Updates on the SRSS-IE in K-12 Settings: An important Tier 1 Practice for Detecting and Supporting Students

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Agenda

1. Systematic Screening in Tiered Systems
2. Current Evidence of the Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE)
3. Resources: Supporting educators in adopting, conducting screenings, and using screening data to support instructional decision making

BCBA

C-8 Evaluate the validity and reliability of measurement procedures

C-11 Interpret graphed data

Project SCREEN

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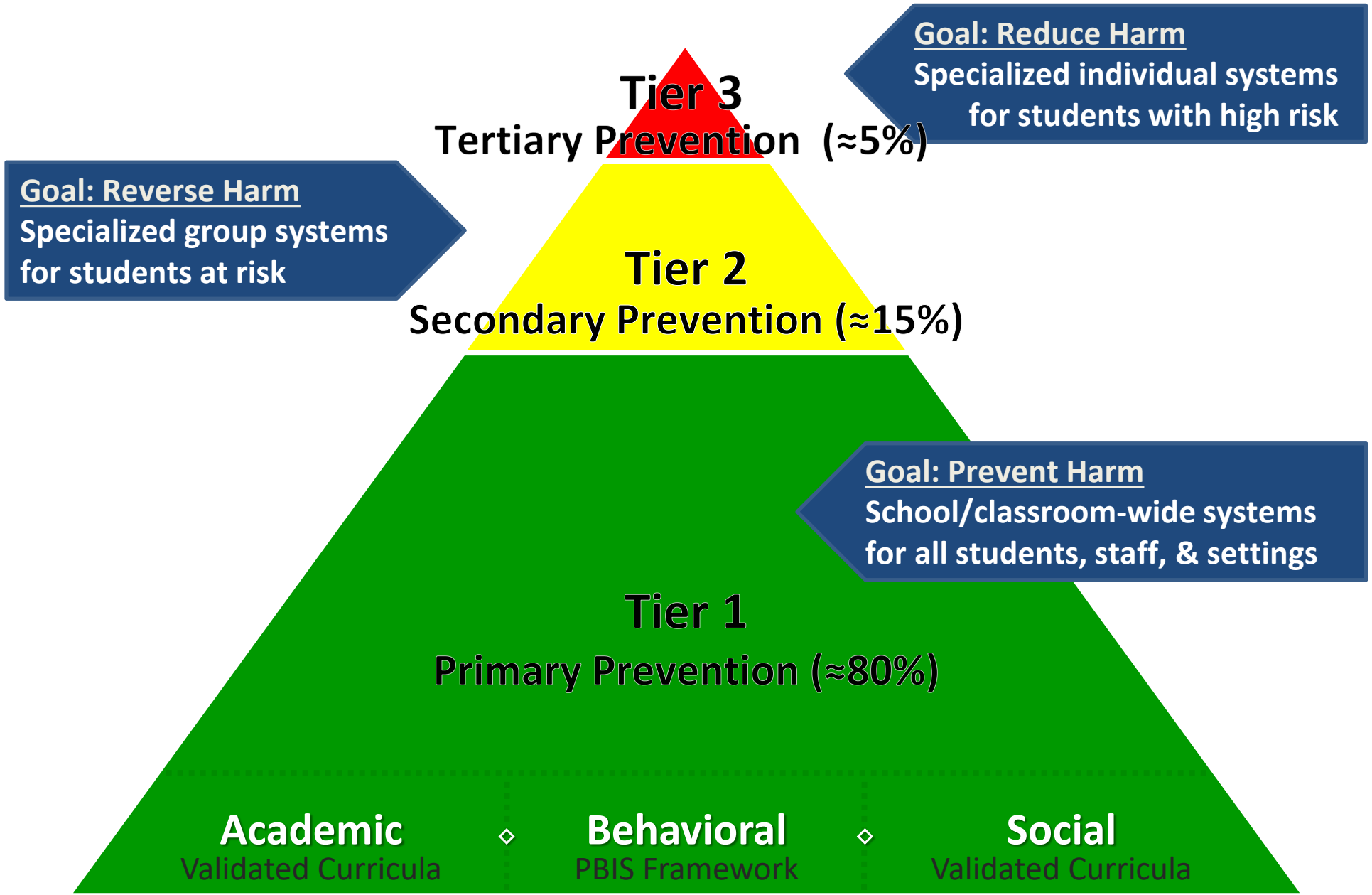
Systematic Screening In Tiered Systems

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Ci3T Implementation Manual Primary (Tier 1) Plan

_____ School's Ci3T Primary (Tier 1) Plan		
Mission Statement		
Purpose Statement		
School-Wide Expectations	1. 2. 3. *see Expectation Matrix	
Area I: Academics Responsibilities **Students:** •	**Area II: Behavior Responsibilities** **Students:** •	**Area III: Social Skills Responsibilities** **Students:** •
Area I: Academics Responsibilities **Faculty and Staff:** Teach core programs and/or district standards with fidelity: (1) *List programs* (2) (3) Time (in min): • Conduct, report, and use screening and assessments (see Assessment Schedule) •	**Area II: Behavior Responsibilities** **Faculty and Staff:** Teach setting lessons according to school schedule: Implement reactive plan as designed: • Conduct, report, and use screening and assessments (see Assessment Schedule) •	**Area III: Social Skills Responsibilities** **Faculty and Staff:** Teach core program(s) with fidelity: (1) *List programs* Number of Lessons: How often: How long: • Conduct, report, and use screening and assessments (see Assessment Schedule) •

What are ALL students accessing?

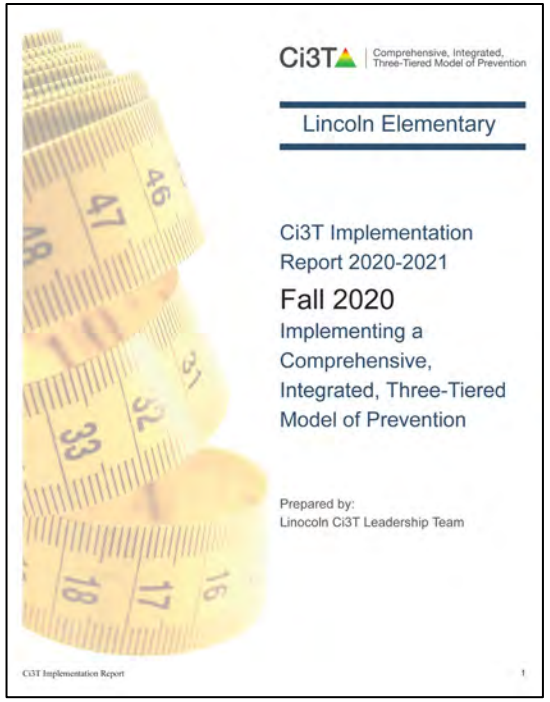
Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcing

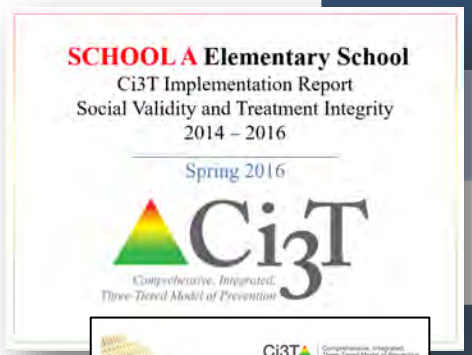
Ci3T Primary Plan: Procedures for Monitoring

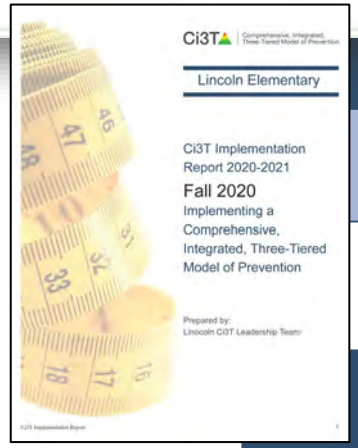
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Faculty and Staff: Teach core programs according to district and state standards with fidelity: • English I... ...Houghton Mifflin Harcourt *Math Expressions Common Core* • Differentiate instruction to meet the needs of all students. • Plan for learning opportunities that ...tional time and Examples: ○ Active supervision ○ Precorrection ○ Instructional feedback ○ Instructional choice ○ Increased opportunities to respond ○ Behavior specific praise ○ High-*p* requests • Provide meaningful and appropriate practice opportunities. • Provide feedback in a timely manner to students and parents. • Conduct, report, and ... ...secondary (Tier 2) and	**Faculty and Staff:** Implement the Positive Behavioral ... ...the first week of school and reteach **Expectations** (monthly). • Display and model school-wide expectations in classrooms and other key settings. • Be consistent with expectations. • ...behavior specific praise and ...delivering • Demonstrate ... positive attitude. • Use a positive response to initial indicators of not meeting expectations: ○ Praise students meeting expectations ○ Redirect students who are struggling ○ Reteach expectations ○ Allow student time to respond to request and re-engage ○ ... ...integrity.	**Faculty and Staff:** ... ...lesson per week teacher lead ○ One 30 min lesson every other week co-taught by teacher and counselor • Grades 3 – 5 ○ One 20 min lesson per week teacher lead ○ One 45 min lesson every other week co-taught by teacher and counselor (See appendix for specific lessons for ...each grade level) ...master ...lessons. • Provide tickets paired with behavior specific praise when students meet expectations. • Maintain ...

Note. We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.



Essential Components of Primary Prevention Efforts





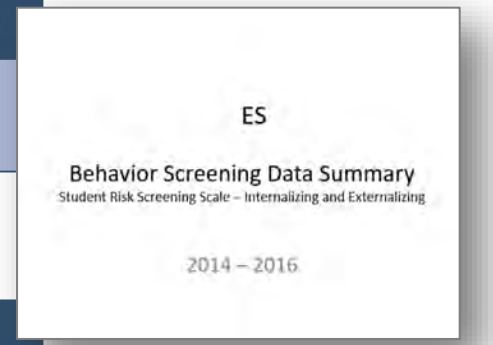
Social Validity

Treatment Integrity

Systematic Screening

Academic

Behavior



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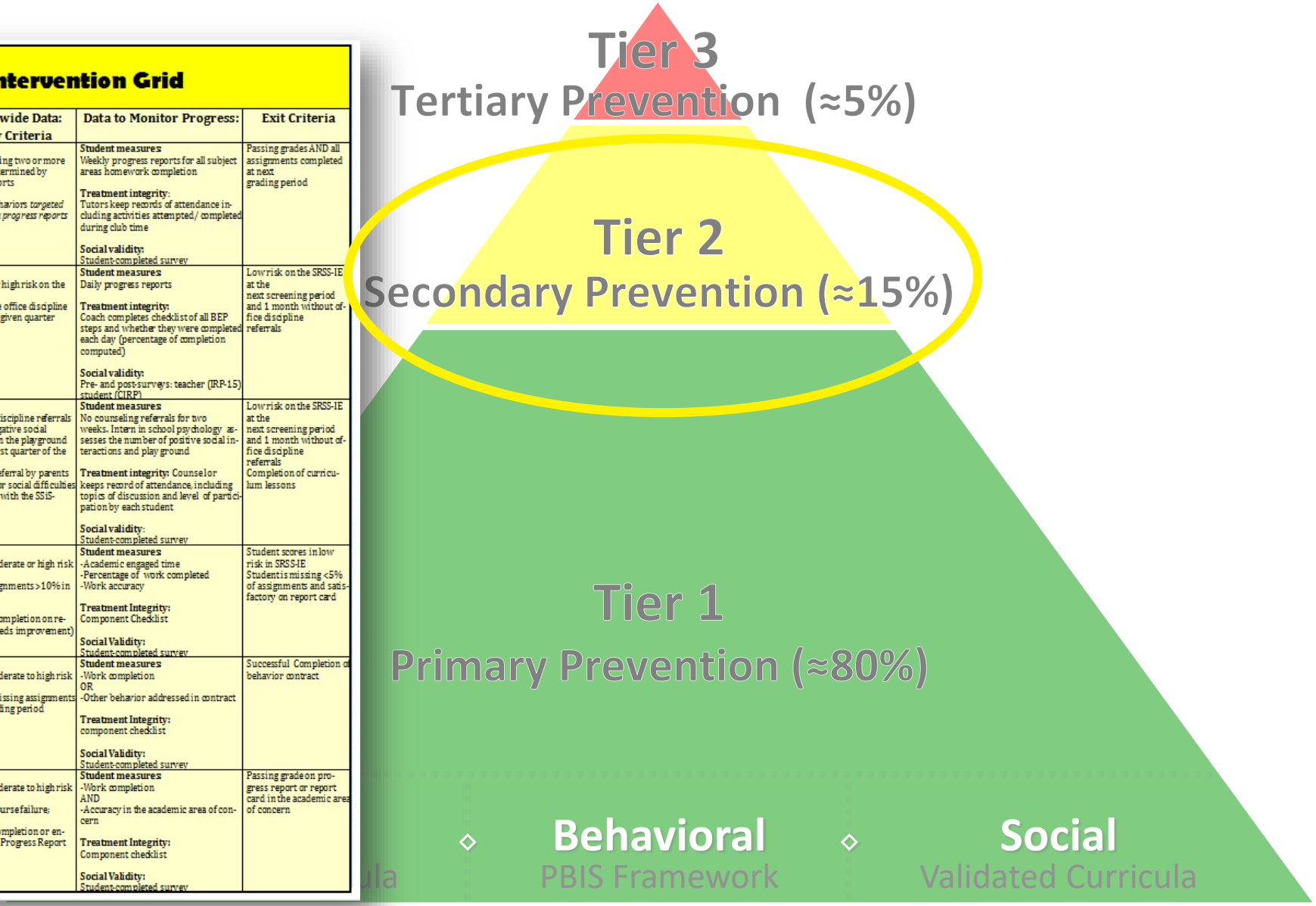
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Secondary Intervention Grid

