



# ISIS-SWIS Manual for Facilitator, Coordinators and Users

*October 2012  
Version 1.1*

# ISIS-SWIS Manual

Version 1.1

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## **Software Requirements for ISIS-SWIS include:**

- Internet Explorer 8 or higher for PC
- Safari 3.0 or higher
- Firefox 3.0 or higher

*Note: Users with slower internet connections may experience difficulties unrelated to the ISIS-SWIS system.*

## Table of Contents

Getting to Know ISIS-SWIS.....	4
Who Should Use This Manual.....	4
Brief Overview of ISIS-SWIS and Individualized Support.....	4
Confidentiality .....	4
Role of ISIS-SWIS Facilitator .....	5
Roles, Responsibilities & Access Table .....	6
The ISIS-SWIS Structure.....	7
ISIS Main/Student Files.....	7
School-Wide Report.....	9
Student Dashboard.....	10
Using ISIS-SWIS Data for Decisions.....	11
ISIS-SWIS Data Entry and Reporting Schedule .....	11
Common Navigation.....	12
Coordinators: ISIS-SWIS Student File Set-up .....	13
Student File Set-up Checklist.....	13
Person Management .....	15
Measures .....	17
Implementation Status.....	21
Assessment/BSP/Documents .....	21
Data Entry.....	22
ISIS-SWIS Data Entry: Access and Training .....	24
Generating Reports .....	25
School-wide Report .....	25
Student Measure Reports .....	26
Time Segment Reports .....	28
Single Time Segment Report .....	28
Time Segment Report.....	28
Case Study: Brian Bender .....	29
Setting Event.....	34
Desired Behavior .....	34
Getting Support.....	44
Notes .....	44
ISIS-SWIS Templates .....	46

## Getting to Know ISIS-SWIS

### Who Should Use This Manual

The ISIS-SWIS User's Manual is a quick reference guide for ISIS-SWIS facilitators, ISIS-SWIS coordinators and ISIS-SWIS users. It is used during the initial start-up, training, and on-going use of the application. ISIS-SWIS coordinators typically are school and district personnel responsible for the design, implementation and/or assessment of individual student supports. ISIS-SWIS users are typically school personnel responsible for entering individual student data and generating reports.

Individuals new to ISIS-SWIS should go to the PBIS Applications website at [www.pbisapps.org](http://www.pbisapps.org) for information about the features of ISIS-SWIS and how to obtain access to ISIS-SWIS and other PBIS applications. The website also provides access to a demonstration account that shows the ISIS-SWIS structure, functions and reports.

### Brief Overview of ISIS-SWIS and Individualized Support

ISIS-SWIS is designed to be used with individualized behavioral, academic or mental health support plans. Individualized supports typically involve: (a) a team of individuals who design and provide support; (b) formal assessment of student needs, (c) written plan that is based on the assessment information and uniquely designed for the child, and (d) a formal process for assessing the effectiveness of the support plan. ISIS-SWIS is designed to be helpful with each of these features of individualized planning:

Individual Student Support Team: ISIS-SWIS provides a location for listing the members of student's support team and easily communicating with those members.

Formal Assessment: ISIS-SWIS provides a location for recording any behavioral, academic or mental health assessment that is available in Word or Excel format.

Individual Support Plan: ISIS-SWIS provides a location and template for building an individualized plan of support and for managing adaptations to a plan over time.

Formal Process for Assessing Effectiveness: The major contribution of ISIS-SWIS is that it allows an individual student support team to (a) select measures that fit the specific goals of the support plan; (b) to collect data at a level of precision and schedule that fits the support plan; and (c) access reports/graphs that are specifically tailored to the expectations of the individualized support plan.

The overall purpose of ISIS-SWIS is to help individual student support teams be better organized and better informed, and thereby, better able to make timely decisions that benefit students.

### Confidentiality

Confidentiality within ISIS-SWIS is secured through the SWIS server, web-connection, and data storage procedures designed to meet or exceed industry standards for privacy and confidentiality. The collection, storage and reporting procedures of all data in the SWIS Suite have been reviewed and approved following Internal Review Board procedures specified by the U.S. Department of Education. Federal and University of Oregon regulations related to protection of privacy apply to all ISIS-SWIS information.

## Role of ISIS-SWIS Facilitator

ISIS-SWIS Facilitators help schools to use ISIS-SWIS as a progress-monitoring and decision-making tool. Facilitators also help schools become ISIS-SWIS compatible and complete the licensing process. They also provide on-going training and technical support to schools and coordinators using ISIS-SWIS.

Facilitators are individuals employed by the state/district/region who have completed training offered through the University of Oregon. To obtain SWIS, CICO-SWIS or ISIS-SWIS, a school must collaborate with a certified Facilitator. Your school's facilitator contact information is available on the facilitator list on the SWIS website.

ISIS-SWIS Facilitation – 8 Step School Set-up Process	
1.	Complete Readiness Tasks.
2.	Submit License Agreement and School Information Form.
3.	Set Up for Swift at ISIS-SWIS Training.
4.	Conduct Swift at ISIS-SWIS Training.
5.	Provide Follow-up Support.
6.	Maintenance.
7.	Annual ISIS-SWIS Facilitator Boosters.
8.	ISIS-SWIS License Renewal Process.

## Roles, Responsibilities & Access Table

Role	Description	ISIS-SWIS Access
<b>ISIS-SWIS Facilitator</b>	A certified ISIS-SWIS Facilitator is someone within the region/district who can provide technical assistance for coordinating the implementation and evaluation of individual support.	<b>SAMI Access</b> ( <i>through SWIS Support Team</i> ) <ul style="list-style-type: none"> <li>Account and User Management</li> <li>Coordinator Management</li> <li>Coordinator Access to all Student Files</li> </ul>
<b>ISIS-SWIS Coordinator(s)</b>	An ISIS-SWIS Coordinator is someone at the school who manages individualized student support teams. This person completes the Swift at ISIS-SWIS training with the ISIS-SWIS Facilitator.	<b>Coordinator Access</b> ( <i>through Facilitator in SAMI</i> ) <ul style="list-style-type: none"> <li>Transfer assigned student file to new coordinator</li> <li>Add/Edit Assigned Student File(s)</li> <li>Person Management</li> <li>Add/Edit Measures</li> <li>Add/Edit Team Members</li> <li>Add/Edit Documents</li> <li>Data Entry</li> <li>Reports</li> </ul>
<b>School-wide Read Only User</b>	A School-wide Read Only User is an administrator, coordinator, coach or evaluator who needs access to both school-wide and individual student reports.	<b>Read-Only Access</b> ( <i>through Facilitator in SAMI</i> ) <ul style="list-style-type: none"> <li>School-wide Reports</li> <li>Read-Only Access to all Student Files</li> </ul>
<b>ISIS-SWIS User(s)</b>	An ISIS-SWIS User is an individual student support team member who needs access to one or more student files (documents, data, team member information). The team member may enter individualized support data and/or generate reports for one or more students in ISIS-SWIS. Access level should be identified based on tasks assigned. During initial implementation of ISIS-SWIS all users should attend the Swift at ISIS-SWIS training with the facilitator. After implementation users may be trained by coordinators.	<b>Full Access</b> ( <i>through Team Coordinator in ISIS-SWIS</i> ) <ul style="list-style-type: none"> <li>Assigned Student File(s)</li> <li>Add/Edit Documents</li> <li>Data Entry</li> <li>Reports</li> </ul> <b>Read-Only Access</b> ( <i>through Team Coordinator in ISIS-SWIS</i> ) <ul style="list-style-type: none"> <li>Assigned Student File(s)</li> <li>Documents (View)</li> <li>Team Members (View)</li> <li>Reports</li> </ul>
<b>Other Team Members</b>	An ISIS-SWIS Team Member is someone identified as a participating member of a student's support team. A team member who does not have an additional role of coordinator or user will not have access to ISIS-SWIS.	No Access

## The ISIS-SWIS Structure

ISIS-SWIS is organized around four features:

1. ISIS Main/Student Files
2. School-Wide Reports
3. Person Management
4. Preferences

### ISIS Main/Student Files

When you first log into ISIS-SWIS, you will see the ISIS Main Page which displays the list of student files. The student file list by default includes both active and inactive student files. This list can be modified based on search/filter criteria and information about the status of the student's record.

The screenshot shows the ISIS-SWIS interface. At the top, there's a navigation bar with 'SWIS', 'CICO', 'ISIS', 'Person Management', and 'Preferences'. The 'ISIS Main' tab is selected. Below the navigation bar, there's a 'Student Files (10)' section with a filter set to 'active'. A table lists student files with columns for Status, Student, Coordinator, StartDate, and End Date. The first student listed is Brian Bender, coordinated by Margie Rose, with a start date of Jan 9, 2012. To the right of the table is a 'Summary' panel for Brian Bender, showing details like Coordinator (Margie Rose), Status (Active), Days In ISIS (157), Start Date (1/9/12), End Date (---), Active Measures (3), Assessments (2), Support Plans (1), and Team Members (7).

Status	Student	Coordinator	StartDate	End Date
	Bender, Brian	Rose, Margie	Jan 9, 2012	-
	Johnson, Carly	Stone, April	Sep 20, 2010	-
	Anderson, Neal	Rose, Margie	Sep 23, 2011	-
	Anderson-Jones, David	Rose, Margie	Mar 4, 2011	-
	Ardes, Bill	Stone, April	Dec 5, 2010	-
	Armack, Lou	Stone, April	Feb 9, 2011	-
	Banks, Mark	Rose, Margie	Oct 12, 2011	-
	Bier, Michelle	Rose, Margie	Apr 16, 2011	-
	Brent, Tina	Rose, Margie	Sep 15, 2011	-
	Franks, Tim	Stone, April	Oct 7, 2011	-

Summary	
Student:	Brian Bender
Coordinator:	Margie Rose
Status:	Active
Days In ISIS:	157
Start Date:	1/9/12
End Date:	---
Active Measures:	3
Assessments:	2
Support Plans:	1
Team Members:	7

Student File Status: The student record may be identified based on three status options.

- Active. A record is active if the student is currently enrolled in the school and data may be entered for the student at any time.
- Inactive. A record is inactive if the student is no longer enrolled in the school but may possibly return (e.g. the student has moved to a nearby city, but would be eligible to return to the school/program).
- Archived. A record is archived if the student is no longer enrolled in the school and is unlikely to return (e.g. the student has graduated from the program or moved out of state).

*Note: The student file list can also be sorted by clicking on the appropriate column header.*

#### To Select a Student:

1. Click on the student's name. A summary of the student's information will appear in the right panel. The History tab will list each event associated with the ISIS-SWIS student file.
2. Click Open or double click the student's name to open the file.

#### To Update a Student's Status:

1. Click on the student's name.
2. Choose the appropriate status from the status options above the table.
  - a. Activate
  - b. Deactivate
  - c. Archive
  - d. Unarchive
  - e. Delete (Note: this action will permanently erase the file information from ISIS-SWIS. This data cannot be retrieved.)

#### To Add a New Student:

1. Click New. The New Student File window pops up.
2. Choose a student from the drop-down list.
3. Select the date that the student's plan started (Hint: The first date that ISIS-SWIS data was or will be collected).
4. (Optional) Enter any notes about the student file for historical purposes.
5. Click Ok.

## School-Wide Report

The School-Wide Report is divided into three sections, the School Year Overview, the Current Overview, and the Student Status for the current school year.

**School Year:** This section contains a summary of information across the current school year about the student data that has been collected within SWIS, CICO-SWIS and/or ISIS-SWIS.

**Current:** This section contains a snapshot of student data that reflects the information as of the current date.

**2011-12 School Year**

School Enrollment	500
Students in ISIS	10 / 500 2.00%
Discontinued this Year	0 / 10 0.00%
On IEP	6 / 10 60.00%
On 504 Plan	0 / 10 0.00%
Students in CICO	4 / 500 0.80%
Students with Referrals	341 / 500 68.20%

**Current as of Jun 14, 2012**

School Enrollment	500
Students in ISIS	10 / 500 2.00%
Starting or Progressing	10 / 10 100.00%
On IEP	6 / 10 60.00%
On 504 Plan	0 / 10 0.00%
Students in CICO	4 / 500 0.80%
Students with Referrals	341 / 500 68.20%

**Students Status for 2011-12 School Year (10)**

☒ Show Names Filter: ☒ active | ☒ inactive | ☒ archived

Student File Status	Student	Coordinator	On IEP	Assessment in Place	Support P... in Place	Fidelity Data Date Last Ente...	Outcome Data Date Last Ente...	Implementation Status
	Anderson, Neal	Rose, Margie	Yes			--	--	Starting
	Anderson-Jones, David	Rose, Margie	Yes			--	--	Starting
	Ardes, Bill	Stone, April	Yes			--	--	Starting
	Armack, Lou	Stone, April	No			--	--	Starting
	Banks, Mark	Rose, Margie	Yes			--	--	Starting
	Bender, Brian	Rose, Margie	Yes			6/8/12	6/8/12	Starting
	Bier, Michelle	Rose, Margie	No			--	--	Starting
	Brent, Tina	Rose, Margie	No			--	--	Starting
	Franks, Tim	Stone, April	No			--	--	Starting
	Johnson, Carly	Stone, April	Yes			6/1/12	6/1/12	Starting

= active, = inactive, = archived

**Student Status for the Current School Year:** This section lists the students who have ISIS-SWIS files within the current school year. The list can be filtered by the file status (active, inactive, archived).

