

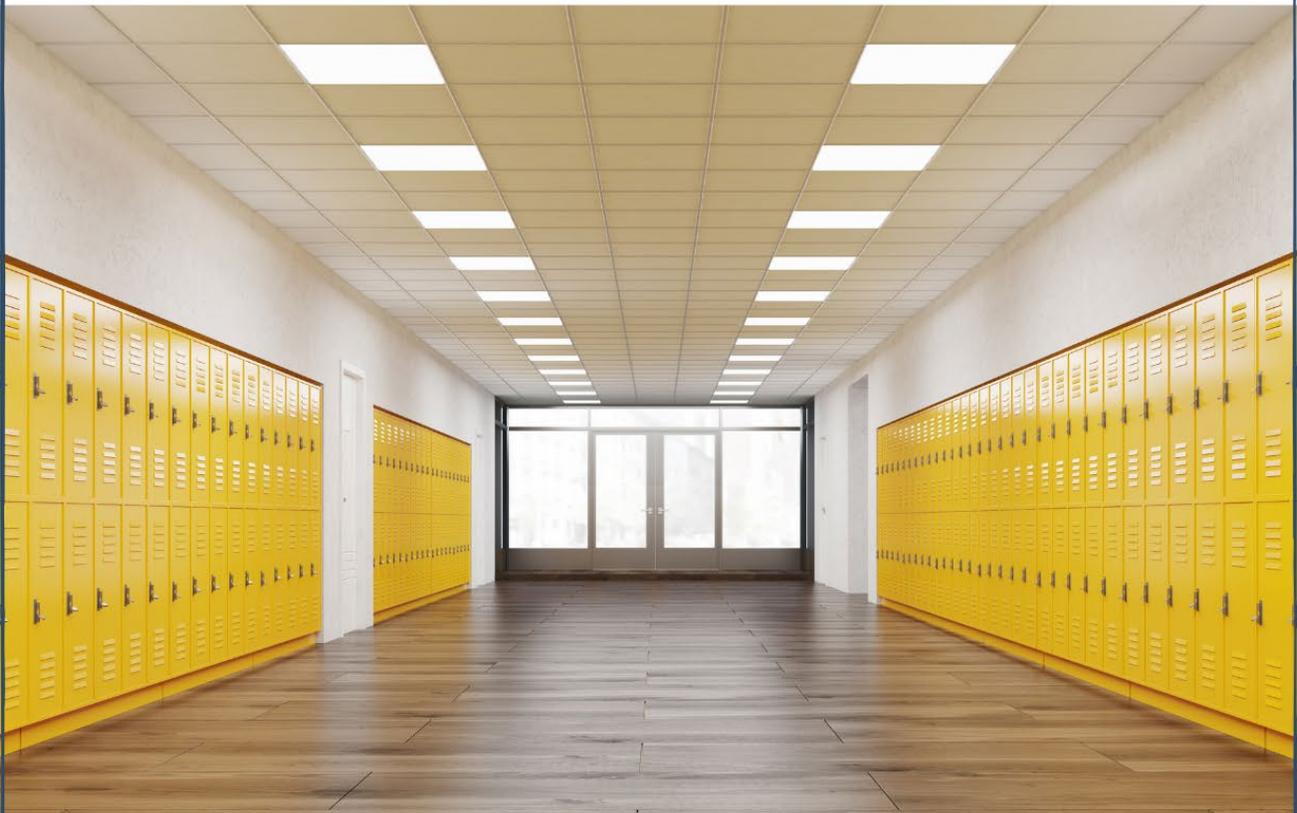
Screening Coordinator Training Manual

A guide for installing the Student Risk Screening Scale -
Internalizing and Externalizing (SRSS-IE) in your school or district

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ci3t.org



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Table of Contents

Table of Contents	2
Welcome!	3
Implications for Practice	5
Organizational Structures to Support Screening	7
District-Level Screening Coordinator	8
Site-Level Screening Coordinator	23
Using SRSS-IE Screening Data	26
Using Screening Data to Inform Primary (Tier 1) Prevention Efforts.....	28
Using Screening Data to Inform Use of Low-Intensity Strategies	29
Using Screening Data to Connect Students to Tiered Interventions	31
Using Screening Data with other Data Sources	33
Concluding Thoughts	35
Glossary	36
References	37
Appendix	39
Example Organizational Charts.....	39

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Section 1

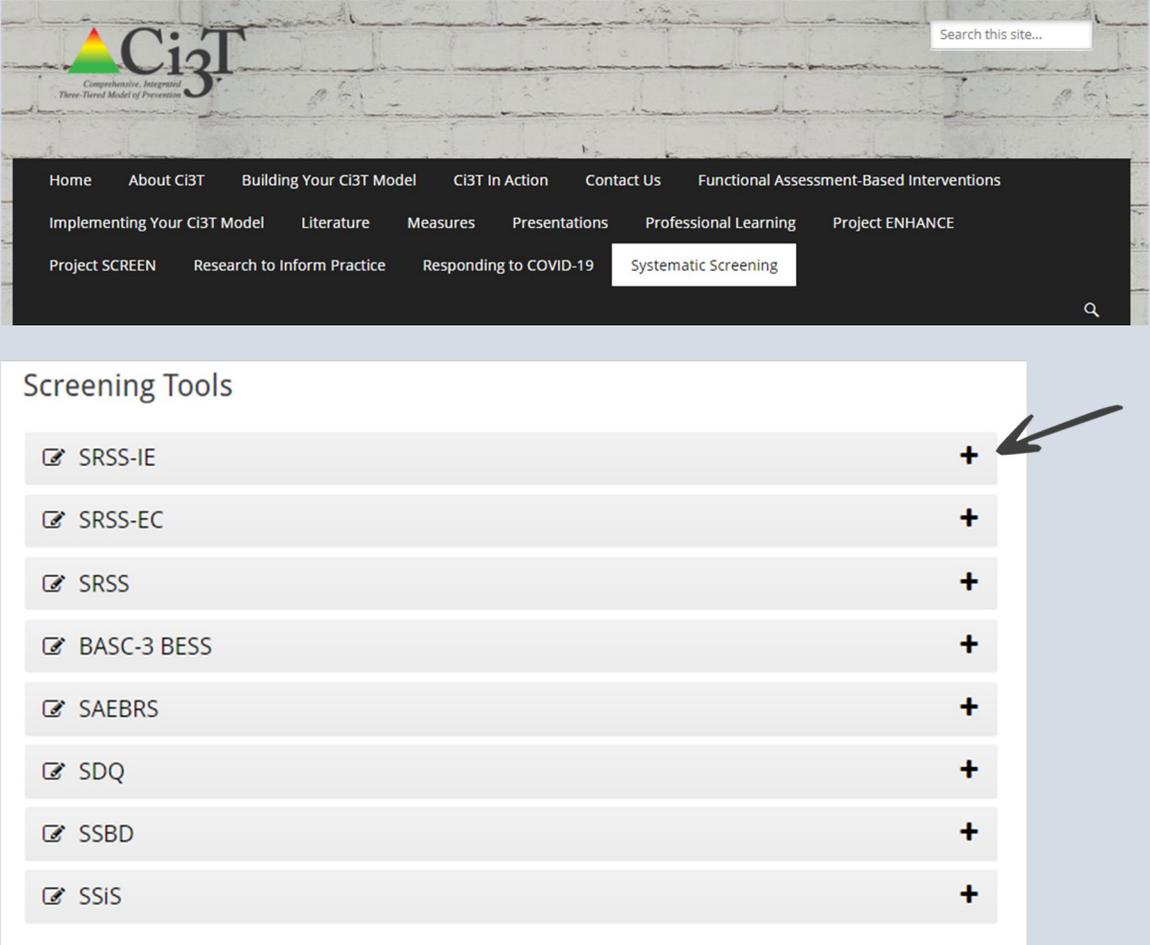
Welcome!

