What's new in Systematic Screening?

Mark Buckman
Rebecca Sherod
Katie Pelton
Kathleen Lynne Lane
Wendy Oakes

Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention

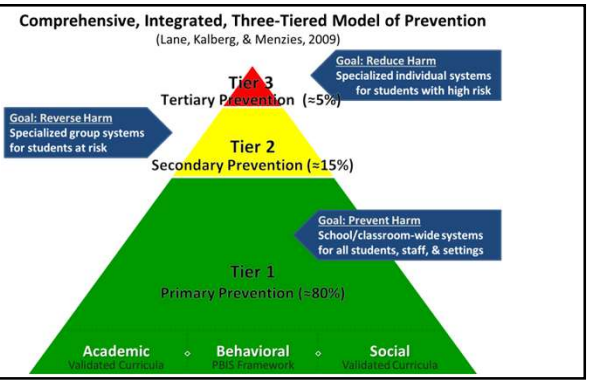
This project was funded in part by Project SCREEN (R324A190013), Project ENHANCE (IES Project Number R324N190002) and Project EPIC (USDE, OSEP Award Number: H325D220011).

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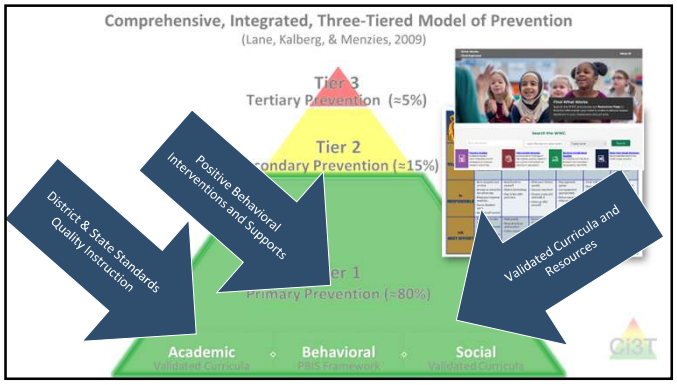
Agenda

1. Introducing the SRSS-IE: A Brief Orientation
2. Updating the Evidence Base and Looking Ahead
3. Supporting High-Quality Screening Efforts: Free Resources
4. Innovative Systems for Collecting and Using SRSS-IE Data
5. Wrapping Up + Q&A

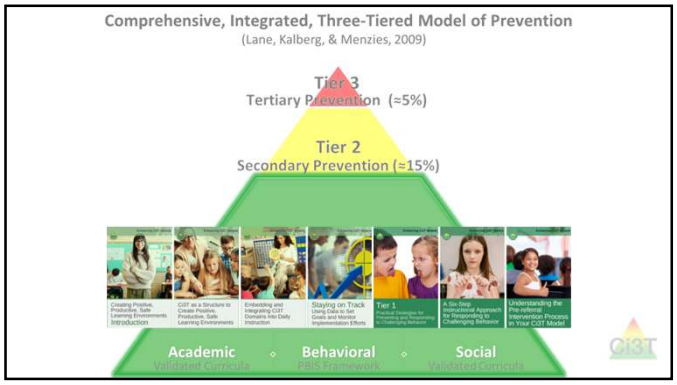
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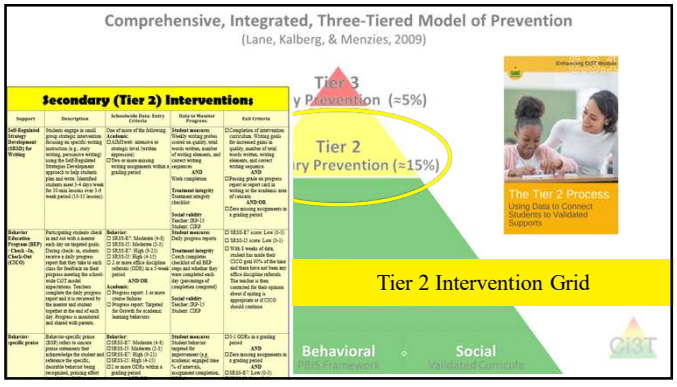
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Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
District & State Standards Quality Instruction
Positive Behavioral Interventions and Supports
Validated Curricula and Resources
Academic
Behavioral
Social
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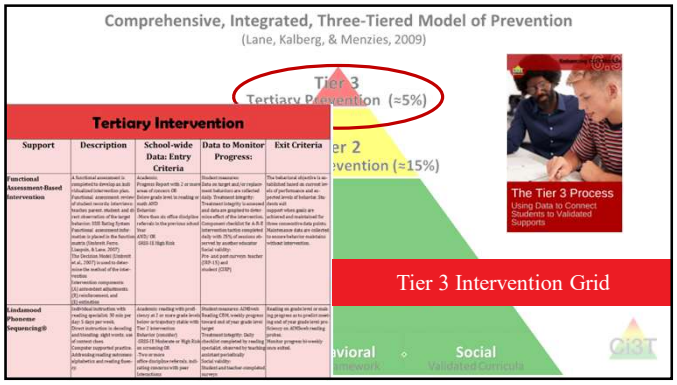
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Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
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Secondary Prevention (≈15%)
Academic
Behavioral
Social
CI3T

