Universal Screening

Overview and SRSS Data Tool Guide
Universal Screening Overview

What is it?
A universal screener is a brief assessment given to all students to help identify which students are at risk for behavioral difficulties. A universal screener can also be used for measuring the improvement of a group, class, grade, school, or district. A universal screener can be designed to screen any area of concern or interest including: academics, social skills, language, externalized behaviors (e.g., physical or verbal aggression, self-injury, and disruption) and/or internalized behaviors (e.g., anxiety, depression, withdrawal, and isolation).

Who is involved?
- Teachers: Universal screening for behaviors might include standardized teacher-completed rating scales on each individual student or the whole class. For schools using Office Discipline Referrals (ODRs) for universal screening, teachers may submit ODRs.
- School-wide RTI²-B Leadership Team: Educate school staff, parents, and students on the universal screener and the importance of the results. Monitor universal screener data during regular meetings. If a school has a large number of students identified as being at risk for behavioral difficulties, this team may establish relative norms instead of national norms to identify students who need more intensive behavioral supports.
- District-wide RTI²-B Leadership Teams: Consult with your TBSP provider (tbsp@utk.edu) to select universal screening tools and procedures and to establish specific criteria for identifying students who are at risk for behavioral difficulties.

When should it occur?
For all grades, it is essential that behavioral universal screening occur at least once in the beginning (fall) of the school year (or per instructions for the particular screening tool). However, it is best practice to conduct universal behavior screening three times per school year: at the beginning (fall), middle (winter), and end (spring). Teams should follow instructions for particular screening tools when selecting universal screening times.

How are data used?
- To identify students at risk for behavioral difficulties (i.e., students who may need intervention)
- To identify students performing at or above the level considered necessary for achieving long-term success
- As a benchmark for measuring the improvement of a group, class, grade, school, or district (i.e., a reduction in the percentage of students identified to be at risk for behavioral difficulties)

What tools are available?
The School-Wide Information System (SWIS). SWIS is an online data management system that allows school teams to enter and summarize ODR data. SWIS provides commonly used definitions of problem behaviors, example tools for helping school teams decide which problem behaviors will be classified as minor versus major problem behaviors, example ODR forms to allow teams to collect relevant information, and a for-purchase online data system to allow teams to enter and analyze ODR data. The for-purchase system is available at www.pbisapps.org. It is appropriate for grades K-12, and has an annual subscription fee of $350. It includes an online school account for entering and summarizing the
following information: frequency of referrals, type of problem behavior, school locations and times of referrals, and students receiving referrals.

*Student Risk Screening Scale- Internalizing and Externalizing (SRSS-IE):* The SRSS-IE is a tool for identifying students with externalizing and internalizing behaviors that require additional supports. It is a brief, one page screening tool, which teachers use to rate students on a 0-3 Likert scale based on how often they display a target behavior. Elementary School, and Middle/High School Excel versions of this tool are available on the TBSP website ([etbsp.utk.edu](http://etbsp.utk.edu)). Please contact TBSP ([tbsp@utk.edu](mailto:tbsp@utk.edu)) for further information on how to use the SRSS-IE Excel tool appropriately.
SRSS Data Tool Guide

Completing the SRSS:

Materials Needed: SRSS-IE teacher form for every teacher with student names pre-entered.

Time Involvement: 10-15 min per class

Administrators: begin on page 2 (“prepping”)

Teachers: begin on page 3 (“screening”)

Scoring Team: begin on page 4 (“scoring”)

Prepping:

1. Load the screener “SRSS-IE Form for Teacher/Class Use” on a secure storage location for this data.
2. Make a separate excel file for each teacher using the “SRSS-IE Form for Teacher/Class Use”. Label with teacher name and date. (Please do not copy the screener as multiple sheets in one excel file.)
3. For each teacher, insert student first and last names in the appropriate column.

![SRSS-IE Form](image)

4. Once completed, save. Now teachers are ready to complete.
Screening (Teachers):

1. Start with the first student in your classroom (remember to only screen students who have been present at least 30 days).
2. Score the student on the first item on a 0-3 Likert-type scale then move across the scale to complete all items for one student at a time.

3. Repeat this process for the remaining students.
4. Recommendation: Do not go down the columns and score all students on the same item at the same time. By scoring row by row, a more accurate depiction of student behavior is created. Also, only one adult should complete the screener, please refrain from having discussions about students.
5. Check to make sure every item has been completed for students that should be screened. Also check that all items are scored a 0, 1, 2, or 3 only (i.e., eyeball for typos).
Scoring (Team):

1. Once all of the teachers have completed screening their students, the team can begin scoring the screeners.
2. Open the SRSS-IE Teacher Form file for every teacher.
3. Open the “SRSS-IE Spreadsheet Master for Administrator Use” (be sure to click “enable” buttons shown below).

Mac View:

PC View:

AND
4. Copy and paste all completed teacher screeners into the master school analysis spreadsheet on the Student Scores tab (check for blank cells).

5. Count the total number of students screened and enter that number at the top of the spreadsheet.

6. Check total columns (cut scores in table below).
7. Click on the externalizing Frequent Flyers tab, and click in cell A2 to create the externalizing frequent flyer list. This will also automatically calculate the total number of students who are and are not at-risk in the bottom right corner of the spreadsheet.

8. Click on the Internalizing Frequent Flyers tab, and click in cell A2 to create the internalizing frequent flyer list. This will also automatically calculate the total number of students who are and are not at-risk in the bottom right corner of the spreadsheet.
9. For sharing back information, check out the externalizing/internalizing triangle tabs and the externalizing/internalizing student chart tabs.
Cut Scores for the Student Risk Screening Scale:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Externalizing</th>
<th>Internalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>Low 0-3, Moderate 4-8, High 9-21</td>
<td>Low 0-1, Moderate 2-3, High 4-15</td>
</tr>
<tr>
<td>Middle and High School</td>
<td>Low 0-3, Moderate 4-5, High 6-18</td>
<td>Low 0-1, Moderate 2-3, High 4-15</td>
</tr>
</tbody>
</table>

**Next Steps to Consider (Team):**

1. Share overall risk with faculty and staff
2. Compare time points to analyze whether or not your plan is working
3. Look at numbers by grade level
4. Behavior Screener at Tier II and Tier III
   a. Look at individual students who are at risk for externalizing and internalizing behaviors
   b. Place students in interventions with the help of Tier II and Tier III intervention grids
   c. Discuss screener data as a part of regularly scheduled data team meetings
   d. Look at multiple sources of data (academic and behavior) to place students in appropriate interventions