Congratulations on choosing your universal screener, the Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009). Data from this tool can be used in a number of ways including (a) informing primary (Tier 1) prevention efforts by examining overall levels of risk in a building; (b) directing the use of teacher-delivered, low-intensity supports and (c) to identify students who may require additional supports at the secondary (Tier 2) and tertiary (Tier 3) levels. As a tool with a strong evidence base regarding reliability and validity (Lane, et al., 2019), the SRSS-IE is a teacher completed tool to assess students’ behaviors. These data will be used to inform instruction, supporting students’ equitable access to tiered instruction and interventions (Lane, Oakes, Menzies, et al., 2020).

This **SRSS-IE Screening Coordinator Training Manual** is designed to develop competencies of identified members of District-Level and Site-Level Leadership Teams (e.g., Ci3T Leadership Teams) who will lead the installation as well as initial and sustained implementation of the SRSS-IE. Teams may use this manual as a self-study document. However, we also encourage Site-Level Leadership Teams to access screening supports

from their trainers and coaches and to access the various resources on systematic screening from the www.ci3t.org and www.pbis.org websites.

Visit ci3t.org/screening



The screenshot shows the ci3t.org website with a navigation menu. The 'Systematic Screening' menu item is highlighted. Below the menu, a 'Screening Tools' section lists several tools, each with a plus sign icon to its right. A black arrow points to the plus sign for the 'SRSS-IE' tool.

Screening Tool	Action
SRSS-IE	+
SRSS-EC	+
SRSS	+
BASC-3 BESS	+
SAEBRS	+
SDQ	+
SSBD	+
SSIS	+

Available resources include:

- [Downloadable SRSS-IE screening templates](#)
- Customizable screening protocols:
 - [Setting up to Screen in your District or School](#)
 - [Site-level Preparation Protocol](#)

Implications for Practice

One role of team members on District-Level and Site-Level Leadership Teams is to install the SRSS-IE. Part of this process is understanding implications for practice and responsibilities associated with using screeners to detect students at the first sign of concern and use these data coupled with other data collected as part of regular school practices (e.g., academic screening, attendance, office discipline referrals, suspensions) to inform instruction. Screening responsibilities include:

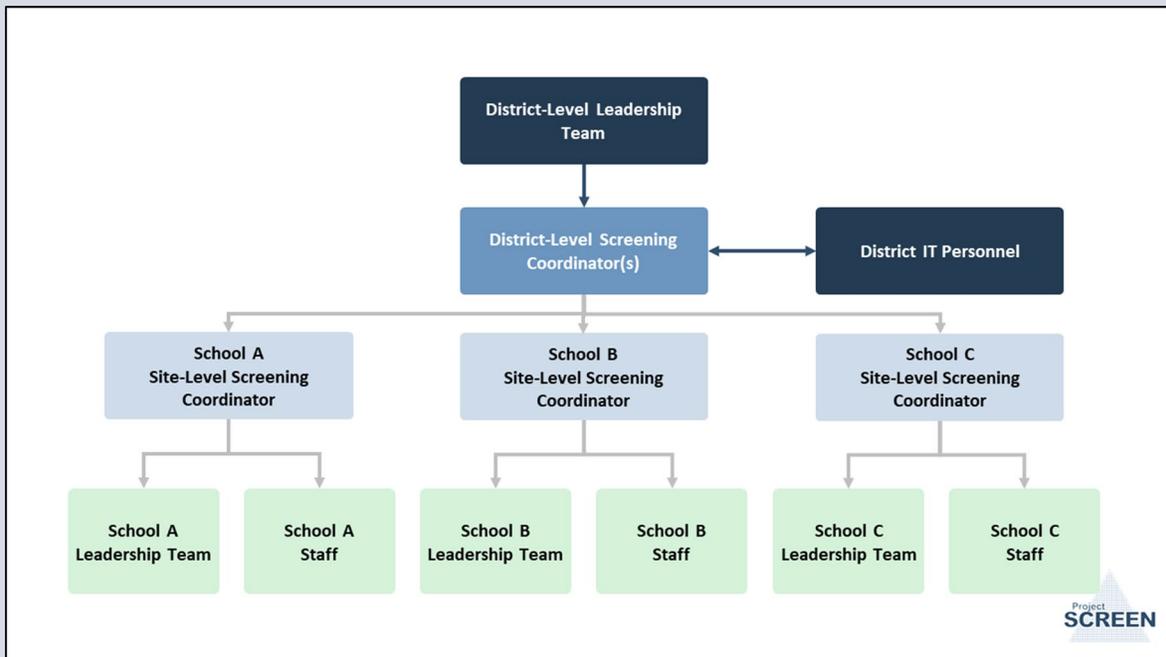
- a) building stakeholder expertise to support the selection, use, and evaluation of evidence-based practices at each level of prevention,
- b) developing structures to sustain and improve practices, with careful attention devoted to building district and school capacity to sustain existing practices and to engage in continuous improvement,
- c) screening responsibly to ensure accuracy of administration, screening of all students, securing data collected, and planning a response to identified needs, and
- d) maintaining awareness of state and local laws as well as district policies related to screening

These responsibilities are not linear, but integrated and systemic in response to site-level implementation data, student screening, and student outcome data as part of your school's continuous improvement process (Oakes et al., 2017).

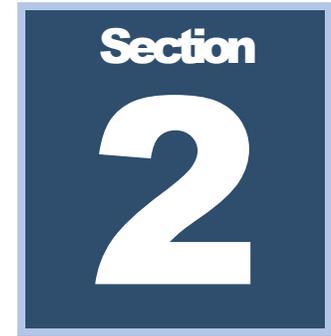
In optimal conditions, District-Level and Site-Level Leadership teams will reserve time to review the Screening Coordinator's responsibilities by accessing the [Systematic Screening Protocol: Setting up to Screen in Your District or School](#) document, identify on each of the teams who should take on this role, and then customize procedures for their school or district. We

suggest two team members fulfill Screening Coordinator roles at both the district-level and at the site-level. This allows for building competencies and capacity to ensure this work is sustained even as staff roles change and shift as people move, change roles, and retire. It is also recommended to seek at least one person with assessment expertise (e.g., district school psychologist, behavior specialist) to fill the role of Screening Coordinator at the district level as well as the role of site-level Screening Coordinator.

Example District Organizational Chart



How might you organize responsibilities regarding screening in your district? Consider creating an organizational chart to map out a structure that distributes responsibilities and build capacity across multiple individuals and sites. You can find full-size example organization charts in the [Appendix](#).

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Section 2

Organizational Structures to Support Screening

A district's internal organization structure is influenced by several factors. These factors include but are not limited to the size of the district (the number of schools), location (rural, suburban, urban), number of staff employed, initiatives (local, state, and federal), and available resources. These factors influence how a district sets up their district- and site-level leadership teams and their support structure for these leadership teams to implement new and current initiatives with validity and fidelity. A district- or site-level team will need to consider their organizational structure for developing long-term supports to implement and sustain the use of the SRSS-IE for measuring behavioral and social needs within a tiered prevention model. Visit the [Appendix](#) for example organization charts illustrating how Screening Coordinators can fulfill leadership roles—including creating data collection structures, training educators to complete the screener, and coaching on how to use the data—at the district- and site-level. Strong organization, communication, and leadership are key to this process. Therefore, careful planning is needed in selecting leaders and creating a clear structure specifying roles and responsibilities.