5


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Secondary (Tier 2) Interventions
Tier 3
Tier 2
The Tier 2 Process
Using Data to Connect Students to Validated Supports
Tier 2 Intervention Grid
Behavioral
Social
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6



7

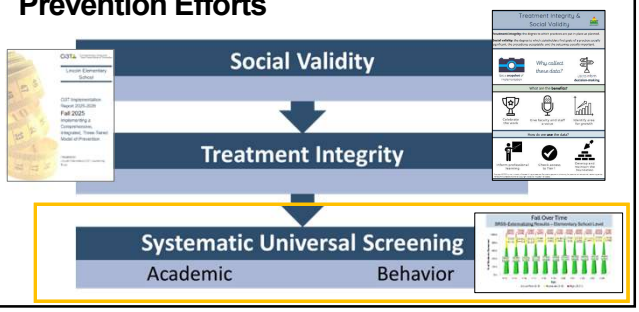
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Introducing the SRSS-IE

A Brief Orientation

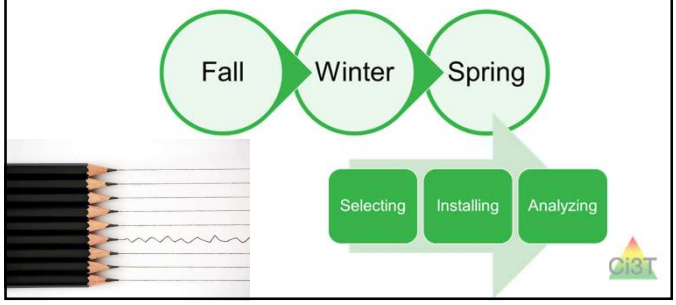
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Essential Components of Primary (Tier 1) Prevention Efforts



9

Systematic Screening … Logistics



10

What is Behavior Screening?

What are features of systematic behavior screening?


Reliable and valid


Completed for ALL students


Conducted in Fall, Winter, and Spring

What are the benefits?


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

11

What are the benefits?


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

How do we use behavior screening data?

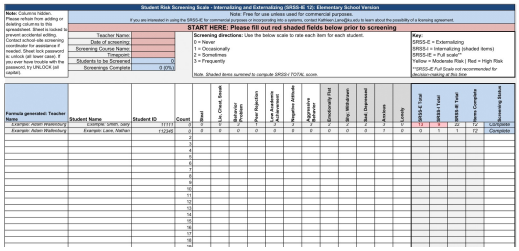

Inform Tier 1 Instruction


Identify opportunities for teacher-delivered, low-intensity strategies


Connect students to Tier 2 and Tier 3 interventions

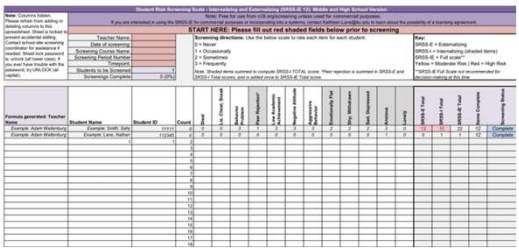
12

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



13

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



14

SRSS-IE: Cut Scores

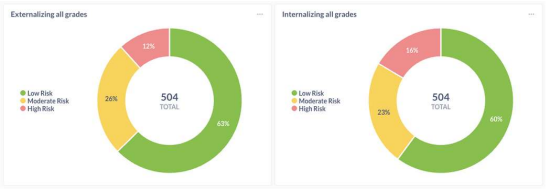
Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate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