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Homework Club	Students who need support in one or more academic content areas meet with tutor teachers two afternoons per week after school for 30-min sessions to work on targeted academic skills areas.	**Academic** -Students failing two or more classes as determined by progress reports **Behavior:** -Learning behaviors *targeted for growth on progress reports*	**Student measures** Weekly progress reports for all subject areas homework completion **Treatment integrity**: Tutors keep records of attendance including activities attempted/ completed during club time **Social validity:** Student-completed survey	Passing grades AND all assignments completed at next grading period
BEP (Check – In, Check-Out)	Participating students check in and out with a mentor each day on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide CI3T model expectations.	**Behavior:** -Moderate or high risk on the SRSS-IE -Two or more office discipline referrals in a given quarter	**Student measures** Daily progress reports **Treatment integrity:** Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) **Social validity:** Pre- and post-surveys: teacher (IRP-15) student (CIRP)	Low risk on the SRSS-IE at the next screening period and 1 month without office discipline referrals
Lunch Bunch Social Skills Club	Identified students meet with counselors twice per week during lunch for 40 min. During sessions, the counselor leads social skills lessons (including explicit instruction, modeling, and opportunities to practice) with student participants. Specific skill sets corresponding schoolwide lessons from the SSiS Classwide Instruction	**Social:** -Four office discipline referrals related to negative social interaction on the playground during the first quarter of the year Counseling referral by parents or teachers for social difficulties (followed up with the SSiS-Rating Scale)	**Student measures** No counseling referrals for two weeks. Intern in school psychology assesses the number of positive social interactions and playground **Treatment integrity**: Counselor keeps record of attendance, including topics of discussion and level of participation by each student **Social validity**: Student-completed survey	Low risk on the SRSS-IE at the next screening period and 1 month without office discipline referrals Completion of curriculum lessons
Instructional Choice	Instructional choice includes Interventions that allow students to choose the order in which tasks are completed (task order), choose between two activities (either/or), or choose between materials used to complete a task. It increases on-task behavior and can decrease problem behavior.	**Behavior:** - SRSS-IE moderate or high risk **Academic** -Missing assignments >10% in a class And/or -Poor work completion on report card (needs improvement)	**Student measures** -Academic engaged time -Percentage of work completed -Work accuracy **Treatment Integrity:** Component Checklist **Social Validity:** Student-completed survey	Student scores in low risk in SRSS-IE Student is missing <5% of assignments and satisfactory on report card
Behavior Contracts	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward. Contract may involve administrator, teacher, parent, and student.	**Behavior:** - SRSS-IE moderate to high risk **Academic** -2 or more missing assignments within a grading period	**Student measures** -Work completion OR -Other behavior addressed in contract **Treatment Integrity:** component checklist **Social Validity:** Student-completed survey	Successful Completion of behavior contract
Self-monitoring	Strategy in which students monitor and record their academic production (completion/accuracy) and on-task behavior each day to improve academic performance (completion/ accuracy), academic behavior, or other target behavior.	**Behavior:** - SRSS-IE moderate to high risk **Academic** -1 or more course failure; OR -Low work completion or engagement on Progress Report	**Student measures** -Work completion AND -Accuracy in the academic area of concern **Treatment Integrity:** Component checklist **Social Validity:** Student-completed survey	Passing grade on progress report or report card in the academic area of concern



Comprehensive, Integrated, Three-Tiered Model of Prevention

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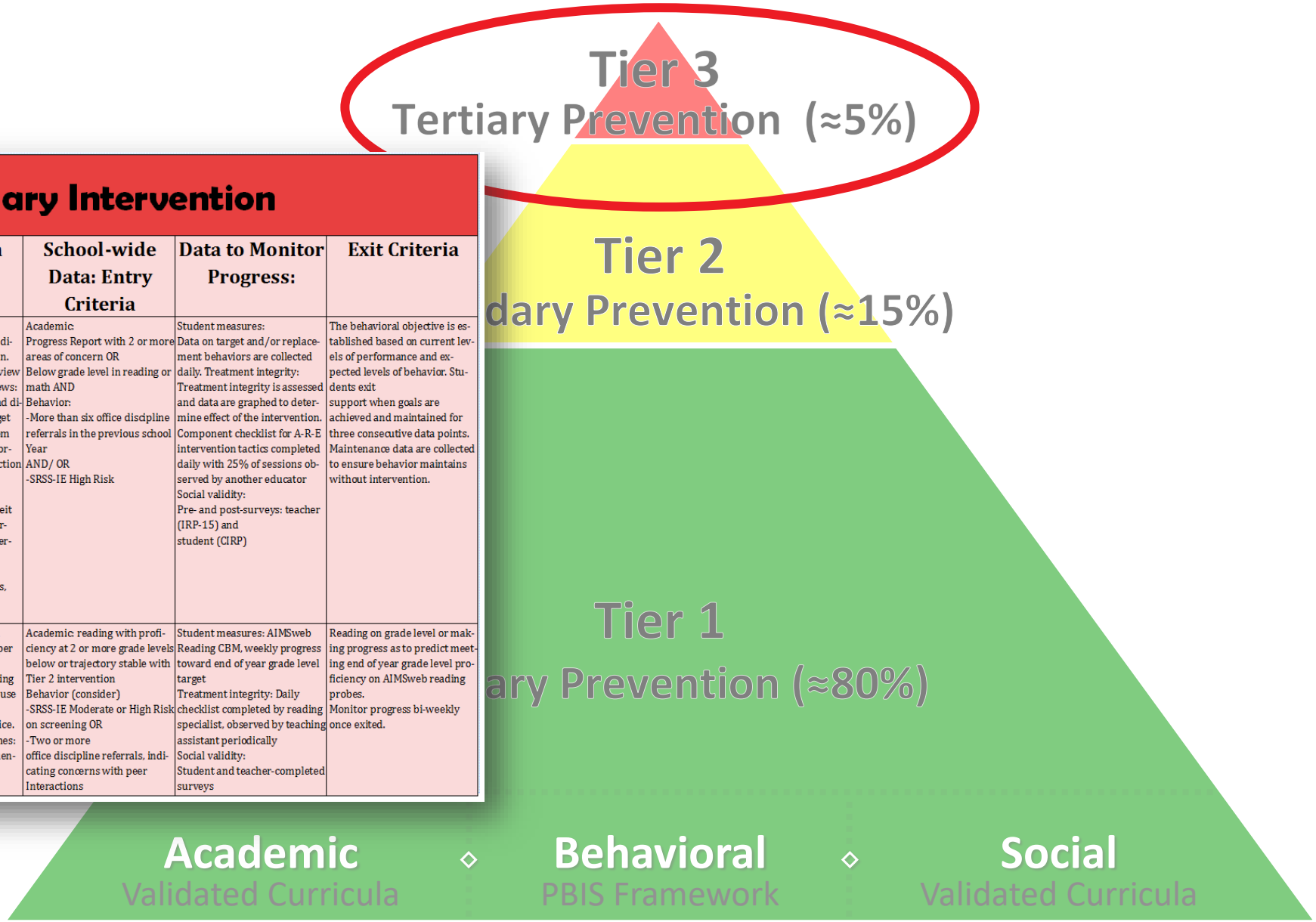

Tertiary Intervention

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Functional Assessment-Based Intervention	A functional assessment is completed to develop an individualized intervention plan. Functional assessment: review of student records; interviews: teacher, parent, student; and direct observation of the target behavior; SSIS Rating System Functional assessment information is placed in the function matrix (Umbreit, Ferro, Liaupsin, & Lane, 2007) The Decision Model (Umbreit et al., 2007) is used to determine the method of the intervention Intervention components: (A) antecedent adjustments, (R) reinforcement, and (E) extinction	Academic Progress Report with 2 or more areas of concern OR Below grade level in reading or math AND Behavior: -More than six office discipline referrals in the previous school Year AND/ OR -SRSS-IE High Risk	Student measures: Data on target and/or replacement behaviors are collected daily. Treatment integrity: Treatment integrity is assessed and data are graphed to determine effect of the intervention. Component checklist for A-R-E intervention tactics completed daily with 25% of sessions observed by another educator Social validity: Pre- and post-surveys: teacher (IRP-15) and student (CIRP)	The behavioral objective is established based on current levels of performance and expected levels of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior maintains without intervention.
Lindamood Phoneme Sequencing®	Individual instruction with reading specialist; 30 min per day; 5 days per week. Direct instruction in decoding and blending; sight words, use of context clues. Computer supported practice. Addressing reading outcomes: alphabetics and reading fluency.	Academic reading with proficiency at 2 or more grade levels below or trajectory stable with Tier 2 intervention Behavior (consider) -SRSS-IE Moderate or High Risk on screening OR -Two or more office discipline referrals, indicating concerns with peer Interactions	Student measures: AIMSweb Reading CBM, weekly progress toward end of year grade level target Treatment integrity: Daily checklist completed by reading specialist, observed by teaching assistant periodically Social validity: Student and teacher-completed surveys	Reading on grade level or making progress as to predict meeting end of year grade level proficiency on AIMSweb reading probes. Monitor progress bi-weekly once exited.

SHARE

Systematic Screening … Logistics

Fall → Winter → Spring

- Selecting
- Installing
- Analyzing

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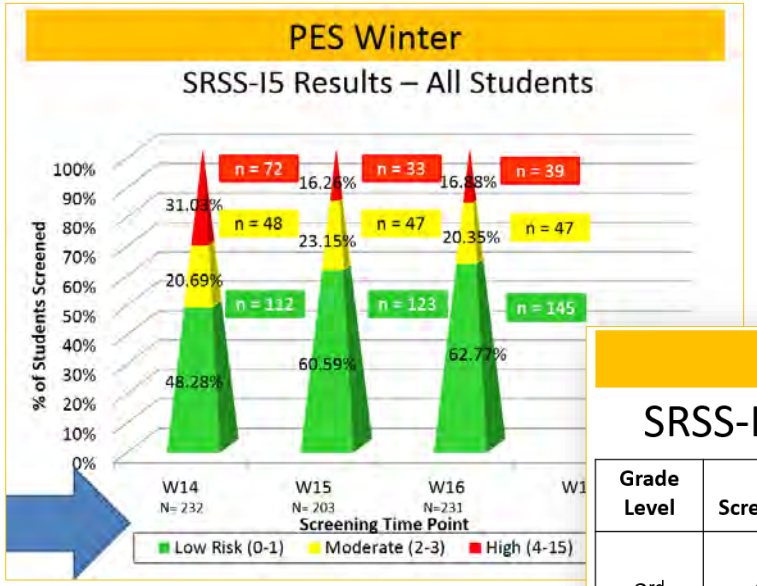
Data Sharing

- Schoolwide data
  - decisions related to primary prevention efforts
- Grade / department / class
  - implications for teachers' practice
- Individual student
  - decisions about student-based interventions



PES Winter 2016

SRSS-I5 Comparison by Grade Level

Grade Level	*n* Screened	Low (0-1)	Moderate (2-3)	High (4-15)
3rd	41	17 (41.46%)	8 (19.51%)	16 (39.02%)
4th	44	30 (68.18%)	11 (25.00%)	3 (6.82)
5th	31	30 (96.77%)	1 (3.23%)	0 (0.00%)

TEACHER NAME	J. Roberts					
Date: December 2014						
		1 Average or Above		0-3 Low	0-1 Low	
		2 Below Average		4-8 Moderate	2-5 Moderate	
		3 Well Below Target		9-21 High	6+ High	
		Grade Level Assessment		SRSS - E7		Total Days
Student Name	Student ID	Reading	Math	Behavior	ODR	Absent
Angel, Julio	2310	1	1	1	0	0
Akins, J'Monte	2013	1	1	0	0	0
Backer, Brent	2031	2	2	4	3	0
Boxwell, Kylie	2001	1	1	0	1	3
Cartright, Ashley	2152	1	3	0	0	3
Cox, Lucille	2002	2	3	2	0	8
Hankins, Erin	2017	1	1	0	0	0
Illio, Helen	2132	3	2	6	9	7
Jackson, Ronald	2003	2	2	3	0	3
Kemp, Patrice	2009	1	1	0	0	5
Parker, Stephanie	2004	1	2	4	0	1
Reed, Kent	2010	1	1	3	0	1
Sterling, Michael	2022	3	1	7	9	3
Thomas, James	2018	1	2	0	0	1
Walsh, Carter	2215	2	3	14	18	0

