### Overview
The Student Risk Screening Scale (SRSS-E7) helps identify externalizing behaviors among school-aged students. It was originally developed to detect risk for anti-social behavior patterns. The SRSS-I5 and the SRSS-I6 also assess internalizing risk behaviors in elementary and middle/high school students, respectively. The SRSS-I versions, though valid in the target population, do not show the same strength in validity as the SRSS-E7. The SRSS’ utility is enhanced when grade level, classroom, school, or district data are aggregated in order to identify the number of students at risk for internalizing and externalizing problems.

### Focus Area
- Academic
- Anxiety
- Depression/Mood
- Disruptive Behavior
- Social Skills

### Purpose
- Screening/Initial Evaluation
- Progress Monitoring

### Reporter
Educator

### Versions
- SRSS-E7, Educator, 7 items (for grades K-12)
- SRSS-I5, Educator, 5 items (for grades K-5)
- SRSS-I6, Educator, 6 items (for grades 6-12)

### Subscales
N/A

### Sample Items
- Peer rejection
- Aggressive behavior
- Low academic achievement
- Emotionally flat
- Lonely

### Response Options
- Never
- Occasionally
- Sometimes
- Frequently

### Estimated Completion Time
Fifteen to twenty minutes

### Languages
English

### Cost
Free

Access the measures:
SRSS-IE (for grades K-12)
## Scoring

<table>
<thead>
<tr>
<th>Possible range</th>
<th>0-21</th>
<th>0-15/0-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item scores</td>
<td>Never (0) to Frequently (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Administration & scoring rules**

To use the **SRSS** for *screening* and *progress monitoring*:
- Complete the SRSS externalizing and/or internalizing scales for each student in the classroom
  - The teacher should know the student for at least 6-8 weeks prior to providing assessment scores
- Rate symptom frequency
- Sum items from the SRSS-E7
- Sum items from the SRSS-I5/I6, with the exception of the peer rejection item
  - Use the criteria in the table below to interpret the risk level for each scale
- Add the number of students in the classroom who are “low-risk,” “moderate-risk,” and “high-risk”
- Divide the number of students in each risk category (low, moderate, high) by the total number of students in the classroom to determine the percentage at risk in each category
- Recommended administration frequency is once per school quarter

### Preliminary Risk Cut Scores

<table>
<thead>
<tr>
<th></th>
<th>SRSS-E7</th>
<th>SRSS-I5</th>
<th>SRSS-I6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-risk</td>
<td>0-3</td>
<td>0-1</td>
<td>0-3</td>
</tr>
<tr>
<td>Moderate-risk</td>
<td>4-8</td>
<td>2-3</td>
<td>4-5</td>
</tr>
<tr>
<td>High-risk</td>
<td>9-21</td>
<td>4-15</td>
<td>6-18</td>
</tr>
</tbody>
</table>

Research has found SRSS total scores improved detection of externalizing behavior patterns (e.g., aggressive, noncompliant) by 45% and internalizing behavior patterns (e.g., anxious, socially withdrawn) by 30%.

Clinical use of the SRSS has found utility in determining the responsiveness of students within multi-tiered models of prevention, how risk changes over time, and with identification of students in need of secondary (Tier 2) or tertiary (Tier 3) supports.

**Findings from middle/high school SRSS**

**Webinar on administration and scoring of the SRSS**

*Summary compiled by CSMH (2017) for The SHAPE System ([www.theSHAPEsystem.com](http://www.theSHAPEsystem.com))*