

What's New in Systematic Screening with the SRSS-IE? A Focus on Logistics

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Comprehensive, Integrated,
Three-Tiered Model of Prevention

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Agenda

1. What is the SRSS-IE? A Brief Introduction
2. What's new in SRSS-IE research?
3. What new resources exist to support screening using the SRSS-IE?
4. What's next for the SRSS-IE?



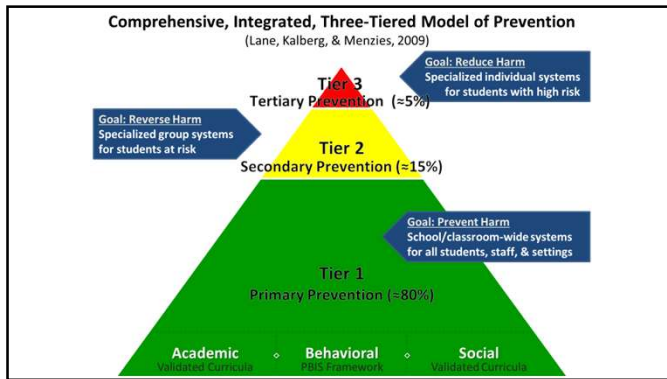
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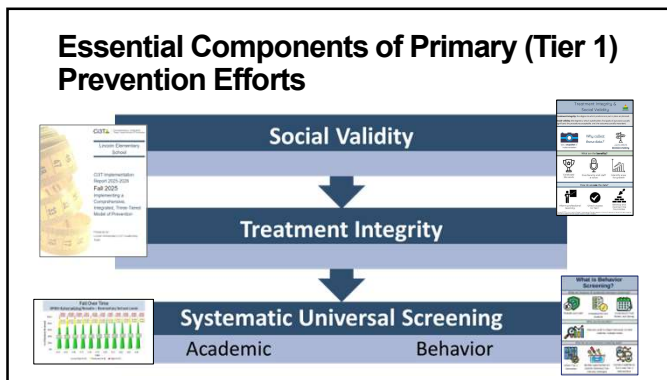
What is the SRSS-IE?

A Brief Introduction

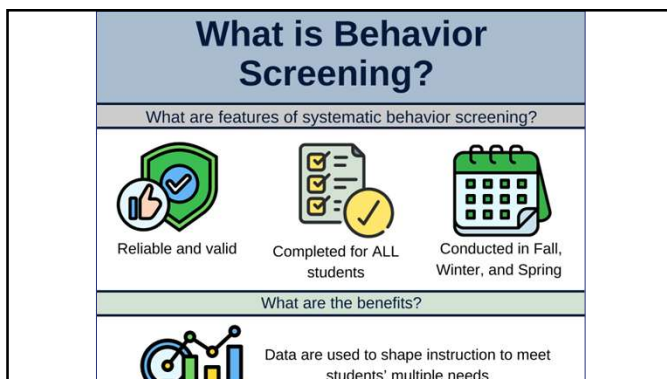
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students winter, and Spring

What are the benefits?

Data are used to shape instruction to meet students' multiple needs

How do we use behavior screening data?

Inform Tier 1 Instruction

Identify opportunities for teacher-delivered, low-intensity strategies

Connect students to Tier 2 and Tier 3 interventions

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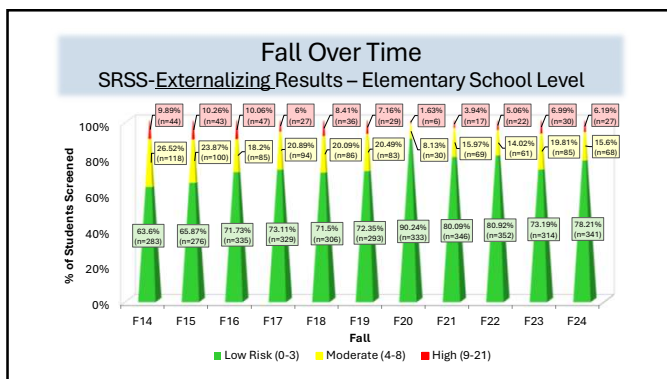
SRSS-IE 12: Cut Scores

Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

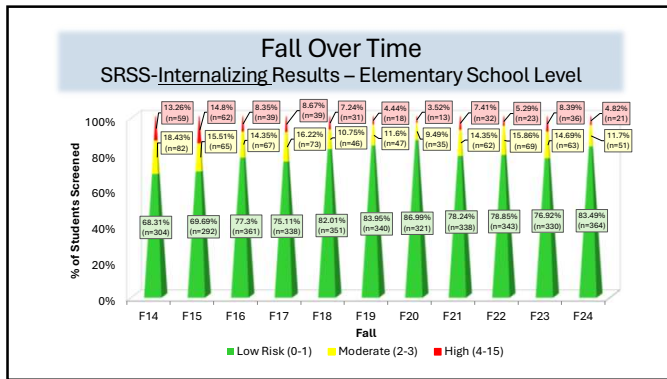
Elementary School Level:
 Lane, K. L., Colles, W. F., Swonger, E. D., Schatschneider, C., Mendez, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders*, 40, 159-170.

Middle and High School Level:
 Lane, K. L., Colles, W. F., Cartwright, E. D., Schatschneider, C., Mendez, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders*, 42(1), 27-1-284.

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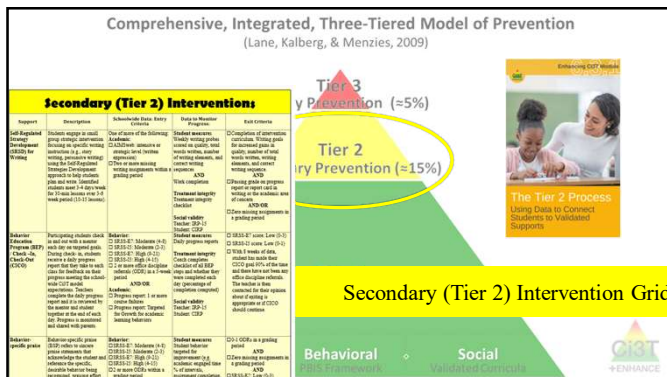
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Examining Multiple Sources of Data

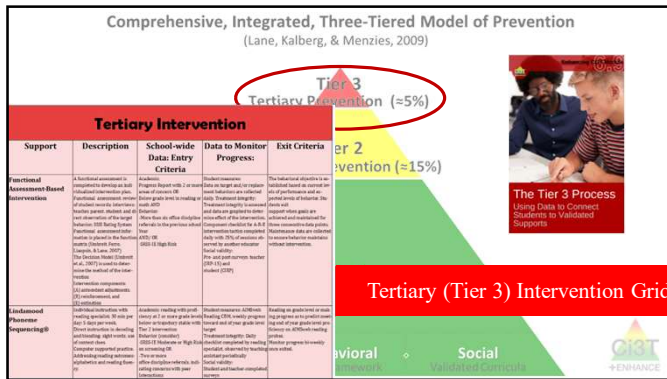
Teacher Name	Date	1 Average or Above	2 Below Average	3 Well Below Average	4-6 Moderate	7-9 High	10-12 High	13-15 High	Total Days Absent
Teacher Name	Date	1 Average or Above	2 Below Average	3 Well Below Average	4-6 Moderate	7-9 High	10-12 High	13-15 High	Total Days Absent
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS-ES Behavior	SRSS-IS Internalizing	ODR			
Alley, Allison	2010	1	1	1	1	0	0	0	0
Alley, Allison	2011	1	1	1	1	0	0	0	0
Alley, Allison	2012	1	1	1	1	0	0	0	0
Alley, Allison	2013	1	1	1	1	0	0	0	0
Alley, Allison	2014	1	1	1	1	0	0	0	0
Alley, Allison	2015	1	1	1	1	0	0	0	0
Alley, Allison	2016	1	1	1	1	0	0	0	0
Alley, Allison	2017	1	1	1	1	0	0	0	0
Alley, Allison	2018	1	1	1	1	0	0	0	0
Alley, Allison	2019	1	1	1	1	0	0	0	0
Alley, Allison	2020	1	1	1	1	0	0	0	0
Alley, Allison	2021	1	1	1	1	0	0	0	0
Alley, Allison	2022	1	1	1	1	0	0	0	0
Alley, Allison	2023	1	1	1	1	0	0	0	0
Alley, Allison	2024	1	1	1	1	0	0	0	0
Alley, Allison	2025	1	1	1	1	0	0	0	0

Lane, K. L., Menzies, H. M., Ehlers, R. P., & Dadds, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies*. Guilford Press.