Using multiple data sources

School-wide Data: Entry Criteria

Behavior:

- ☐ SRSS-E7 score: Moderate (4-8)

or

- ☐ SRSS-E7 score: High (9-21)

or

- ☐ 2 or more office discipline referrals (ODR)

or

- ☐ Skyward: 2 or more missing assignments

AND/ OR

Academic:

- ☐ Report card: 1 or more course failures

or

- ☐ AIMSweb: intensive or strategic level (math or reading)

or

- ☐ Below 2.5 GPA

Student ID	Student Name	AIMSWeb Reading	AIMSWeb Math	SRSS-E7	SRSS-I5	Office Discipline Referrals	Absences	Tardies
11111	Barton, Mike	1	1	6	2	0	4	1
11112	Cole, James	1	2	3	2	1	2	1
11113	Cianni, Sue	1	1	0	0	0	0	0
11114	Fox, Lucy	1	1	0	1	0	0	0
11115	Flaherty, Julia	2	1	5	2	1	7	0
11116	Gantt, Henry	1	1	0	1	0	2	4
11117	Greenwood, Jonny	1	2	0	3	0	5	0
11118	Gilbert, Jillian	1	1	0	0	0	1	0
11119	Hale, Chad	3	2	16	1	6	0	1
11120	Heinz, Karl	2	1	6	1	0	1	2
11121	Lane, Carly	1	1	2	0	0	0	3
11122	Luck, Brad	2	1	14	1	5	0	1
11123	Miles, Dean	1	1	3	1	0	1	0
11124	Mulder, Jill	1	3	6	8	1	2	0
11125	Phelps, Whitney	2	1	3	1	0	0	2
11126	Shaftoe, Robert	1	2	3	0	0	3	0
11127	Smith, David	3	3	5	8	2	2	0
11128	Smith, Kaityln	1	1	1	0	0	1	2
11129	Waterhouse, Lawrence	1	1	2	1	0	1	1
11130	Xiao, Ivy	1	1	0	1	0	0	1

Implementation Science

Adapted from Fixsen & Blasé, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

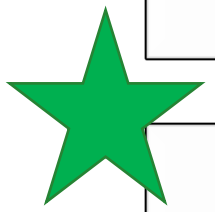
- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real (investment)



Sustainability & Continuous Regeneration

- Let's make it our way of doing business (institutionalized use)

Project SCREEN

Project SCREEN

Current Evidence of the Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE)

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

Elementary

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	**DATE:**			Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0 **ELEMENTARY USE 2020-2021**														
2	**TEACHER NAME:**																	
3	0 = Never																	
4	1 = Occasionally																	
5	2 = Sometimes																	
6	3 = Frequently																	
7	Use the above scale to rate each item for each student.																	
8																		
9																		
10																		
11																		
12	**Student Name**	**Student ID**	Count	**Steal**	**Lie, Cheat, Sneak**	**Behavior Problem**	**Peer Rejection**	**Low Academic Achievement**	**Negative Attitude**	**Aggressive Behavior**	**Emotionally Flat**	**Shy; Withdrawn**	**Sad; Depressed**	**Anxious**	**Lonely**	**SRSS TOTAL**	**SRSS-I5 TOTAL**	**SRSS-IE TOTAL**
13	*Example: Smith, Sally*	*11111*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	13	9	22
14	*Example: Lane, Scarlett*	*112341*	0	*0*	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*1*	*0*	*1*	*0*	2	2	4
15	*Example: Lane, Nathan*	*112345*	0	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*1*	*0*	0	1	1
16			3													0	0	0
17			4													0	0	0
18			5													0	0	0
19			6													0	0	0
20			7													0	0	0
21			8													0	0	0
22			9													0	0	0

Project SCREEN

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

Secondary

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	**DATE:**			Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) **MIDDLE and HIGH SCHOOL USE 2020-2021**														
2	**TEACHER NAME:**			Note. Peer rejection is summed in the SRSS-E and SRSS-I TOTAL scores.							Shaded items are summed to compute the SRSS-I TOTAL score; SRSS-IE TOTAL scores are under construction and should not be use for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.							
3	**PERIOD RATED:**																	
4	0 = Never																	
5	1 = Occasionally																	
6	2 = Sometimes																	
7	3 = Frequently																	
8	Use the above scale to rate each item for each student.																	
9																		
10																		
11																		
12																		
13	**Student Name**	**Student ID**	Count	**Steal**	**Lie, Cheat, Sneak**	**Behavior Problem**	**Peer Rejection**	**Low Academic Achievement**	**Negative Attitude**	**Aggressive Behavior**	**Emotionally Flat**	**Shy; Withdrawn**	**Sad; Depressed**	**Anxious**	**Lonely**	**SRSS-E TOTAL**	**SRSS-I TOTAL**	**SRSS-IE TOTAL**
14	*Example: Smith, Sally*	*11111*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	13	10	22
15	*Example: Lane, Scarlett*	*112341*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*0*	*0*	*1*	*2*	*0*	13	4	16
16	*Example: Lane, Nathan*	*112345*	0	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*1*	*0*	0	1	1
17			2													0	0	0
18			3													0	0	0
19			4													0	0	0
20			5													0	0	0
21			6													0	0	0
22			7													0	0	0

Project SCREEN

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

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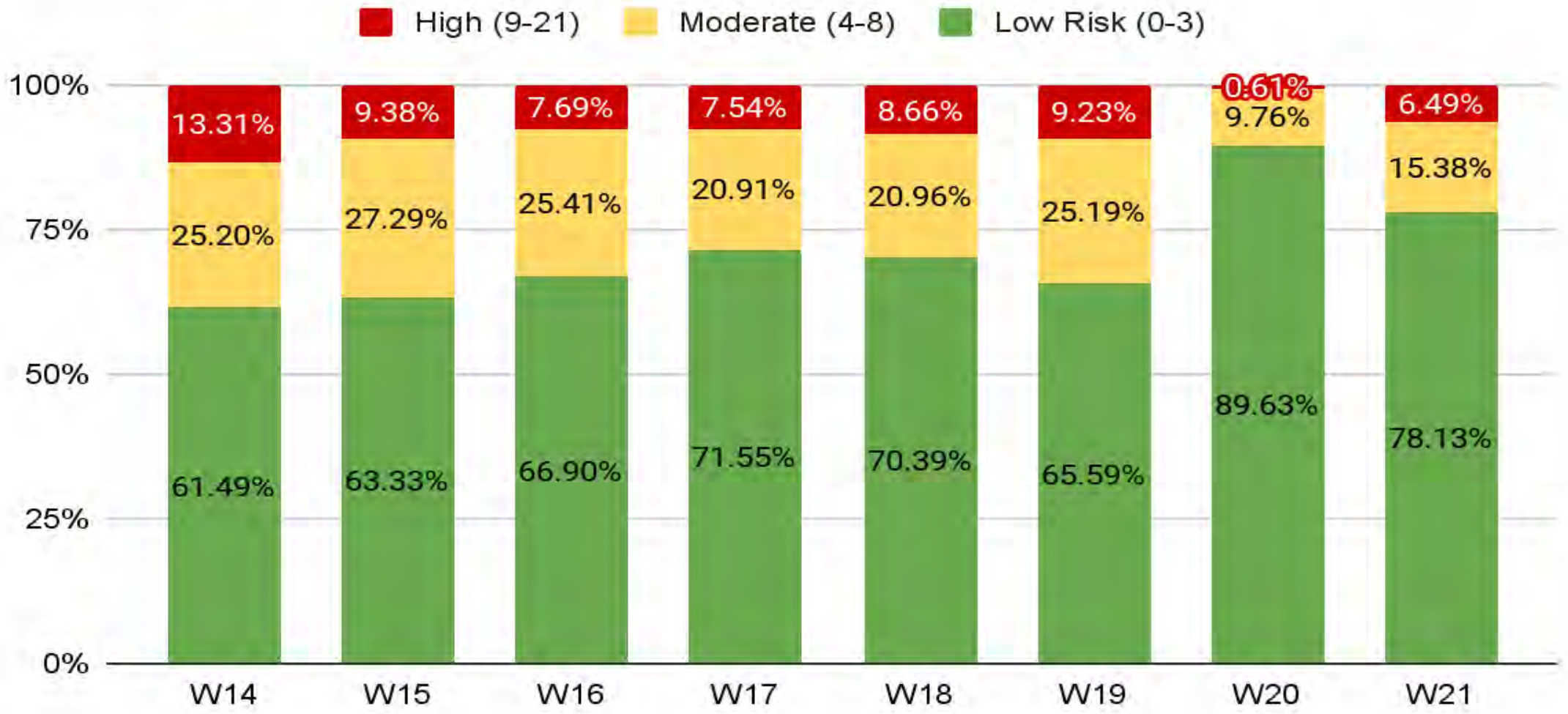
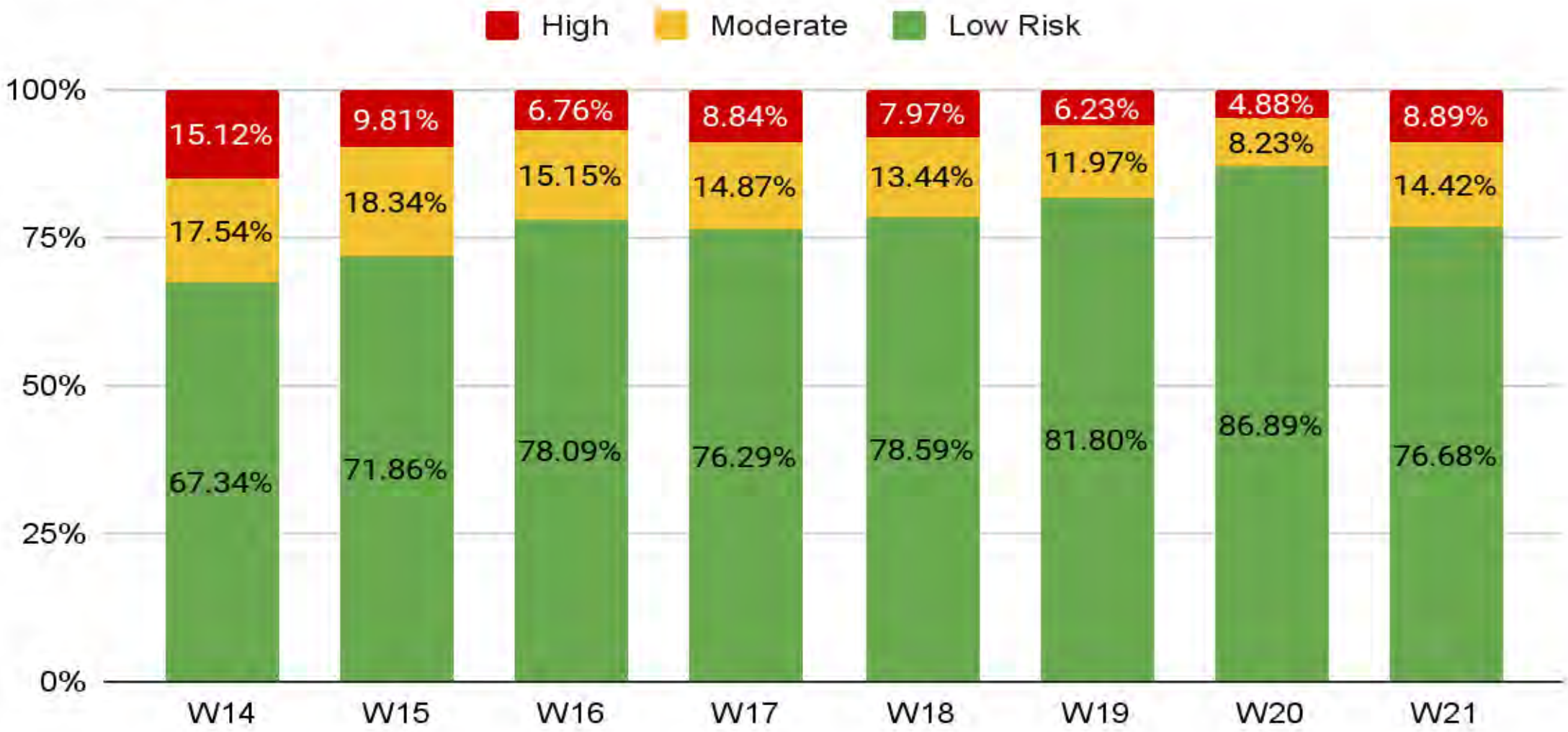
Winter 2021
SRSS-Externalizing Results – School level