## Student Dashboard

Each student file contains the **Dashboard**, a **Data Entry** and **Report** tab. The **Dashboard** gives a snapshot of the student file and is organized around four quadrants:

1. Student File Summary
2. Measures
3. Assessment/BSP/Documents
4. Team Members

The screenshot shows the SWIS (Student Welfare Information System) interface. At the top, there's a navigation bar with the SWIS logo and tabs for SWIS, CICO, and ISIS. Below this, there are links for Person Management and Preferences. The user is logged in as Brian Bender, Coordinator: Demo User. The main navigation bar includes links for ISIS Main, Student File, Data Entry, and Reports. The current view is the Student File for Brian Bender, with a Start Date of 1/9/12. The dashboard is organized into four quadrants: 1. Student File Summary: A table showing various status indicators like Student File Status (Active), Assessment In Place (checked), Support Plan In Place (checked), Fidelity Data Last Entry Date (Jun 8, 2012), Outcome Data Last Entry Date (Jun 8, 2012), and Implementation Status (Starting). 2. Measures (3): A table listing measures such as Asking For Help, Assignment Completion, and Staff Fidelity, along with their Measure Type and Next Collection Date. 3. Assessments / BSP / Documents (4): A table listing documents like Brian's BSP, Direct Observation Data, FACTS, and Winter Class Schedule, along with their Type and Date Uploaded. 4. Team Members (7): A table listing team members including Binder, Joe; Holland, Kathy; Rice, Stuart; Rose, Margie; Stenson, Frank; User, Demo; and User, EBS, along with their Type, Team Role, and Access Level.

SWIS Demo School  
Coordinator: Demo User  
Logout

SWIS CICO ISIS Person Management Preferences

ISIS Main Student File Data Entry Reports

Brian Bender  
Implementation Status: Starting

Dashboard Student Assessment / BSP / Documents Measures Team Members

Student File for **Brian Bender**  
Coordinator: Margie Rose  
Start Date: 1/9/12 Modify

**Student File Summary**

Description	Value
Student File Status	Active
Assessment In Place	✓
Support Plan In Place	✓
Fidelity Data Last Entry Date	Jun 8, 2012
Outcome Data Last Entry Date	Jun 8, 2012
Implementation Status	Starting

**Measures (3)**

Status	Name	Measure Type	Next Collecti...
✓	Asking For Help	Outcome	Jun 11, 2012
✓	Assignment Completion	Outcome	Jun 11, 2012
✓	Staff Fidelity	Fidelity	Jun 15, 2012

**Assessments / BSP / Documents (4)**

Title	Type	Date Uploaded
Brian's BSP	Plan	Mar 13, 2012
Direct Observation Data	Assessment	Jan 9, 2012
FACTS	Assessment	Jan 9, 2012
Winter Class Schedule	Other	Jan 9, 2012

**Team Members (7)**

Name	Type	Team Role	Access Level
Binder, Joe	Staff	CICO Advisor	Full Use
Holland, Kathy	Staff	Teacher	Read Only
Rice, Stuart	Staff	Teacher	No Access
Rose, Margie	Staff	Coordinator	Coordinator
Stenson, Frank	Staff	Teacher	No Access
User, Demo	Staff	Teacher	Coordinator
User, EBS	Staff	EBS User	Read Only

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## Using ISIS-SWIS Data for Decisions

Schools implementing multi-tiered approaches to school-wide positive behavior interventions and supports (SWPBIS) use data-based decision-making teams to monitor a broad range of systems and strategies for achieving important academic and social outcomes for all students. The goal of ISIS-SWIS is to provide teams with the “right data” for specific student(s) and to provide the data in the right form and at the right time for problem identification, problem solving and decision-making.


ISIS-SWIS reporting options are structured for decision-making in two areas:

1. School-wide report
2. Student measure reports

ISIS-SWIS allows individual student support teams to build reports based on the evaluation needs for individual students. If the school is also using SWIS and/or CICO-SWIS modules the data are automatically available for comparison with ISIS-SWIS measure data.

## ISIS-SWIS Data Entry and Reporting Schedule

A schedule for data entry and report generation is helpful in getting organized for and sustaining the use of ISIS-SWIS data. The ISIS-SWIS schedule below is an example of how to organize data entry and reporting needs around individual student timelines and meeting schedules. A blank ISIS-SWIS Data Entry and Reporting Schedule is located at the back of your manual.



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**Data Entry and Report Generation Schedule: ISIS-SWIS**

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**School:** Demo Exemplar School

**Team:** SW Tier 2/3 Support Team

**Date:** September

**Team Coordinator:** Principal Jones

Data Entry Schedule			
Student Name	Data Entry Staff	Measures	Schedule
B.B.	Margie	Assignment Completion Ask for Help Count Fidelity	Weekdays Weekdays Fridays
C.J.	April	(Daily Point Card/Schedule) <ul style="list-style-type: none"> <li>Rate of disruptions</li> <li>Self-rating of on-task behavior</li> <li>Fidelity</li> </ul>	Daily

Report Generation			
Student Name	Data Entry Staff	Reports	Schedule
B.B.	Margie	(Measure) Ask for Help Count with Fidelity comparison (Measure) Assignment Completion with Fidelity comparison	2 <sup>nd</sup> & 4 <sup>th</sup> Tue PT Conferences
C.J.	April	(Measure) S.R. On Task with Fidelity comparison (Measure) Rate of Disruptions with S.R. On Task comparison (Time Segment) Rate of Disruptions (Single Time Segment) Rate of Disruption segments if below goal line	Mondays (Sp.Ed. Staff meeting after school)

## Common Navigation

A small number of features are standard across ISIS-SWIS.

- **Help Tips** – Throughout the ISIS-SWIS application small Help Tip buttons appear near terms or features with additional information to assist the user. Click on the button to access the pop-up window of information.
- **Top Level Navigation Menu** – Grey tabs at the top of the screen allow users to access SWIS, CICO-SWIS, ISIS-SWIS, Person Management, Preferences, and Logout buttons (as available).
- **ISIS-SWIS Navigation Main Menu** – Grey tabs, within the ISIS-SWIS screen, allow users to access Student Files and School-Wide Reports.
- **Student File Navigation Menu** – Grey tabs within a Student File allow users to access sections organized in three areas: Student File, Data Entry and Reports. There is also a green “up arrow” to go back to the ISIS-SWIS Main Menu. Within the Student File tab are the student Dashboard, Student Information, Assessment/BSP/Documents, Measures, and Team Members tabs.
- **Tab Activated Movement** – Move from one field to the next within select screens (e.g. Data Entry, Add Measure) by using the Tab button on the computer keyboard.
- **Calendar/Report Dates** – A variety of calendar tools are available on select screens within ISIS-SWIS to allow users to identify the date(s) needed to create measure parameters, enter data and/or generate reports.
- **Drop-down menus** – Arrows indicate drop-down lists within the ISIS-SWIS application. Users can click on the arrow to pull down the list or click anywhere within the field to begin typing the desired drop-down option.
- **Pop-up Windows** – Select buttons within ISIS-SWIS will activate a pop-up window with the requested page.
- **Required Information** – All required fields are noted with a red asterisk (\*).
- **Space and Case Sensitive** – All usernames and passwords are case and space sensitive.
- **Logout** – Users should be sure to log out of ISIS-SWIS before walking away from the computer. ISIS-SWIS contains highly sensitive information about both students and staff.
- **Auto Logout** – ISIS-SWIS will automatically time out after 15 minutes of inactivity. This is to ensure that confidentiality of the data is maintained.

## Coordinators: ISIS-SWIS Student File Set-up

The assigned ISIS-SWIS Coordinator is responsible for Student File Set-up. The coordinator will utilize the student support plan, data collection tool(s), and other documents, as needed, to identify the components of the ISIS-SWIS Student File.

ISIS-SWIS has the flexibility to allow coordinator(s) to:

- a. Define a measure (e.g. assignment completion, head hitting per day, teacher rating of student engagement per class period, fidelity of support plan implementation).
- b. Define the scale or metric to be used (e.g. count of events, proportion or percentage of events, rate of targeted behaviors, assessment on a 1-5 rating scale).
- c. Define the schedule of data collection per measure (e.g. daily, weekly, each class period).
- d. Define the members of the student's support team along with their team roles and access levels within ISIS-SWIS.

Coordinators may find it useful to complete the "ISIS-SWIS Student File Set-up Checklist" prior to entering information into ISIS-SWIS. This allows the coordinator to more smoothly and accurately develop the Student File from the documentation.

## Student File Set-up Checklist

The Student File Set-up Checklist is designed to outline the fields in ISIS-SWIS that are available when setting up a new student file. New coordinators will be expected to use the checklist during readiness and when setting up the first several student files in order to build fluency.

# ISIS-SWIS Readiness Checklist

## Individual Student Intervention System

School: \_\_\_\_\_

ISIS-SWIS Facilitator: \_\_\_\_\_

Date: \_\_\_\_\_

ISIS-SWIS Requirements		Data Source	Tasks to Complete	Who/When	Date of Completion
Implementation Capacity	1. School has an ISIS-SWIS Facilitator and a signed ISIS-SWIS License Agreement.	ISIS-SWIS License & School Information Form			
	2. Process/materials exist for orienting staff, students, families, and others to the individual student support practices (as needed).	Written materials			
Coordination Capacity	3. Coordinator(s) within the school is/are identified and can consistently : a. Monitor the status of the system of support across individual interventions/students b. Manage student support teams/plans with ISIS-SWIS data c. Set up and monitor ISIS-SWIS student files d. Serve as a liaison between team, students, staff, and families	Administrator/Coordinator interview			
	4. A representative team meets regularly to develop and manage individual student supports across the school.	Team Roster & Meeting Schedule			
Individual Student Support Practices	5. School is implementing individual student support with documented guidelines/processes for: a. Individual student support identification and eligibility b. Individual student/family notification, progress monitoring and ongoing communication c. Individual student support assessment d. Individual student support intervention planning e. Individual student support evaluation	Written guidelines			
ISIS-SWIS Data Use	6. A 3 hour Swift at ISIS-SWIS training session is scheduled for 2-4 ISIS-SWIS Coordinator(s), Individual support coach, and 2-3 ISIS-SWIS Users; conducted by the ISIS-SWIS Facilitator.	Specific date, time, location, computers, internet			
	7. ISIS-SWIS data entry staff and data entry time are identified to enter student data <i>at least</i> twice per week.	Data entry & report generation schedule			
	8. Schedule and assignments for ISIS-SWIS report generation are defined.				
	9. Team is willing to use parameters of student file set-up and data entry within ISIS-SWIS.	Coordinator interview Student File Set-Up Checklist			

## Person Management

An ISIS-SWIS Coordinator can access the Person Management tool in order to locate, add or edit information about students, staff or others who are connected with an ISIS-SWIS Student File.

**Students** – The student list contains all students who have been entered into one of the SWIS Suite Applications. The student list indicates whether a student is enrolled in CICO-SWIS and/or has an ISIS-SWIS student file. An ISIS-SWIS coordinator can search the student list using the search tool or filter the list by the student Status (i.e. active, inactive or archived). The coordinator can also add a new student or edit a current student's information.

The screenshot shows the 'Edit Student' window in the Person Management application. The window has a title bar with 'Person Management' and 'Edit Student'. Below the title bar, there are tabs for 'Students' and 'Staff'. The 'Students' tab is selected. On the left side, there is a sidebar with 'Search:' and 'Add' buttons. The main area contains the following fields and options:

- SWIS Id:** 66496
- Status:** Active (dropdown menu)
- First Name\*:** Brian
- Last Name\*:** Bender
- Gender\*:** Male (dropdown menu)
- District Id:** 75262
- Notes:** (empty text area)
- Ethnicity (select one)\*:**
  - ☒ Not Hispanic / Latino
  - ☐ Hispanic / Latino
- Race (select all that apply one)\*:**
  - ☐ American Indian / Alaskan Native
  - ☐ Asian
  - ☐ Black
  - ☐ Pacific Islander / Native Hawaiian
  - ☒ White
- Student is on a 504 Plan\*:** No (dropdown menu)
- Student is on an IEP\*:** Yes (dropdown menu)
- Disability Category (select all that apply):**
  - ☐ Autism
  - ☐ Deaf-Blindness
  - ☐ Deafness
  - ☐ Emotional Disturbance
  - ☐ Hearing Impairment
  - ☐ Intellectual Disability
  - ☐ Multiple Disabilities
  - ☐ Orthopedic Impairment
  - ☐ Other Health Impairment
  - ☒ Specific Learning Disability
  - ☐ Speech or Language Impairment
  - ☐ Traumatic Brain Injury
  - ☐ Visual Impairment

At the bottom of the form, there are 'OK' and 'Cancel' buttons. A legend at the bottom left indicates: \* = Required. At the very bottom of the window, there is a status bar with icons and text: '= active, == inactive, == archived'.

ISIS-SWIS coordinators and users are also able to see information about a student with an ISIS-SWIS File by choosing the Student tab available in the Student File.

**Staff** – The staff list contains all staff members who have been entered into one of the SWIS Suite Applications. An ISIS-SWIS coordinator can search the staff list using the search tool or filter the list by Status (i.e. active, inactive and archived). The coordinator can also add a new staff member or edit a current staff member’s information.

The screenshot shows the 'Edit Staff' window with the following details:

- Title:** Edit Staff
- SWIS Id:** 1970
- Status:** Active (dropdown menu)
- First Name\*:** April
- Last Name\*:** Stone
- Email:** astone@demoschool.org
- District Id:** 204
- Notes:** (Empty text area)
- Buttons:** OK (with green checkmark icon) and Cancel (with red X icon)
- Legend:** \* = Required

**Non-Staff** – There may be other team members who are not staff or students within the school (e.g. parents, family members, community members). ISIS-SWIS allows non-staff team members to be added. In general, non-staff team members will not be given access to ISIS-SWIS.

## Measures

Measures within ISIS-SWIS are set up to monitor the fidelity of implementation and student progress as identified within a student's support plan.

The Measure tab in the Student File displays the list of student measures. The measure list by default includes both active and inactive student measures. This list can be modified based on search/filter criteria and information about the status of the measure.

**Add Measure**

Measure Type: Outcome

Status: Active

Measure Name\*

Description\*

Start Date: Today

End Date:

**Metric**

Metric Type\*

No metric type selected.

**Time Segments (0)**

Use Time Segments

Add Edit Delete

Segment	Segment Label	Modify Order
---------	---------------	--------------

**Data Collection Schedules (0)**

Allow Ad-hoc Data Collection

Add Edit Delete

Description	Start Date	End Date
-------------	------------	----------

**Goals (0)**

Add Edit Delete

Des	Start Date	End Date	Notes
-----	------------	----------	-------

Please first select a metric.

