

In order to ensure a strong start to 2020-2021, school systems should attend to the well-being of students and staff.

School leaders must prepare for an unprecedented school year as staff and students are returning to school post-COVID-19. The well-being of students must be prioritized to prepare students to learn. This guidance document supports school leaders in outlining the processes for administering a social, emotional and behavioral health screener to elementary school students. The screener selected is the Student Risk Screening Scale - Internalizing and Externalizing (SRSS - IE) assessment, which is a universal screening tool that helps identify students who are at risk for challenging antisocial behavioral problems.

SSRS-IE is available free-access. SRSS-IE is recommended to administer three times per year, Fall (September/October - 4-6 weeks after the school year starts); Winter- December (prior to winter break); and Spring - April/May (6-weeks prior to the end of the school year). The SRSS-IE is completed by teachers for the purpose of providing better support to students. The SRSS-IE includes 12 items rated on a 4-point Likert-type scale based on the teacher's current knowledge and observation of each individual student's behavior. In addition to screening for individual students, schools use the SRSS-IE to look at school-wide data for program evaluation.

The SRSS-IE is not an assessment of static traits or personality and it should not be used to determine eligibility or access to programs such as special education. The SRSS-IE is one of many data sources to indicate student risk, and inform instruction and interventions.

Administering the SRSS - IE for Elementary Students: Steps for Teachers

1. Use the SRSS-IE [Elementary Spreadsheet](#) or [Google Sheet](#) to record screening results.
2. Enter the first student in your classroom (remember to only screen students who have been present for at least 30 days).
3. Select a score using 0-3 on a Likert-type scale as captured on the [SAMPLE Elementary Spreadsheet](#), then move across the scale to complete all items for one student at a time.

**Note: The first seven risk factors are External risk factors and referred to as E7 on this SRSS-IE for elementary students. The last five risk factors, shaded in gray on the template, are considered Internal risk factors and referred to as I5 on this SRSS-IE for elementary students. Once scores are entered for an entire row, scores are calculated in the spreadsheet for Category E7 and for Category I5.*

4. Repeat the same process for the remaining students in your class.
5. Recommendation: Make certain to score row by row, using the exact risk factors on the scale, to more accurately depict student behavior. Do not go down the columns and score all students on the same item at the same time.
6. Self-check your entries to ensure that only scores of 0, 1, 2, or 3 are used and that all items have been scored.

**Scoring will automatically calculate on the spreadsheet once risk factors are entered for E7 and I5 and final scores will be noted in last columns to the right of spreadsheet*

Screening Data Analysis & Plan for Intervention

Results should be reviewed and interpreted by the [well-being leadership team](#) to determine next steps and/or interventions needed. The [Student Engagement and Success Vendor Guide](#) should be used to identify vendors and intervention strategies to create the [Individual Academic Improvement Plan \(IAIP\) Template](#) for students. Students can be organized in small groups or one-on-one to access interventions to address social, emotional and behavioral needs.

Interpretation of Sample Data and Developing Individualized Student Plan

Using the [sample class](#), a [SAMPLE Individualized Student Plan](#) was created for the first student highlighted in green, Mary Adams.

The External Risk Factors score of 13 designates Mary at High Risk. She scored a 9 for Internal Risk Factors, which means she is at Moderate Risk. In order to create Mary's Individual Student Plan to include interventions, the [Student Engagement and Success Vendor Guide](#) was used to determine appropriate support and services for Mary.

Based on the screener results, the recommended student-based interventions for Mary is the [BARR program](#).

Teacher Teaming Structures:

In the BARR model, the teachers in a cohort have a shared meeting time. Teacher (block) teams meet weekly to discuss each student in the cohort using student-level data that is updated weekly. The teacher team evaluates each student's progress as well as academic and non-academic barriers to learning. In these collaborative sessions, teachers identify students who are struggling and determine how to intervene to support them as well as students who should be accelerated. Each teacher provides a unique lens on the student and these perspectives combine during the meeting to create a more holistic view of the student.

Tier I, II, and III Interventions:

In the BARR model, teachers identify students who are struggling, as well as students who should be accelerated and determine how to intervene to support them. Cohort teacher teams identify the most at-risk students and move them into a structured Risk Review process that engages the community to determine the most effective response. This team includes the school's BARR coordinator, a school administrator, a school social worker/counselor and other professionals as needed. They are trained to use this process to identify and execute interventions to get essential external