Winter 2021
SRSS-Internalizing Results – School level



Fall 2020
SRSS-Externalizing Results – Grade level

Grade Level	*N* Screened	Low *n (%)*	Moderate *n (%)*	High *n (%)*
K	69	65 (94.20%)	3 (4.35%)	1 (1.45%)
1	47	44 (93.62%)	2 (4.26%)	1 (2.13%)
2	68	56 (82.35%)	10 (14.71%)	2 (2.94%)

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Screening Data: High School Years 1-3

Fall SRSSIE-I	Low	Moderate	High
2016	80.28%	10.36%	9.36%
2017	90.18%	4.16%	5.66%
2018	90.91%	3.86%	5.23%

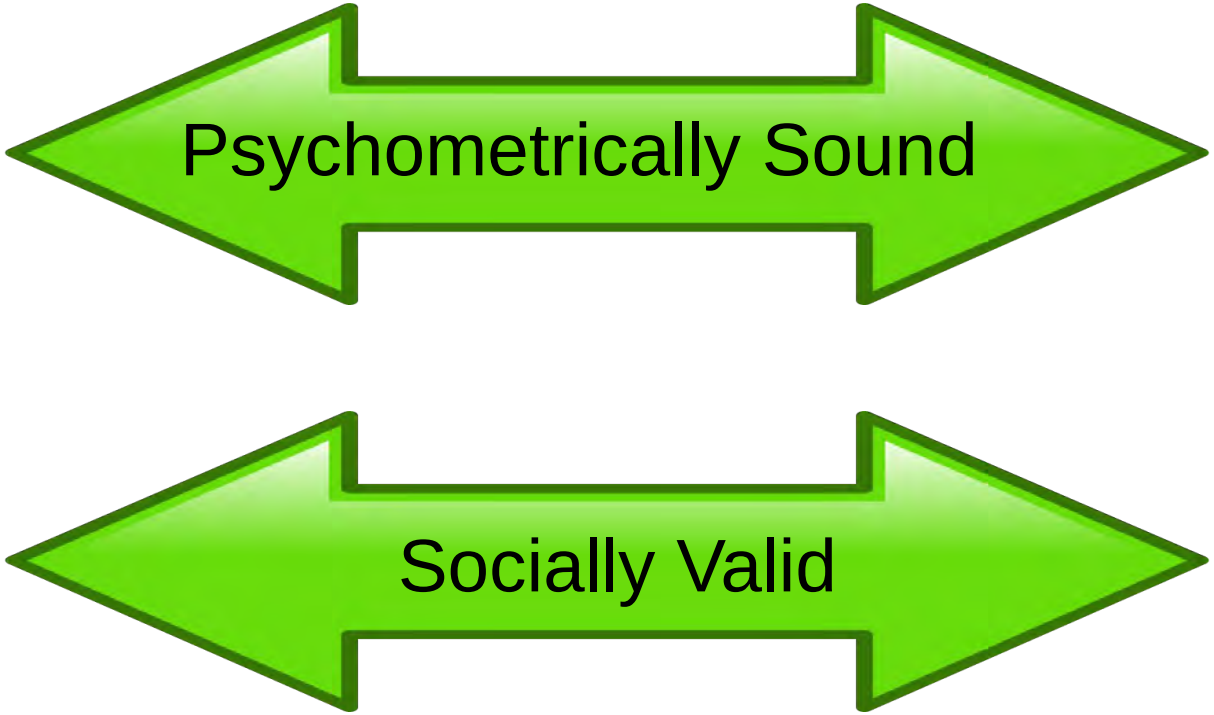
Fall SRSSIE-E	Low	Moderate	High
2016	89.56%	8.02%	2.42%
2017	91.29%	6.18%	2.54%
2018	92.22%	6.20%	1.58%

Winter SRSSIE-I	Low	Moderate	High
2016	87.25%	9.49%	3.26%
2017	86.14%	9.02%	4.85%
2018	88.79%	8.52%	2.69%

Winter SRSSIE-E	Low	Moderate	High
2016	87.25%	9.49%	3.26%
2017	86.14%	9.02%	4.85%
2018	88.79%	8.52%	2.69%

Partner school data chart. Used with permission.

Considerations



If social validity is lacking, even psychometrically strong tools are likely to remain unused by educators.

Check for updates

Article

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Predictive Validity of Student Risk Screening Scale—Internalizing and Externalizing (SRSS-IE) Scores in Elementary Schools

Kathleen Lynne Lane[1], Wendy Peia Oakes[2], Emily D. Cantwell[1], Eric A. Common[3], David J. Royer[4], Melinda M. Leko[5], Christopher Schatschneider[6], Holly Mariah Menzies[7], Mark Matthew Buckman[1], and Grant Edmund Allen[1]

Abstract

In this article, we examined predictive validity of *Student Risk Screening Scale—Internalizing and Externalizing* (SRSS-IE) scores for use with elementary-age students ($N = 4,465$) from 14 elementary schools. Results indicated elementary school students with high levels of risk according to fall SRSS-IE scores—especially those with externalizing behaviors—were more likely to have lower oral reading fluency scores, lower Measures of Academic Progress (MAP) reading scores, more nurse visits, and more days spent in in-school suspension compared with students at low risk for externalizing or internalizing behaviors. Educational implications, limitations, and future directions are presented.

Keywords

systematic screening, externalizing, internalizing, elementary, predictive validity

Throughout the United States, federal, state, and local educational leaders have placed a high priority on developing integrated tiered systems of support such as the comprehensive, integrated, three-tiered (Ci3T) models of prevention to meet students' academic, behavioral, and social needs (Lane, Kalberg, & Menzies, 2009; McIntosh & Goodman, 2016; Yudin, 2014). Such tiered systems offer a cascade of evidence-based strategies, practices, and programs for students at each level of prevention: primary (Tier 1) for all, secondary (Tier 2) for some, and tertiary (Tier 3) for few (Cook & Tankersley, 2013). The Ci3T model creates a structure for preventing the development of learning and behavior challenges from arising and responding effectively and efficiently when such challenges do arise (Lane, Oakes, Cantwell, & Royer, 2016). A keystone feature of tiered systems is data-informed decision making, with academic and behavior systematic screening data used in tandem to determine how to assist students for whom primary prevention efforts—even when implemented with integrity—are insufficient to meet students' multiple needs (Oakes, Lane, Cox, & Messenger, 2014).

These models may hold particular benefits for students with emotional and behavioral disorders (EBD), a large and diverse group of students who struggle with externalizing (e.g., aggressive) and internalizing (e.g., anxious) behaviors. Externalizing behaviors often disrupt the learning environment by impeding instructional processes creating challenges not only for the student struggling with externalizing behaviors but also for his or her peers and teachers. While internalizing behaviors are often more covert and less apt to negatively impact the learning environment, they are no less serious as they adversely affect interpersonal relationships and academic performance (Bradshaw, Buckley, & Ialongo, 2008). Teachers consistently report managing challenging behaviors as one of the biggest factors impeding effective teaching (New Teacher Project, 2013). Clearly, this is no small challenge.

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Predictive Validity of *Student Risk Screening Scale for Internalizing and Externalizing* Scores in Secondary Schools

Kathleen Lynne Lane, PhD, BCBA-D[1], Wendy Peia Oakes, PhD[2], Emily D. Cantwell, M.Ed[1], David J. Royer, PhD[1], Melinda M. Leko, PhD[1], Christopher Schatschneider, PhD[3], and Holly Mariah Menzies, PhD[4]

Abstract

In this article, we examined predictive validity of *Student Risk Screening Scale for Internalizing and Externalizing* (SRSS-IE) scores for use at the middle ($N = 2,313$ from four middle schools) and high ($N = 2,727$ from two high schools) school level. Results indicated middle and high school students with high levels of risk according to fall SRSS-IE scores (particularly those with externalizing behaviors) were likely to have lower grade point averages, fail more courses, have more nurse visits, and spend more time in in-school suspensions compared with students at low risk for externalizing and internalizing behaviors. Education implications, limitations, and future directions are presented.

Keywords

systematic screening, tiered system of supports, at risk, middle school, high school

Middle and high school educational leaders across the country are recognizing the importance of meeting students' behavioral and social needs in addition to their academic needs (Watson, 2015; Yudin, 2014). This attention to behavioral and social supports is particularly encouraging given so many children and youth struggle with externalizing and internalizing behavior (Forness, Freeman, Paparella, Kauffman, & Walker, 2012). Externalizing behaviors often include aggressive, noncompliant, and hostile tendencies which are quick to capture teachers' attention as these behaviors frequently disrupt learning environments. In contrast, internalizing behaviors are often more covert in nature, often including shy, anxious, and social withdrawal tendencies. Although students with internalizing behaviors may not be disruptive to learning environments, these behaviors are no less serious and can be challenging for students and society as a whole as they negatively affect relationships with others and academic outcomes (Bradshaw, Buckley, & Ialongo, 2008; Green et al., 2017; Lane & Walker, 2015). Furthermore, both of these major disorders are far more common than one might expect.

Recent point prevalence estimates offered by Forness and colleagues (2012) clearly established that many school-age youth experience externalizing and/or internalizing behavior patterns. They reported 20% of school-age youth have mild-to-severe emotional and behavioral disorders (EBD), with 80% of these challenges manifesting before they leave high school (Forness et al., 2012). The magnitude of EBD is troublesome given the negative associated outcomes for this group of students: lack of school connectedness, school failure, in-grade retention, school dropout, strained interpersonal relationships, under- and unemployment, and increased need for mental health supports (Maggin, Wehby, Farmer, & Brooks, 2016; Shochet, Dadds, Ham, & Montague, 2006; Siperstein, Wiley, & Forness, 2011; Wagner, 1995). Decades of research has clarified students do not "outgrow" externalizing or internalizing behaviors. Left unchecked, these challenges persist over time well into and beyond middle and high school. Furthermore, the costs of the associated deleterious outcomes are high for these individuals, their families, and society as a whole (Farmer et al., 2015; Walker, Forness, & Lane, 2014).

When one considers the vast number of adolescents struggling with internalizing and externalizing behaviors, the tendency for these challenges to persist over time in the absence of evidence-based interventions, the peer rejection

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Predictive Validity of the Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) Scores

Camara Gregory, MPH[1], Emily C. Graybill, PhD, NCSP[1], Brian Barger, PhD[1], Andrew T. Roach, PhD[1], and Kathleen Lane, PhD, BCBA-D[2]

Abstract

Schools have become the most common setting for youth to receive additional supports—including access to mental health services serving as an entry point for identification and subsequent provision of these services. Many schools rely on office discipline referral (ODR) or suspension data as informal screeners for students who may need additional supports. Discipline data may be effective at identifying students with externalizing behaviors, yet students with internalizing behaviors may not engage in behaviors that warrant an ODR or suspension. As such, these students may go undetected in the absence of systematic screenings. This study explored whether a universal behavior screener identified students at risk for externalizing and internalizing concerns who may not have been identified through ODRs. The Student Risk Screening Scale for Internalizing/Externalizing (SRSS-IE) was completed for 1,201 elementary students in 3 elementary schools. SRSS-IE data were used to predict year-end ODRs. Results showed externalizing scores (SRSS-E7) on the SRSS-IE predicted year-end ODRs, with higher SRSS-E7 scores predicting with more ODRs. However, internalizing scores (SRSS-I5) on the SRSS-IE did not significantly predict year-end ODRs suggesting ODRs may not be an effective data source for identifying students with internalizing behaviors absent of externalizing behaviors.

Keywords

Student Risk Screening Scale—Internalizing/Externalizing, office discipline referrals, universal screening, predictive validity, nonparametric analyses

Approximately 20% to 25% of youth meet the criteria for a clinical identification of a mental health disorder (Merikangas et al., 2010) and less than half of these youth receive the services they need (B. J. Burns et al., 1995). Mental health issues can negatively impact the developmental and academic trajectory of youth (Ballinger, 2016). Data suggest the onset of mental health concerns during elementary school, more specifically behavioral and emotional difficulties, is associated with increased risk for future aggressive behavior, academic failure, and increased risk for suspension, dropout, and involvement in the juvenile justice system (Ballinger, 2016; Bradshaw et al., 2008). Schools are an important community resource ensuring that students are successfully identified early and routed to appropriate treatment (White House, 2013). To reduce the impact of mental health conditions on youth and their communities, it is important that effective within-school early identification systems are in place to identify children with social-emotional concerns to route students to appropriate services (J. R. Burns & Rapee, 2016; Jones et al., 2002).