Elementary School Level:
Lane, K. L., Oakes, W. P., Swogger, E. D., Schatschneider, C., Menzies, 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 Levels:
Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, 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), 271-284.

15

SRSS-IE Summary Data: School Level



16

SRSS-IE Summary Data: By Grade Level



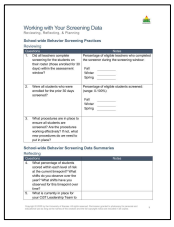
17

Reviewing Screening Data



Ci3T Leadership Teams review screening data at the following levels:

- Screening Practice
- School-wide (e.g., Tier 1 efforts)
- Grade or department (e.g., Tier 1 efforts, low-intensity strategies)
- Class level (e.g., low-intensity strategies)
- Individual student level (e.g., Tier 2 and Tier 3)



18

Sharing Systematic Screening Data



Once academic and behavior screening data are collected, data are shared at the:

- Screening Practice
- School-wide (e.g., Tier 1 efforts)
- Grade or department (e.g., Tier 1 efforts, low-intensity strategies)
- Class level (e.g., low-intensity strategies)
- Individual student level (e.g., Tier 2 and Tier 3)



19

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Updating the Evidence Base and Looking Ahead

20

Student Risk Screening Scale

A Brief History

- **1994 – Original SRSS:** Drummond developed the Student Risk Screening Scale, a seven-item teacher-completed tool to screen for externalizing behavior risk.
- **2012 – Expanded to SRSS-IE 14:** Lane and Menzies added 7 internalizing items, creating a 14-item tool to screen for both internalizing and externalizing behavior risk.
- **2013 – Evidence Supporting SRSS-IE 12:** Lane and Menzies retained five internalizing items, creating a 12-item tool to screen for both internalizing and externalizing behavior risk.
- **2024 – Evidence supporting SRSS-IE 9:** Lane et al. provided evidence supporting a briefer nine-item version—five externalizing and four internalizing items—to measure these two constructs.

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21

The Latest in SRSS-IE Inquiry

Moving toward the SRSS-IE 9

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)

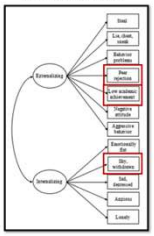
22

Confirmatory Factor Analysis

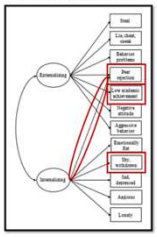
Lane et al., 2024

Current Practice: SRSS-IE 12

Elementary School

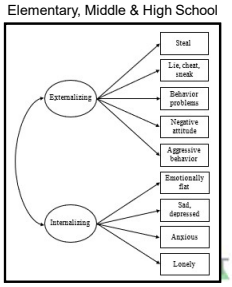


Middle & High School



New Model: SRSS-IE 9

Elementary, Middle & High School



23

Measurement Invariance

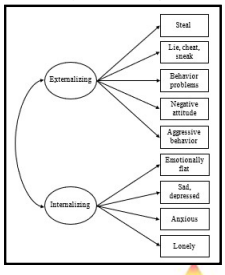
Lane et al., 2024

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

New Model: SRSS-IE 9

Elementary, Middle & High School



Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S, Fleming, K., Swinburne Romine, R., Sherod, R., Chang, C., Jones, J., Cantwell, E., & Crittenden, M. (2023). Examination of the factor structure and measurement invariance of the SRSS-IE. *Remedial and Special Education*, 45(3), 152-172. https://doi.org/10.1177/07419325231193147

24

Reliability (Internal Consistency)

