

## **Student Risk Screening Scale-Internalizing and Externalizing Coordinator Job Description**

The purpose of this document is (1) to outline preferred skillsets, roles, and responsibilities for individuals mutually agreeing to fulfill the role of a Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) Coordinator (2) assist district leaders in determining who to recruit and mutually select for the SRSS-IE Coordinator position.

### **Qualifications and Skills**

Individual(s) who demonstrate the following qualifications and skills are likely to be successful in the role of an SRSS-IE Coordinator:

- Knowledge of behavioral science as applied to the implementation of Positive Behavioral Intervention and Supports (PBIS) for Tiers 1-3
- Understands the intent of collecting behavioral screening data for on-going analysis and use
- Knowledge of Excel and Google Spreadsheet formulas, data manipulation, PivotTables
- Effective organization skills, especially as it relates to organizing folders of spreadsheets and managing sharing permissions/staff access
- Effective communication skills
- Ability to manage adaptive situations (e.g., teachers responsible for rating students believe students are being labeled, staff collecting data are not following the protocol for rating students)
- Ability to develop and meet timelines for completion of projects, tasks, and activities
- Willingness to engage in continued professional learning
- Ability to accept coaching supports and feedback
- Punctual

### **Responsibilities**

SRSS-IE Coordinators are responsible for:

- Successful completion of the SRSS Coordinator certification training:
  - 30 minutes of independent pre-learning
  - 3-hour live session on Zoom
  - 1.5 hours of independent work, including an online formative assessment

- Document the data collection decisions, timelines, and responsibilities in the district’s MTSS Assessment System (“Behavior Assessments” tab, SRSS-IE Roles, Collection, and Analysis Decisions)
- Work with “district designee” identified for making critical assessment decisions (listed in the district MTSS Assessment System) to ensure SRSS-IE communication with all staff and parents has occurred or is scheduled to occur before the first screening each school year
- Schedule the SRSS-IE ratings within the specified timelines outlined in the district’s MTSS Assessment System by doing the following:
  - Reviewing the district’s fall, winter, and spring assessment windows for the SRSS-IE and schedule screening dates within the specified windows
  - Ensure sufficient time is allocated for staff to complete ratings (ideally common time during staff meeting for all staff to complete ratings)
  - Ensure there is something for all staff (e.g., specials teachers, interventionists) to do if time to complete ratings is allocated during all staff meetings
- Ensure system is established for collecting SRSS-IE Data
  - Prompt students and classes to be properly rostered in the data system or spreadsheets
  - Ensure staff have access to the data system or spreadsheets used to rate students and view results
- Train staff in completing the ratings for the SRSS-IE items (e.g., staff rate each student on all behaviors before moving to next student on their assigned rating form)
- Use effective coaching skills to ensure all staff adhere to the administration guidelines (e.g., some staff want to engage in a discussion about students while completing ratings)
- Assist in compiling grade-level and school-level SRSS-IE data summaries after ratings if individual teachers are using spreadsheets versus data are being entered into a data system like Illuminate Ed
- Assist teams in generating the reports needed for school-wide data analysis and grade-level data analysis, including combining SRSS-IE student results with SWIS referral data
- Develop the School Leadership Team’s knowledge in how to analyze and use SRSS-IE data for on-going problem solving
- Assist teams with adding SRSS-IE data as part of intervention entrance and exit criteria as documented in intervention grids for social-emotional-behavioral interventions

## Estimated Time Allocation

### Installation and Initial Implementation

The time commitment of an SRSS-IE Coordinator is greater during installation and in the first year of implementation. Maximum time allocation is approximately 8-10 hours per school per

year during installation. During this work, there are several meetings with administration, leadership teams, technology staff and school staff. SRSS-IE Coordinators are typically on-site and supporting initial gathering of SRSS-IE data. SRSS-IE Coordinators need to revisit installation activities under the following circumstances: a) ensure new staff are fully supported, b) a change in how data will be gathered, and c) when adding additional schools in a new cohort.

## **Full Implementation**

As SRSS-IE use moves beyond initial implementation, an SRSS-IE Coordinator may be able to shift work to prompting data collection, checking accuracy of the data, and supporting data use and communication. Long-term time commitments may decrease significantly from the initial output of work during (re-)installation, resulting in closer to 4-6 hours per school per year.

## **Possible Roles and Perspectives to Consider for Selection**

When selecting an SRSS-IE coordinator, consider individual(s) in the following roles, with attention to the specific qualifications and skill set of the individuals you are considering:

- School-Level Coach
- School Social Worker
- Counselor
- School Psychologist
- Instructional technology staff can help to support the details of rostering spreadsheets and managing data, but may need a partner who helps train and coach staff

It is ideal for each district to have at least two people actively serving in the role of SRSS-IE Coordinator. This redundancy will help the district to sustain strong supports for the SRSS-IE despite staff turnover. If districts lack internal capacity to have two people in this role, they might consider collaborating with the intermediate school district for a second SRSS-IE Coordinator.

## **Rationale for Multiple Coordinators**

In order to build capacity of the SRSS-IE Coordinator role, it is suggested to have at least two people identified and trained within a district, preferably at the same time. This allows a district to continue administering the SRSS-IE within the designated assessment windows without interruption should an identified SRSS-IE Coordinator discontinue the role or leave the district.

## **Options for sharing the role of SRSS-IE Coordinator**

- Coordinators work together at each school on preparing for administration, co-facilitating the administration with staff, and supporting staff with data analysis
- Coordinators divide schools evenly and support the assessment at schools assigned to each individual

- One coordinator is designated as “the lead” and coordinates the assessment at the majority of schools and the “back-up” coordinator supports at least one school
- Coordinators split the role by responsibilities. For example, one coordinator takes the lead on populating all spreadsheets, and making sure assessment windows and other decisions are documented across the district. Another coordinator leads all staff training and data analysis.

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