District-Level Screening Coordinator

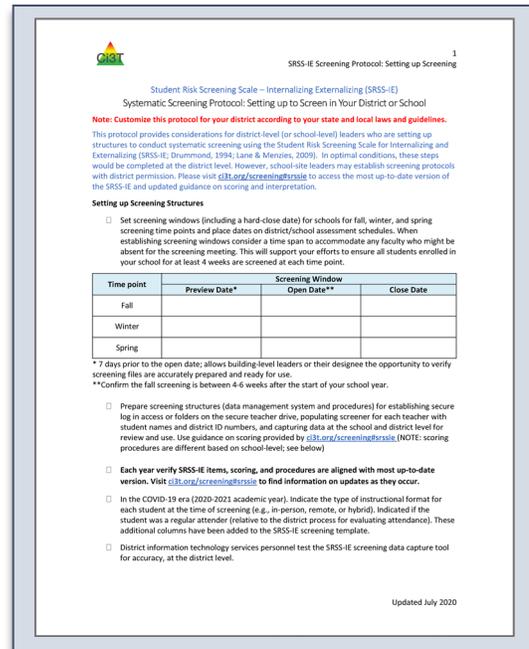
As your District-Level Leadership team begins to think about who will fill the Screening Coordinator role at the district-level, there are some qualifications and skills the team will want to consider:

- Knowledge of a comprehensive, integrated, (Ci3T) three-tiered model of prevention or other tiered system of support
- Knowledge of applied behavior analytic principles as applied to each level of prevention
- Understanding of why systematic screening data are important to be collected and analyzed within three-tiered systems model.
- Knowledge of District Data Systems
- Experience using spreadsheets (e.g., Microsoft Excel)
- Effective organizational skills, especially as it relates to organizing digital folders and managing sharing permissions/staff access
- Effective communication skills
- Engagement in initial and continued professional learning on systematic screening and the SRSS-IE, including routinely accessing the Ci3T website for updates.

Strong organization, communication, and leadership are key to this process. Therefore, careful planning is needed in selecting leaders and creating a clear structure specifying roles and responsibilities

The District-Level Screening Coordinator will use the [Systematic Screening Protocol: Setting up to Screen in Your District or School](#) as a checklist to

install the SRSS-IE across the district during the initial year of implementation. This protocol can be used in subsequent years as a checklist to ensure the systemic structures continue to be in place for accuracy of SRSS-IE data collection and use. In the following sections, several of the protocol items will be explained in detail.



Verify SRSS-IE items Annually

Each year, the District-Level Screening Coordinator will visit ci3t.org/screening to (a) obtain the most up to date version of the SRSS-IE, and (b) to gather information on potential updates to SRSS-IE procedures based on the most recent research. This step is important to complete annually to ensure staff have access to the most current version of the SRSS-IE and to facilitate accurate collection of data to inform decision-making and action planning. For example, during the COVID-19 era (2020-2021 academic area), additional questions were added to SRSS-IE screening templates to gather information on the type of instructional format students engaged in at the time of screening (e.g., in-person, remote, or hybrid), and whether the student was a regular attender based on the district's or state's attendance policy. This additional information was designed to assist teams in having a greater understanding of student

needs, and whether adjustments are needed at the Tier 1 level for all students or at the Tier 2 and Tier 3 levels for a smaller group of students with an increased level of need.

Set Screening Windows

As the district team creates the district-wide assessment schedules, make sure to add the SRSS-IE screener dates in the schedule to be completed three times a year. District screening windows are approximately 2 weeks in length. Ideally windows overlap with a regularly scheduled meeting (e.g., staff meeting, grade-level meeting, department meeting) so time can be allocated for educators to complete the screening tool and ask questions as needed. The screener is completed during the following timeframes:

- Fall: 4-6 weeks from the start of the school year
- Winter: 2 weeks before the holiday break in December
- Spring: 6-8 weeks before the end of the school year.

The fall screening window is about 4 to 6 weeks after the start of school year, so the teacher has time to familiarize themselves with students before the teacher independently completes the SRSS-IE screener for each student based on current information. Fall data are used in several ways some of which include: (a) overall level of risk for the school or district as a whole, with information used to shape Tier 1 efforts if necessary; (b) inform teachers use of low-intensity, teacher-delivered strategies (e.g., increased opportunities to respond, instructional choice) for a whole class; and (c) connect students to secondary (Tier 2) or tertiary (Tier 3) interventions as determined by multiple sources of data. In short, screening data are used to inform instruction at each level of prevention.

The winter screening window is typically completed prior to the winter break in December given many students in middle, junior, and high school change classes following the break. In addition to using data to inform instruction described previously, winter data can be compared to fall screening data. Students who need more than what Tier 1 offers can be detected and connected to appropriate supports when they return from break. Finally, the spring screening is completed about 6 to 8 weeks before the end of the school year. Again, data are used to inform instruction in the final weeks of the academic year and can also be used to inform potential summer suggestions for families and plans for starting the following year.

Prepare Screening Structures and Data Systems

Once the screening dates are finalized and the team knows when the fall screening will take place, the District-Level Screening Coordinator will want to engage in backwards planning for installing the SRSS-IE. It is crucial to allow ample time to meet with district instructional technology (IT) staff to determine the best method for the SRSS-IE data collection. Ideally, a district will allow 4-6 months to initially install and test the SRSS-IE before their teachers complete their first screening timepoint. Subsequent years will not require as much time and preparation for conducting the screening; however, testing the screening tool is recommended before launching each screening window to ensure accurate functionality. For the purposes of this manual, the timeline will be based on the first teacher rating being completed in the fall.

As your district sets up the SRSS-IE screener, there are a few considerations to discuss as a leadership team. First, determine which schools in the district will complete the screener (e.g., all schools, only

elementary, only secondary, Cohort 1 this year and Cohort 2 next year). The number of schools will be determined based on how much capacity the district has to support initial and sustained use of the SRSS-IE. In optimal conditions, districts and schools will have clearly articulated tiered systems of support such as a Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention, Multi-Tiered Systems of Support (MTSS), or Positive Behavior Interventions and Supports (PBIS).

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About Ci3T
Building Your Ci3T Model
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Implementing Your Ci3T Model
Literature
Measures
Presentations
Professional Learning
Project ENHANCE

Project SCREEN
Research to Inform Practice
Responding to COVID-19
Systematic Screening

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Building Your Ci3T Model

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- [Interactive eBook](#)
- [Implementers Panel Discussion Videos](#)

Interactive eBook Figure 1.2 Ci3T Professional Learning Series.

Learn more about the Ci3T Professional Learning Series, a manualized process for designing Ci3T models, at ci3t.org/building.

As part of manualized professional learning series, such as the [Ci3T Professional Learning Series](#), a formalized assessment schedule would be created indicating when and how systematic screening would be conducted (e.g., Ci3T Blueprint D: Assessment Schedule) specifying the screening

windows for the SRSS-IE as well as academic screening tools. These considerations are important for the district leadership to spend time discussing to ensure adequate resources are allocated for successful implementation of the SRSS-IE.

Second, the District-Level Screening Coordinator will train district IT personnel on the use of the screener. The training should include why screeners are used, how screening is conducted, and how data are used to inform instruction and access to interventions. It will also be important to ensure all stakeholders are familiar with the differences and similarities between the elementary and the secondary SRSS-IE screening tools. This will have major implications for scoring. For example, both versions have the same 12 items. However, in the middle and high school version, the peer rejection item is rated once by teachers, but added to both the externalizing subscale and internalizing subscale. Psychometric tests suggest peer rejection become more typical of internalizing behaviors beginning in the middle school years. As such the scoring is different between elementary versus secondary level SRSS-IE versions.

