

Summit Hill School District 161
Social-Emotional Screening K-8
Parent/Guardian Information Overview
Student Risk Screening Scale (SRSS) Overview

Beyond just teaching academics, schools can foster students' development in their relationships, emotional skills, and overall well-being. Social-emotional skills are critical for students of all ages to be successful academically as well as in their lives and relationships. The Summit Hill School District utilizes the Student Risk Screening Scale for the use of universal social-emotional screening for grades Kindergarten through Eighth.

The use of social-emotional screening tools enables us to:

- Provide data-informed and responsive supports to students to increase positive student outcomes
- Better inform instruction and guide professional development priorities for teachers, staff, and administrators
- Use systems-level data to assess the effectiveness of school systems, practices, and curriculum in meeting students' social and behavioral needs

Student Risk Screening Scale

The Student Risk Screening Scale (SRSS) is a universal screening tool used along with other school-collected data (e.g., grades; formative and summative test results; discipline referrals; attendance patterns, etc.) to inform instruction and select appropriate supports for students. The SRSS, like all universal screening tools, is not used to label students. The SRSS is not intended as an assessment of traits or personality. It is used as one of multiple data sources to indicate student risk. As always, parent consent is required for students to participate in supplemental or follow-up interventions.

Universal Screening and SRSS

Universal screening is the systematic assessment of all students on academic and social-emotional indicators for the purpose of identifying students who are at-risk, and may require support that varies in terms of level, intensity and duration. Screening is a key component of prevention efforts. This is similar to universal screening for vision and hearing. Numerous school districts across the country implement universal screening for academics and/or behavior as a means to support prevention efforts by informing instruction and identifying students who may need additional supports or interventions to be successful in school. Early detection of students potentially at risk and connecting students with appropriate resources when needed has increasingly become a standard practice to enhance social-emotional well-being and reduce interfering social, emotional, and behavioral impacts in the school setting.

Frequency of Administration

SRSS-IE is administered three times per year • Fall: October (4-6 weeks after the school year start) • Winter: January/February • Spring: April/May (6 weeks prior to the end of the school year)

SRSS Items

The SRSS-IE consists of items that teachers use to rate their classroom of students based on the teacher's current knowledge and observation of each individual student's behavior.

SRSS Externalizing	SRSS Internalizing
1. Steal 2. Lie, cheat, sneak 3. Behavior problems 4. Peer rejection 5. Low academic achievement 6. Negative attitude 7. Aggressive behavior	1. Emotionally flat 2. Shy; withdrawn 3. Sad; depressed 4. Anxious 5. Lonely

Adapted from: Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) (2017)

SRSS Scoring

Teachers rate the frequency with which students display the behaviors described on the SRSS. Teachers rate the frequency (0=Never, 1=Occasionally, 2=Sometimes, 3=Frequently) with which students display the behaviors described on the SRSS-IE. Overall scores are calculated to provide an estimated level of risk of social-emotional and behavioral concerns. Scores are calculated to form one of three risk categories: Low, Moderate, or High Risk. The Externalizing and Internalizing scores are used for interpretation of risk, NOT the individual item ratings. The students and students' families are not directly involved in the data collection. Item-level data are not shared with others because overall scores in conjunction with other school-collected data are what predict risk, not individual item scores. Parents/Guardians will be notified by a school counselor or school social worker if their child's answers indicate a lower level of overall well-being. Parents/Guardians will not receive scores if their student's scores indicate a higher level of overall well-being.

Storing SRSS Data

SRSS data is stored securely and kept confidential just like any other universal screening or student educational data. Only the classroom teacher, building administrators, school counselor and/or school social worker, and district administrators have access to individual student results.

If you have further questions about the SRSS, please contact Leslie DeBoer, the Director of Special Education at ldeboer@summithill.org.