Universal Behavioral Screening in Schools

Universal behavioral screening in schools is one proposed process by which educators seek to identify students with soft signs of externalizing and/or internalizing behaviors that place them at risk for mental health concerns (Ballinger, 2016). Universal screening is the systematic assessment of all students within a school or school district on social-emotional indicators that the school personnel and community have agreed are important (Ikeda et al., 2008). Universal behavioral screening is a relatively quick and inexpensive approach to identify students at-risk for developing behavioral and emotional difficulties (Lane et al., 2016; Renshaw

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Project SCREEN

Overview, Purpose, & Procedures

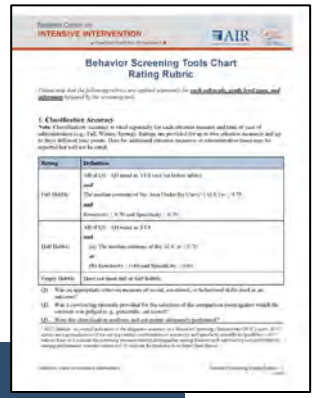
Institute of Education Sciences, U.S. Department of Education
R324A190013 University of Kansas

Research Project Team

KU

ASU

National Center on Intensive Intervention



Behavior Screening Tools Chart Rating Rubric

Classification Accuracy	Reliability	Validity	Sample Representativeness

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Purpose

We conducted this study to evaluate psychometric properties (i.e., factor structure, reliability, and measurement invariance over time) of the SRSS-IE using Latent Trait Measurement Models with screening data collected when the SRSS-IE was initially installed in K-12 settings and teachers were implementing for the first time.

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Research Questions

RQ1: To what extent does the SRSS-IE consist of two correlated factors (externalizing and internalizing), measured with acceptable reliability?

RQ2: To what extent are internalizing and externalizing factors invariant across various groups of students as defined by gender, race, ethnicity, and special education status?

RQ3: To what extent do internalizing and externalizing factors exhibit invariance over time in fall, winter, and spring in one academic year?

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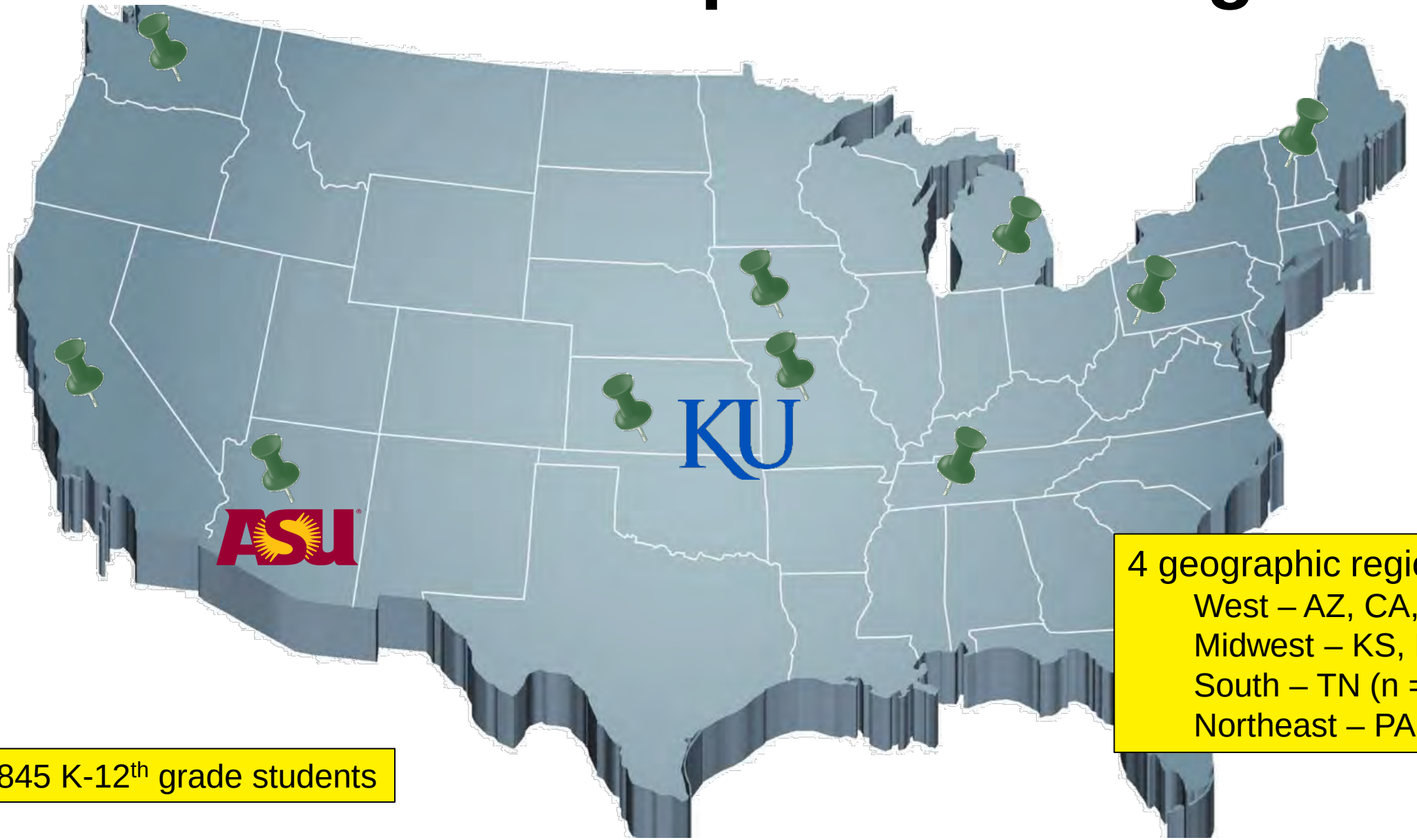
Method - Participants & Setting



4 geographic regions
- West – AZ, CA, WA (n =19)
- Midwest – KS, MO (n =72)
- South – TN (n = 20)
- Northeast – PA, VT (n = 13)

52,845 K-12th grade students

Project SCREEN

Discussion

- Results of full measurement invariance suggest this set of items function in the same way for different groups of students:

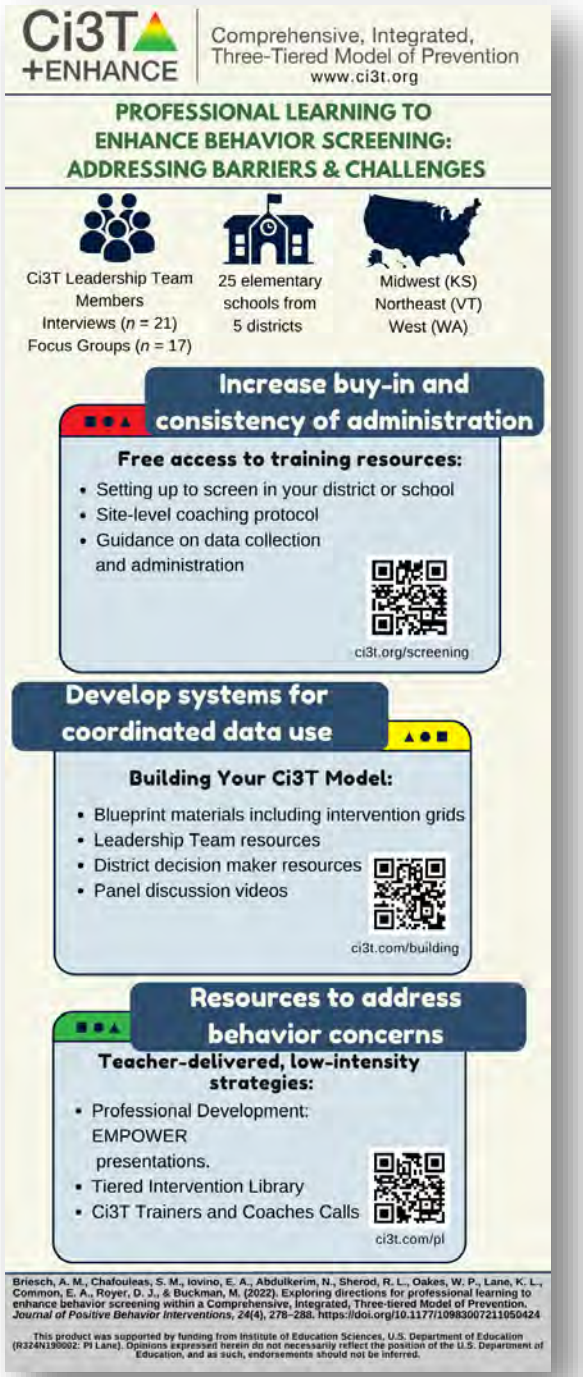
- Results from this diverse sample of teachers indicate that the scores obtained from the SRSS-IE can be psychometrically equivalent for various subgroups of students.

Project SCREEN

Discussion

- We established invariance of internalizing and externalizing scores over time for students at the elementary, middle, and high school levels

- SRSS-IE – a highly feasible tool – is effective for monitoring progress over time on internalizing and externalizing problem behaviors of students of varying ages.



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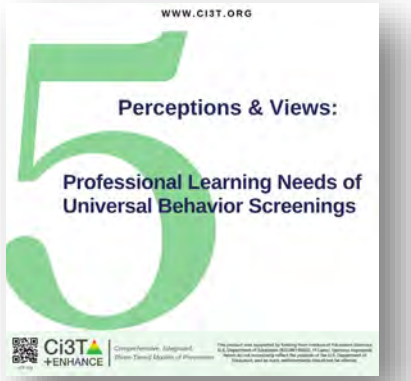
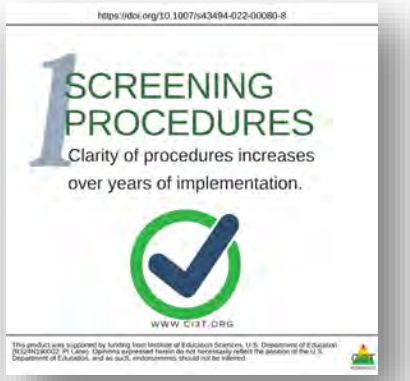
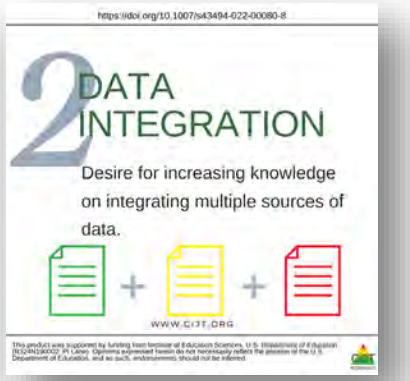
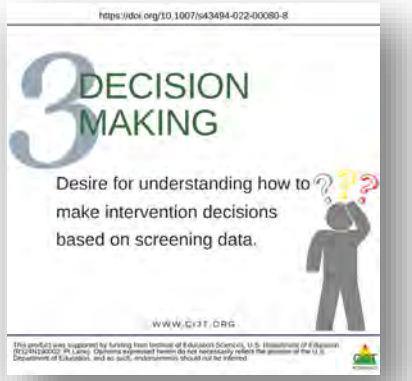
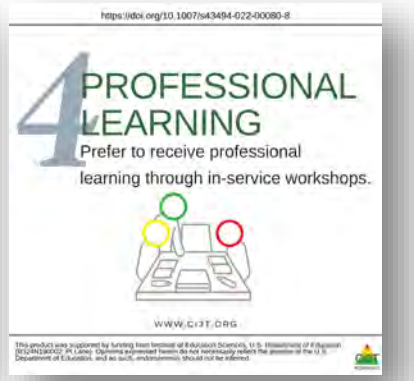
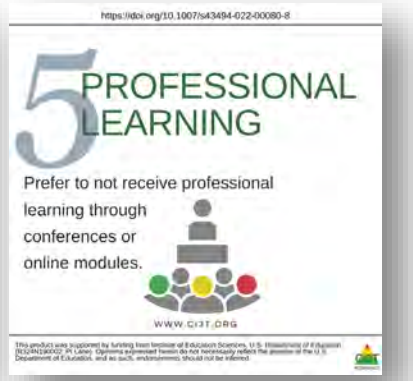