The training should include why screeners are used, how screening is conducted, and how data are used to inform instruction and access to interventions.

Furthermore, the District-Level Screening Coordinator will collaborate with IT personnel to address the need for data security and privacy, with these item-level, student data. It is imperative item level, student data be stored on secured district servers and never on unprotected devices or

emailed before aggregating the data (e.g., creating summary graphs or tables). It is essential to keep these as foremost considerations when installing screening, as they have important implications on methods of collecting and sharing data. For example, the system you use to build and disseminate screening (e.g., pre-populated spreadsheets) should be accessible only to building administrators and those who will be completing screening.

Additionally, these files should be shared in a secure manner from within your district's internal IT structure (e.g., avoid emailing files with any student information). If your school district uses a data warehouse that allows for the creation of assessments, this method may be a better option to collect, store, and analyze the SRSS-IE with other data sets already stored in the system. Some districts opt for using Microsoft Excel Spreadsheets on a secure teacher drive. As an example, a file is created for each school in the district, and within each school's file, another file is created for each individual teacher. Only the teacher assigned to the file will have access rights to that file, and they will complete the SRSS-IE screening individually. The SRSS-IE screening template can be accessed on the [systematic screening tab of ci3t.org](#) to download for district use. The key point: know your state, local, and federal law for screening and data security. This manual includes only suggestions for consideration and not legal recommendations.

...files should be shared in a secure manner from within your district's internal IT structure.

Tip:

Take the time to plan for the logistics such as data security, access, and tracking data over time.



Advice from the field:

“There were some technical problems about ‘how do we track teachers through time?’ ... without giving their names as part of it, so they all had an employee number. Where do we store that at- is that something that the district kind of put on the cloud, or is that going to be something that the district keeps on their own server that’s site specific? So, we worked through a lot of those kind of questions.”

- elementary principal, Ci3T Leadership Team member

After the method for data collection is decided, the District-Level Screening Coordinator and IT personnel will determine due dates for when the draft of the SRSS-IE template will be completed with the correct security measures in place. If the SRSS-IE is going to be built in a data warehouse, the due dates will be imperative to ensure the system is set up with the correct SRSS-IE items, SRSS-IE anchors, scoring procedures, and formulas with adequate time to make any edits to the system. It will be the responsibility of the District-Level Screening Coordinator to check the SRSS-IE templates or data system for accuracy. The Systematic Screening Protocol: Setting up to Screen in Your District or School can be used as a checklist to ensure the SRSS-IE template has been set up correctly.

If screening at the secondary level, the District-Level Screening Coordinator will consult with principals and leadership teams to determine for which class period students will be screened. We offer several considerations to guide this decision. These include:

- a) Select a class period when all students are at school to ensure all students can be screened by their assigned teacher. This is more challenging in secondary schools when it may be difficult to determine the one period a day when all students are on campus and/or assigned to a teacher.
- b) Keep the screening class period consistent over time to allow for comparison of each rating period. For example, if the high school has an advisory period during 4th hour and every student is attending this advisory period, then this could be the class period teachers rate the students on their class list in the fall, winter, and spring. Or, perhaps the district will select second or seventh period as the period during which all students enrolled will be screened.
- c) If the teacher who will screen students changes at the end of a semester (e.g., students change classes), encourage building administrators to schedule winter screening before the close of the semester. Students should be enrolled for approximately 30 days before being screened. The same is true after the beginning of the new semester to screen to allow teachers the opportunity to get to know their students.
- d) At the middle, junior, and high levels, students will only need to be rated by one teacher. Studies to date suggest a single educator's rating can accurately predict student outcomes (e.g., attendance, office discipline referrals, grade point average, and course failures; see research resource box for relevant research).

“Students should be enrolled for approximately 30 days before being screened.”

Research Resources

Lane, K. L., Oakes, W. P., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M. M., Schatschneider, C., Menzies, H. M., Buckman, 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.

<https://doi.org/10.1177/1063426618795443>

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>

Lane, K. L., Oakes, W. P., Ennis, R. P., Cox, M. L., Schatschneider, C., & Lambert, W. (2013). Additional evidence for the reliability and validity of the Student Risk Screening Scale at the high school level: A replication and extension. *Journal of Emotional and Behavioral Disorders, 21*(2), 97-115.

<https://doi.org/10.1177/1063426611407339>

Populate the SRSS-IE Screener

When the SRSS-IE template is ready and the secure teacher login for access is set, district IT personnel and the District-Level Screening Coordinator will add teacher names and their identification number in each template. Using the teacher ID will allow for more efficiency and ease of tracking the data over time in case the teacher’s name changes. Student names and district ID numbers will also be electronically populated (not

manually typed) to each teacher's SRSS-IE template. Additionally, prepare student demographic data, including grade-level, gender, ethnicity, and disability category (if applicable), at the same time the SRSS-IE is populated. If possible, connecting these data in your management system allows for robust analysis (e.g., by grade-level, across various demographics) and comprehensive, data-informed decision making.

District Approved Statement for Screening

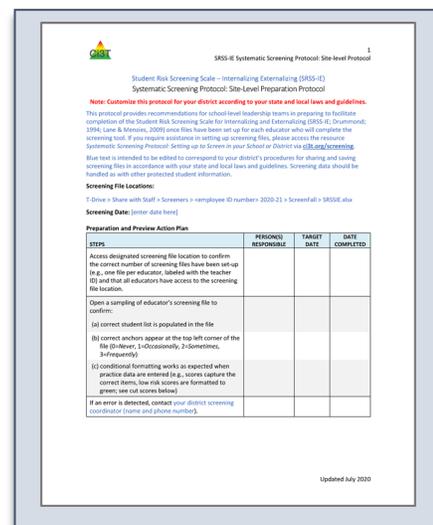
Information about systematic screening should be shared as part of standard communication to families regarding district-wide assessments, especially which behavior and academic screeners will be conducted with all students. In addition, it is important to provide high-quality, accessible professional learning offerings for families and other community members to learn about the *why* and *how* of systematic screening. Many districts and schools share information regarding screening efforts (e.g., reading, math, behavior, vision, and screening) at the onset of each academic year and when families enroll students throughout the year.

Typically, since screeners are given to all students, parent permission in the form of active consent is not required or requested and an "opt out" procedure is in place. However, if at any point an assessment is going to be used with a certain population or a group of students, then parent permission is imperative. As district leaders prepare their communication to families, they will need to know both their state's laws and district policies on administering screeners and whether parent permission will need to be obtained. This will be important communication to send out to not only parents, but to district stakeholders as well. In the communication, there are several points to cover: (a) purpose of the assessment (consider

examples and non-examples of how the assessment will be used), (b) purpose of the communication, (c) features of the assessment, (d) acronyms defined, (e) what students will need to do, if anything, (f) school or district contact person, (g) link to more information, (h) how results will be shared with parents, and (i) address any anticipated concerns or challenges. (MIBLSI, 2020).

Preparing for Training

As part of building systems and structures, the District-Level Screening Coordinator will schedule and communicate a training date and time to all the Site-Level Screening Coordinators. Each year, an initial training for new coordinators and a refresher training for current coordinators will need to be conducted, especially if there are any new updates to the SRSS-IE. Prior to the training date, the District-Level Screening Coordinator will gather materials and prepare for training Site-Level Screening Coordinators. The training materials will include directions on how to access the SRSS-IE templates, directions on how to complete the SRSS-IE rating, procedures, and expectations. This information can be found in the [Systematic Screening Protocol: Site-Level Preparation Protocol](#) document as part of the training materials.