OK OK & New Cancel

\* = Required

Measure Status:

**Active:** Active indicates that the measure data is currently being collected.

**Inactive:** Inactive indicates that the measure data is not being collected at this time.

**Archived:** Archived indicates that the measure has been discontinued.

*Note: The Measure list can be sorted by clicking on the appropriate column header.*

To Add a Measure:

1. Click on the Add button. The Add Measure form will pop up.
2. See information below and/or the Student File Set-Up Checklist for information on entering measure components.

To Update a Measure Status:

*By default a measure status is active.*

1. From the Dashboard click on Measures.
2. Click on the appropriate measure name.
3. Click Set Status.
4. Choose the correct status from the available drop-down menu.
5. Choose the correct date of the status change from the calendar feature in the pop-up box.
6. Click Ok.

To Edit a Measure:

1. Click on the appropriate measure name.
2. Click Edit or double click the student's name to open the file. The Edit Measure form will pop up.
3. Modify components as needed. *Note - The metric type cannot be modified after measure data has been entered. To change a metric type, enter an End Date for the current measure, and add a new measure with the new information.*
4. Click Ok.

To Delete a Measure:

1. Click on the appropriate measure name.
2. Click Delete. A pop-up box will ask you to verify this action.
3. Click Yes.

The measure components are as follows:

**Measure Type** - There are two types of measures in ISIS-SWIS.

- Fidelity – Fidelity measures monitor the level at which staff are implementing the student support plan. A Student File is required to have at least one fidelity measure.
- Outcome– Outcome measures monitor the impact of the support plan on the student's academic or social behavior. A Student File is required to have at least 1 outcome measure.

**Measure Name** – This field identifies what behavior is being measured. The measure name should be easily identified as it will appear on the data entry page.

*Example: Hand-raising, Talk-Outs, Rate of Off-Task Behavior.*

**Description** – This field allows the coordinator to include a brief summary of what and/or how the data will be collected.

*Example: Staff will monitor the number of times the student raises their hand appropriately during group instruction. See BSP for criteria of appropriate hand-raising.*

**Start Date** – The Start Date identifies the earliest date on which the identified measure data will be collected within ISIS-SWIS.

**End Date** – The End Date identifies the last date on which the identified measure data will be collected within ISIS-SWIS.

**Metric** - It is important to choose the correct metric type when setting up a student measure within ISIS-SWIS. The metric types determine how the data will be collected, entered and reported in order to be useful for team decision-making about the student's individualized support. Metric types include: Percent, Calculated Percent, Points/Count/Duration, Scale, and Rate.

<i>Metric Type</i>	<i>Description</i>
<b>Percent:</b>	The percent metric measures units per 100
<b>Calculated Percent:</b>	Given an amount of attempts possible and an amount of successful completions, ISIS will calculate the percent value.
<b>Point/Count/Duration:</b>	Tally of points, the count or duration of an event that did or did not occur
<b>Scale:</b>	Range of values used to measure or grade adult or student behavior or performance (e.g., Fidelity of Implementation: Not Implemented to Fully Implemented, Lunchroom Behavior: Expected behavior to Unexpected behavior)
<b>Rate:</b>	Frequency of occurrence in terms of time (e.g., Off task per 10 minute observation)

*For the full menu of options for each metric, see the Metric Set-Up Worksheet within the Student File Set-Up Checklist at the end of this manual.*

**(Optional) Time Segments** – Measure data can be collected as a single event or broken into multiple time segments. An example is to break a day into periods or blocks of time. Another example is to break a week into days.

To Add Time Segments:

1. Verify that the Use Time Segments feature is checked.
2. Click Add. The Add Time Segment box will pop up.
3. Type the name of the first time segment label. Click Ok.
4. Repeat steps 2 and 3 until all time segments are added.

To Edit a Time Segment:

1. Click on the appropriate time segment label from the list.
2. Click Edit. The Edit Time Segment box will pop up.
3. Type in the correct segment label. Click Ok.

To modify the order of Time Segments, use the up and down arrows in the Modify Order column to move the segments to the correct position.

To Delete a Time Segment:

1. Click on the appropriate time segment label from the list.
2. Click Delete. A pop-up box will ask you to verify this action.
3. Click Yes.

**Data Collection Schedules** – This schedule allows the coordinator to identify when the data will be collected. The schedule identifies what days that the measure should appear in Data Entry. A Student File should contain one or more Data Collection Schedules unless the data is collected only on an ad hoc basis.

#### To Add a New Data Collection Schedule:

1. In the Data Collection Schedule feature, click Add.
2. In the Data Collection Schedule box, choose the Start Date for the schedule. End Date is optional and can be entered at a later time.
3. Based on the schedule needs, choose the radio button next to Weekly or Monthly options.
  - a. Weekly – Choose the day(s) of the week on which measure data will be collected. For quick selections choose weekdays, all or none.
  - b. Monthly
    - i. Day of the Month – If the data is collected based on a specific calendar day, use the drop-down menu next to Day of the Month and choose the first, last or number day option.
    - ii. Week of the Month – If the data is collected based on a specific week of the month use the drop-down menu next to Week of the Month to choose the appropriate week (e.g. first, third, last). Choose the appropriate day of the week. Only one day may be chosen. For additional days repeat the process with a new Data Collection Schedule.
4. Click Ok

**Ad hoc Data Collection** – By default the ad hoc feature is selected to allow for data collection as needed, regardless of Data Collection Schedule. To turn this feature off, uncheck the box next to the feature name. If this feature is turned off, there must be at least one Data Collection Schedule entered.

**Goals** – Based on criteria identified within the student’s plan, benchmarks and/or team agreements, the coordinator will set up the goal for the measure. The goal line will appear within the measure reports and will stair step where the goal has changed. ISIS-SWIS will allow one goal at a time per measure.

#### To Add a Goal:

1. In the Goal feature, click Add. The Add Measure Goal box will pop up.
2. Choose the operator from a drop-down list (e.g.  $\leq$ ,  $=$ ,  $>$ ).
3. Type the target. Depending on the Metric type and options, this may require the goal to be expressed as a percentage or a whole number.
4. Enter the Start Date of the goal.
5. (Optional) Enter the End Date by which the goal should be met. This can be entered or modified at any time. *Note: For a single measure, goal dates may not overlap. A new goal should have a start date at least one day later than the end date of the old goal.*
6. (Optional) Enter Notes associated with the goal.
7. Click Ok.

#### To Edit/End a Goal:

1. In the Goal feature, click the appropriate goal.
2. Click Edit. The Edit Measure Goal box will pop up.
3. Edit the field(s) as needed, or add an End Date to the goal.
4. Click Ok.

To Delete a Goal:

*Note: sThis will remove the goal line from data associated with the goal.*

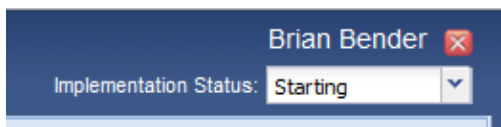
1. In the Goal feature, click the appropriate goal.
2. Click Delete. A pop-up box will ask you to verify this action.
3. Click Yes.

## Implementation Status

Implementation Status indicates the current state of the student's support plan. This status should be kept current in order to make decisions and appear accurately within the School-Wide Report.

To indicate/update the Implementation Status:

1. From the Student Dashboard (or anywhere within the student's file), click on the Implementation Status drop-down menu below the student's name.
2. Choose the appropriate Status:
  - a. Starting
  - b. Progressing
  - c. Not Progressing
  - d. Needs Revision
  - e. Discontinued



## Assessment/BSP/Documents

Each student within ISIS-SWIS has a Student File formatted to allow uploading, storing and archiving student information. The Student File format allows storage and consolidation of individual student information related to behavior, academic and mental health supports and outcomes.

A screenshot of the ISIS Main Student File interface for a student named Brian Bender. The interface has a top navigation bar with tabs: ISIS Main, Student File, Data Entry, and Reports. Below this is a sub-navigation bar with tabs: Dashboard, Student, Assessment / BSP / Documents (selected), Measures, and Team Members. The main content area is titled 'Assessment / BSP / Documents' and contains a table with columns: Name, Type, Version, and Date Added. The table lists four items: Winter Class Schedule (Other, Version 1, Jan 9, 2012), FACTS (Assessment, Version 1, Jan 9, 2012), Direct Observation Data (Assessment, Version 1, Jan 9, 2012), and Brian's BSP (Plan, Version 3, Mar 13, 2012). To the right of the table is a sidebar showing three versions of the selected document (Brian's BSP): Version (3), Version (2), and Version (1). Each version entry includes a 'Download' link and details like 'Date Uploaded', 'Uploaded By', 'File Size', and 'File Type'. At the bottom of the interface is a 'Templates' section with three links: Behavior Support Plan (113 KB), FACTS (113 KB), and Support Team Plan (55 KB).

### To Add a New Document

1. From the Dashboard, click on Assessment/BSP/Documents.
2. Click New. The Add New Document box will pop up.
3. Enter the Title of the Document.
4. Browse to locate and attach the correct document file.
5. Choose the correct type from the drop-down menu. Document types include:
  - a. Plan
  - b. Assessment
  - c. Other
  - d. Meeting Minutes
6. Click Ok.

### To Add a Version of a Document

1. From the Dashboard, click on Assessment/BSP/Documents.
2. Click on the appropriate document name.
3. Click Add Version. The Add a Version Document box will pop up.
4. Browse to locate and attach the correct document file.
5. Click Ok.

### To Edit a Document

1. From the Dashboard, click on Assessment/BSP/Documents.
2. Click on the appropriate document name.
3. Click Edit. The Edit Document box will pop up.
4. Modify the fields and/or upload a replacement document file.
5. Click Ok.

### To Delete a Document

1. From the Dashboard, click on Assessment/BSP/Documents.
2. Click on the appropriate document name.
3. Click Delete. The Confirm Delete box will pop up.
4. Click Yes.

## Data Entry

### Data Entry

Data Entry is based on the individual student's measures as identified and set up by the ISIS-SWIS coordinator\*. Each component of the data entry page directly relates to the options chosen during file set-up (e.g. start date, metric, time segments, data collection schedules).

**\*The ISIS-SWIS coordinator uses the student's individual plan documentation (e.g. BSP/BIP, data collection sheet, team agreements, IEP goals) in order to correctly identify the information to be monitored within ISIS-SWIS.**

## To Enter ISIS-SWIS Data

1. From the Student File Dashboard, click on Data Entry. The measures scheduled for data collection on the current day will appear.
2. Use one of the following date navigation tools to go to the correct date for data entry.
  - a. Entry Date – Type the correct date into the field in field using the format indicated.
  - b. Calendar – Use the calendar feature to identify the correct year, month, and date.
  - c. Previous/Next – The previous and next buttons can be found at the upper right of the data entry page as well as to the right of each individual measure. These buttons will utilize the Data Collection Schedule set-up within the measures
3. Choose the Student Status for the day and/or each individual measure (e.g. Present, Absent, No Data, No School)
  - a. Status By Day – The student status can be identified across the day by using the Student Status field at the top of the data entry page.
  - b. Status By Measure – The student status can be limited to an individual measure by using the Student Status field just below the appropriate measure name.
4. (Optional) Add Student Plan Change
  - a. If a change is made to student's support plan, write a brief description of this change in the field below the calendar. This change will be indicated within the measure reports by a Support Plan Change line.
5. (Optional) Add Notes
  - a. Notes by Day – If there was a significant change in the student's day that affected the behavior across all measures, click on the Add Note button next to the Student Status field and type a brief description.
  - b. Notes by Measure – If there was a significant change in the student's day that affected a specific measure, click on the Add Note button within the appropriate measure and type a brief description.
6. (Optional) Do Ad hoc Entry
  - a. If a measure is not scheduled for data collection but has the option of Ad hoc data collection click on the Do Ad hoc Entry button next to the appropriate measure name.
7. Click on the Save All button.

**(Coming Soon) Clear All** – If data was entered incorrectly or entered for the wrong date, the information may need to be cleared. Currently, this feature is not available in ISIS-SWIS, but will be available in ISIS-SWIS version 2.0.