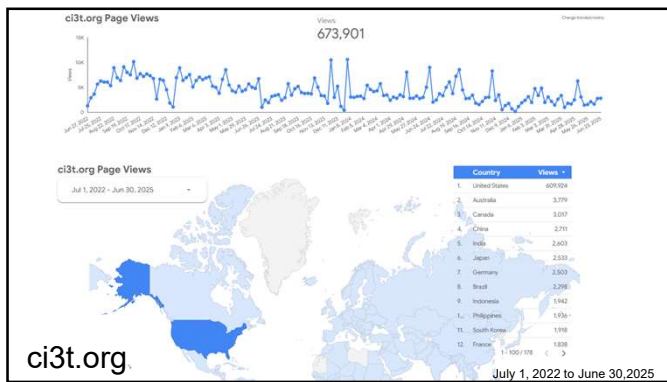
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What is new in SRSS-IE research?

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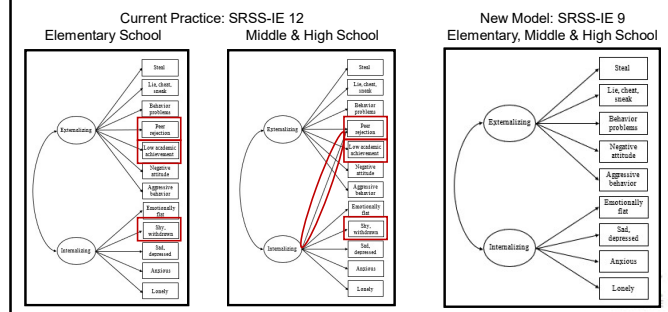
The Latest in SRSS-IE Inquiry

1. Examine measurement models
2. Assess measurement invariance across groups and time
3. Estimate predictive validity of key outcomes
 - a. Latent variable scores
 - b. Subscales scores (raw total)



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Confirmatory Factor Analysis

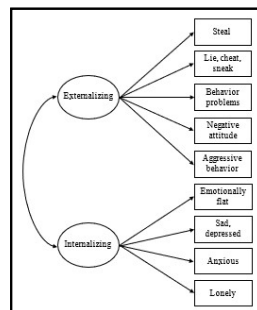


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Measurement Invariance

Established strict invariance across groups & time suggesting the SRSS-IE functions in the same way for these groups of students:

- Male & Female
- White & Students of Color
- White & Black
- Hispanic & non-Hispanic
- Sped & non-Sped
- Overtime: Fall – Winter – Spring



Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Rumrime, R., Sherod, R., Cheng, C., Jones, J., Cartwright, E., & Crittenden, M. (2023). Examination of the factor structure and measurement invariance of the SRSS-IE. *Remedial and Special Education*, 48(3), 152-172. <https://doi.org/10.1177/07419326231193147>



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SRSS-IE 9

• Items retained

◦ Externalizing

- Steal
- Lie, cheat, sneak
- Behavior problems
- Negative attitude
- Aggressive behavior

◦ Internalizing

- Emotionally flat
- Sad, depressed
- Anxious
- Lonely

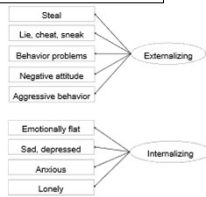


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SRSS-IE 9 Predictive Validity

Elementary School

24,535 students in grades K-6
64 schools in 4 geographic regions



Predictor	Outcome	Elementary School	
		SRSS-IE 9	SRSS-IE 12
		Latent	Subscale
Externalizing	ODRs		
	Suspensions		
	Nurse Visits		
	Reading		
	Math		
	Course Failures		
Internalizing	SPED Referrals		
	ODRs		
	Suspensions		0.0011
	Nurse Visits		
	Reading		
	Math		
	Course Failures		
	SPED Referrals		

Green shading indicates the predictive relationship was statistically significant at $p \leq .0001$.

Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Chang, C., & Cantwell, E. D. (2024). Additional evidence of predictive validity of SRSS-IE scores with elementary students. *Behavioral Disorders*, 49(3), 189-204. <https://doi.org/10.1177/01967429231222859>

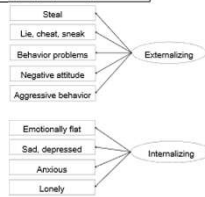


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SRSS-IE 9 Predictive Validity

Middle School

11,773 students in grades 6-8
4 geographic regions



Predictor	Outcome	Middle School	
		SRSS-IE 9	SRSS-IE 12
		Latent	Subscale
Externalizing	ODRs		
	Suspensions		0.0250
	Nurse Visits		
	Reading		
	Math		
	Course Failures		
Internalizing	SPED Referrals	0.0010	0.001
	ODRs		
	Suspensions		
	Nurse Visits	0.0200	0.3100
	Reading		0.2560
	Math		
	Course Failures		
	SPED Referrals		

Green shading indicates the predictive relationship was statistically significant at $p \leq .0001$. Gray indicates a test was not conducted.

Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Cantwell, E. D. & Chang, C. (2024). New evidence of predictive validity of SRSS-IE scores with middle and high school students. *Frontiers in Education*, 8, 1251063. <https://doi.org/10.3389/educ.2023.1251063>

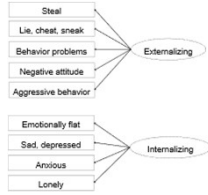


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SRSS-IE 9 Predictive Validity

High School

7,244 students in grades 9-12
3 geographic regions



Predictor	Outcome	High School		
		SRSS-IE 9	SRSS-IE 12	
		Latent	Subscale	Subscale
Externalizing	ODRs			
	Suspensions			
	Nurse Visits			
	Reading			
	Math			
	Course Failures			
Internalizing	SPED Referrals	0.3150	0.3090	0.1360
	ODRs	0.0010	0.0010	
	Suspensions			
	Nurse Visits	0.0010	0.0010	
	Reading			
	Math			
	Course Failures	0.0540	0.0210	0.0430
	SPED Referrals			

Green shading indicates the predictive relationship was statistically significant at $p \leq .0001$. Gray indicates a test was not conducted.



Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Cantwell, E. D. & Chang, C. (2024). New evidence of predictive validity of SRSS-IE scores with middle and high school students. *Frontiers in Education*, 9, 1251065. <https://doi.org/10.3389/feduc.2023.1251065>

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SRSS-E5

Cut Scores

Externalizing Cut Scores for Middle and High School

- Re-analysis using SRSS-IE 9 (E5 items) using data from a previous paper (Lane, Oakes, Swogger et al., 2015)
- Used Teacher Report Form (TRF) data as criterion measure

Dimension	Low vs. Borderline or Clinical	Low or Borderline vs. Clinical
Elementary		
Cut score	0-1	≥ 4
Sensitivity	.857	.769
Specificity	.881	.859
Classification Accuracy	87.4%	84.6%
Secondary		
Cut score	0-4	≥ 7
Sensitivity	.878	.741
Specificity	.837	.940
Classification Accuracy	84.6%	91.6%



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SRSS-I4

Cut Scores

Internalizing Cut Scores for Middle and High School

- Re-analysis using SRSS-IE 9 (E5 items) using data from a previous paper (Lane, Oakes, Swogger et al., 2015)
- Used Teacher Report Form (TRF) data as criterion measure

Dimension	Low vs. Borderline or Clinical	Low or Borderline vs. Clinical
Elementary		
Cut score	0-1	≥ 3
Sensitivity	.703	.593
Specificity	.848	.878
Classification Accuracy	81.7%	83.4%
Secondary		
Cut score	0-2	≥ 4
Sensitivity	.829	.663
Specificity	.785	.883
Classification Accuracy	79.3%	83.4%



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SRSS-IE9 Cut Scores & Risk Categories

Risk Level	Elementary			
	SRSS-IE 12		SRSS-IE 9	
	SRSS-E7 Externalizing	SRSS-I5 Internalizing	SRSS-E5 Externalizing	SRSS-I4 Internalizing
Low	0-3	0-1	0-1	0-1
Moderate	4-8	2-3	2-3	2
High	9-21	4-15	4-15	3-12

Risk Level	Secondary			
	SRSS-IE 12		SRSS-IE 9	
	SRSS-E7 Externalizing	SRSS-I5 Internalizing	SRSS-E5 Externalizing	SRSS-I4 Internalizing
Low	0-3	0-3	0-4	0-2
Moderate	4-8	4-5	5-6	3
High	9-21	6-18	7-15	4-12



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What new resources exist to support screening using the SRSS-IE?