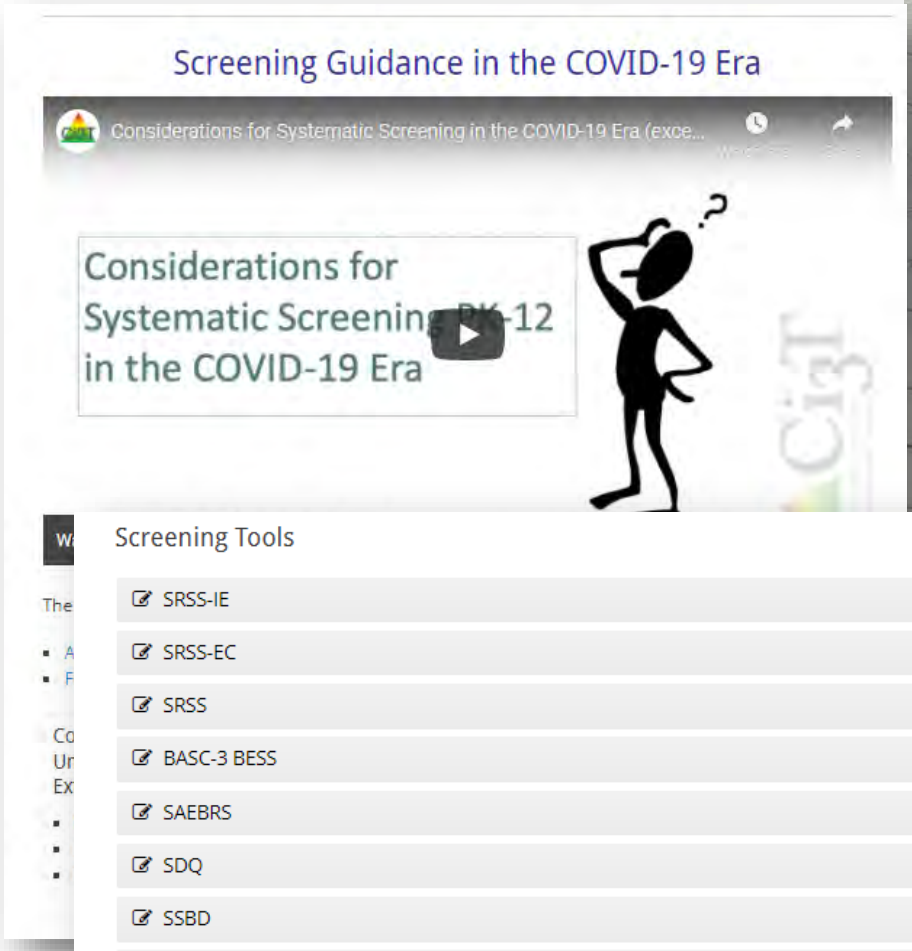
Resources

Supporting educators in adopting, conducting screenings, and using screening data to support instructional decision making

Source: Instagram @ci3tmodel

Reference: Briesch, A.M., Lane, K.L., Common, E.A., Oakes, W.P., Buckman, M.B., Chafouleas, S.M., Iovino, E.A., Sherod, R.L., Abdulkerim, N., & Royer, D.J. (2022). Exploring views and professional learning needs of Comprehensive, Integrated, Three-Tiered (Ci3T) Leadership Teams related to universal behavior screening Implementation. *Education and Treatment of Children, 45*(3), 245–262. https://doi.org/10.1007/s43494-022-00080-8

Website
www.ci3t.org



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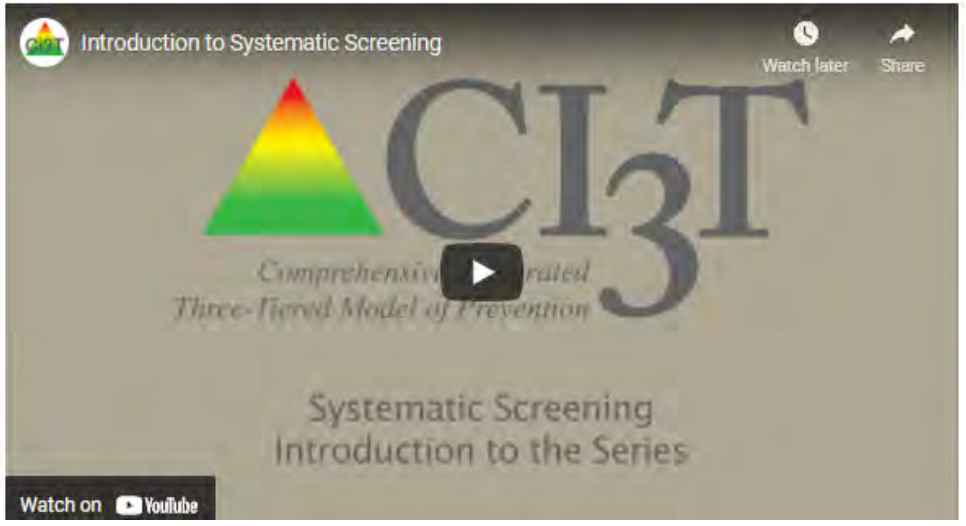
Systematic Screening

Systematic Screening: Considerations and Commitment to Continued Inquiry

We are fielding questions coming from across the United States about systematic screenings designed to detect students with initial signs of internalizing (e.g., extremely shy, anxious, and/or social withdrawn) and externalizing (e.g., noncompliant, aggressive, and/or defiant) behavior patterns. These data are used to plan positive instructional experiences, moving away from previous wait-to-fail approaches. We have provided guidance for selecting, installing, and using screening data within Comprehensive, Integrated, Three-Tiered (Ci3T) models of prevention on the page below and now, respectfully offer **these considerations**. Our sincere thanks to our trusted partners for engaging in this important inquiry with us for more than 15 years to date. — September 9, 2020

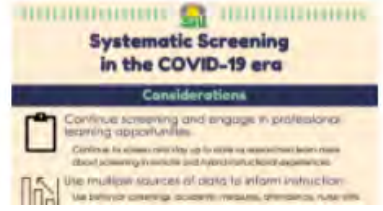


Screening Quick List

- Screening Guidance in the COVID-19 Era
- Screening Tools
- Screening Protocols
- Screening Training Resources

Systematic Screening Webpage Statistics Infographic

Infographic



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

Systematic Screening Protocol: Setting up to Screen in Your District or School

Note: Customize this protocol for your district according to your state and local laws and guidelines.

This protocol provides considerations for district-level (or school-level) leaders who are setting up structures to conduct systematic screening using the Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009). In optimal conditions, these steps would be completed at the district level. However, school-site leaders may establish screening protocols with district permission. Please visit ci3t.org/screening#srssie to access the most up-to-date version of the SRSS-IE and updated guidance on scoring and interpretation.

Setting up Screening Structures

- ☐ Set screening windows (including a hard-close date) for schools for fall, winter, and spring screening time points and place dates on district/school assessment schedules. When establishing screening windows consider a time span to accommodate any faculty who might be absent for the screening meeting. This will support your efforts to ensure all students enrolled in your school for at least 4 weeks are screened at each time point.

Time point	Screening Window		
	Preview Date*	Open Date**	Close Date
Fall			
Winter			
Spring			

* 7 days prior to the open date; allows building-level leaders or their designee the opportunity to verify screening files are accurately prepared and ready for use.
**Confirm the fall screening is between 4-6 weeks after the start of your school year.

- ☐ Prepare screening structures (data management system and procedures) for establishing secure log in access or folders on the secure teacher drive, populating screener for each teacher with student names and district ID numbers, and capturing data at the school and district level for review and use. Use guidance on scoring provided by ci3t.org/screening#srssie (NOTE: scoring procedures are different based on school-level; see below)
- ☐ **Each year verify SRSS-IE items, scoring, and procedures are aligned with most up-to-date version. Visit ci3t.org/screening#srssie to find information on updates as they occur.**
- ☐ In the COVID-19 era (2020-2021 academic year). Indicate the type of instructional format for each student at the time of screening (e.g., in-person, remote, or hybrid). Indicated if the student was a regular attender (relative to the district process for evaluating attendance). These additional columns have been added to the SRSS-IE screening template.
- ☐ District information technology services personnel test the SRSS-IE screening data capture tool for accuracy, at the district level.

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

Systematic Screening Protocol: Site-Level Preparation Protocol

Note: Customize this protocol for your district according to your state and local laws and guidelines.

This protocol provides recommendations for school-level leadership teams in preparing to facilitate completion of the Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond; 1994; Lane & Menzies, 2009) once files have been set up for each educator who will complete the screening tool. If you require assistance in setting up screening files, please access the resource *Systematic Screening Protocol: Setting up to Screen in your School or District* via ci3t.org/screening.

Blue text is intended to be edited to correspond to your district's procedures for sharing and saving screening files in accordance with your state and local laws and guidelines. Screening data should be handled as with other protected student information.

Screening File Locations:

T-Drive > Share with Staff > Screeners > <employee ID number> 2020-21 > ScreenFall > SRSSIE.xlsx

Screening Date: [enter date here]

Preparation and Preview Action Plan

STEPS	PERSON(S) RESPONSIBLE	TARGET DATE	DATE COMPLETED
Access designated screening file location to confirm the correct number of screening files have been set-up (e.g., one file per educator, labeled with the teacher ID) and that all educators have access to the screening file location.			
Open a sampling of educator's screening file to confirm: (a) correct student list is populated in the file (b) correct anchors appear at the top left corner of the file (0=*Never*, 1=*Occasionally*, 2=*Sometimes*, 3=*Frequently*) (c) conditional formatting works as expected when practice data are entered (e.g., scores capture the correct items, low risk scores are formatted to green; see cut scores below)			
If an error is detected, contact your district screening coordinator (name and phone number).			

Manual

SRSS-IE Installation Resources

For more information about launching and conducting systematic screening efforts with the SRSS-IE, we invite you to access the *Screening Coordinator Training Manual: A Guide for Installing the SRSS-IE in your School or District* (available as downloadable PDF or browser-based eBook), as well as two accompanying screening protocols:

- Systematic S
- Systematic S

After screening data and for sh template provi

- SRSS-IE Scre

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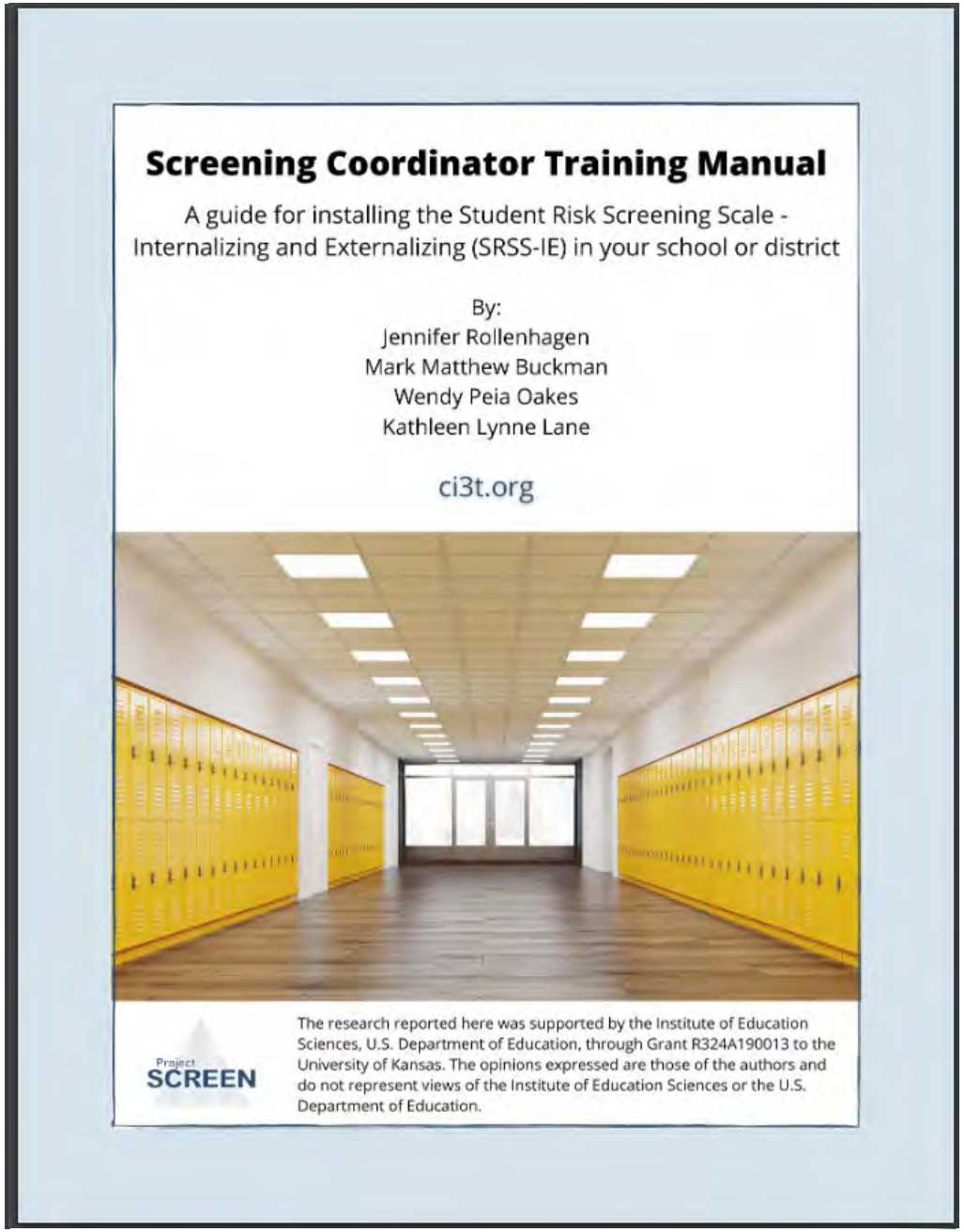
STUDENT RISK SCREENING SCALE — INTERNALIZING AND EXTERNALIZING (SRSS-IE)

Elementary School		Middle and High School	
SRSS-E7	**SRSS-I5**	**SRSS-E7**	**SRSS-I6**
(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior	(8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely	(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior	(4) peer rejection; (8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely
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

School level teams use these scores along with other school-collected data (e.g., curriculum-based measures of reading, math, and writing; course failures; office discipline referrals; attendance patterns) to inform instruction and make decisions regarding student needs for more intensive supports (i.e., Tier 2 or Tier 3; see Lane, Oakes, Ennis & Hirsh, 2014).