## ISIS-SWIS Data Entry: Access and Training

Role	ISIS-SWIS Access	Training Needed
ISIS-SWIS Facilitator	<ul style="list-style-type: none"> <li>SAMI</li> </ul>	<ul style="list-style-type: none"> <li>Full day ISIS-SWIS Certification training.</li> <li>Booster or refresher trainings as needed to maintain fluency with ISIS-SWIS.</li> </ul>
ISIS-SWIS Coordinator(s)	<ul style="list-style-type: none"> <li>Person Management</li> <li>Assigned Student File(s)</li> <li>Add/Edit Measures</li> <li>Add/Edit Team Members</li> <li>Add/Edit Documents</li> <li>Data Entry</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>3 hour Swift at ISIS-SWIS Training conducted by certified ISIS-SWIS facilitator.</li> <li>Follow-up meeting(s) as needed to set up 1-3 student files.</li> <li>Booster or refresher trainings as needed to maintain fluency with ISIS-SWIS.</li> </ul>
School Wide Read-Only User	<i>Read Only Access</i> <ul style="list-style-type: none"> <li>School Wide Reports</li> <li>All Student File(s)</li> <li>Reports</li> </ul>	
ISIS-SWIS User(s)	<i>Full Access</i> <ul style="list-style-type: none"> <li>Person Management</li> <li>Assigned Student File(s) (Cannot create new student files)</li> <li>Team Members (Cannot give access)</li> <li>Add/Edit Documents</li> <li>Data Entry</li> <li>Reports</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>1-3 hour Swift at ISIS-SWIS Training conducted by certified ISIS-SWIS facilitator.</li> <li>Follow up training(s) with ISIS-SWIS Coordinator as needed per Student File.</li> <li>Booster or refresher trainings as needed to maintain fluency with ISIS-SWIS.</li> </ul>
	<i>Read Only Access</i> <ul style="list-style-type: none"> <li>Assigned Student File(s)</li> <li>Documents</li> <li>Team Members</li> <li>Reports</li> </ul>	

# Generating Reports

## School-wide Report

Summary Report

Refresh Report

Print

2012-13 School Year

School Enrollment			500
Students in ISIS	10 / 500		2.00%
Discontinued this Year	2 / 10		20.00%
On IEP	6 / 10		60.00%
On 504 Plan	0 / 10		0.00%
Students in CICO	4 / 500		0.80%
Students with Referrals	341 / 500		68.20%

Current as of Oct 5, 2012

School Enrollment			500
Students in ISIS	8 / 500		1.60%
Starting or Progressing	7 / 8		87.50%
On IEP	5 / 8		62.50%
On 504 Plan	0 / 8		0.00%
Students in CICO	4 / 500		0.80%
Students with Referrals	341 / 500		68.20%

Students Status for 2012-13 School Year (10)

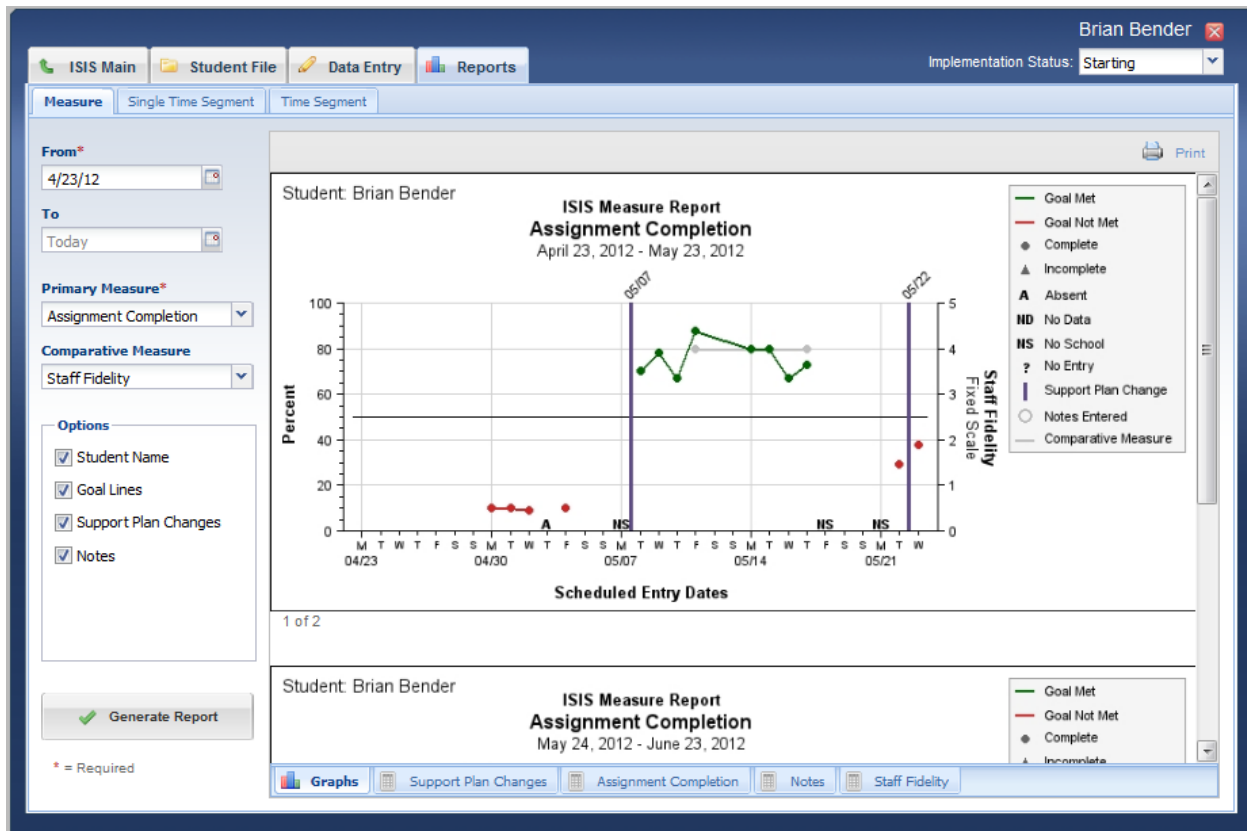
Show Names

Filter: ☒ active | ☒ inactive | ☒ archived

Student File Status	Student	Coordinator	On IEP	Assessment in Place	Support Plan in Place	Fidelity Data Date Last Entered	Outcome Data Date Last Entered	Implementation Status
	Anderson, Neal	Rose, Margie	Yes	✓	✗	--	--	Starting
	Anderson-Jones, David	Rose, Margie	Yes	✓	✓	9/21/12	9/28/12	Needs Revision
	Ardes, Bill	Stone, April	Yes	✓	✓	2/17/12	2/14/12	Discontinued
	Armack, Lou	Stone, April	No	✓	✓	--	--	Starting
	Banks, Mark	Rose, Margie	Yes	✓	✓	9/28/12	10/4/12	Progressing
	Bender, Brian	Rose, Margie	Yes	✓	✓	6/8/12	6/8/12	Progressing
	Bier, Michelle	Rose, Margie	No	✗	✗	--	--	Starting
	Brent, Tina	Rose, Margie	No	✓	✓	9/21/12	9/25/12	Progressing
	Franks, Tim	Stone, April	No	✓	✓	4/6/12	4/10/12	Discontinued
	Johnson, Carly	Stone, April	Yes	✓	✓	6/1/12	6/1/12	Progressing

= active, 
 = inactive, 
 = archived

## Student Measure Reports



Carly Johnson Implementation Status: **Starting**

ISIS Main Student File Data Entry Reports

Measure Single Time Segment Time Segment

From\* 4/23/12

To Today

Primary Measure\* Rate of Disruption

Comparative Measure Staff Fidelity

Options

- ☒ Student Name
- ☒ Goal Lines
- ☒ Support Plan Changes
- ☒ Notes

Generate Report

\* = Required

### Support Plan Changes

Date	Support Plan Change
4/27/12	Implemented BSP
4/30/12	Implemented BSP
5/11/12	Retrain Staff
5/28/12	Peer Training in Cafeteria & Room 12

Graphs Support Plan Changes Rate of Disruption Staff Fidelity

Carly Johnson Implementation Status: **Starting**

ISIS Main Student File Data Entry Reports

Measure Single Time Segment Time Segment

From\* 4/23/12

To Today

Primary Measure\* Rate of Disruption

Comparative Measure Staff Fidelity

Options

- ☒ Student Name
- ☒ Goal Lines
- ☒ Support Plan Changes
- ☒ Notes

Generate Report

\* = Required

### Rate of Disruption

Date	Student S...	Complete	Value	Goal	Goal Met	Plan Change	Notes
4/23/12	Present	Yes	2.1	2	No	--	--
4/24/12	Present	Yes	2.07	2	No	--	--
4/25/12	Present	Yes	1.93	2	Yes	--	--
4/26/12	Present	Yes	1.6	2	Yes	--	--
4/27/12	Present	Yes	2.13	2	No	Implemented BSP	--
4/30/12	Present	Yes	1.4	2	Yes	Implemented BSP	--
5/1/12	Present	Yes	1.33	2	Yes	--	--
5/2/12	Present	Yes	1.6	2	Yes	--	--
5/3/12	Present	Yes	1.33	2	Yes	--	--
5/4/12	Present	Yes	1.53	2	Yes	--	--
5/7/12	No School	--	--	2	--	--	--
5/8/12	Present	Yes	2.13	2	No	--	--
5/9/12	Present	Yes	2.4	2	No	--	--
5/10/12	Present	Yes	2.17	2	No	--	--
5/11/12	Present	Yes	2.51	2	No	Retrain Staff	--
5/14/12	Present	Yes	1.2	2	Yes	--	--
5/15/12	Present	Yes	1.07	2	Yes	--	--
5/16/12	Present	Yes	1.07	2	Yes	--	--

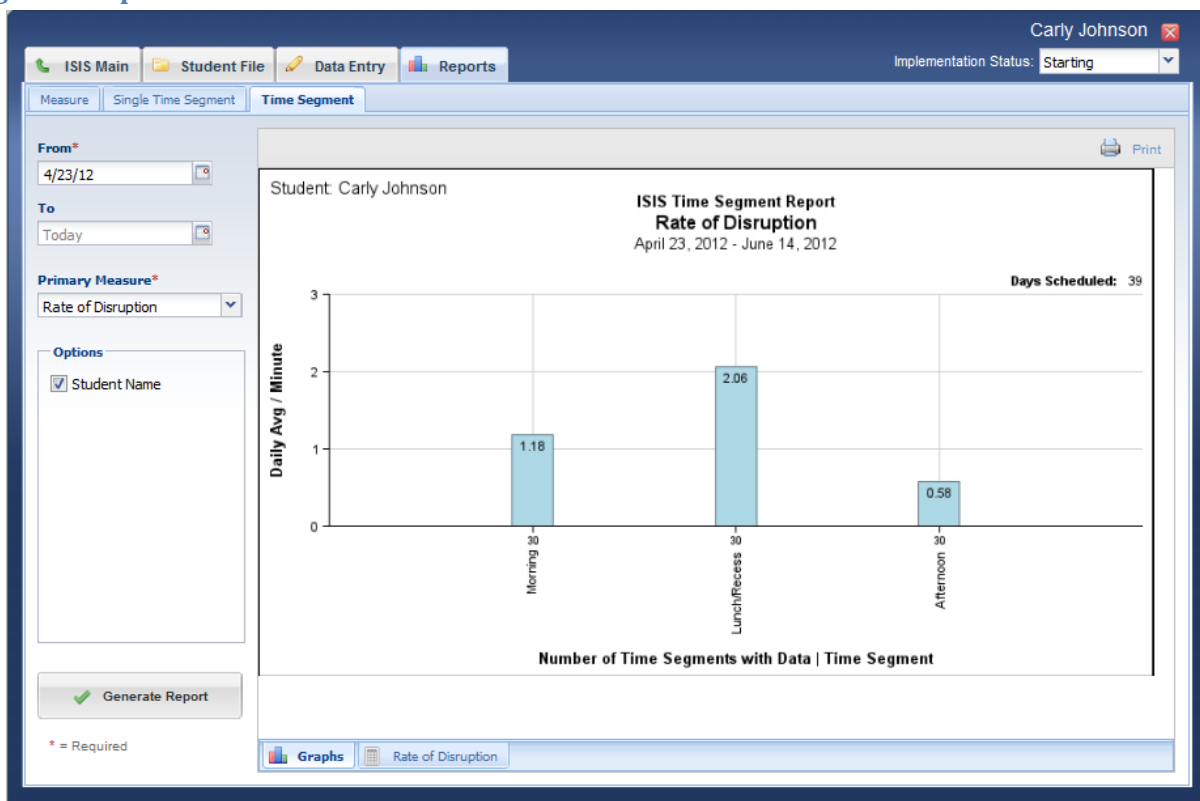
Graphs Support Plan Changes Rate of Disruption Staff Fidelity

## Time Segment Reports

### Single Time Segment Report



### Time Segment Report



## Case Study: Brian Bender

March 2012

### Brian Bender

#### Child's background:

Brian is an eighth grader with a history of academic and behavioral problems in the classroom. Brian's teachers and parents report that he is a **creative** and **thoughtful** boy. He has a number of friends at school and enjoys working with his hands and on the computer. Brian currently receives special education services for reading, but more recently his teachers have noticed an increase in disrespectful behavior, which is not addressed in his current IEP. Brian's parents report they have noticed the same changes in behavior at home, especially when he works on his homework.

#### Description of the problem behavior:

Several of Brian's teachers report that Brian frequently comes to class with **incomplete work**. Brian often becomes frustrated with more difficult tasks and becomes upset and disrespectful toward staff. During these outbursts, Brian will **raise his voice** and use **inappropriate language**. Mrs. Rose, Brian's special education teacher, estimates that these emotional outbursts occur between **two and five times a week** and are more likely to occur during structured academic subjects (i.e. reading, math, social studies). **She reports that Brian calms down only when she comes to his desk and assists with or modifies the task. Other teachers report that Brian will only calm down when removed from the classroom.**

#### Functional Behavioral Assessment information:

Brian's science teacher, Mr. Stenson, made the initial request for assistance from the school-based behavior support team for assistance in managing Brian's behavior in his classroom. The team completed a Functional Behavioral Assessment (FBA) on Brian in order to determine the function of his problem behavior across classrooms. After interviewing Mr. Rice, Mr. Stenson and Ms. Holland and observing Brian in the classroom, the team generated the following summary statement about Brian's problem behavior:

During academic subject time (teacher-led instruction or seatwork), Brian will engage in refusal to work, using inappropriate language, and being disrespectful toward staff; the function of the behavior seems to be avoidance of tasks. Another possible motivation could be the attention received from adults.



Student Name: Brian BenderGrade: 8Student ID: 75262**BEHAVIOR SUPPORT PLAN: Plan Change B****Date of Plan Change:** 4/16**Reason for Plan Change:**

After review of data and documentation it was determined that B.B. is not benefiting from participation in current CICO program. Team has modified program and point card to fit B.B.'s current needs.

**Details of Plan Change:**

<b>Setting Event Strategies</b> <i>(Make problem behavior irrelevant)</i>	<b>Antecedent Strategies</b> <i>(Make problem behavior inefficient)</i>	<b>Behavior Teaching Strategies</b>	<b>Consequence Strategies</b> <i>(Make problem behavior ineffective)</i>
Addition:	Addition:	Addition:  Introduce modified point card and increase support during transition.	Addition:  Modified point card will break down school-wide expectations into more specific and tangible items.