Site-Level Screening Coordinators will also need training and coaching on how to use the SRSS-IE screening data. This training will include how data are used in the school's tiered system to examine overall

levels of risk and system-level needs, to inform the use of teacher-delivered, low-intensity strategies, and to connect students to Secondary (Tier 2) interventions and Tertiary (Tier 3) interventions. The District-Level Screening Coordinator can schedule these trainings within a few weeks after each screening period, so each site-level coordinator has time to analyze the data and prepare for how they will coach their Site-Level Leadership Teams on the use of the SRSS-IE data.

Preparing to Screen

About 30 days prior to the screening, the District-Level Screening Coordinator will collaborate with IT personnel to test the SRSS-IE screening tool for accuracy across all site-levels being screened (e.g., elementary, junior, middle, high). There are several steps to complete to ensure the accuracy of data collection.

First, they will check for readiness of the data management systems regardless of the format used (e.g., Microsoft Excel Spreadsheet, data warehouse). This check includes ensuring all teachers who will screen have secure access to a pre-populated SRSS-IE form. Second, they will check to ensure teacher and student names and identification numbers are populated correctly and that all students enrolled for 30 days are included. One tip is to make certain all students who should be screened are actually screened, and their names and demographic information is prepopulated in the SRSS-IE forms 30 days before the SRSS-IE preview date (the date principal leaders will confirm their screening files include the correct teachers and students). Third, for middle, junior, and high schools who are completing the SRSS-IE rating, they will check to ensure the right class lists are uploaded into teachers' tabs. Fourth, if using automated scoring,

ensure the conditional formatting (or another automated scoring device) is functioning correctly. For example, verify the system correctly scores and represents the risk level for both the SRSS-IE subscale scores (Externalizing, Internalizing) based on up-to-date cut points for each school level.

The District-Level Screening Coordinator will then notify the Site-Level Screening Coordinators and principals that the screeners are ready for their review. The district-level coordinator will also disseminate directions, procedures, and expectations regarding screening. At this point, the principal will want to communicate with their staff the date and time for the upcoming administration of the SRSS-IE screener. We encourage a “preview date” to allow principals 2-3 days to confirm the accuracy along with the Site-Level Screening Coordinators.

On the day of screening, the District-Level Screening Coordinator will support Site-Level Screening Coordinators with staff training and dissemination of screening procedures. From the [Systematic Screening Protocol: Site-Level Preparation Protocol](#), the list of SRSS-IE Screening Process Reminders can be shared with teachers as they rate their students in the templates. The fall SRSS-IE screening may take longer than the winter and the spring screenings, given time will be needed to re-orient returning teachers and provide additional support to teachers who are screening for the first time. When the fall SRSS-IE screening is conducted, we encourage Site-level Screening Coordinators to bring school staff together either for an initial training for any updates to the screener, to provide technical support, and to ask any clarifying questions. As teachers become familiar with the SRSS-IE screening procedures, subsequent screenings can be conducted at grade level meetings or even individually.

Screening protocols or tip sheets can be shared with the teachers with reminders on the key points on how to conduct the screening (Oakes et al., 2017).

Tips for administering the SRSS-IE

SRSS-IE SCREENING PROCESS REMINDERS

- ✓ 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.

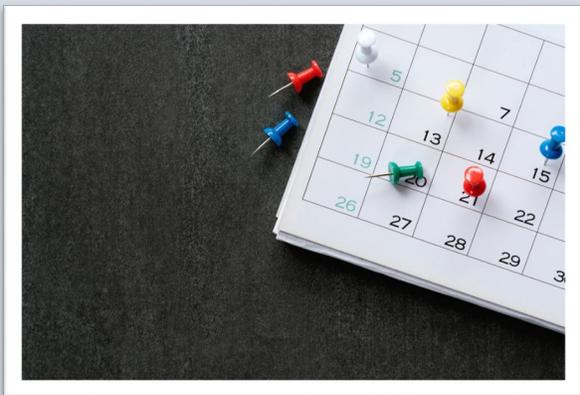
The [Systematic Screening Protocol: Site-Level Preparation Protocol](#) includes process reminders that can be shared with educators to support consistent screening practices. The table above can be found within this protocol.

Prior to the close of the two-week screening window, the District-Level Screening Coordinator will work with the Site-Level Screening Coordinator to ensure each student in each school has been screened and if the student was enrolled the 30 days prior to the screening window. If a student was not enrolled for 30 days, they would be screened at the next screening time point. They will also check the SRSS-IE data to confirm there are no missing data and no changes were made to the screener itself. This is an important task as sometimes the last few items are missed if the computer screen does not feature the full tool (requiring people to

scroll to the right). In rare case, some people have accidentally changed the scale or deleted an item.

Tip:

Provide time during the duty day for staff to complete the screener.



Advice from the field:

“You know, we're going to set aside time during paid staff duty time for teachers to do it [complete screener]. And that's, you've just got to. If it's important, and it is, you've got to make that happen. And that's all that's done during that meeting.”

- Elementary teacher, Ci3T Leadership Team member

Site-Level Screening Coordinator

At the site-level, the leadership team will identify at least two team members who will lead the screening coordination as the Site-Level Screening Coordinator(s). Qualifications and skills are the same as the District-Level Screening Coordinator. School counselors, social workers, or a behavior specialist may be a good fit for this role. Below is a list of qualifications the leadership team should consider:

- Knowledge of a Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention or other tiered system of support
- Knowledge of applied behavior analytic principles as applied to each level of prevention
- Understanding of why systematic screening data are important to be collected and analyzed within a three-tiered systems model
- Knowledge of District Data Systems

- Experience using spreadsheets (e.g., Microsoft Excel,)
- Effective organizational skills, especially as it relates to organizing digital folders and managing sharing permissions/staff access
- Effective communication skills
- Engagement in initial and continued professional learning on systematic screening and the SRSS-IE with District-Level Screening Coordinator

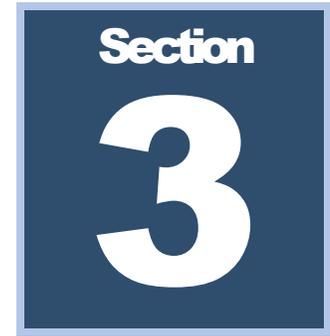
A key responsibility for the Site-Level Screening Coordinator is to work closely with the District-Level Screening Coordinator. The relationship between the two levels of coordinators is to provide a systemic approach to collect accurate screening data that provides a true picture of the effectiveness of tiered supports and to identify system and student needs. Training occurs annually for any updates to the SRSS-IE screener and to ensure any changes that have occurred in the district related to screening is communicated.

The Site-Level Screening Coordinator will then train Site-Level Leadership teams at their school, and they will take the lead to train staff on the SRSS-IE. In addition, the Site-Level Screening Coordinator checks for accuracy of the SRSS-IE files when received from the district. They support teachers with conducting the screening and answering any clarifying questions. Upon completion of the screening, the Site-Level Screening Coordinator checks each file to ensure every student in the building has been screened, and there are not any missing data.

Finally, when the data are aggregated and analyzed, they work with the Site-Level Leadership teams on how to interpret the data and use it for decision-making. In optimal conditions, screening data will be accessible with other data collected as part of regular school practices (e.g., academic

screening day, attendance, office discipline referrals) to inform instruction (e.g., Tier 1 efforts, teacher-delivered, low-intensity supports, as well as Tier 2 and Tier 3 supports).



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Using SRSS-IE Screening Data

Now that each site has screened their students, the District-Level Screening Coordinator will prepare school and grade level reports. These reports are shared in an aggregated format and in a timely manner with the Site-Level Screening Coordinator for leadership teams to make system and student data-based decisions. Student-level data should also be accessible to those responsible for data-informed instructional decisions. When student level data are shared, only subscale scores are shared (e.g., internalizing and externalizing scores) and not any of the individual items scores. Item level data (individual items scores) are not used for instruction. The summed scores for each subscale are used to establish risk scores: low, moderate, and high. Specifically, the level of risk associated with the subscale score is based on all the items combined together for the SRSS-IE Internalizing subscale score and for the SRSS-IE Externalizing subscale score.

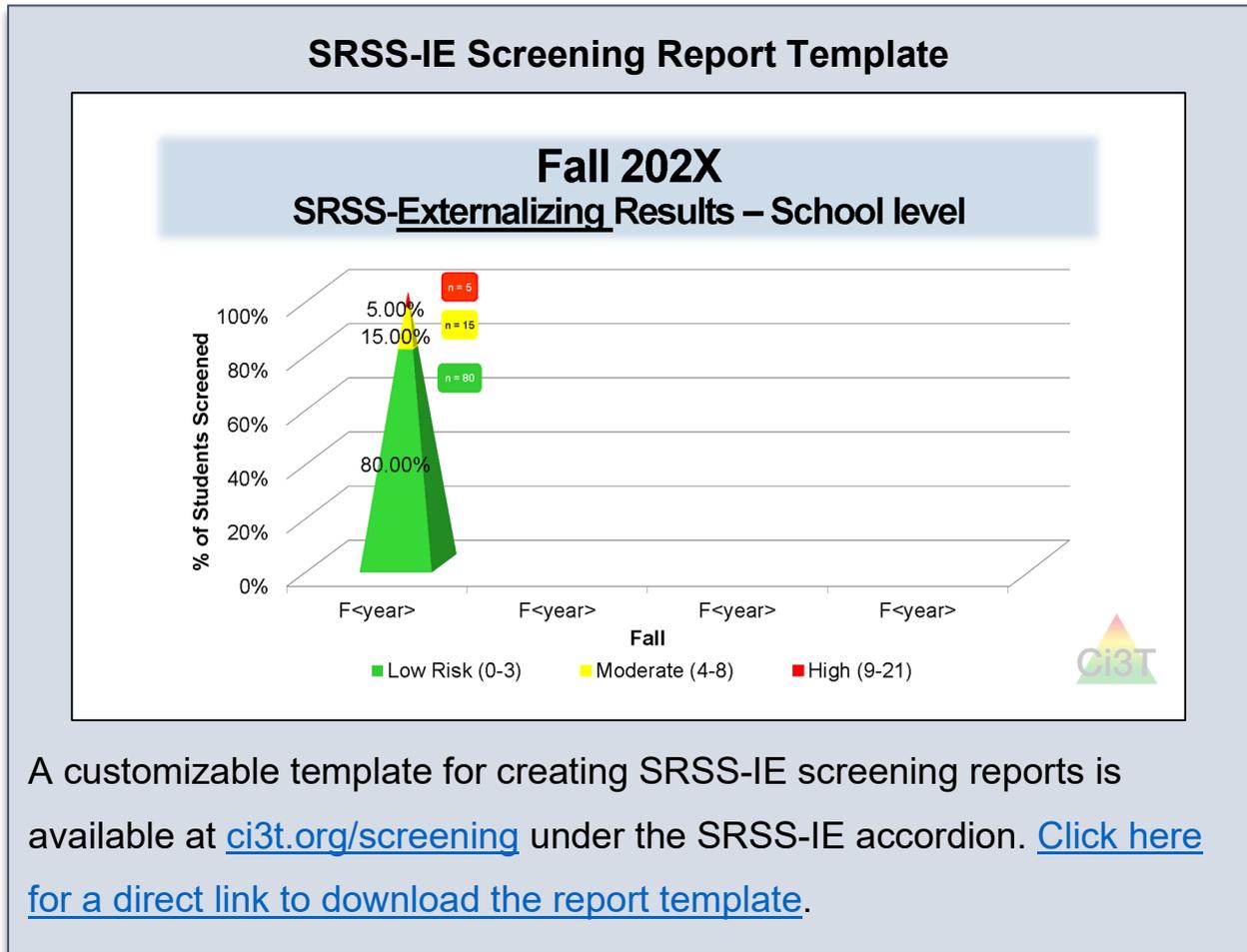
When student level data are shared, only subscale scores are shared (e.g., internalizing and externalizing scores) and not any of the individual items scores.

Decisions should not be made with any of the individual item scores. For example, creating a “cheating” intervention with the counselor for students who were rated a “3” for that item is not an appropriate use of the screening data. These specific items reflect specific behaviors that, if occurring together and to a high enough degree, suggest a “soft sign” of a concern. The summed subscale scores predict important outcomes for students and give educators an indication of who might have higher than average levels of internalizing and/or externalizing behavior patterns.

In other words, the SRSS-IE is designed to assess whether high-risk behaviors occur together and to a sufficient degree to warrant intervention – not to identify specific behaviors of concern. Thus, the individual items work together to contribute to the subscale scores which are used to make decisions about whether a student may require more than Tier 1 has to offer, and in some instances a Tier 2 or Tier 3 intervention. If additional information is warranted, parent consent may be requested to conduct further assessments.

It is recommended that within a few days of the end of each screening window, teachers have access to the student externalizing and internalizing scores in their data-management system. Ideally, reports are distributed within a week to Site-Level Leadership Teams (e.g., Ci3T Leadership Teams) and principals. It would be beneficial if the District-Level and Site-Level Screening Coordinators met prior to the leadership teams reviewing the data. This could allow for more in-depth coaching support to leadership teams from their Site-Level Screening Coordinator on how to interpret the data and make decisions that will impact the school system and student level systems in a more efficient manner. For schools and districts implementing Ci3T, they will have Ci3T implementation

manuals with the full scope of offerings at each level of prevention – including Secondary (Tier 2) and Tertiary (Tier 3) Intervention Grids.



Using Screening Data to Inform Primary (Tier 1) Prevention Efforts

As mentioned previously, aggregated school-wide and grade level SRSS-IE data will inform site-level leadership teams on their primary (Tier 1) prevention efforts. For example, school-site teams will look to see if they have 80% or more of students are in the low-risk category. This is a possible indicator that Tier 1 as currently implemented is sufficient to meet the needs of most students. It would be important to also review treatment integrity data of Tier 1 practices to examine implementation efforts explicitly. If less than 80% of students are rated in the low-risk category, the

leadership team may begin by seeking ways to enhance Tier 1 implementation (e.g., increasing treatment integrity, or the extent to which Tier 1 implemented as planned). For example, the team may focus their efforts on increasing the use of teacher-delivered, low-intensity strategies for increasing engagement decreasing challenging behaviors (Oakes et al., 2017). If school leadership teams begin connecting students to Tiers 2 and 3 when large proportions of students are at moderate risk, they may find their Tier 2 resources overextended. In this case, they may be better served by addressing these needs through coaching and refinement of Tier 1 practices, which may provide a more efficient way to address higher levels of need throughout the school.

Tip:

Prioritize time to examine data for decision making as a Ci3T Leadership Team, in grade or department level teams, and at the teacher level.



Advice from the field:

“If we're doing it, we're going to do data analysis. So that's kind of like, if we're going to do this data, we're going to pull the data, we're going to set aside some time to analyze that data.”