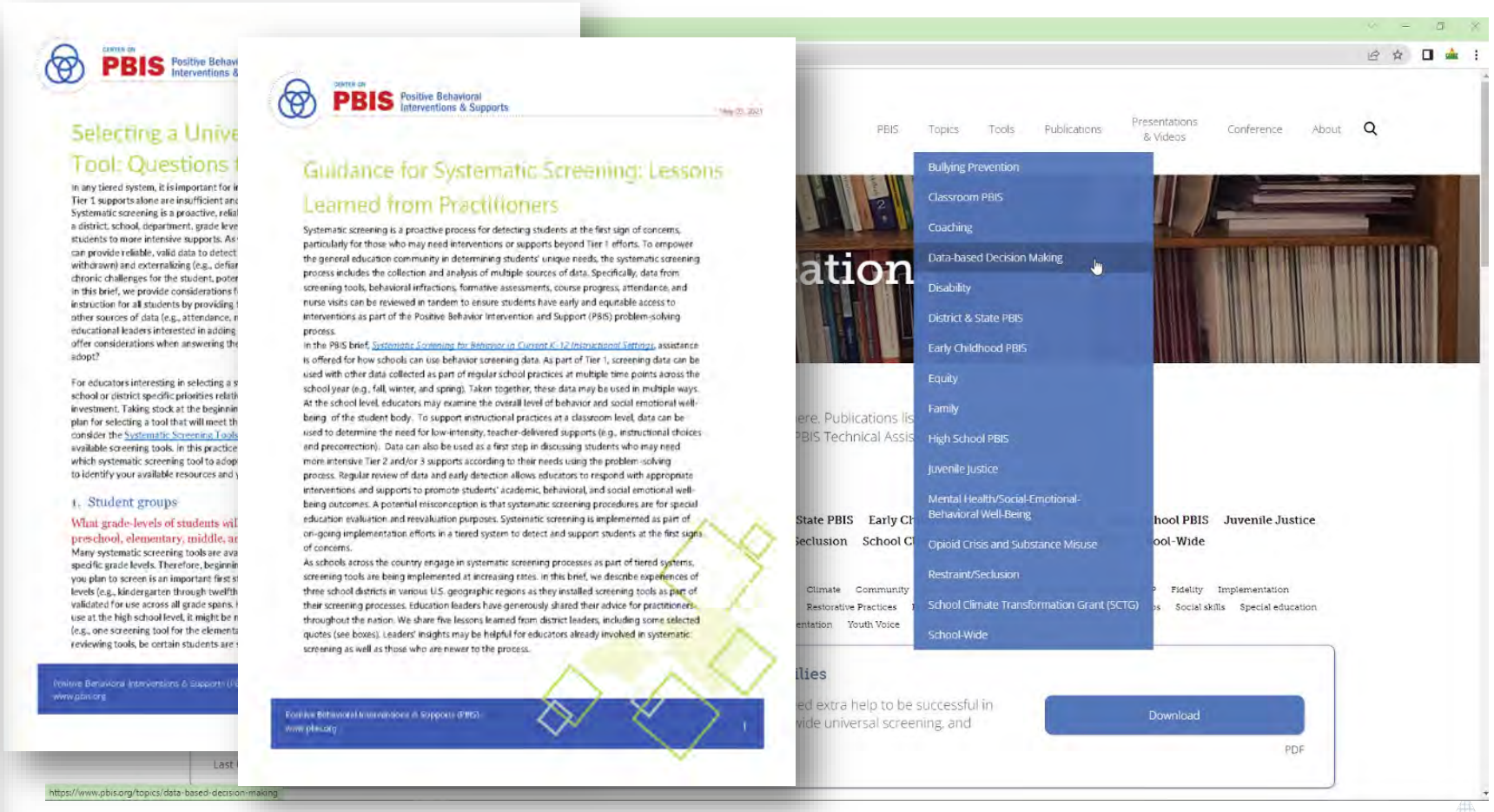
Download the SRSS-IE in MS-Excel format.

Note: This file has been updated to include two recommended additional questions related to instructional delivery (in-person, hybrid, and remote) and attendance when screening in the COVID-19 era. These are not items, but two questions to consider when analyzing and interpreting your screening data (see the last two columns).



Project SCREEN

Resources for screening available on PBIS.org…



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Tips for Communicating with Your Community about Systematic Screening

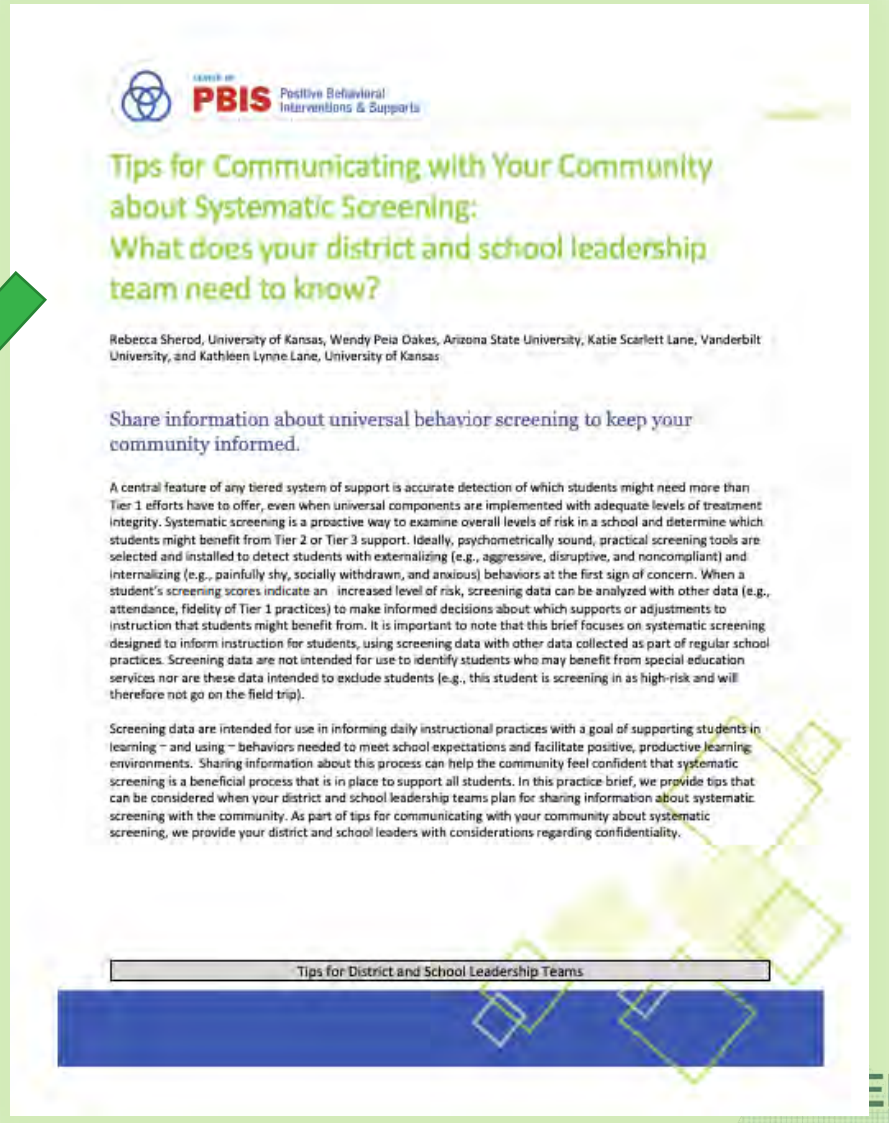
Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?

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.

Materials

Download

Word Doc



PBIS Positive Behavioral Interventions & Supports

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

Rebecca Sherod, University of Kansas, Wendy Peia Oakes, Arizona State University, Katie Scarlett Lane, Vanderbilt University, and Kathleen Lynne Lane, University of Kansas

Share information about universal behavior screening to keep your community informed.

A central feature of any tiered system of support is accurate detection of which students might need more than Tier 1 efforts have to offer, even when universal components are implemented with adequate levels of treatment integrity. Systematic screening is a proactive way to examine overall levels of risk in a school and determine which students might benefit from Tier 2 or Tier 3 support. Ideally, psychometrically sound, practical screening tools are selected and installed to detect students with externalizing (e.g., aggressive, disruptive, and noncompliant) and internalizing (e.g., painfully shy, socially withdrawn, and anxious) behaviors at the first sign of concern. When a student's screening scores indicate an increased level of risk, screening data can be analyzed with other data (e.g., attendance, fidelity of Tier 1 practices) to make informed decisions about which supports or adjustments to instruction that students might benefit from. It is important to note that this brief focuses on systematic screening designed to inform instruction for students, using screening data with other data collected as part of regular school practices. Screening data are not intended for use to identify students who may benefit from special education services nor are these data intended to exclude students (e.g., this student is screening in as high-risk and will therefore not go on the field trip).

Screening data are intended for use in informing daily instructional practices with a goal of supporting students in learning – and using – behaviors needed to meet school expectations and facilitate positive, productive learning environments. Sharing information about this process can help the community feel confident that systematic screening is a beneficial process that is in place to support all students. In this practice brief, we provide tips that can be considered when your district and school leadership teams plan for sharing information about systematic screening with the community. As part of tips for communicating with your community about systematic screening, we provide your district and school leaders with considerations regarding confidentiality.

Tips for District and School Leadership Teams

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

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

Using academic and behavior screening tools, educators actively look for students who might need extra help to be successful in school. This practice brief helps families understand the logic and steps taken as part of school-wide universal screening, and answers some frequently asked questions about systematic behavior screening.

Download Resource

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Practice Briefs: PDF

Topic(s): Data-based Decision Making Family School-Wide

Published: January 7, 2022

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Keywords: *PBIS Foundations Screening Tier 1*

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CENTER ON PBIS Positive Behavioral Interventions & Supports

November 2021

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

Educational systems continually grow and improve to meet the educational needs of students. Students bring diverse strengths and educational needs, and the expectation is that some students will need more instruction or support than others. Tiered systems of support are designed to meet students' educational needs in the areas of academics, behavior, and social and emotional well-being. Using academic and behavior screening tools, educators actively look for students who might need extra help to be successful in school. Screening data are used by teachers for promoting positive, productive, and safe school environments. While there are many approaches to screening, one approach is for teachers to independently complete a screening tool for all students within their classroom. These data are used with other information (e.g., attendance, nurse visits, office discipline referrals) so teachers can efficiently and effectively examine multiple sources of information to prevent learning and behavioral challenges from occurring and then respond effectively when difficulties do arise. Below we offer families and community members answers to some common questions about systematic behavior screening.

What is Systematic Behavior Screening?

Answer

Systematic behavior screening is a proactive process often using a valid and reliable screening tool. Educators use screening data to inform decisions about appropriate supports for students at the earliest sign of concern. This process is similar to screening your child for potential hearing and vision concerns.

What is the purpose of systematic behavior screening?

Answer

Screening data are one source of information to help teachers understand how well they are meeting students' educational needs—academically, behaviorally, and socially—through their tiered system of support. Educators use screening data along with other school data (e.g., nurse visits, attendance) to aid in the selection of additional academic, behavioral, or social supports for students.

How will behavior screening impact my child's instructional time?