**BEHAVIOR SUPPORT PLAN: IMPLEMENTATION PLAN***None***BEHAVIOR SUPPORT PLAN: EVALUATION PLAN**

*Brian's point data will now be monitored in ISIS-SWIS rather than CICO-SWIS as a points/count measure with time segments for periods.*

---

## CICO Point Card

Student: Brian Bender

Date: \_\_\_\_\_

Check-in: \_\_\_\_\_

Check-out: \_\_\_\_\_

<input type="checkbox"/> A <input type="checkbox"/> B Day		1	2	3	4	5
Teacher Initials						
Respect	Use appropriate language.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	Use a calm voice.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Integrity	Follow directions.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	Ask for help if I need it.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Perseverance	Finish my work.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	Do my best.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total						
Accuracy Check						

## CICO Point Card

Student: Brian Bender

Date: \_\_\_\_\_

Check-in: \_\_\_\_\_

Check-out: \_\_\_\_\_

<input type="checkbox"/> A <input type="checkbox"/> B Day		1	2	3	4	5
Teacher Initials						
Respect	Use appropriate language.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	Use a calm voice.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Integrity	Follow directions.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	Ask for help if I need it.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Perseverance	Finish my work.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	Do my best.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total						
Accuracy Check						

Student Name: Brian BenderGrade: 8Student ID: 75262**BEHAVIOR SUPPORT PLAN: Plan Change A****Date of Plan Change:** 2/16/09**Reason for Plan Change:**

After review of data and documentation it was determined that the primary function of B.B.'s behavior is avoidance of both tasks and adult attention. The exception to this is in the Special education room where B.B.'s behavior serves to avoid a given task and obtain attention from a preferred adult (M.R.).

**Details of Plan Change:**

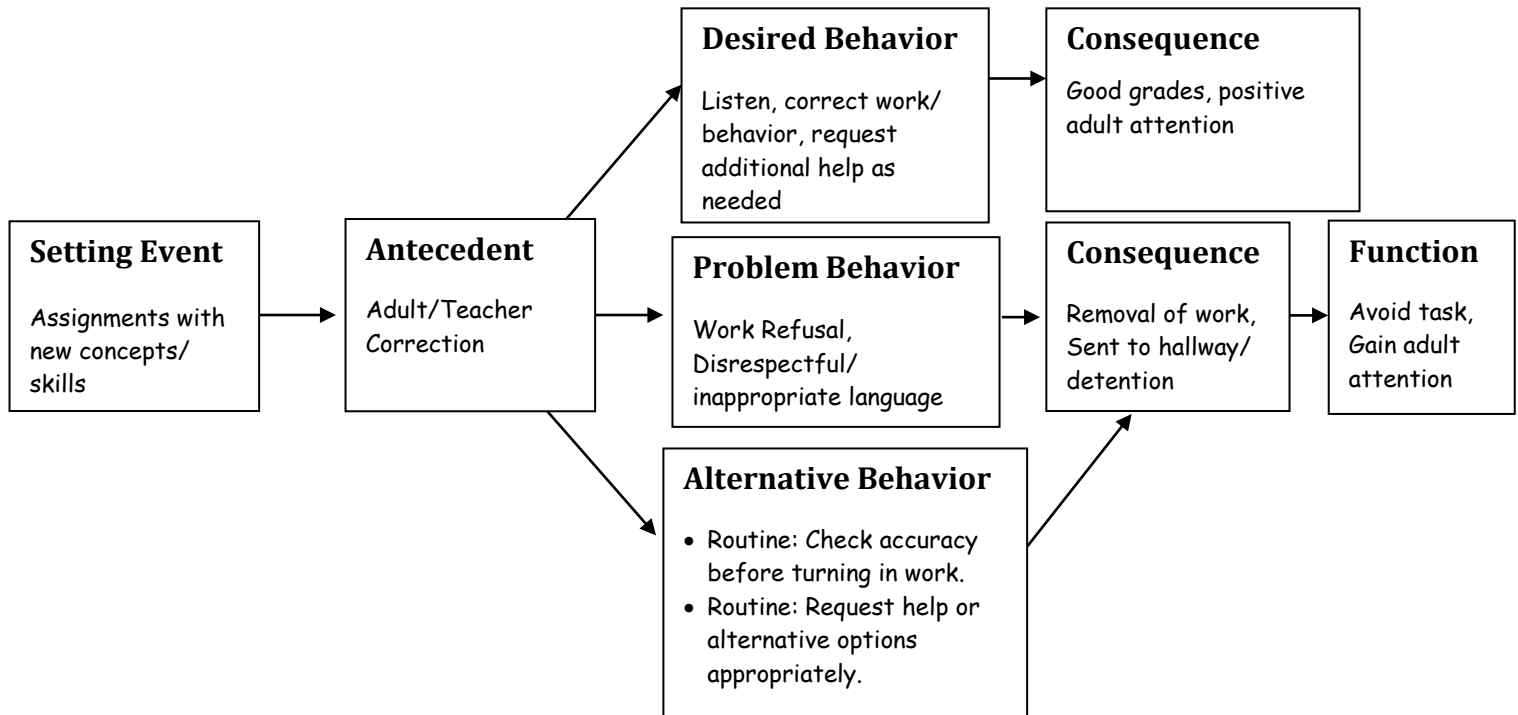
<b>Setting Event Strategies</b> <i>(Make problem behavior irrelevant)</i>	<b>Antecedent Strategies</b> <i>(Make problem behavior inefficient)</i>	<b>Behavior Teaching Strategies</b>	<b>Consequence Strategies</b> <i>(Make problem behavior ineffective)</i>
Addition:  <b>Introduce unfamiliar assignments/tasks within familiar assignments one at a time.</b>	Addition:  <b>Pre-correct self-task and self-management to deal with errors.</b>	none	Addition to CICO - point/cash-in options. <b>(include options that reduce adult attention).</b>

**BEHAVIOR SUPPORT PLAN: IMPLEMENTATION PLAN**

none

**BEHAVIOR SUPPORT PLAN: EVALUATION PLAN**

none

Student Name: Brian BenderGrade: 8Student ID: 75262**BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY**

(Make problem behavior irrelevant) (Make problem behavior inefficient) (Make problem behavior ineffective)

Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
Prompt unfamiliar assignments 2-3 days before teaching to class	Check-in with teacher before and after class period to review work  Prompt use of accuracy check routine	Teach "Ask for Help" routine to deal with errors/correction. 1. Stop 2. Ask for clarification or options 3. Complete assignment  Teach accuracy check routine. 1. Finish written assignment 2. Review instructions for assignment 3. Review accuracy of responses (spelling, complete sentences, math)  Make corrections. When finished with review, record a "+" on the CICO card for that period	Follow CICO routine and check out at the end of the day for verbal praise and points/cash-in  Keep Brian in class, next to teacher or with another adult during and after problem behavior to complete assignment. He will earn fewer CICO points at the end of the period.

**BEHAVIOR SUPPORT PLAN: IMPLEMENTATION PLAN**

Tasks	Person Responsible	By When	Review Date	Evaluation Decision • Monitor • Modify • Discontinue
<b><u>Prevention:</u> Make problem behavior irrelevant (environmental redesign)</b> Introduce unfamiliar assignments/items one at a time within familiar assignments.	Teacher	N/A		
<b><u>Teaching:</u> Make problem behavior inefficient (teach new skills)</b> Teach routine to deal with errors/correction. 1. Stop/listen 2. Ask for clarification or options (if needed). 3. Complete assignment. Teach 5-step Accuracy Check Routine 4. Finish written assignment 5. Review instructions for assignment 6. Review accuracy of responses, (spelling, complete sentences, math) 7. Make corrections 8. When finished with review, record A+ on the CICO card for that period	M.R.			
<b><u>Extinction:</u> Make problem behavior ineffective (minimize reward for problem behavior)</b> Keep Brian in class, next to teacher or with another adult during and after problem behavior to complete assignment.	Teacher			
<b><u>Reinforcement:</u> Make desired behavior more rewarding.</b> Check out at the end of each period and each day for verbal praise and trade points for preferred activities.	Teacher & M.R.			
<b><u>Safety:</u> Ensure safety of all (what to do in dangerous situations) (if needed)</b> N/A	-	-	-	-

\*If emergency behavior management procedures are necessary, attach safety plan as separate sheet.

## BEHAVIOR SUPPORT PLAN: EVALUATION PLAN

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### Behavioral Goal

(Use specific, observable, measurable descriptions of goal)

Given any feedback from a teacher, Brian will respond in a respectful and calm manner.

### What are the short-term behavioral objectives?

1. Before submitting a written assignment, Brian will complete all steps of "accuracy routine" to check work with no more than 1 verbal prompt for 4 of 5 assignments.

2. Given corrective feedback, Brian will complete all steps of "error routine" with no more than 1 verbal prompt 4 of 5 opportunities.

**Expected date:** 8 weeks

### What is the long-term behavioral objective?

Given any feedback from a teacher, Brian will respond by listening, making appropriate corrections, and requesting additional support as needed 4 out of 5 consecutive days.

**Expected date:** Annual

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### Evaluation Procedures

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
<b>Is Plan Being Implemented?</b> Weekly fidelity survey	ISIS-SWIS Weekly data card	Margie Rose & reading para.	once a week (average across teachers)
<b>Is Plan Making a Difference?</b> Frequency of Asking for Help	ISIS-SWIS Weekly data card	Teachers	Wed/Fri entry
% Points earned	CICO-SWIS Point card	J.B.	Daily data entry
% Assignments completed	ISIS-SWIS	All Teachers	Wed/Fri Entry

**Plan review date:** Team will meet every 2 weeks to review student progress data and fidelity data.

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Student: Brian BenderDate: April 2012**ISIS-SWIS Student File Set-Up Checklist**

Use the ISIS-SWIS Student File Set-Up Checklist to prepare a student's file for set up in ISIS-SWIS.

1. Student File Information		2. Team Member Information			
Student: <u>Brian Bender</u>	Implementation Status: <input type="checkbox"/> Starting <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Not Progressing <input type="checkbox"/> Needs Revision <input type="checkbox"/> Discontinued	Name	Team Role	Access Level (full, data entry, read-only, no access)	Email
		Joe Binder	CICO Advisor	Full	jbinder@demoschool.org
		Patty Bender	Parent	No Access	pbender@hotmail.com
		Kathy Holland	Teacher	Read-Only	kholland@demoschool.org
		Stuart Rice	Teacher	No Access	srice@demoschool.org
Coordinator: <u>Margie Rose</u>		Frank Stevenson	Teacher	No Access	fstevenson@demoschool.org

3. BSP/Assessment/Documents	
Assessment Document(s)	<i>Student Narrative, FACTS, Direct Observation</i>
Plan Document(s)	<i>BSP, Revision A, Revision B, Teaching Plans</i>
Meeting Minutes	<i>See shared school drive</i>
Other Document(s)	<i>Data Sheets, Student Schedule</i>

4. Fidelity Measure(s)	
Measure Name (required): <u>Staff Fidelity</u>	Measure Description (required): <u>Staff will self-evaluate the level at which the components of Brian's support plan were implemented throughout the week. Margie will collect on Fridays.</u>
Metric Type <input type="checkbox"/> Percent <input type="checkbox"/> Calculated Percent <input type="checkbox"/> Points/Count/Duration <input checked="" type="checkbox"/> Scale <input type="checkbox"/> Rate <i>See Metric Set-Up for additional details.</i>	<input type="radio"/> Cumulative Data (Optional feature to graph data cumulatively.)
(Optional) Time Segment Label(s) (e.g. Period 1, Period 2, morning, lunch) <u>N/A</u>	Data Collection Schedule (e.g. ad hoc, monthly, weekly) <u>Weekdays (M-F)</u>
Goals: Operator (e.g. $\leq$ , $\geq$ , =) <u>≥</u> Target (e.g. 4) <u>3</u> Start Date <u>4/30/12</u> End Date <u>___/___/___</u>	

5. Outcome Measure(s)	
Measure Name (required): <u>Assignment Completion</u>	Measure Description (required): <u>Brian will complete and return 4/5 assignments each day for 10 consecutive days. Teachers will submit daily report to Margie.</u>
Metric Type <input type="checkbox"/> Percent <input checked="" type="checkbox"/> Calculated Percent <input type="checkbox"/> Points/Count/Duration <input type="checkbox"/> Scale <input type="checkbox"/> Rate <i>See Metric Set-Up for additional details.</i>	<input type="radio"/> Cumulative Data (Optional feature to graph data cumulatively.)

(Optional) <b>Time Segment Label(s)</b> (e.g. Period 1, Period 2, morning, lunch) N/A	<b>Data Collection Schedule</b> (e.g. ad hoc, monthly, weekly) Weekdays (M_F)		
<b>Goals:</b> Operator (e.g. ≤, ≥, =)      ≥	Target (e.g. 4) <b>70%</b>	Start Date 4/30/12	End Date __/__/__

<b>6. Outcome Measure(s)</b>			
<b>Measure Name</b> (required): <u>Asking for Help</u>		<b>Measure Description</b> (required): <u>Brian will appropriately ask for help during work time, following the "Ask for Help" routine.</u>	
<b>Metric Type</b> <input type="checkbox"/> Percent <input type="checkbox"/> Calculated Percent <input checked="" type="checkbox"/> Points/Count/Duration <input type="checkbox"/> Scale <input type="checkbox"/> Rate See Metric Set-Up for additional details.		<input type="radio"/> Cumulative Data (Optional feature to graph data cumulatively.)	
(Optional) <b>Time Segment Label(s)</b> (e.g. Period 1, Period 2, morning, lunch) N/A		<b>Data Collection Schedule</b> (e.g. ad hoc, monthly, weekly) Weekdays (M_F)	
<b>Goals:</b> Operator (e.g. ≤, ≥, =)      ≥	Target (e.g. 4) <b>3</b>	Start Date 4/30/12	End Date __/__/__

## ISIS-SWIS Student File Set-Up Checklist

### Metric Set-Up Worksheet

<p><b>Choosing a Metric Type:</b></p> <p>It is important to choose the correct metric type when setting up a student measure within ISIS-SWIS. The metric type determines how the data will be collected, entered and reported in order to be useful for team decision making about the student's individualized support.</p> <p><b>Metric Types:</b> Percent, Calculated Percent, Points/Count/Duration, Scale, Rate</p>	<p><b>Percent:</b></p> <p>The percent metric measures units per 100</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th colspan="2" style="background-color: #d3d3d3;">Percent</th> </tr> <tr> <td style="width: 50%;">Min (%):</td> <td style="width: 50%;">0</td> </tr> <tr> <td>Max (%):</td> <td>100</td> </tr> </table>	Percent		Min (%):	0	Max (%):	100	<p><b>Calculated Percent:</b> <i>Assignment Completion</i></p> <p>Given an amount of attempts possible and an amount of successful completions, ISIS will calculate the percent value.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th colspan="2" style="background-color: #d3d3d3;">Calculated Percent</th> </tr> <tr> <td style="width: 50%;">Min (%):</td> <td style="width: 50%;">0</td> </tr> <tr> <td>Min Label (<i>Numerator</i>):</td> <td><i>Complete</i></td> </tr> <tr> <td>*Max (%):</td> <td><i>10 variable</i></td> </tr> <tr> <td>Max Label (<i>Denominator</i>):</td> <td><i>Assigned</i></td> </tr> </table> <p><small>* Max can be modified within Data Entry page to show accurate value.</small></p>	Calculated Percent		Min (%):	0	Min Label ( <i>Numerator</i> ):	<i>Complete</i>	*Max (%):	<i>10 variable</i>	Max Label ( <i>Denominator</i> ):	<i>Assigned</i>																																						
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## Data Entry and Report Generation Schedule

**SWIS**

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**Data Entry and Report Generation Schedule: ISIS-SWIS**

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School: Demo Exemplar School Date: September  
 Team: SW Tier 2/3 Support Team Team Coordinator: Principal Jones

Data Entry Schedule			
Student Name	Data Entry Staff	Measures	Schedule
B.B.	Margie	Assignment Completion Ask for Help Count Fidelity	Weekdays Weekdays Fridays
C.J.	April	(Daily Point Card/Schedule) <ul style="list-style-type: none"> <li>Rate of disruptions</li> <li>Self-rating of on-task behavior</li> <li>Fidelity</li> </ul>	Daily

Report Generation			
Student Name	Data Entry Staff	Reports	Schedule
B.B.	Margie	(Measure) Ask for Help Count with Fidelity comparison (Measure) Assignment Completion with Fidelity comparison	2 <sup>nd</sup> & 4 <sup>th</sup> Tue PT Conferences
C.J.	April	(Measure) S.R. On Task with Fidelity comparison (Measure) Rate of Disruptions with S.R. On Task comparison (Time Segment) Rate of Disruptions (Single Time Segment) Rate of Disruption segments if below goal line	Mondays (Sp.Ed. Staff meeting after school)

## Data Collection Sheet

Student: B.B. Week: <u>last week</u>	Count of Asking for Help	Assignments		Fidelity (1-5) (Fridays only)
		Completed	Assigned	
Monday	18	1	10	
Tuesday	20	1	10	
Wednesday	17	1	11	
Thursday	Absent	-	-	
Friday	19	1	9	3

Student: B.B. Week: <u>two weeks ago</u>	Count of Asking for Help	Assignments		Fidelity (1-5) (Fridays only)
		Completed	Assigned	
Monday	No School	-	-	
Tuesday	12	7	10	
Wednesday	10	8	9	
Thursday	7	6	9	
Friday	8	8	9	4



## Getting Support

Problems arise from time to time. The following are ways that you can get support for the problems you may encounter.

1. Check the User's Manual
2. Check the PBIS Apps Website - There are many resources available on the website to assist with common questions and issues that arise. Search the resources, FAQ, and other informational sections for assistance.
3. Contact your ISIS-SWIS Facilitator – Your facilitator can answer most questions that are beyond the scope of this User's Manual. Locate the name and contact information of your SWIS Facilitator on your copy of the School Information Form or on the login page of your account.
4. Ask another SWIS User in your school, district, or region.
5. Contact the PBIS Apps Support Staff – If you have tried the strategies above and/or have not been able to connect with your ISIS-SWIS Facilitator contact [support@swis.org](mailto:support@swis.org) for assistance.

## Notes



## ISIS-SWIS Templates

These templates are available electronically at [www.swis.org](http://www.swis.org) in the Facilitator Resources section.



## ISIS-SWIS Readiness Checklist

### Individual Student Intervention System

School: \_\_\_\_\_

ISIS-SWIS Facilitator: \_\_\_\_\_

Date: \_\_\_\_\_

ISIS-SWIS Requirements		Data Source	Tasks to Complete	Who/ When	Date of Completion
<b>Implementation Capacity</b>	1. School has an ISIS-SWIS Facilitator and a signed ISIS-SWIS License Agreement.	ISIS-SWIS License & School Information Form			
	2. Process/materials exist for orienting staff, students, families, and others to the individual student support practices (as needed).	Written materials			
<b>Coordination Capacity</b>	3. Coordinator(s) within the school is/are identified and can consistently : a. Monitor the status of the system of support across individual interventions/students b. Manage student support teams/plans with ISIS-SWIS data c. Set up and monitor ISIS-SWIS student files d. Serve as a liaison between team, students, staff, and families	Administrator/ Coordinator interview			
	4. A representative team meets regularly to develop and manage individual student supports across the school.	Team Roster & Meeting Schedule			
<b>Individual Student Support Practices</b>	5. School is implementing individual student support with documented guidelines/processes for: a. Individual student support identification and eligibility b. Individual student/family notification, progress monitoring and ongoing communication c. Individual student support assessment d. Individual student support intervention planning e. Individual student support evaluation	Written guidelines			
<b>ISIS-SWIS Data Use</b>	6. A 3 hour Swift at ISIS-SWIS training session is scheduled for 2-4 ISIS-SWIS Coordinator(s), Individual support coach, and 2-3 ISIS-SWIS Users; conducted by the ISIS-SWIS Facilitator.	Specific date, time, location, computers, internet			
	7. ISIS-SWIS data entry staff and data entry time are identified to enter student data at least twice per week.	Data entry & report generation schedule			
	8. Schedule and assignments for ISIS-SWIS report generation are defined.				
	9. Team is willing to use parameters of student file set-up and data entry within ISIS-SWIS.	Coordinator interview Student File Set-Up Checklist			





## SWIS™, CICO-SWIS™ and ISIS-SWIS™ LICENSE AGREEMENT

Licensed Software and Internet Access Subscription

Authorized SWIS™ Facilitator:

Name: \_\_\_\_\_

Dated: \_\_\_\_\_

Note: This License Agreement (Agreement) must indicate the name of the Authorized Facilitator above for the school or institutional Licensee named in the Agreement, which follows.

**IMPORTANT - READ CAREFULLY:** This Agreement is a legal agreement between your organization or entity, (hereinafter referred to as “Licensee”) and the State of Oregon, acting by and through the State Board of Higher Education on behalf of the University of Oregon, an institution of higher education located in Eugene, Oregon (“Oregon”) for use of the School Wide Information System™ (“SWIS™”), SWIS™ with Check-in/Check-out SWIS (“CICO SWIS™”), or Individual Student Information System SWIS (ISIS-SWIS™) (alone, or with SWIS or with SWIS and CICO- SWIS™) as further described in Attachment A. This Agreement is effective as of the date of the Licensee’s authorized signature below (“Effective Date”).

### LICENSEE INFORMATION

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Licensee desires access to (Please choose one option):



\_\_\_ SWIS™

\_\_\_ SWIS™ with CICO- SWIS™

\_\_\_ SWIS™ with CICO-SWIS™ and ISIS-SWIS™

\_\_\_ SWIS™ with ISIS-SWIS™

\_\_\_ ISIS-SWIS™ Only

### BACKGROUND

1. Briefly, SWIS™ is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. The three primary elements of SWIS™ are:

- an efficient system for gathering information
- a web-based computer application for data entry and report generation
- a practical process for using information for decision making

2. SWIS™ with CICO-SWIS™ provides additional ability to enter Daily Report data for individual students and connect the Daily Report data to the student’s office discipline referral history. ISIS- SWIS™ provides the capability manage individual student support plans, design personalized data collection programs, enter individual student data, and generate individual student reports.

3. SWIS™, CICO-SWIS™ and ISIS-SWIS™ were developed at the University of Oregon, and Oregon may license them as an educational and research courtesy to Licensee in accordance with this Agreement. The University of Oregon is a collaborator working with educators across the United States to improve the effectiveness of schools, and is not a commercial vendor. All SWIS™, CICO-SWIS™, and ISIS-SWIS™ license fees are used to continue the maintenance and development of these tools for the education community.

NOW, THEREFORE, in consideration of the promises, conditions and representations contained herein, Licensee agrees as follows:

## **I. DEFINITIONS**

### **1. Authorized Users**

Authorized Users are those individuals officially affiliated with the Licensee that are located at an Authorized Site, use an Authorized Terminal, and are listed on the attached School Information form.

### **2. Authorized Site**

An Authorized Site is one contiguous school office complex or building comprising the Licensee's administrative offices. Extensions or related offices located in separate locations are considered separate sites unless otherwise agreed to in writing by the Licenser. Authorized Sites are limited to one corporate school entity per building or campus.

### **3. School Information Form**

The School Information Form (Attachment "B") is used to collect data to uniquely identify the Licensee school for inclusion in the SWIS™ database, to identify Authorized Users, and to summarize the Licensee school's overall necessary information to implement SWIS™ at the Authorized Site.

## **II. TERMS AND CONDITIONS**

### **1. License Grant**

Oregon hereby grants to Licensee a non-exclusive, non-transferable, license ("License") to use the SWIS™ software and web-based internet access system and database (hereinafter "Licensed Software") for non-commercial education and research purposes only. Such License includes the right to access the SWIS™ website and database and to generate reports using the Licensed Software. If Licensee has elected SWIS with CICO-SWIS or SWIS with ISIS-SWIS and paid the applicable fee, Licensee also has the right to access CICO-SWIS or ISIS-SWIS as applicable as part of Licensed Software.

### **2. Access and Permitted Use and Support**

A. Access within the Authorized Site is restricted to Authorized Users. Only those Authorized Users' names submitted by the Licensee as part of the School Information Form may have access to the Licensed Software; any violation or unauthorized use constitutes cause for termination of the Agreement pursuant to Section 4.B(i). Additional information on security and confidentiality can be found in Attachment A.

B. Licensee shall use reasonable efforts to ensure that only Authorized Users have access to Licensed Software and that such Authorized Users will not make any unauthorized copies nor transfer or aid in the transferring of software or any portion of data obtained thereby to any third parties. Licensee shall not transfer, sublicense or provide unauthorized access to the Licensed Software without prior written authorization from Oregon.

C. Licensee shall have access to Licensed Software updates including distribution media and technical documentation and maintenance releases of Licensed Software (if any).

- D. Licensee shall have telephone and email support from Oregon between 8:00 AM and 5:00 PM Pacific Standard time, Monday through Friday, to the extent reasonably required by Licensee, and as staffing and schedule obligations of Oregon reasonably permit.

3. Payment

- A. Oregon will invoice Licensee by billing the Licensee or a Third Party Payer (as defined below) and such fee for services ("License Fee" as further specified in Attachment A) shall be due and payable upon receipt. Licensee may designate an entity other than Licensee (such as a state department of education) to pay the License Fee on Licensee's behalf ("Third Party Payer"). The Licensee, directly or through its Third Party Payer, agrees to pay Oregon the appropriate License Fee within 30 days of receipt of the invoice from Oregon. Any payments provided by Licensee or by the Third Party Payer to Oregon shall be irrevocable by Licensee or Third Party Payer, except as provided in Section 4.B(ii), and shall be made in U.S. dollars.
- B. Licensee agrees to pay Oregon the appropriate License Fee specified below and on subsequent annual invoices, and on supplemental invoices, received, if any, if the Licensee adds additional Authorized Sites that are approved by Oregon.
- C. Licensee shall complete all financial administration required by Licensee.

4. Term and Termination

- A. Term. The initial term of this Agreement shall begin on the Effective Date and shall continue until the following August 31 ("Access Period") or until otherwise terminated in accordance with this Section 4. Upon receipt of a completed, signed License Agreement and receipt of the License Fee, SWIS™ Licensed Software and website access will be activated.
- B. Termination.
  - (i) Termination for Default. Breach of any material term or condition of this Agreement by Licensee shall be grounds, at Oregon's sole discretion, for immediate termination of this license. In the case of such termination by Oregon, License Fees shall be non-refundable. Breach of any material term or condition of this Agreement by Oregon shall be grounds, at Licensee's sole discretion, for immediate termination of this license, and in the case of such termination, Licensee shall receive a pro-rated refund of the unused License Fee, such amount to be based on remaining months of service as determined by Oregon.
  - (ii) Termination for Convenience. Either party may cancel the Agreement at any time by providing the other party with thirty (30) days prior written notice. In the case of such termination by Oregon, the Licensee shall receive a pro-rated refund of the unused License Fee, such amount to be based on remaining months of service as determined by Oregon. In the case of such termination by Licensee, License Fees shall be non-refundable.
- C. No Use after Termination. Upon termination of this Agreement, Licensee and all Authorized Users shall cease using any portion of Licensed Software.
- D. Licensee's Obligations after Termination. Termination of this Agreement shall not extinguish any of Licensee's obligations under this Agreement which by their terms continue after the date of termination.

5. License Renewal

- A. At the end of the initial Access Period, Licensee may renew the Agreement for an additional one year Access Period by payment of an invoice generated annually from Oregon ("License Renewal"). Any renewal is subject to the approval of Oregon which may be granted or withheld in its sole discretion.
- B. If the License Renewal payment is not received within 60 days following the receipt by the Licensee of the invoice, access to Licensed Software system will expire. Oregon reserves the right to modify the terms of this Agreement for any renewal period including the modification of the fees for any renewal period upon thirty (30) days prior written notice.

6. Delivery

- A. The Licensed Software will be delivered using standard media and formats for use by the Licensee. It is the responsibility of the Licensee to establish and maintain Internet connections for access to the SWIS™ website and to provide and install suitable Internet web browsers and any other software necessary to access the SWIS™ Licensed Software system(s).
- B. Oregon shall use reasonable efforts to provide continuous availability of the Licensed Software through the Internet. It is understood that availability will be subject to periodic interruption due to maintenance of the server(s), installation or testing of software, the loading of new information files, and downtime related to equipment or services outside the control of Oregon including public and private telecommunications services or Internet nodes or facilities.

7. Warranty and Indemnification

- A. Indemnification. To the extent permitted by law, Licensee hereby agrees to indemnify and hold harmless Oregon and its officers, directors, agents, volunteers and employees, from and against any and all claims, demands, damages, costs, and other related items ("Claims") arising or in any way connected with the use of or access to Licensed Software by Licensee or by any third party use of or access to Licensed Software through Licensee. Licensee assumes all liability for decisions made using Data reported from Licensed Software.
- B. NO WARRANTY AND LIMITATION OF LIABILITY. LICENSOR PROVIDES ACCESS TO LICENSED SOFTWARE ON AN "AS IS" BASIS. LICENSEE AGREES TO BEAR ALL RISKS ASSOCIATED WITH THE USE OF LICENSED SOFTWARE. LICENSOR MAKES NO REPRESENTATIONS OR WARRANTIES, EXPRESS OR IMPLIED. BY WAY OF EXAMPLE, BUT NOT LIMITATION, LICENSOR MAKES NO REPRESENTATIONS OR WARRANTIES OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE (EVEN IF LICENSOR KNOWS OF SUCH PURPOSE), OR THAT THE USE OF LICENSED SOFTWARE WILL NOT INFRINGE ANY PATENTS, COPYRIGHTS, TRADEMARKS OR OTHER RIGHTS OF THIRD PARTIES. LICENSEE HEREBY DISCHARGES AND RELEASES LICENSOR AND ALL OF ITS RESPECTIVE AGENTS, EMPLOYEES AND VOLUNTEERS, FROM ANY AND ALL LIABILITY, CLAIMS, CAUSES OF ACTIONS, DAMAGES OR DEMANDS OF ANY KIND AND NATURE WHATSOEVER WHICH MAY ARISE FROM OR IN CONNECTION WITH LICENSEE'S USE OF LICENSED SOFTWARE.
- C. Licensee acknowledges and agrees that Licensor's liability, if any, is subject to the limitations and conditions of the Oregon Tort Claims Act, Oregon Revised Statutes sections 30.260-30.300, and the Oregon Constitution, Article XI, Section 7.

8. General

A. Assignment

This Agreement may not be assigned or transferred by Licensee.

B. Entire Agreement, Modification, and Waiver

This Agreement sets forth the entire agreement between the parties with respect to the subject matter hereof, and may not be modified or amended except by written agreement executed by the parties hereto. No waiver, consent, modification, or change of any terms of this Agreement shall be binding unless the same is in writing and signed by both parties and all necessary approvals have been obtained. Such express waiver, consent modification, or change, if made, shall be effective only in the specific instance and for the specific purpose set forth in such signed writing.

C. Licensee's Authority

Licensee represents and warrants that the individual executing this Agreement on behalf of Licensee is duly authorized to execute and deliver this Agreement on behalf of Licensee in accordance with duly adopted organizational documents or agreements and if appropriate a resolution of Licensee, and that this Agreement is binding upon Licensee in accordance with its terms.

D. Force Majeure

Oregon's failure to perform any term or condition of this Agreement as a result of conditions beyond its control such as, but not limited to, war, strikes, fires, floods, acts of God, governmental restrictions, power failures, or damage or destruction of any network facilities or servers, shall not be deemed a breach of this Agreement.

**SWIS™ LICENSE AGREEMENT**  
Licensed Software and Internet Access Subscription

**SIGNATURE PAGE**

By authorized signature below, Licensee accepts and agrees to be bound by the terms and conditions of the preceding Agreement:

Licensee desires access to (Please choose one option):



- \_\_\_ SWIS™
- \_\_\_ SWIS™ and CICO-SWIS™
- \_\_\_ SWIS, CICO-SWIS, and ISIS-SWIS
- \_\_\_ SWIS™ and ISIS- SWIS™, or
- \_\_\_ ISIS- SWIS™

For Licensee:

\_\_\_\_\_, \_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Email Address

\_\_\_\_\_  
School Name

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
City, State, Zip

Invoice/Billing:

\_\_\_\_\_  
Business Name

\_\_\_\_\_  
Contact Person

\_\_\_\_\_  
Billing Contact E-mail address

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
City, State, Zip

**Optional Data Sharing Agreement**

In addition to receiving access to the Licensed Software, the Licensee, by signature below, agrees to share data in an anonymous format with the Technical Assistance Center for Positive Behavioral Interventions and Supports (PBISTA Center) projects at Oregon including State and District Evaluators for evaluation research and summary. It is understood that the projects are in compliance with the Family Educational Rights and Privacy Act, (34 CFR 99.31(6)) and human subjects regulations (Protection of Human Subjects 45 CFR 46). It is further understood that this consent may be withdrawn at any time for any reason by Licensee. Except as prohibited by law, this Optional Data Sharing Agreement shall be subject, as applicable, to the same terms as the License Agreement.

For Licensee:

\_\_\_\_\_, \_\_\_\_\_  
Name Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

## ATTACHMENT A

### School Wide Information System – SWIS™

#### **Background:**

School-wide positive behavior support (“SWPBS”) is a behaviorally-based discipline approach designed to improve the educational and social environment for all students by making problem behavior less effective and relevant, and desired behavior more functional. Thousands of schools across the United States have adopted (or are adopting) SWPBS as an approach for improving their social culture and educational effectiveness. A central feature of SWPBS is the regular collection and use of data for decision-making. The School-Wide Information System (“SWIS™”) is a web-based information system which helps school personnel collect and use office referral data to design school-wide and individual student interventions as part of a SWPBS program.

#### **SWIS™**

SWIS™ is a web-based software system for collecting and summarizing office discipline referrals in schools. The system was developed by University of Oregon faculty in collaboration with elementary, middle (junior high) and high school personnel. The purpose of SWIS™ is to provide schools with accurate, efficient, practical information for decision-making about school-wide discipline.

SWIS™ was developed to be an efficient, reliable and confidential strategy for managing office-discipline referral information. SWIS™ can be used (a) for internal decision making as schools improve their discipline practices, (b) for support plan design with individual students and their families, (c) for reporting to district, state and federal agencies about school outcomes, and (d) as a method of collecting aggregated data across schools.

SWIS™ database is housed on a secure and dedicated server at the University of Oregon, and is managed by a systems operator employed by the Positive Behavioral Interventions and Supports Technical Assistance Center projects at the University.

Once a SWIS™ account is set up, the school staff enters office discipline referrals onto a protected, web-space. The data may be summarized to provide information about individual students, groups of students, or the entire student body over any specified time period. Both numerical printouts, and graphs (histograms) are created for use in decision-making. While SWIS™ is flexible and can be adapted to the needs of individual schools, the major uses involve monitoring (a) the number of office discipline referrals per month, (b) the type of problem behaviors leading to office referrals, (c) the locations of problem behavior events, (d) problem behavior events by time of day, and (e) the students contributing to office discipline referrals. The system uses a menu-based data entry process that makes data entry and report generation easy and efficient

Check-in/ Check-out SWIS (CICO-SWIS™) is a separate application, embedded within SWIS™ that allows school personnel to monitor the daily progress of students who are using a Daily Report Card as part of their on-going behavior support. Students obtain feedback about their social behavior from adults within the school at the beginning and ending of each school day. Students may also receive feedback provided at multiple time periods throughout the day. The feedback provided on each student’s Daily Report Card can be entered into CICO-SWIS™ and graphic results can be produced by student. Summary data may also be reported for all students receiving support through CICO-SWIS™. The purpose of the CICO-SWIS™ application is to assist school personnel, families and students to monitor social progress, and to provide the professional accountability that is part of on-going behavior support.

Individual Student Information System SWIS (ISIS-SWIS™) is designed to meet the needs of individual student support plans, and can be used alone, or with SWIS or SWIS + CICO-SWIS™. ISIS-SWIS™ allows management of individual support plans (team members, assessment, plan design, meeting minutes) in addition to allowing the team to (a) develop personalized data collection protocols, (b) enter data using those protocols, and (c) generate personalized reports based on the protocols.

**FEES:** (The fees listed below are per school per academic year)

The annual fee for SWIS™ is \$250.

The annual fee for SWIS™ with CICO-SWIS™ is \$300.

The annual fee for SWIS™ with CICO-SWIS™ and ISIS-SWIS™ is \$450.

The annual fee for SWIS™ with ISIS-SWIS™ is \$400.

The annual fee for ISIS-SWIS™ alone is \$200.

*Note: If a school signs up for any application after March 1 in any school year, the subscription fee will be waived for the remainder of the subscription year (August 31). The subscription will be renewed and invoiced on September 1 for the upcoming subscription year.*

*Note: If a district or region submits a single annual invoice for 20+ SWIS subscriptions or 20+ ISIS-SWIS subscriptions, the cost per school is reduced to \$200 for SWIS and \$150 for ISIS-SWIS.*

## **CONFIDENTIALITY AND SECURITY:**

The following text summarizes the policies and practices currently in place for providing a confidential and secure environment for gathering, storing and using SWIS™, CICO-SWIS™ and ISIS SWIS™ - data:

**Personalized Password.** Security of SWIS™, CICO- SWIS™, and ISIS- SWIS™ data are enhanced through the personal selection of an 8-15 character password. Passwords are only available to identified individuals within the school. Access to the information for any specific school requires use of individual passwords. A major security risk within SWIS™ lies in the possibility that an unauthorized individual will gain access to a password. All school personnel using SWIS™ are encouraged to safeguard their password with care.

**Encrypted data transfer.** Information sent to or from SWIS™ is encrypted en route to minimize the remote chance that the data could be re-routed and interpreted.

**Unique server space.** Each school sending data to SWIS™ has a protected and unique space on the SWIS™ servers. No individual or other school has access to the information from another school without use of the individualized school password.

**The SWIS™ firewall is continuously monitored and upgraded.** The SWIS™ database is protected by a stateful transport-layer firewall with a "default-deny" ruleset that restricts access to all ports except 80 (http) and 443 (https) on our web servers. All Internet access to our database servers is blocked, and under the "default-deny" firewall ruleset, the only network connections which are allowed are those that have been explicitly allowed. The effectiveness of this firewall in preventing unauthorized access to SWIS™ accounts is monitored continuously, and upgraded regularly.

**Use of SWIS™, CICO-SWIS™, and ISIS- SWIS™ data within the School-wide PBIS Research Database.** Most schools using SWIS™, CICO-SWIS™ and ISIS-SWIS™ have agreed to have their data added to a national research database funded by the U.S. Department of Education. The purpose of this database is to document large demographic patterns, and to allow schools to compare their ODR results with similar groups of schools (elementary, urban, etc). When a school agrees to allow their data to be used in the Research Database the following considerations are important.

1. All student and staff names are deleted before data are transferred to the research database.
2. Disclosures to individuals or organizations conducting research using data from SWIS, CICO-SWIS™ and ISIS-SWIS™ comply with 34 CFR Sec. 99.31(6), the Department of Education's regulations implementing FERPA.

3. The research projects summarizing the information in SWIS™, CICO-SWIS™ and ISIS- SWIS™ have been reviewed and approved by the University of Oregon Internal Review Board for Protection of Human Subjects (45 CFR 46).

4. All data reported in research reports and presentations are done in aggregate format that prevents the identification of individual (a) students, (b) staff, or (c) schools.

We welcome questions and comments related to confidentiality and security of information entered into SWIS™, CICO-SWIS™ and ISIS- SWIS™. If you have additional questions or suggestions, please contact our Support Team (support@pbisapps.org).

## **Attachment B: School Information Form**



# School Information Form

For Internal Use Only  
EdOrgID:

School Wide Information System

## School Information

Country:	State/Province:	District:	Date:	NCES School ID (leave blank if unsure):
School Name (Required):				
Address:		City:	State/Province:	Zip/Postal Code:
Mailing Address (if different):		City:	State/Province:	Zip/Postal Code:
School Phone: ( )		School Fax: ( )		
Grade Levels: (Check all that apply to the school)				
<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Post 12
Additional School Information, if applicable: (Check one that best describes the school)				
<input type="checkbox"/> Juvenile Justice	<input type="checkbox"/> Other Alternative	<input type="checkbox"/> Alt. Behav. Program	<input type="checkbox"/> Early Childhood Prgm	<input type="checkbox"/> Private School
School or District Website URL (i.e. http:// ):				
School Administrator Name:			*Email (Required):	

## SWIS/CICO-SWIS Personnel & Password Information

### Full Access Users - Data Entry and Reports

Contact Person and School SWIS User Name:	*Email (Required):	Temp Password:**	Access Level: <input type="checkbox"/> Full-Access <input type="checkbox"/> Read-Only
School SWIS User Name:	*Email (Required):	Temp Password:**	Access Level: <input type="checkbox"/> Full-Access <input type="checkbox"/> Read-Only
School SWIS User Name:	*Email (Required):	Temp Password:**	Access Level: <input type="checkbox"/> Full-Access <input type="checkbox"/> Read-Only
School CICO-SWIS User Name:	*Email (Required):	Temp Password:**	Access Level: <input type="checkbox"/> Full-Access <input type="checkbox"/> Read-Only

### ISIS-SWIS Coordinator

ISIS-SWIS Coordinator & ISIS-SWIS Contact Name:	*Email (Required):	Temp Password:**
ISIS-SWIS Coordinator Name:	*Email (Required):	Temp Password:**
ISIS-SWIS Coordinator Name:	*Email (Required):	Temp Password:**

\*Your Personal SWIS/CICO-SWIS/ISIS-SWIS Log-in will be your email address.

\*\*These are Temporary passwords. Individual passwords will be created the first time you log-in.

## SWIS/CICO-SWIS/ISIS-SWIS Facilitator & Support

SWIS Facilitator Name:	Phone: ( )	Email:
For support, contact your SWIS facilitator or visit <a href="http://www.swis.org">http://www.swis.org</a>		SWIS Support Email: <a href="mailto:support@swis.org">support@swis.org</a>

## SWIS/CICO-SWIS/ISIS-SWIS Facilitator Signature

I affirm, in my judgement the school described above meets the readiness requirements for adopting SWIS, CICO-SWIS and/or ISIS-SWIS.

Signature of SWIS Facilitator: \_\_\_\_\_

Date: \_\_\_\_\_

The Swift at SWIS training for this school is scheduled for: \_\_\_\_\_



## ISIS-SWIS Student File Set-Up Checklist

Use the ISIS-SWIS Student File Set-Up Checklist to prepare a student's file for set up in ISIS-SWIS.

1. Student File Information	2. Team Member Information			
Student: <u>Name</u>  Implementation <input type="checkbox"/> Starting Status: <input type="checkbox"/> Progressing <input type="checkbox"/> Not Progressing <input type="checkbox"/> Needs Revision <input type="checkbox"/> Discontinued  Coordinator: <u>Name</u>	<b>Name</b>	<b>Team Role</b>	<b>Access Level</b> (full, data entry, read-only, no access)	<b>Email</b>

3. BSP/Assessment/Documents	
Assessment Document(s)	
Plan Document(s)	
Meeting Minutes	
Other Document(s)	

4. Fidelity Measure(s)			
Measure Name (required): <u>Name</u>		Measure Description (required): <u>Description</u>	
<b>Metric Type</b> <input type="checkbox"/> Percent <input type="checkbox"/> Calculated Percent <input type="checkbox"/> Points/Count/Duration <input type="checkbox"/> Scale <input type="checkbox"/> Rate <small>See Metric Set-Up for additional details.</small>		<input type="radio"/> Cumulative Data (Optional feature to graph data cumulatively.)	
(Optional) Time Segment Label(s) (e.g. Period 1, Period 2, morning, lunch)		Data Collection Schedule (e.g. ad hoc, monthly, weekly)	
Goals: Operator (e.g. ≤, ≥, =)	Target (e.g. 4)	Start Date __/__/__	End Date __/__/__

5. Outcome Measure(s)			
Measure Name (required): <u>Name</u>		Measure Description (required): <u>Description</u>	
<b>Metric Type</b> <input type="checkbox"/> Percent <input type="checkbox"/> Calculated Percent <input type="checkbox"/> Points/Count/Duration <input type="checkbox"/> Scale <input type="checkbox"/> Rate <small>See Metric Set-Up for additional details.</small>		<input type="radio"/> Cumulative Data (Optional feature to graph data cumulatively.)	
(Optional) Time Segment Label(s) (e.g. Period 1, Period 2, morning, lunch)		Data Collection Schedule (e.g. ad hoc, monthly, weekly)	
Goals: Operator (e.g. ≤, ≥, =)	Target (e.g. 4)	Start Date __/__/__	End Date __/__/__



Student:

Date:

## ISIS-SWIS Student File Set-Up Checklist

### Metric Set-Up Worksheet

<p><b>Choosing a Metric Type:</b></p> <p>It is important to choose the correct metric type when setting up a student measure within ISIS-SWIS. The metric type determines how the data will be collected, entered and reported in order to be useful for team decision making about the student's individualized support.</p> <p><b>Metric Types:</b> Percent, Calculated Percent, Points/Count/Duration, Scale, Rate</p>	<p><b>Percent:</b></p> <p>The percent metric measures units per 100</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th colspan="2">Percent</th></tr> <tr> <td>Min (%):</td><td style="text-align: center;">0</td></tr> <tr> <td>Max (%):</td><td style="text-align: center;">100</td></tr> </table>	Percent		Min (%):	0	Max (%):	100	<p><b>Calculated Percent:</b></p> <p>Given an amount of attempts possible and an amount of successful completions, ISIS will calculate the percent value.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th colspan="2">Calculated Percent</th></tr> <tr> <td>Min (%):</td><td style="text-align: center;">0</td></tr> <tr> <td>Min Label (<i>Numerator</i>):</td><td></td></tr> <tr> <td>*Max (%):</td><td></td></tr> <tr> <td>Max Label (<i>Denominator</i>):</td><td></td></tr> </table> <p>* Max can be modified within Data Entry page to show accurate value.</p>	Calculated Percent		Min (%):	0	Min Label ( <i>Numerator</i> ):		*Max (%):		Max Label ( <i>Denominator</i> ):																																																
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**Data Entry and Report Generation Schedule: ISIS-SWIS**

**School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Team:** \_\_\_\_\_

**Team Coordinator:** \_\_\_\_\_

Data Entry Schedule			
Student Name	Data Entry Staff	Measures	Schedule

Report Generation			
Student Name	Data Entry Staff	Reports	Schedule



## SWIS Facilitator Outline for Swift at ISIS-SWIS

Agenda
<div>Overview of ISIS-SWIS</div> <div>Basic ISIS-SWIS Navigation</div> <div>Student File Set-up &amp; Management</div> <div>Data Entry</div> <div>Reports</div> <div>User Resources</div>

### Goals:

1. Demonstration of Basic ISIS-SWIS Navigational Features
2. Demonstration of Basic ISIS-SWIS Student File Set-Up & Management
  - a. Person Management
  - b. Creating Student Files
  - c. Team Members
  - d. Documents
  - e. Measures
3. Demonstration of Basic ISIS-SWIS Data Entry
4. Demonstration of Basic SWIS Reporting Options

### Set up:

<b>Before</b>	<ul style="list-style-type: none"> <li>• Schedule 3-hour (uninterrupted) block with all ISIS-SWIS coordinators and other identified participants and follow-up meetings with each coordinator.</li> <li>• Allow 2-3 weeks for the school's ISIS-SWIS account to be set up, so schedule your Swift at ISIS-SWIS training accordingly. <i>The live account should not be used during the training but can be used during wrap-up.</i> <ol style="list-style-type: none"> <li>a. Ask each coordinator to bring 1-2 student case files and data.</li> <li>b. Use SAMI to verify that the ISIS-SWIS account has been set up.</li> <li>c. One week prior to training confirm data, time, location, and expectations with all participants.</li> </ol> </li> <li>• Room Requirements               <ol style="list-style-type: none"> <li>a. Request computer with internet access for each participant.</li> <li>b. Request projector and computer for demonstration.</li> </ol> </li> </ul>
<b>During</b>	<ul style="list-style-type: none"> <li>• Materials               <ul style="list-style-type: none"> <li><input type="checkbox"/> ISIS-SWIS Manual (ISM)</li> <li><input type="checkbox"/> Swift at ISIS-SWIS Training Outline</li> <li><input type="checkbox"/> Demo Student Files (electronic)</li> <li><input type="checkbox"/> Demo Student File Set-Up Checklists (Brian &amp; Carly)</li> <li><input type="checkbox"/> 1-2 case files per coordinator</li> <li><input type="checkbox"/> ISIS-SWIS Demo account</li> <li><input type="checkbox"/> ISIS-SWIS Facilitator account</li> </ul> </li> <li>• Sections               <ol style="list-style-type: none"> <li>a. Overview of ISIS-SWIS (30 minutes)</li> <li>b. Student File Set-Up (90 minutes)</li> <li>c. Data Entry and Report Generation (45 minutes)</li> <li>d. Data Entry &amp; Report Schedule (15 minutes)</li> </ol> </li> </ul>

<b>After</b>	<ul style="list-style-type: none"> <li>• <b>Coordinator Coaching</b> <ul style="list-style-type: none"> <li>a. Meet with each coordinator to set up and/or review 2-2 ISIS-SWIS student files (measures, documents and data/reports)</li> <li>b. Complete and/or verify that Data Entry and Report Generation Schedule are finalized.</li> <li>c. Check in periodically via phone, email or in-person after coaching meeting.</li> <li>d. Schedule quarterly checks through SAMI account (usage, file set-up, reports)</li> </ul> </li> <li>• <b>Team Coaching</b> <ul style="list-style-type: none"> <li>a. Attend 3-4 meetings (both school-wide and individual support teams if possible) to teach and coach staff to use ISIS-SWIS data for decision making.</li> </ul> </li> </ul>
--------------	---

**Training Tips & Reminders:**

- Recommendation: Include users with full, data entry, or school-wide read-only access, Tier 3 coaches, and other stakeholders in the Tier 3 support process at the school. Once coordinators have built fluency with ISIS-SWIS they will better be able to identify training needs for new users with data entry or read-only access to student files and can set these up in ISIS-SWIS.
- If coordinators are able to complete pieces of the Student File Set-Up Checklist ahead of time this will make the Swift at ISIS-SWIS training run much more smoothly.
- This training must be conducted by a certified ISIS-SWIS Facilitator. The facilitator may partner with others who can support participants who have Tier 3 content questions or questions about policies related to Tier 3 progress monitoring.

**Notes:**

### Detailed Schedule:

<i>Estimated Timeline</i>	<i>Topic</i>	<i>Reference</i>
(20 min)  ***This may go more quickly if participants were all involved in readiness discussions/process.	<b>Overview of ISIS-SWIS</b> <ol style="list-style-type: none"> <li>1. Agenda, Schedule &amp; Expectations</li> <li>2. Overview of ISIS-SWIS               <ol style="list-style-type: none"> <li>a. Why Use ISIS-SWIS?</li> <li>b. Roles and Responsibilities</li> <li>c. How will this fit into School's Tier 3 support process?</li> </ol> </li> <li>3. Introduction to Swift at ISIS-SWIS Manual (ISM)</li> </ol>	ISM
(30 min)	<b>Basic Navigation</b> <ol style="list-style-type: none"> <li>1. Locating <a href="http://www.swis.org">www.swis.org</a> (Suggestion: bookmark home page rather than login page.)</li> <li>2. Logging in and out of ISIS-SWIS (Practice logging out due to confidentiality.)</li> <li>3. Brief Intro to SWIS Suite (SWIS, CICO-SWIS, ISIS-SWIS)</li> <li>4. Types of accounts (Demo, Facilitator, Live)</li> <li>5. Log into Demo account</li> <li>6. Navigate demo school in ISIS-SWIS and Brian Bender's student file.</li> <li>7. Basic ISIS-SWIS Navigation (ISIS Main, School-Wide Report, Dashboard)</li> </ol>	ISM      Demo Account
(40 min)  <b>For sections 4-7:</b> <b>Model: Brian</b> <b>Lead: Brian</b> <b>Test: Carly</b>  <i>*Everyone will need to use alternate names for the students and team members since they will all be in the same facilitator account but the same measures and basic information should be used.</i>	<b>Student File Set-Up &amp; Management</b> <ol style="list-style-type: none"> <li>1. Role of Coordinator (solely responsible for setting up and managing student files including measures, documents and team members)</li> <li>2. Student File Set-Up Checklist (<i>SFSU Checklists</i>)</li> <li>3. Log into ISIS-SWIS Facilitator Account</li> <li>4. Creating a new file               <ol style="list-style-type: none"> <li>a. Using student plan, assessment, and data collection tools to identify measures.</li> <li>b. Completing the Student File Set-Up Checklist</li> </ol> </li> <li>5. Team Members               <ol style="list-style-type: none"> <li>a. Name</li> <li>b. Team Role</li> <li>c. Access Level</li> <li>d. Email (if access is granted)</li> </ol> </li> <li>6. Assessment/BSP/Documents               <ol style="list-style-type: none"> <li>a. Files to be Uploaded</li> </ol> </li> <li>7. Measures (e.g. fidelity measure, outcome measures)               <ol style="list-style-type: none"> <li>a. Basic Information</li> <li>b. Metric</li> <li>c. Time Segments</li> <li>d. Data Collection Schedules</li> <li>e. Goals</li> </ol> </li> </ol>	ISM   SFSU Checklist Facilitator Account

(30 min)	<b>Competency Activity #1</b> <ol style="list-style-type: none"> <li>Review completed file for Carly Johnson in Demo account. Verify that the components match the data entered into the facilitator account (except for names)</li> </ol>	
(15 min)	<b>Data Entry</b> <ol style="list-style-type: none"> <li>Date</li> <li>Student Status (by day or by measure)</li> <li>Support Plan Change</li> <li>Notes (by day or by measure)</li> <li>Enter measure data for scheduled measures</li> <li>"Save All"</li> </ol> <p>***Discuss relationship between student file set-up and data entry and why it is important to review your measures prior to entering a lot of data.</p>	ISM Facilitator Account
(5 min)	<b>Competency Activity #2</b> <ol style="list-style-type: none"> <li>Enter the data provided for Carly into the student file that was set up.</li> </ol>	Facilitator Account Activity handout
(10 min)	<b>ISIS-SWIS Reports</b> <ol style="list-style-type: none"> <li>Basic Report Features <ol style="list-style-type: none"> <li>Date Range</li> <li>Required: Primary Measure</li> <li>Comparative measure</li> <li>Options</li> <li>Symbols/Key</li> <li>Graph/Table/Tabs</li> </ol> </li> <li>School Wide Reports</li> <li>Student Reports <ol style="list-style-type: none"> <li>Measure Report</li> <li>Single Time Segment Report</li> <li>Time Segments Report</li> </ol> </li> </ol>	Demo Account ISM
(10 min)	<b>Competency Activity #3</b> <ol style="list-style-type: none"> <li>Practice generating reports for Carly in the demo account using the Data Entry &amp; Report Generation Schedule provided.</li> </ol>	Demo Account Activity handout
(5 min)	<b>User Resources</b> <ol style="list-style-type: none"> <li>Help text within ISIS-SWIS application</li> <li>Print materials</li> <li>SWIS Facilitator</li> </ol>	<a href="http://www.swis.org">www.swis.org</a>
(30-60 min) <b>Coordinator Follow-Up</b> <i>This should be schedule very soon after training.</i>	<b>Set up Student Files in Live Account</b> Each coordinator will set up 2-3 student files within their live ISIS-SWIS school accounts and back enter data if available. This allows the facilitator to provide feedback and support as needed.	Live Account