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Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE) Elementary | Drummond, 1994; Lane & Menzies, 2009

Screening directions: Use the below scale to rate each item for each student.

START HERE: Please fill out red shaded fields below prior to screening

Key:
 SRSS-E = Externalizing
 SRSS-I = Internalizing (shaded items)
 SRSS-IE = Full Scale
 Yellow = Moderate Risk (use a single item)
 *SRSS-IE full scale not recommended for students scoring at this level.

Item	Teacher Name	Student Name	Student ID	Count	SRSS-E7	SRSS-I5	SRSS-E5	SRSS-I4	SRSS-IE9	SRSS-IE12
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
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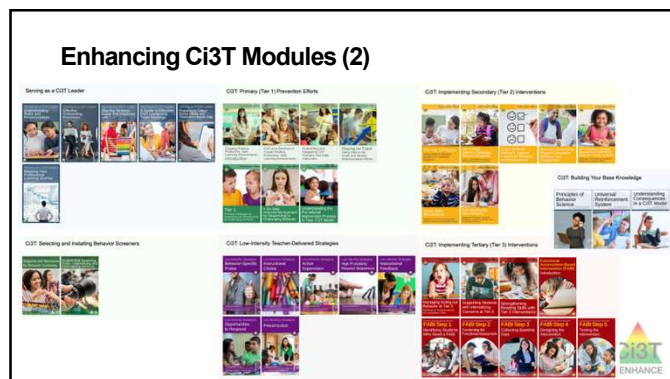


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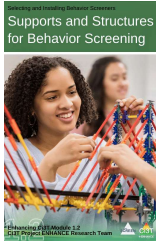
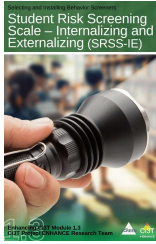
[illegible]

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[illegible]

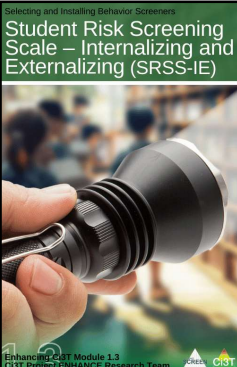
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Systematic Screening Resources



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

How to Use the SRSS-IE

The SRSS-IE is a screening tool for internalizing and externalizing behaviors. It is used to identify students who may be at risk for these behaviors. The SRSS-IE is a 25-item scale that is completed by a teacher or parent. The SRSS-IE is a 25-item scale that is completed by a teacher or parent. The SRSS-IE is a 25-item scale that is completed by a teacher or parent.

Scoring the SRSS-IE

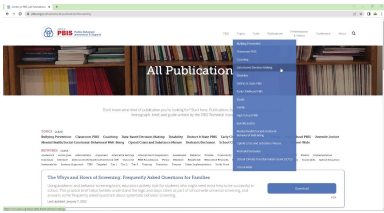
The SRSS-IE is scored by adding up the number of items that are checked. The SRSS-IE is scored by adding up the number of items that are checked. The SRSS-IE is scored by adding up the number of items that are checked.

Item	Response	Score
1. Does the student have any of the following symptoms?	Yes/No	1/0
2. Does the student have any of the following symptoms?	Yes/No	1/0
3. Does the student have any of the following symptoms?	Yes/No	1/0
4. Does the student have any of the following symptoms?	Yes/No	1/0
5. Does the student have any of the following symptoms?	Yes/No	1/0
6. Does the student have any of the following symptoms?	Yes/No	1/0
7. Does the student have any of the following symptoms?	Yes/No	1/0
8. Does the student have any of the following symptoms?	Yes/No	1/0
9. Does the student have any of the following symptoms?	Yes/No	1/0
10. Does the student have any of the following symptoms?	Yes/No	1/0
11. Does the student have any of the following symptoms?	Yes/No	1/0
12. Does the student have any of the following symptoms?	Yes/No	1/0
13. Does the student have any of the following symptoms?	Yes/No	1/0
14. Does the student have any of the following symptoms?	Yes/No	1/0
15. Does the student have any of the following symptoms?	Yes/No	1/0
16. Does the student have any of the following symptoms?	Yes/No	1/0
17. Does the student have any of the following symptoms?	Yes/No	1/0
18. Does the student have any of the following symptoms?	Yes/No	1/0
19. Does the student have any of the following symptoms?	Yes/No	1/0
20. Does the student have any of the following symptoms?	Yes/No	1/0
21. Does the student have any of the following symptoms?	Yes/No	1/0
22. Does the student have any of the following symptoms?	Yes/No	1/0
23. Does the student have any of the following symptoms?	Yes/No	1/0
24. Does the student have any of the following symptoms?	Yes/No	1/0
25. Does the student have any of the following symptoms?	Yes/No	1/0

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Resources for screening available on PBIS.org...







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Tips for Communicating with Your Community about Systematic Screening

Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?

This resource provides a list of presentations, videos, webinars, articles and websites that give an overview to universal screening as well as more in-depth resources that answer the what and the how.

[Download](#) [View Doc](#)



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What's next for the SRSS-IE?

Inquiry & Innovation

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Inquiry

Replication + Extension

- SRSS-IE 9 replication and extension studies
 - Implementation stages (e.g., advanced implementers)
 - Geographic regions
- Cost Analyses
 - Cost to implement screening using district-built systems
 - Cost to implement screening using commercially available screening



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Innovation (1)

Digital Platforms for Collecting and Reporting SRSS-IE Data

Growing emphasis on establishing industry partners to make the SRSS-IE more accessible, useful, and cost effective.

- o Standard Code
- o Branching Minds
- o ProactPulse
- o ...more on the way



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Innovation (2)

Digital Platforms for Collecting and Reporting SRSS-IE Data



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Innovation (3)

Digital Platforms for Collecting and Reporting SRSS-IE Data

Question ID	QID Code	QID Title	Responseable School	Answered Date	Grade	Response Category	Topic	Response	Response Date	RT	LT
	Low Risk	Low Risk	Yes	10/20	4	Black	Continuing Reader	Developmentally Appropriate 2 & 3	10	2	0
	Low Risk	Low Risk	Yes	10/20	4	Black	Continuing Reader	Developmentally Appropriate 2 & 3	10	2	0
	Medium Risk	Low Risk	Yes	10/20	4	White			10	2	0
	High Risk	Low Risk	Yes	10/20	4	White			10	2	0
	Low Risk	High Risk	Yes	10/20	4	White			10	2	0
	Low Risk	High Risk	Yes	10/20	4	White			10	2	0
	Low Risk	Low Risk	Yes	10/20	4	Hispanic/Latino	Continuing Reader	Spanish Language Proficiency	10	2	0
	Low Risk	Low Risk	Yes	10/20	4	Hispanic/Latino	Continuing Reader	Spanish Language Proficiency	10	2	0
	Medium Risk	High Risk	Yes	10/20	4	White	Continuing Reader	Developmentally Appropriate 2 & 3	10	2	0
	Medium Risk	High Risk	Yes	10/20	4	White	Continuing Reader	Developmentally Appropriate 2 & 3	10	2	0
	Low Risk	Medium Risk	Yes	10/20	1	White			10	2	0
	Medium Risk	Medium Risk	Yes	10/20	1	White			10	2	0
	Medium Risk	Medium Risk	Yes	10/20	1	Black	Extending Grade Book	Individualized Reading	10	2	0
	Medium Risk	High Risk	Yes	10/21	1	White			10	2	0
	High Risk	Medium Risk	Yes	10/21	1	Hispanic/Latino			10	2	0
	High Risk	High Risk	Yes	10/21	1	Hispanic/Latino	Continuing Reader	Developmentally Appropriate 2 & 3	10	2	0
	High Risk	High Risk	Yes	10/21	1	White			10	2	0
	Low Risk	Medium Risk	Yes	10/21	1	White			10	2	0

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Q&A

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Tag us in your Ci3T highlights, we love to see Ci3T in action!

Follow us on [Instagram](#) for updates and new resources!

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