Lane et al., 2024

School level	Time	Externalizing Categorical omega	Internalizing Categorical omega
Elementary	Fall	0.89	0.74
	Winter	0.89	0.74
	Spring	0.89	0.75
Middle	Fall	0.88	0.77
	Winter	0.89	0.79
	Spring	0.87	0.79
High	Fall	0.88	0.80
	Winter	0.89	0.82
	Spring	0.87	0.80

Note. Values ≥ .70 considered generally acceptable

25

SRSS-IE 9

- Items retained
  - Externalizing
    - Steal
    - Lie, cheat, sneak
    - Behavior problems
    - Negative attitude
    - Aggressive behavior
  - Internalizing
    - Emotionally flat
    - Sad, depressed
    - Anxious
    - Lonely



26



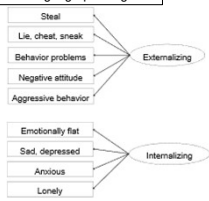
Slides with preliminary data removed…look for the final study when published!

27

SRSS-IE 9 Predictive Validity

Elementary School

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



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

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

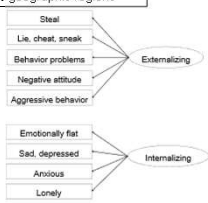
Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Chang, C., & Cantwell, E. D. (2024) Additional evidence of predictive validity of SRSS-IE scores with elementary students. *Behavioral Disorders*. 49(3), 189-204. https://doi.org/10.1177/01987429231222890

28

SRSS-IE 9 Predictive Validity

Middle School

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



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

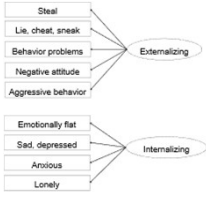
Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Cantwell, E. D & Chang, C. (2024). New evidence of predictive validity of SRSS-IE scores with middle and high school students. *Frontiers in Education*. 8:1251063. https://doi.org/10.3389/feduc.2023.1251063

29

SRSS-IE 9 Predictive Validity

High School

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



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

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/feduc.2023.1251063

30

SRSS-E5
Cut Scores

Externalizing Cut Scores

- 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%

31

SRSS-I4
Cut Scores

Internalizing Cut Scores

- Re-analysis using SRSS-IE 9 (I4 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%

32

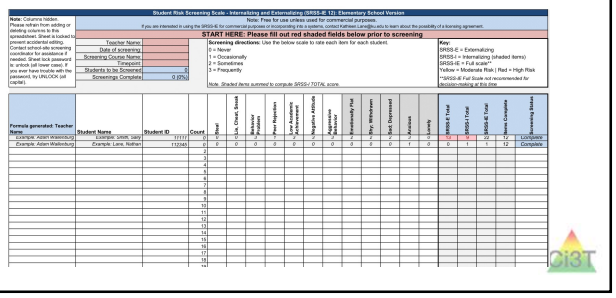
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Supporting High-Quality Screening Efforts

Free Resources

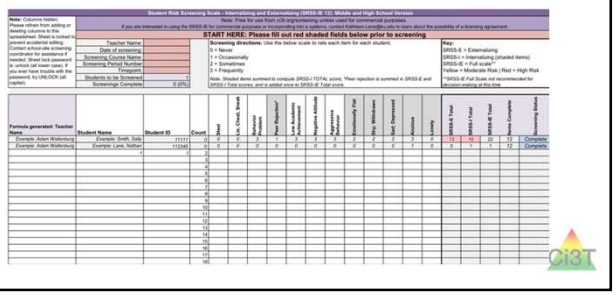
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Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)
Elementary | Drummond, 1994; Lane & Menzies, 2009



34

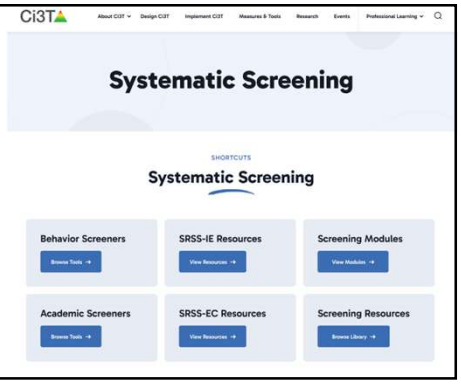
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)
Secondary | Drummond, 1994; Lane & Menzies, 2009