Answer

Your child's instructional time is not impacted by the use of behavior screening. Teacher-completed screeners are based on the teacher's experiences with your child. The teacher completes the screening tool independently based on their current knowledge of each student. Student time is not required unless your child's school is using a student-completed screening tool. In this case, you would receive additional information from your child's school about your child's participation. Your child's school might also be using

Positive Behavioral Interventions & Supports (PBIS)
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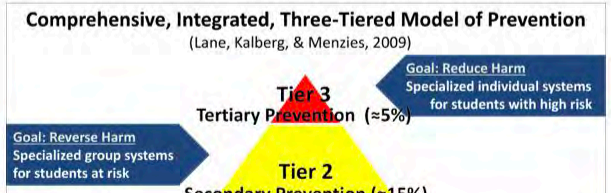
EMPOWER Sessions

Ci3T
Comprehensive, Integrated Three-Tiered Model of Prevention

Home | About Ci3T | Building Your Ci3T Mod
Implementing Your Ci3T Model | Literature
Project SCREEN | Research to Inform Practice

Professional Learning



Learn
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2022-2023 Zoom

Location: KU via Zoom
Information: See flyer below
Registration: Follow links in flyer

2022-2023 In Person

Location: Louisville, KY in person
Information: See flyer below
Registration: Register here

Project EMPOWER from the Past

2020-2021 EMPOWER Resources

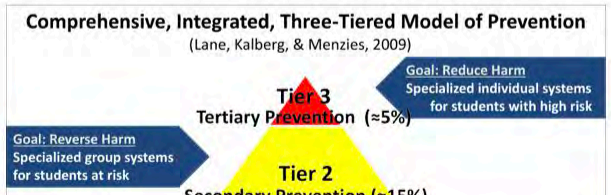
- Ci3T structures for remote, in-person, and hybrid
- Using your Ci3T structures at school and at home
- What do I need to know about systematic screening?
- Understanding and managing acting out behavior
- How do I support students who are feeling anxious?

2021-2022 EMPOWER Resources

- How do we set up for success? Using your Ci3T structures
- Using your Ci3T structures to support positive behavior
- What do I need to know about systematic screening?
- Understanding and managing acting out behavior
- How do I support students who feel anxious?

Ci3T Trainers and Coaches

Professional Learning



Learn more about professional learning op
Kansas and Hawai`i below, plus Tier 2 and
and interventions can be explored by watch
tory video (where available) and downloadi

2021-2022 Ci3T Trainers and Coaches Calls

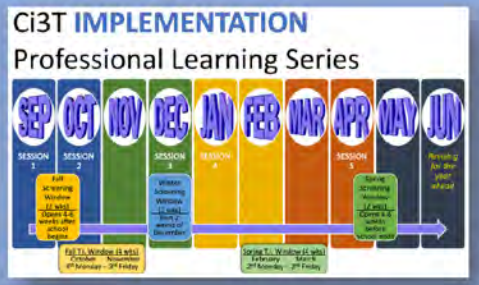
Ci3T

Location: Zoom
Attended by: Ci3T Trainers, Coaches, or Leadership Team Members; open to interested parties

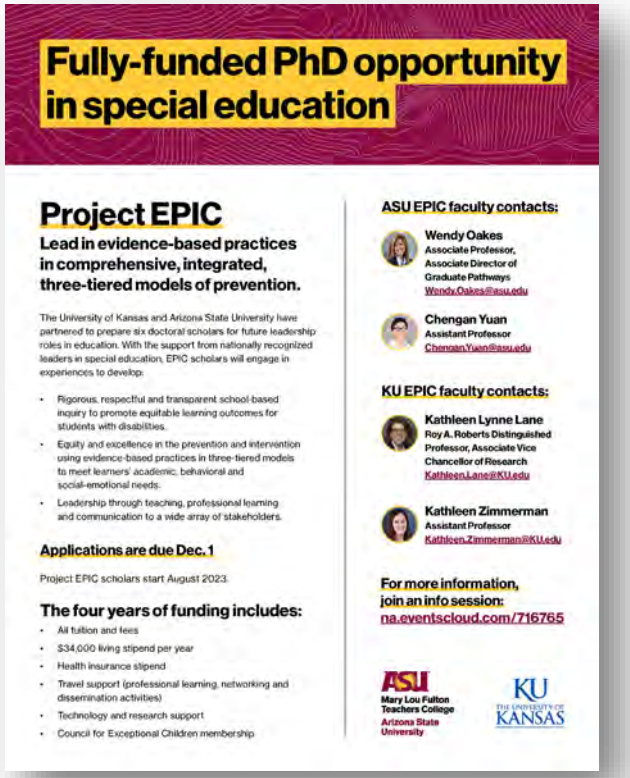
If you are interested in joining these calls, please register here!

Ci3T Trainers & Coaches Calls **Location:** *Held Remotely **Attended by:** Ci3T Trainers, Coaches, or Leadership Team Members; open to interested parties **Zoom link:** https://kansas.zoom.us/j/92361953100		Times CST
1. Ci3T Trainers and Coaches Call 1	August 05, 2021	4:00 p.m. – 5:00 p.m.
2. Ci3T Trainers and Coaches Call 2	September 02, 2021	4:00 p.m. – 5:00 p.m.
3. Ci3T Trainers and Coaches Call 3	October 19, 2021	4:00 p.m. – 5:00 p.m.
4. Ci3T Trainers and Coaches Call 4	November 17, 2021	4:00 p.m. – 5:00 p.m.
5. Ci3T Trainers and Coaches Call 5	December 14, 2021	4:00 p.m. – 5:00 p.m.
6. Ci3T Trainers and Coaches Call 6	January 20, 2022	4:00 p.m. – 5:00 p.m.
7. Ci3T Trainers and Coaches Call 7	February 22, 2022	4:00 p.m. – 5:00 p.m.
8. Ci3T Trainers and Coaches Call 8	March 24, 2022	4:00 p.m. – 5:00 p.m.
9. Ci3T Trainers and Coaches Call 9	April 12, 2022	4:00 p.m. – 5:00 p.m.
10. Ci3T Trainers and Coaches Call 10	May 04, 2022	4:00 p.m. – 5:00 p.m.
11. Ci3T Trainers and Coaches Call 11	June 02, 2022	4:00 p.m. – 5:00 p.m.

The purpose of our coaching calls is to provide ongoing support for Ci3T District Leaders, Ci3T Trainers, Ci3T Coaches, and other individuals supporting the design and implementation of Ci3T. We offer these calls as a service activity to support those committed to meeting students' multiple needs in academic, behavior, and social domains. Please email Grant Allen (grant.allen@ku.edu) and Katie Austin (katie.austin@ku.edu) if you have any questions.



Project EPIC



Fully-funded PhD opportunity in special education

Project EPIC

Lead in evidence-based practices in comprehensive, integrated, three-tiered models of prevention.

The University of Kansas and Arizona State University have partnered to prepare six doctoral scholars for future leadership roles in education. With the support from nationally recognized leaders in special education, EPIC scholars will engage in experiences to develop:

- Rigorous, respectful and transparent school-based inquiry to promote equitable learning outcomes for students with disabilities.
- Equity and excellence in the prevention and intervention using evidence-based practices in three-tiered models to meet learners' academic, behavioral and social-emotional needs.
- Leadership through teaching, professional learning and communication to a wide array of stakeholders.

Applications are due Dec. 1

Project EPIC scholars start August 2023.

The four years of funding includes:

- All tuition and fees
- $34,000 living stipend per year
- Health insurance stipend
- Travel support (professional learning, networking and dissemination activities)
- Technology and research support
- Council for Exceptional Children membership

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na.eventscloud.com/716765

ASU Mary Lou Fulton Teachers College, Arizona State University

KU The University of Kansas

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Learn more about KU's PhD in Special Education at specialedu.ku.edu/academics/special-education/phd

KU The University of Kansas

ASU Mary Lou Fulton Teachers College, Arizona State University

Funded by the Office of Special Education Programs (OSEP)
U.S. Department Of Education

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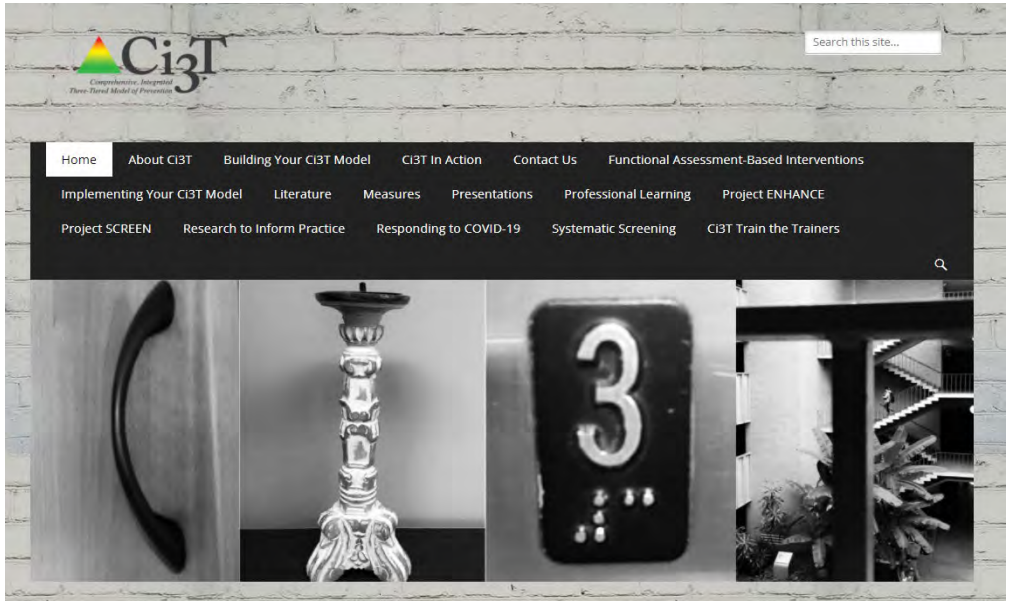
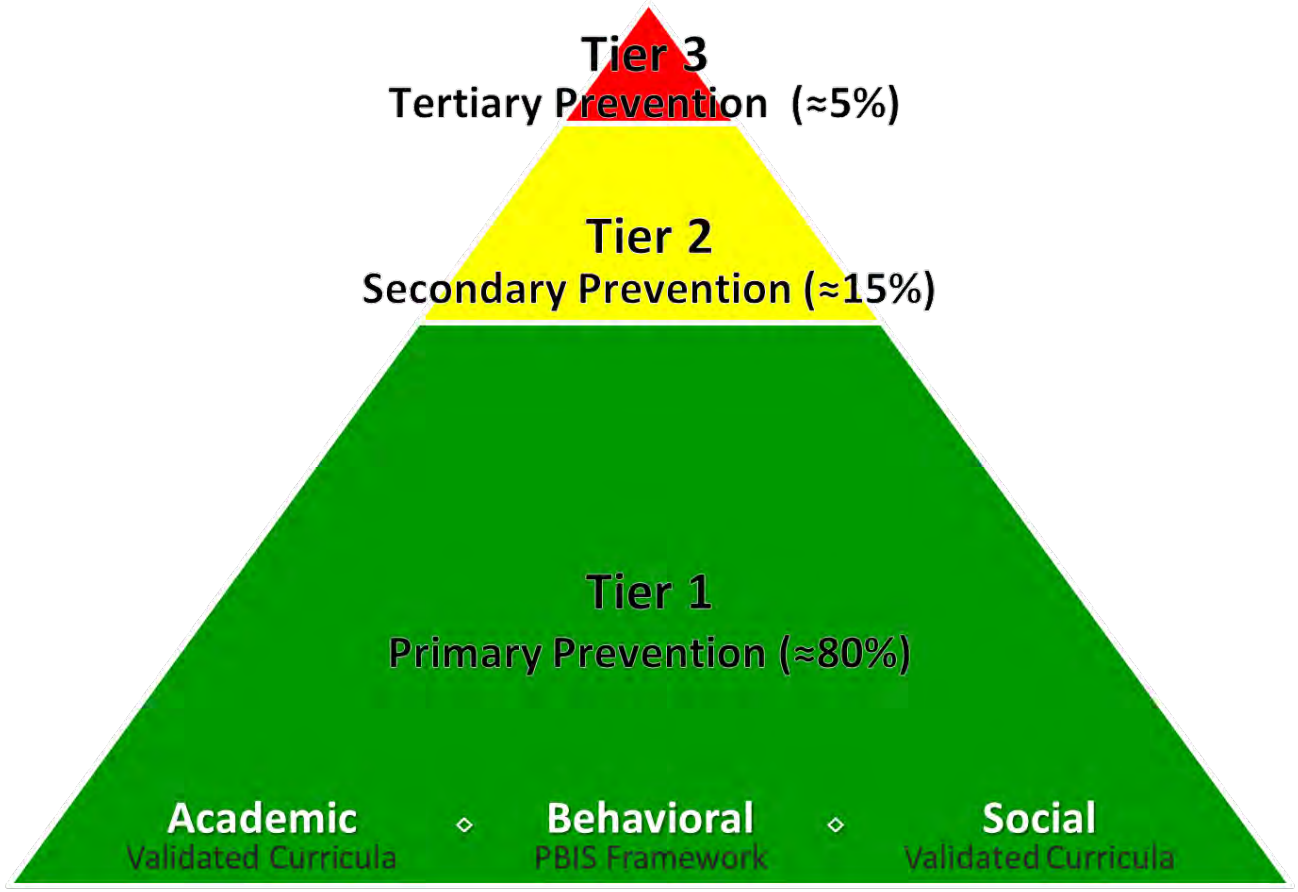
Thank you!





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