-Count-level Tiered Systems of Support Specialist

Using Screening Data to Inform Use of Low-Intensity Strategies

After examining the overall level of risk in a building, the next step is to examine data at the classroom- or educator-level. To do this, school leadership teams may look at screening reports prepared by the District and/or Site-level Screening Coordinators. Or, educators may fill out the SRSS-IE Screening Results Worksheet, which quickly illustrates the

proportion of students within their class at each risk level across internalizing and externalizing behaviors ([click here to access the elementary-aged version of the SRSS-IE Screening Results Worksheet](#); [click here to access the secondary version of the SRSS-IE Screening Results Worksheet](#); both worksheets available at ci3t.org/screening).

SRSS-IE screening data can inform decisions regarding which classrooms may need additional support based on whether there is a higher percentage of students in a class scoring in the moderate- or high-risk categories. For example, if a seventh-grade teacher notices their fifth-period class has more than 20% of students scoring in the moderate- or high-risk categories for externalizing behaviors, the teacher might adjust their instruction by increasing students' opportunities to respond using a combination of group and individual responding paired with behavior specific praise. To accomplish this, school leaders may provide professional learning to support use of this strategy, or other teacher-delivered, low-intensity strategies.

A full listing of these strategies includes active supervision, behavior-specific praise, high-probability requests, instructional choice, instructional feedback, opportunities to respond, and precorrection. These strategies are an efficient and effective approach to increase student engagement and to decrease student disruptions. By focusing on providing professional learning to assist educators in using these strategies with high



Professional Learning

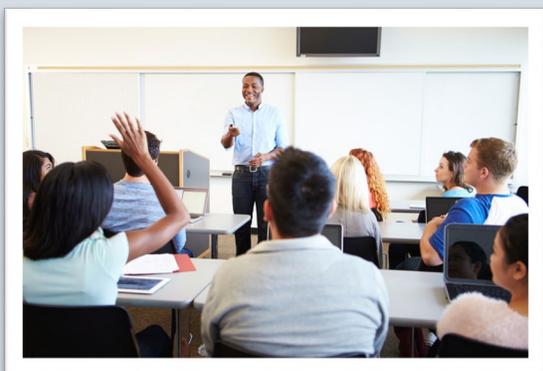
- Active Supervision +
- Behavior Contracts +
- Behavior Education Program (BEP)/ Check In- Check Out (CICO) +
- Behavior-Specific Praise (BSP) +
- Direct Behavior Rating (DBR) +
- High-P Request Sequence (HIGH-P) +
- Instructional Choice +
- Instructional Feedback +
- Opportunities to Respond (OTR) +
- Precorrection +
- Repeated Readings +
- Self-Monitoring +
- Self-Regulated Strategies Development (SRSD) For Writing +
- Tier 3: Individual De-Escalation Support Plan for Managing the Acting Out Cycle +

Visit ci3t.org/pl for information and resources regarding use of low-intensity strategies.

levels of treatment integrity, it is possible to reduce the proportion of students at elevated behavioral risk. This provides an alternative approach to attempting to connect a large percentage of students (e.g., <20%) to Tier 2 and Tier 3 supports, which could overwhelm a school's capacity to provide more intensive supports.

Tip:

Provide targeted professional learning connected to current data to continue to develop teachers' abilities to provide specific supports and determine the level of student need.



Advice from the field:

“We timed this trauma [professional development] PD so that we had that fresh data from our most recent screening.”

- Elementary teacher, Ci3T Leadership Team member

Using Screening Data to Connect Students to Tiered Interventions

In addition to using the SRSS-IE data to inform primary (Tier 1) prevention efforts, SRSS-IE data along with other data sources can support leadership teams with determining which students might need more than Tier 1 efforts have to offer. As part of a school's Ci3T manual, Secondary (Tier 2) and Tertiary (Tier 3) Intervention Grids are available featuring evidence- and research-based strategies, practices, and programs. These additive supports provide educators and families with a transparent, equitable, and efficient process for determining student access to more intensive academic, behavior and social-emotional interventions.

The purpose of an intervention grid is to provide teams an overall view of the interventions being implemented in the school, with a description of the intervention, entrance criteria (e.g., inclusion criteria), data to monitor progress (e.g., progress monitoring data of student performance specific to the support, treatment integrity to ensure the intervention is happening as planned, and social validity data to secure stakeholders views about the goals, procedures and outcomes) as well as exit criteria (e.g., to indicate when this intervention is no longer need either because the goals were accomplished or if an alternative support is necessary).

Example Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Direct Behavior Rating (DBR) or Daily Behavior Report Card (DBRC)	DBR is typically completed daily following specified observation period(s) (e.g., math intervention; ELA core instruction). The most appropriate rater is a person who can directly observe the student during the observation period, typically the teacher. DBR is used to monitor specific behaviors identified as relevant for the student and setting. For example, many DBRs monitor academic engagement, respect, and disruption as core school-based behavioral competencies, and may adapt or add a behavior based on the student's specific needs. After each observation period, the rater uses the provided scale to indicate the degree to which the student displayed each behavior. When used as part of a Tier 2 intervention, the rater reminds the students of the expected behaviors prior beginning the observation. At the conclusion of each observation, the rater uses the provided scale to indicate the degree to which the student displayed each behavior. The rater meets briefly with the student to share the DBR rating, providing behavior specific praise and instructional feedback. Home-school communication procedures may be established (e.g., information is shared with parent/caregiver daily, with return acknowledgement and possible home consequences).	Behavior <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) and/or <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) AND <input type="checkbox"/> Evidence of teacher implementation of C13T primary (Tier 1) plan [treatment integrity: direct observation] AND <input type="checkbox"/> Parent permission, in accordance with district policy	Student measures <ul style="list-style-type: none"> • Direct Behavior Rating (DBR; daily) Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: DBR Student Social Validity form/interview Treatment integrity <ul style="list-style-type: none"> • DBR treatment integrity measure 	<input type="checkbox"/> Student goals met for 10-12 weeks (team review of progress to determine) <input type="checkbox"/> SRSS-E7 and I5 scores are in the low risk category

A blueprint for creating Secondary (Tier 2) Intervention Grids is available at ci3t.org/building.

There are two sets of intervention grids: Secondary (Tier 2) Intervention grids and Tertiary (Tier 3) Intervention Grids being offered at the school or district. These intervention grids act as a guide for teams to systematically place students in the right intervention with the right intensity. If a school's SRSS-IE screening data show a need to address a particular skill deficit for several students, and the school does not have an intervention in place to address that need, then the data can be used to assist the team with identifying and advocating for professional development or the purchase of resources that could address that skill.

Using Screening Data with other Data Sources

In addition to SRSS-IE screening data, additional data sources are gathered and analyzed together to provide a more comprehensive view of the Tier 1 prevention system and Tier 2 and Tier 3 supports. These data should be used together for making informed, equitable decisions. Using multiple data sources helps leadership teams to be better informed about the effectiveness of their prevention efforts across all three tiers, to identify whether the interventions being implemented are improving student outcomes, and to ensure students have equitable access to interventions.

Research shows SRSS-IE scores predict important student outcomes at the elementary, middle, and high school levels. For example, fall SRSS-IE scores can predict the likelihood of end of the year in-school suspensions, discipline referrals, and course failures (Lane, et al., 2019). Using multiple data points with the SRSS-IE screening scores will assist teams with timely implementation of academic, behavioral, and social supports and interventions to change the trajectory of those students who have been rated with a higher level of risk. This in turn will allow schools to

earn back resources – including time, by virtue of having to address fewer behavioral challenges – and shift those resources to addressing other needs.