35

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Systematic Screening

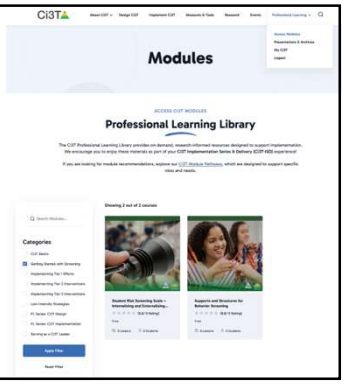
- SRSS-IE 12 Excel Version
- Screening Protocols
- Report Templates



36

ci3t.org
Ci3T Modules

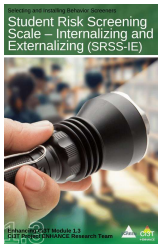
- Modules:
  - Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)
  - Supports and Structures for Behavior Screening



37

ci3t.org
Ci3T Module: SRSS-IE

- Infographics to explain screening
- Frequently Asked Questions
- Resources found elsewhere all collected in one place
  - SRSS-IE 12 Excel Version
  - Screening Protocols
  - Report Templates



38

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Briefs



- Guidance for Systematic Screening: Lessons Learned from Practitioners
- Universal Screening – Systematic Screening to Shape Instruction: Lessons Learned & Practicalities
- Systematic Screening for Behavior in Current K-12 Instructional Settings
- Selecting a Universal Behavior Screening Tool: Questions to Consider
- **The Whys and Hows of Screening: Frequently Asked Questions for Families**
- Interpreting Universal Behavior Screening Data: Questions to Consider
- Installing a Universal Behavior Screening Tool: Questions to Consider
- Psychometric Properties of Behavior Screening Tools

39

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The Whys and Hows of Screening: Frequently Asked Questions for Families

- For families and community members learning about behavior screening.
- Explains what screening is and how it helps identify students who may need additional support.
- Clarifies that teacher-completed screening does not take students away from instruction.
- Explains how screening informs support decisions and communication with families.



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40

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Innovative Systems for Collecting and Using SRSS-IE Data

41

Commercial Partners (1 of 2)

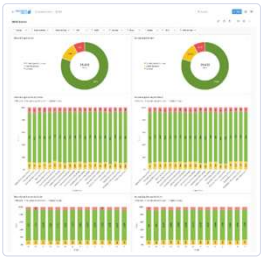




42

TAB 1 OF 3 · SCORES

District-Wide Score Distribution



19,412

students screened this window

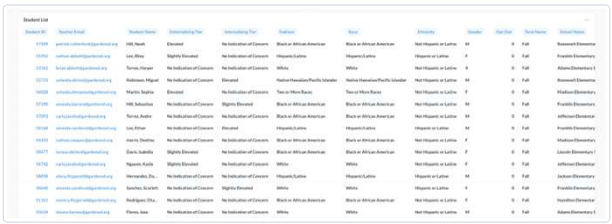
- Externalizing (referral-visible behavior): 80% low risk, 12% moderate risk, 8% high risk.
- Internalizing (invisible to referrals): 79.8% / 12.1% / 8.1% — nearly the same split as externalizing.
- That similarity is the point: internalizing risk is just as common, it's simply invisible without this scale.
- By-school and by-grade breakdowns (shown below the summary) flag which buildings or grade bands carry more high-risk cases.

SRSS-IE · Standard Education

43

TAB 1 OF 3 · SCORES — DRILL-DOWN

Student-Level Detail (Sample Data)



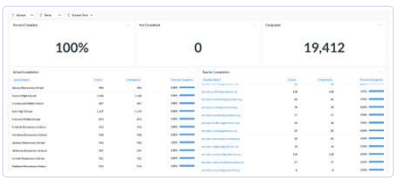
Every screened student, one row: externalizing and internalizing tier, demographic fields, school, and term — the record a counselor opens to find exactly who's high risk and follow up directly.

SRSS-IE · Standard Education

44

TAB 2 OF 3 · STATUS

Is the Screening Window Actually Done?



