**FFSD SRSS-IE Screening Considerations & Checklist**

|  |
| --- |
| **Before Your Screen: What to Know and Consider** |
| 1. The SRSS-IE is intended to assess overall risk levels for students, (as a package deal). Each of the items are not predictive enough to analyze on their own. |
| 2. The items are behavioral indicators and not labels. They indicate a snapshot of behavioral patterns for students, and are fluid over time.These items cannot be changed, deleted, or added to - it will invalidate data. |
| 3. ***All*** students are to be screened. |
| 4. Best practice states that individual teachers screen his or her class; students are not to be screened in groups or grade level teams. |
| 5. For middle and high schools, typically a period of the day is chosen, and all teachers screen the class/students they have at that time. This period will remain the selected time in future screenings as well. |
| 6. Behavioral indicators and the rating scale are not operationally defined. Each teacher/staff member will screen on their own perception. |
| 7. It is most effective to screen the entire class in one sitting; please pick a time within your screening window when this would be possible. |
| 8. Screening data is confidential; please follow district policy and procedures. |
| 9. Screening typically occurs three times per year:   * Fall (4-6 weeks after the start of school) * Winter (in December, before Winter Break) * Spring (4-6 weeks before the end of school) |

|  |  |
| --- | --- |
| **Screening Procedural Checklist** | |
|  | **Check if complete:** |
| Login to <http://new.fergflor.k12.mo.us/srss>. |  |
| Select your school, you name, and enter your employee ID. |  |
| Double check that all students are included on your sheet. |  |
| Complete the rating of each student on the list, (there are 12 items) working across and completing the ratings for one student before moving on to another. |  |
| Rate each student independently. Please do not rate collaboratively or after conferencing with other staff members. |  |
| If you have a student that has not been in your class for at least 30 days, please do not rate him or her. Instead, you can skip the rating for this student. |  |
| Check to make sure the total score columns have scores for both Internalizing and Externalizing. |  |
| Once you have rated all of your students, please click “Submit.” |  |

|  |
| --- |
| **Analyzing your Screening Data:** |
| **Integrated Framework** |
| 1. Screening data is the first, but not only, data source used to identify the appropriate supports for buildings, classrooms, and students who need them. |
| 2. Other data to look at in conjunction with screening data would include:   * **academic**   + Academic screening data   + Curriculum based measures   + Grades/GPA   + Other * **Social-emotiona**l   + Data from social skills curriculum   + Attendance   + # of nurse visits   + Diagnostic measures   + Other * **social validity**   + Staff, student and family surveys   + School Safety Survey(staff, student, and parent surveys, School Safety Survey, etc.),   + Other * **treatment integrity**   + Tiered Fidelity Inventory   + Walk-through data   + Other   What data will you prepare and have at the table? What data do you want to move/impact?   |  |  |  | | --- | --- | --- | | **Academic** | **Behavior** | **Social** | |  |  |  | | **Social Validity and Treatment Integrity Data** | | | |  | | | |
| **Guiding Questions: School-wide Systems** |
| **What are the overall risk levels within your building? How does it compare to the risk levels of previous screenings?**   * Are they what would be expected? Do they compare to what research tells us risk levels should be, (at least 80% of students at low to no risk; 15% of students at moderate risk; 5% of students at high risk)? * Where should we focus our supports (universals, secondary, and/or tertiary)? * What action steps could we put in place? * How is screening data included in our intervention guidelines or entering/exiting criteria? |
| **Academic**: How do risk levels from our behavioral screenings compare to the risk levels from our academic screenings?   * What interventions do we currently have in place for Tiers 2 and 3? What connections do we need to make between academic, behavioral, and social emotional interventions to best support our students? * Where should we focus our supports (universals, secondary, and/or tertiary)? * What action steps could we put in place? |
| **Behavioral:** How does our risk level data compare to or connect with our office referral and suspension data? Our attendance data?   * What interventions do we currently have in place for Tiers 2 and 3? What connections do we need to make between academic, behavioral, and social emotional interventions to best support our students? * Where should we focus our supports (universals, secondary, and/or tertiary)? * What action steps could we put in place? |
| **Social Emotional:** How does our risk level data compare to or connect with social emotional data that we collect?   * What interventions do we currently have in place for Tiers 2 and 3? What connections do we need to make between academic, behavioral, and social emotional interventions to best support our students? * Where should we focus our supports (universals, secondary, and/or tertiary)? * What action steps could we put in place? |
| **Guiding Questions: Classroom** |
| **What are the overall risk levels within my classroom? How does it compare to risk levels of previous screenings?**   * Are they what would be expected? Do they compare to what research tells us risk levels should be, (at least 80% of students at low to no risk; 15% of students at moderate risk; 5% of students at high risk)? * Where should I focus my supports (universals, secondary, and/or tertiary)? * What resources do I have to effectively implement low-intensity interventions in my classroom? * What action steps could I put in place?   **How do risk levels compare with academic and social emotional data in my classroom?**   * How can I modify my instruction to best meet the needs of all students academically, behaviorally, and socially/emotionally? |
| **Guiding Question: Individual Student Identification and and Monitoring** |
| **Academic, behavioral, and social emotional data that the school has identified (including screening scores) should be organized in a single place to support team-based, multiple source data-driven decision making.** |
| **For students not currently in Tier 2 and/or 3 interventions:**   * How does student data from multiple domains meet the requirements from our intervention guidelines or entering criteria? * What is this other data telling us? Does the student need support at this time, or is this someone we should keep on our radar? If this student does not meet criteria for a Tier 2 or 3 intervention, what supports or strategies could we offer his or her teaching team? * Is there a connection/causal relationship between academics and behavior? Does it seem that one may be influencing the other? Does it seem that there are specific times of day problem behaviors may be occurring? How would you prioritize and/or integrate the types of interventions? * What interventions best match his or her data, strengths, and needs? * How can we be sure to consider function of behavior when selecting an intervention? * What are the next steps for this student? |
| **For students currently in Tier 2 and/or 3 interventions:**   * How does intervention data connect to the student’s screening data? * Is/are the intervention(s) working for the student?   + If yes - are they ready to begin the intervention fading process?   + If no - have we assessed treatment integrity? Have we looked at data in all three domains in order to make support decisions for this student? What next steps could we put in place? * Is there a connection/causal relationship between academics and behavior? Does it seem that one may be influencing the other? Does it seem that there are specific times of day problem behaviors may be occurring? How would you prioritize and/or integrate the types of interventions? |