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Section
4

Concluding Thoughts

Thank you for your time spent reviewing this training manual. More importantly, thank you for your commitment to support students with diverse learning needs, including those at-risk for internalizing and externalizing behavioral challenges. Systematic screening represents a critically important school practice for implementing tiered systems such as Ci3T models of prevention. Such systems provide a systematic approach to preventing and respond to academic, behavioral, and social challenges. Your efforts to install and support screening in your school or district will ensure educators and school leaders have access to the information they need to connect students to supports at the earliest sign of concern.

We encourage you to continue your learning by checking ci3t.org/screening for updates. As we learn new lessons about the reliability, validity, and use of the SRSS-IE, we will continue to develop and update resources to ensure up-to-date information is available. Additionally, if you have questions or are seeking guidance, Ci3T Trainers and Coaches Calls are offered monthly. You can sign up to participate in these opportunities at ci3t.org/pl. Thank you again for your dedication to supporting all students!

Glossary

District-Level Leadership Team: A leadership team comprised of a represented sample of staff at the district level. Members on this team can also be representatives from the Site-Level Leadership Team. This team is responsible for implementing a comprehensive, three-tiered model across the district as a whole and to allocate resources where needed.

District-Level Screening Coordinator: District-Level Team member(s) identified to lead the installation and use of the SRSS-IE across the district. They are also responsible for keeping current on the literature related to the SRSS-IE and training the Site-Level Screening Coordinator.

Site-Level Leadership Team: A leadership team comprised of a represented sample of staff at the school site-level. This team is responsible for implementing a comprehensive, three-tiered model to support instruction, staff, and students.

Site-Level Screening Coordinator: Site-Level Leadership Team member(s) identified to coordinate with the District-Level Screening Coordinator and to lead the installation and use of the SRSS-IE specific to their school. This person will be responsible for training staff on how to use the SRSS-IE, checking for data collection accuracy before and after the teacher rating, supporting teachers during the rating, and ensuring all students are screened within the window of time (fall, winter, and spring timepoints).

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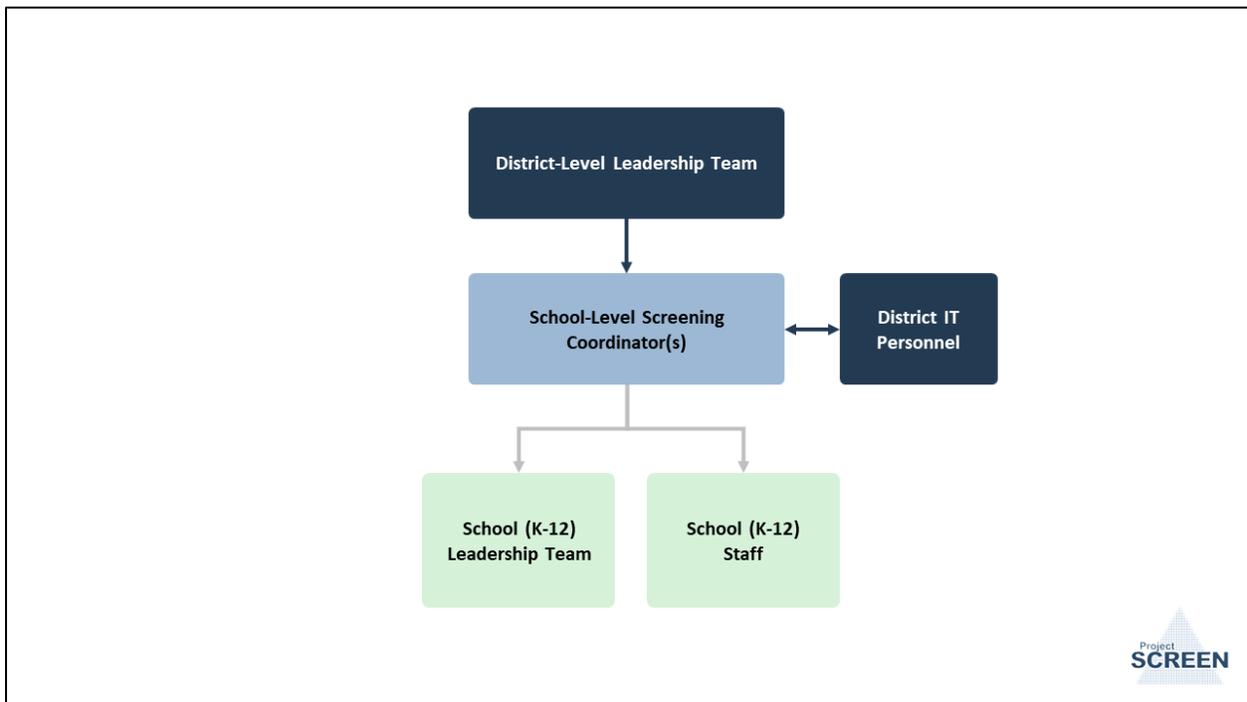
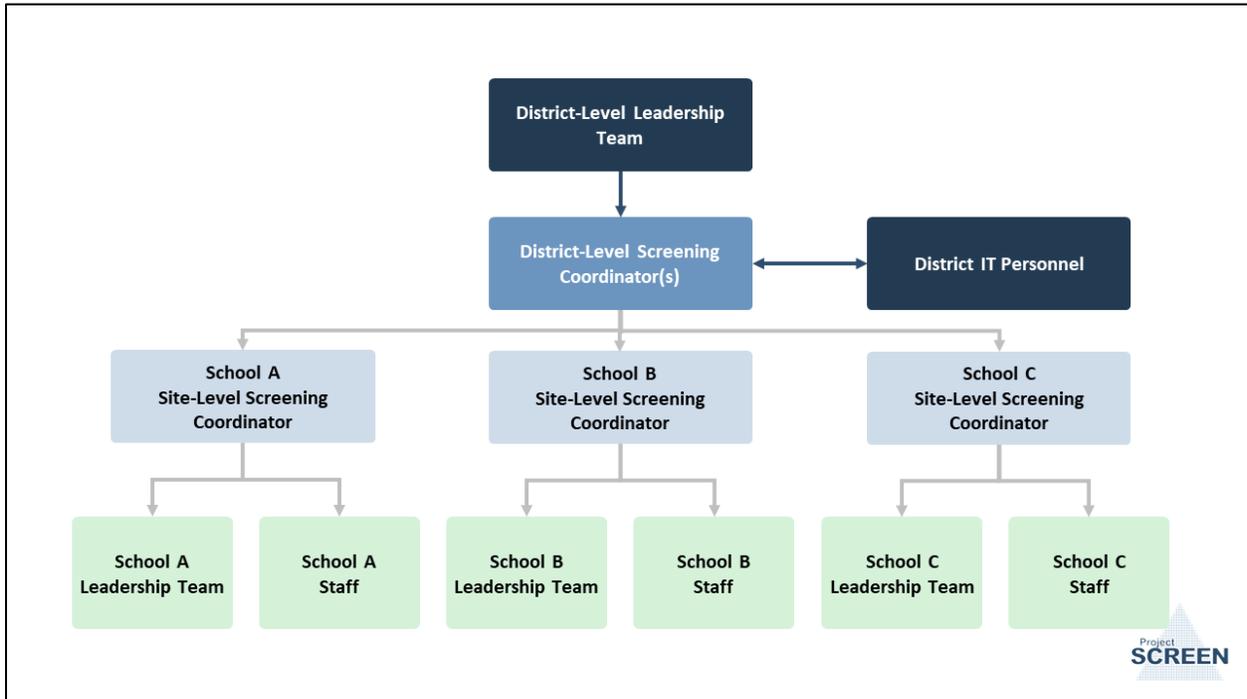
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Appendix

Example Organizational Charts



[Click here to download the Organizational Chart Template \(PowerPoint\)](#)