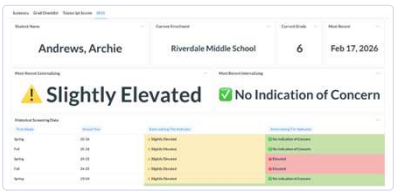
- 100% complete, 0 not completed, 19,412 completed — the full roster is screened for this window.
- School Completion breaks that down building-by-building.
- Teacher Completion goes one level deeper, to the individual educator, so nobody administering screenings gets missed.
- This is the tab an implementation lead checks daily during the screening window — before results ever get analyzed.

SRSS-IE · Standard Education

45

TAB 3 OF 3 · STUDENT HISTORY

One Student, Over Time



- Example shown: a 6th grader at Riverdale Middle School, most recently screened Feb 17, 2026.
- Most recent result: moderate-risk externalizing, low-risk internalizing.
- Historical Screening Data trends five terms back to Spring 23-24 — externalizing has held at moderate risk every term, while internalizing spiked to high risk for two consecutive terms in 24-25 before resolving.
- This is the view a counselor opens to judge whether a student is improving, worsening, or holding steady — not just their score on one given day.

46

Commercial Partners (2 of 2)





47

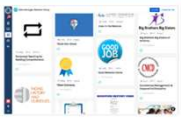
How does Branching Minds help you support students with behavior needs?

Branching Minds is a comprehensive solution with a full suite of teacher and administrator tools, including:

- **Universal behavior screening** with the SRSS-IE
- **Behavior incident documentation**, major and minor
- **Behavior intervention planning** with an extensive library of evidence-based behavior supports
- **Behavior progress monitoring**
- **Student and systems-level behavior reports** in visual, actionable formats



Behavior Incident Review



Built-In, Curated Library of Behavior Supports



Behavior Progress Monitoring

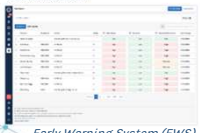
Branching Minds: MTSS Collaboration & Management Tool

48

With the SRSS-IE integration, Branching Minds partners can…



SRSS-IE Administration in the BRM Platform



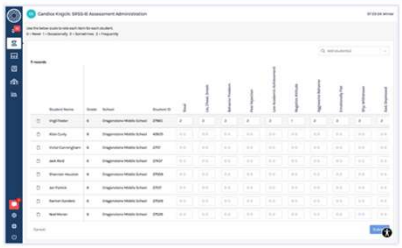
Early Warning System (EWS) Report

- **Train teachers on how to administer the SRSS-IE** through our embedded asynchronous LMS.
- **Efficiently administer the SRSS-IE.**
- **Understand behavioral risk across student, classroom, grade, and school levels** using established risk categories.
- **Identify students** who might benefit from additional supports beyond Tier 1 practices.
- **Create and monitor behavior support plans** using evidence-based strategies matched to student needs in the Branching Minds Support Library.
- **Determine where a system-level response is needed** (staffing, resources, programming) to more effectively meet student needs at any tier level.

Branching Minds: MTSS Collaboration & Management Tool

49

With the SRSS-IE integration, Branching Minds partners can… examples



SRSS-IE Administration in the BRM Platform

Branching Minds: MTSS Collaboration & Management Tool

50

Ci3T

Wrapping Up + Q&A

This project was funded in part by Project SCREEN (R324A190013), Project ENHANCE (IES Project Number R324N190002) and Project EPIC (USDE, OSEP Award Number: H325D220011).

51

Project EMPOWER


CiST Project EMPOWER
Professional Learning Series 2026-2027

EMPOWER Session	Date
Effective Tier 1 Practices for Positive, Productive Classrooms	September 15, 2026
Let the Data Drive: Using Systematic Screening to Shape Instruction	October 27, 2026
CiST in Action: Integrated Lesson Planning for Optimal Instruction	November 17, 2026
A 6-Step Instructional Approach for Responding to Challenging Behavior in Schools	January 20, 2027
A Tier 2 Intervention for Managing Anxious Feelings: Recognize. Relax. Record.	March 23, 2027
A Tier 3 Intervention: Functional Assessment-Based Intervention	April 28, 2027

52