8: Intervention grids
- Item 9: grade-level and school-wide summaries
- Item 10: enter results into the MiMTSS Data System
- Items 11-13: schedule of data analysis

Communication with Families

- We've already spent time thinking about how to proactively communicate with families.
- Once we have results, our communication can address school-wide results and what the school is planning to do in response (e.g., strengthen Tier 1 and incorporate into behavior matrix additional expected prosocial behaviors)
- Can be shared on school data wall, in school newsletters, etc.

Communication about Individual Student Results

- Put individual results into context of class, grade, or school-wide results
- Identify the Tier 1 supports students are accessing and a summary of how those supports have been working
- Invite discussion for how to best support students with moderate and/or high risk screening results
- Can take place via individual letters home or conferences

Activity 5.4

- In the *SRSS-IE Roles, Collection, and Analysis Decisions* document initial decisions for:
- Item 14: sharing SRSS-IE results with families

6.0 The Role of the SRSS-IE Coordinator

SRSS-IE Coordinator Roles and Responsibilities

- Qualifications and skills
- **Responsibilities** (focus of this training)
- Possible roles to consider for selection
- Estimated time allocation
- Rationale for multiple coordinators

Time Allocation

- Installation and Initial Implementation
 - 8-10 hours per school per year
 - Meetings to make initial decisions and to support robust communication
 - Spreadsheet set up
 - Training and coaching
- Full Implementation
 - 4-6 hours per school per year
 - Meetings to review previous decisions and support communication
 - Spreadsheet set up checking
 - Ongoing training and coaching

Sharing the Responsibilities with Multiple SRSS-IE Coordinators

- Work together side-by-side and share all responsibilities
- Divide schools within the ISD or district
- One person is the lead and one person is the back up (still supports at least one school)
- Split roles by responsibility (e.g. organization of spreadsheets vs. training staff vs. coaching with teams)

Activity 6.1

- **Review the SRSS-IE Coordinator Professional Learning Plan**
- **Identify areas where you will need additional learning and practice opportunities and mark the activities you will complete next (and timeline). Add additional ideas as needed.**

SRSS-IE Resources

- SRSS-IE (<https://miblsi.org/evaluation/student-assessments/student-risk-screening-scale>)
- SRSS-IE Coordinator (<https://miblsi.org/teams-roles/specialized-functions/data-coordinators/student-risk-screening-scale-internalizing-and-externalizing-coordinator>)
- SRSS-IE Training (<https://miblsi.org/training-materials/miblsi/srss-ie-coordinator-training>)
- Comprehensive Integrated Three-Tiered Model of Prevention (<http://www.ci3t.org>)

References

Lane, K. L., Oakes, W. P., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M. M., Allen, G. E. (2019). Predictive Validity of Student Risk Screening Scale—Internalizing and Externalizing (SRSS-IE) Scores in Elementary Schools. *Journal of Emotional and Behavioral Disorders*, 27(4), 221–234

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Lane, K. L., Little, M. A., Casey, A. M., Lambert, W., Wehby, J. H., Weisenbach, J. L., & Phillips, A., (2009). A comparison of systematic screening tools for emotional and behavioral disorders: How do they compare? *Journal of Emotional and Behavioral Disorders*, 17, 93-105.

End of Day Evaluation

Training Evaluation

Please complete the training evaluation

1. By district/ISD: Work accomplished during the training
2. Individually: General feedback and individual self efficacy