Assessment Name:

Student Risk Screening Scale (SRSS)

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Overview:

The Student Risk Screening Scale is a brief, no-cost, user-friendly screening tool designed to identify school-aged students with externalizing problems. The SRSS includes the following seven items: (a) steal; (b) lie, cheat, sneak; (c) behavior problem; (d) peer rejection; (e) low academic achievement; (f) negative attitude; and (g) aggressive behavior. These items are rated on a four-point Likert-type scale (never = 0, occasionally = 1, sometimes = 2, frequently = 3). Total scores are summed (range = 0–21, with higher scores indicating higher risk) and used to classify students into one of three risk categories established by publishers: low (0–3), moderate (4–8), or high (9–21). The SSRS can be completed by teachers 6–8 weeks after the onset of the academic years and requires approximately 10 to 15 minutes to rate all students within a classroom.

Brief review of validity and reliability evidence:

There have been several studies examining the reliability and validity of the SRSS, primarily conducted with elementary school-aged population. Recent research has consistently found high internal consistency (Lane, Oakes, Ennis et al, 2011; Lane, Bruhn, et al., 2010; Lane, Kalberg, et al. 2010) and test-retest stability (Oakes, Wilder et al., 2010; Lane, Kalber, et al., 2010). These findings have been supported in metropolitan (Lane, Bruhn, et al., 2010), urban (Lane, Oakes, Ennis, et al., 2011), suburban (Menzies & Lane, 2012), and rural settings (Lane, Kalberg, Parks, et al., 2008). Findings suggest the SSRS is a reliable tool, as evidenced by strong internal consistency and test-retest reliability. Although a few studies have reported high inter-rater reliability (Lane, Oakes, Ennies, et al., 2011; Lane, Kalberg, Parks, et al., 2008), further research is needed to provide strong evidence across school settings and age groups.

The validity of the SRSS has also been examined across these studies. Convergent validity between SRSS and the Strengths and Difficulties Questionnaire (Lane, Parks, et al., 2007) and the Systematic Screening of Behavior Disorders (Lane, Little, et al., 2009) has been established. Furthermore, findings support predictive validity where risk status predicts behavioral and academic outcomes two years later (Lane, Bruhn, et al. 2010; Lane, Oakes, Ennis, et al., 2011). Diagnostic accuracy has also been addressed via research employing receiver operating characteristic (ROC) curve analyses. Results suggested the SRSS is more accurate for detecting externalizing behaviors than internalizing behaviors, as measured by the Systematic Screening of
Collectively, these studies provide strong evidence that the SRSS is a reliable and valid tool for use with elementary school students. Recent evidence for the utility of the SRSS in middle school (Lane, Bruhn, et al., 2008; Lane, Parks, et al., 2007) and high school (Lane, Kalberg, Parks & Carter, 2008; Lane, Oakes, Ennis, et al., 2011) settings is emerging.

**Strengths and Weaknesses:**

There are three primary strengths associated with the SRSS. First, the SRSS is feasible for practitioners to easily access (no cost), prepare (import student names), complete (seven items per student), score (add seven numbers), and interpret (place students in one of three risk categories). Second, the SRSS is psychometrically sound – there is strong evidence for its reliability and validity across settings and age groups. Third, a key strength of the SRSS rests in its utility. It can be used to systematically monitor school adjustment and behavioral performance of students within a school and across multiple school years.

There are three potential weaknesses of the SRSS. First, the SRSS more accurately identifies students with externalizing behaviors than students with internalizing behaviors. Second, the SRSS does not include an intervention component that links at-risk students to specific supports. Finally, additional research is needed to support the utility of the SRSS for middle schools and high schools.

**Administration Steps:**

The SRSS does not require formal training. It can be downloaded from an online source or created in an Excel file or Word document. Because the SRSS is not something to be purchased, it is very important to check the accuracy of the document once it is obtained or prepared. Practitioners are urged to only use all seven items without editing, modifying, or deleting any item(s), use only the 4-point Likert-type scale, and double-check their calculations when scoring the SRSS.

**Materials:**

The only materials required to complete the SRSS are the student roster, a writing utensil to complete the form, and a calculator to compute total score for each student.

**Data coding/sorting/presenting process:**

To score the SRSS, simply add the scores for each item for each student. The score of each student should be within 0–21 range and each student’s score should fall in one of the three categories: low risk (0–3), moderate risk (4–8), or high risk (9–21).
References:


