

Individualizing Success



Facilitating
Tier III
Progress
Monitoring
with
ISIS-SWIS

Session Intentions

- Who is PBIS Applications?
- What is ISIS-SWIS?
- Who benefits from ISIS-SWIS?
- How does ISIS-SWIS foster better decision making?
- Discussion (Q & A)

Who is PBIS Applications?



UNIVERSITY OF
OREGON

College of Education

Educational and Community Supports (ECS) is a research unit within the University of Oregon's College of Education.

ECS focuses on the development and implementation of practices that result in positive, durable, and scientifically substantiated change in the lives of individuals.

ECS engages in federal and state funded projects focused on PBIS to support research, teaching, dissemination, and technical assistance.

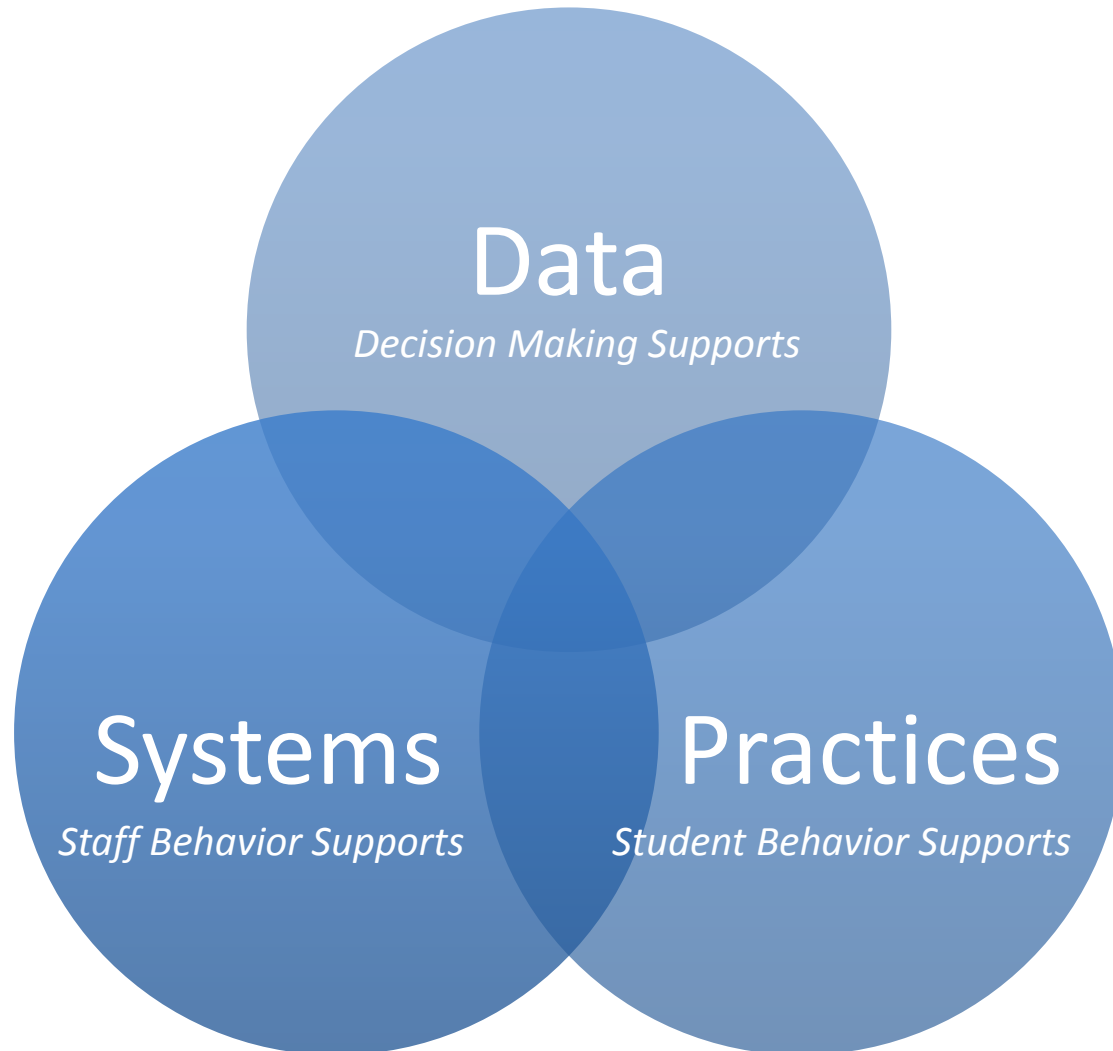
Who is PBIS Applications?



PBIS Applications is a series of educational tools created within ECS and related to the implementation of multi-tiered systems of support (MTSS).

The PBIS Application tools (SWIS, CICO-SWIS, ISIS-SWIS, PBIS Assessment, and PBIS Evaluation) have been utilized in 25,000+ schools domestically and internationally.

Enhanced Social Competence & Academic Achievement



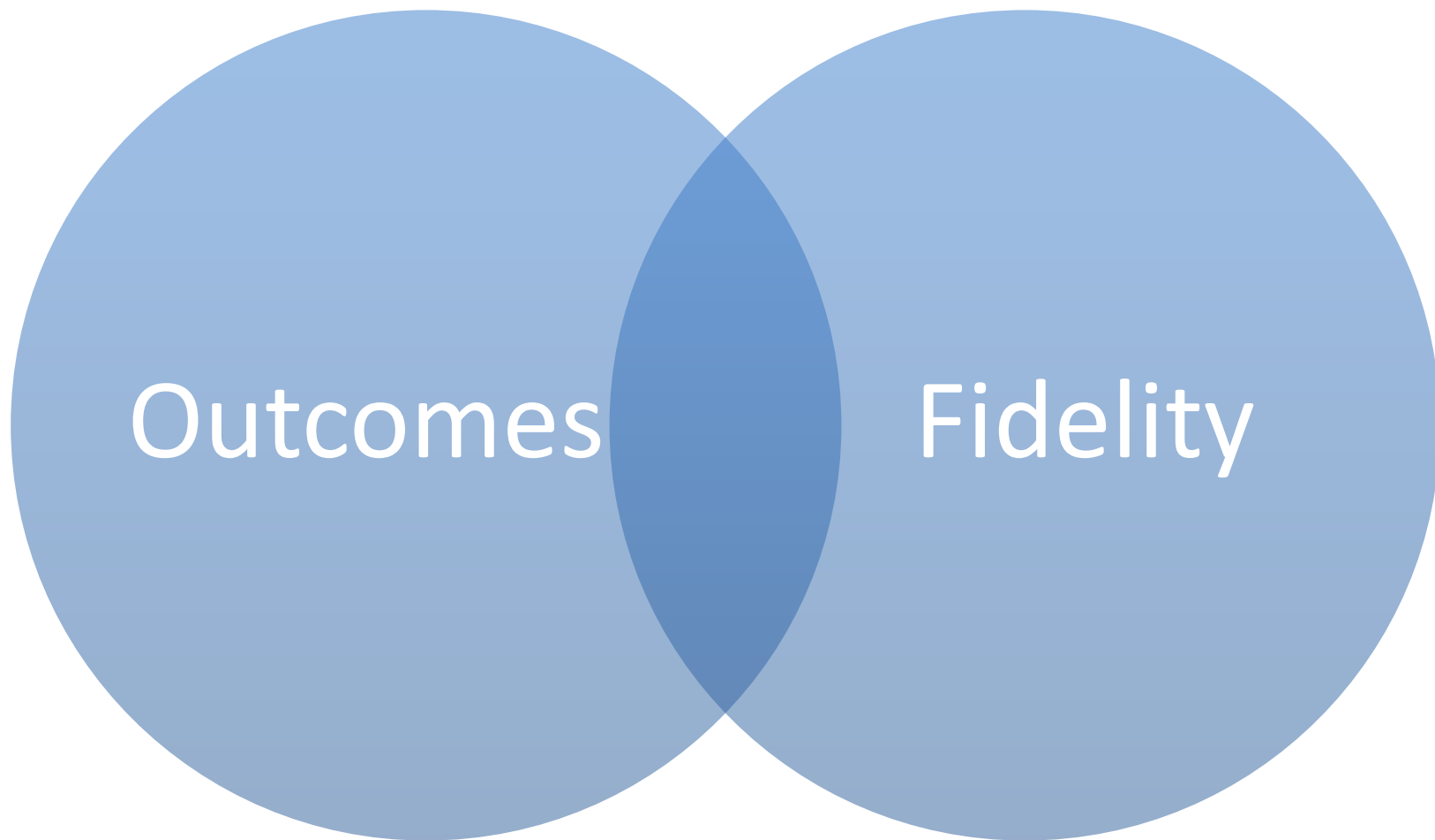
PBIS Applications



The screenshot shows the PBISApps website interface. At the top, there is a navigation bar with the PBISApps logo, a search bar, and links for App Demo, Find a Facilitator or Coordinator, and Pay Invoice. Below the navigation bar, there are dropdown menus for Applications, Resources, Support, and About Us. The main content area features a large green banner for "PBIS Assessment 2 How-To Videos" with the text "Learn how to manage users and find survey links." and a "Learn More" button. Below the banner, there is a "People" section with a table of users and their usernames. The bottom section contains three columns: "SWIS Suite" with links to SWIS Suite, PBIS Assessment, and PBIS Evaluation; "Upcoming Trainings" with details for SWIS Facilitator Certification in Traverse City, MI (April 21 - April 23) and Auburn, CA (May 18 - May 20); and "PBISApps Login How-To" with a video thumbnail. A "What's New?" section highlights "New PBIS Assessment Features" and a "Latest Videos" section lists "PBIS Assessment Overview Webinar", "TFI Walkthrough", and "Managing Multiple Response Surveys".

PBIS Applications houses tools designed to support evidence-based practices for creating a positive, safe, and effective learning environment for children and adults.

Evaluation Tools



Tools & Resources Grounded in Research

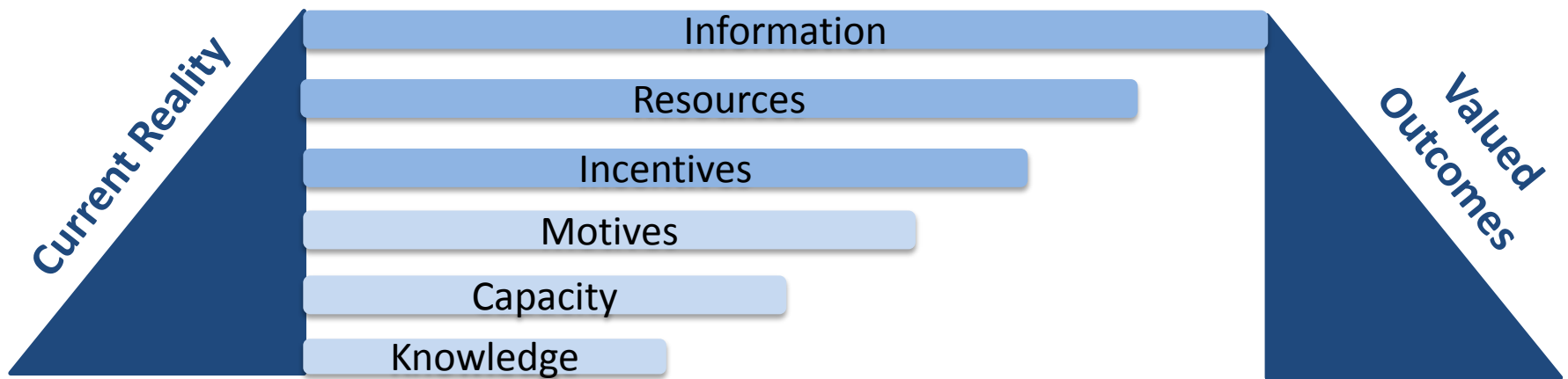
Overall Goal: Make schools more effective learning environments.

Strategy: Repeatedly giving people the right information, at the right time, in the right format is the single most effective way to improve decision making and **valued outcomes**. (Gilbert, 1978)

Behavior: Social behavior is the single most common reason students are excluded from schools.

Closing Performance Gaps

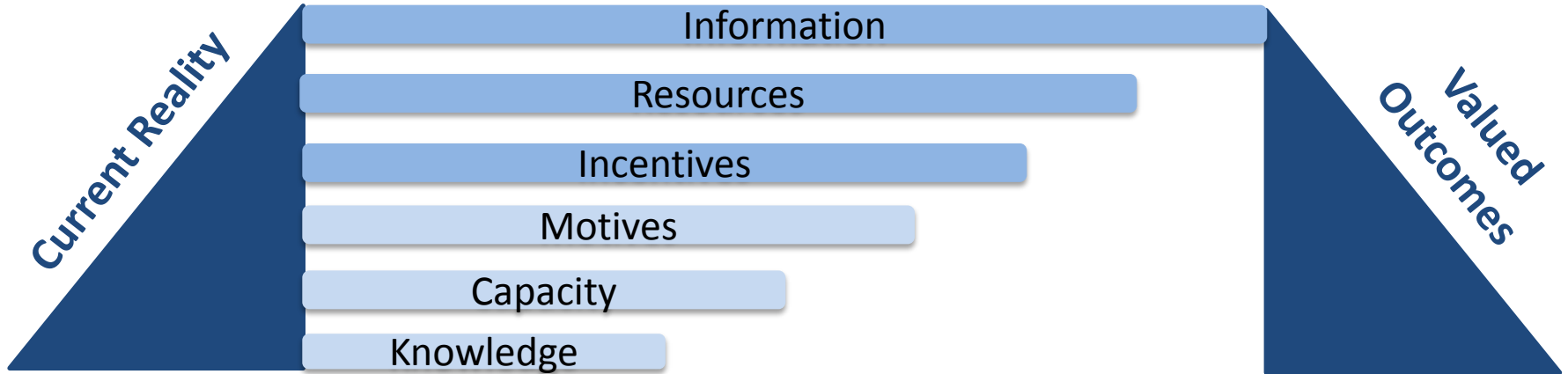
- Performance Gap = the difference between where an organization is and where they want to be.



Closing Performance Gaps

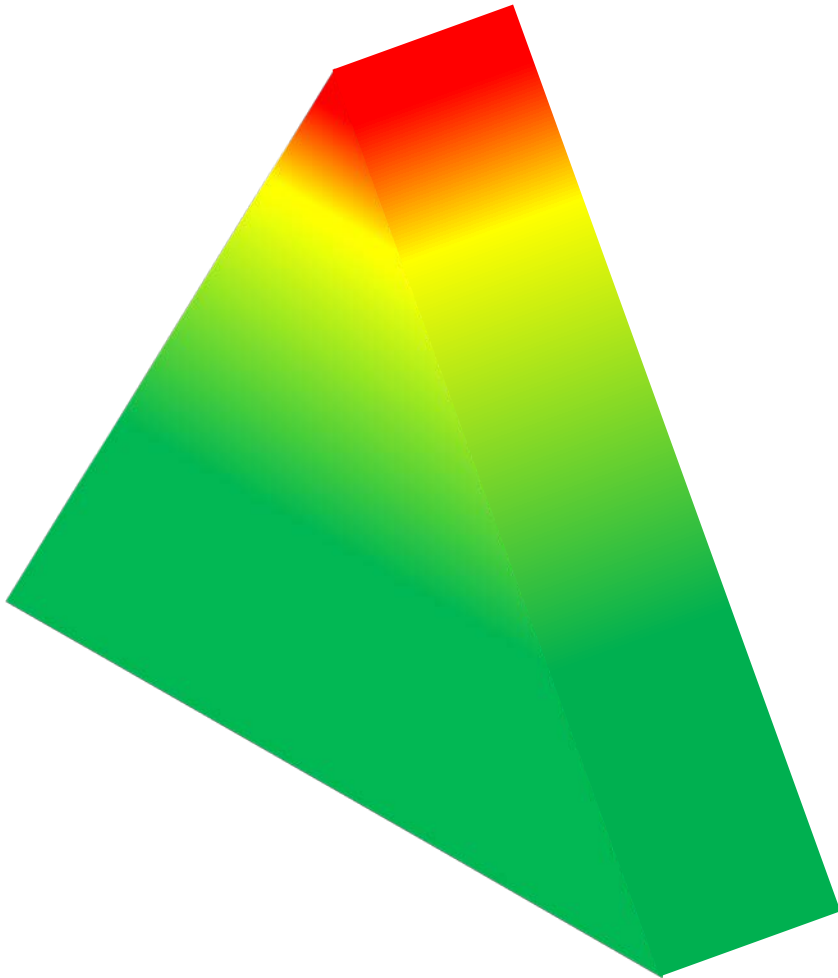
- Gilbert’s Behavior Engineering Model (BEM) provides a way to systemically identify barriers to individual and organizational performance.

Environment/ System	1—Information <ul style="list-style-type: none"> • Clear expectations • Timely, specific feedback 	2—Resources <ul style="list-style-type: none"> • Materials, tools • Time • Processes 	3—Incentives <ul style="list-style-type: none"> • Financial & non-financial encouragement
Individual Persons	6—Knowledge <ul style="list-style-type: none"> • Requisite knowledge and skill base 	5—Capacity <ul style="list-style-type: none"> • Ability to learn and do 	4—Motives <ul style="list-style-type: none"> • Desire to work and excel



Environment/ System	1—Information <ul style="list-style-type: none"> • Clear expectations • Timely, specific feedback 	2—Resources <ul style="list-style-type: none"> • Materials, tools • Time • Processes 	3—Incentives <ul style="list-style-type: none"> • Financial & non-financial encouragement
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Multi-Tiered Systems of Support



Tertiary—intensive,
individualized
5% of student population



Secondary—targeted, small
group
15% of student population



Universal—primary prevention
80% of student population

Tier III Systems of Support

- Intensive, Individualized Support Level
 - **Focus** = students who have not responded to universal (primary) or secondary supports
 - **Instruction** = intensive, supplemental instruction (intervention) delivered individually
 - **Setting** = general environment or other appropriate settings within the school/facility
 - **Assessments** = continuous progress monitoring, diagnostic

Essential Tier III Systems Elements

Coordinating Team



- Tier III systems planning team exists and meets regularly.
- Team has a defined leader.
- Membership represents behavioral expertise, administrative authority, intensive support expertise, knowledge about students, and knowledge about school operations.

Student Support Team



- A uniquely constructed team exists for each individual *student support plan*.
- Student support team is comprised of relevant stakeholders.
- Student support team exists to design, implement, monitor, and adapt the *student-specific support plan*.

Data-based Decision Making



- Outcome and fidelity data are reviewed by a student's support team at least monthly.
- Data are used to modify the *support plan* to improve behavior outcomes and improve fidelity of implementation.

Student Support Plan

Hypothesis Statement

- Operational description of problem behavior
- Identification of context where problem behavior is most likely
- Maintaining reinforcers (e.g., behavioral function) in the identified context

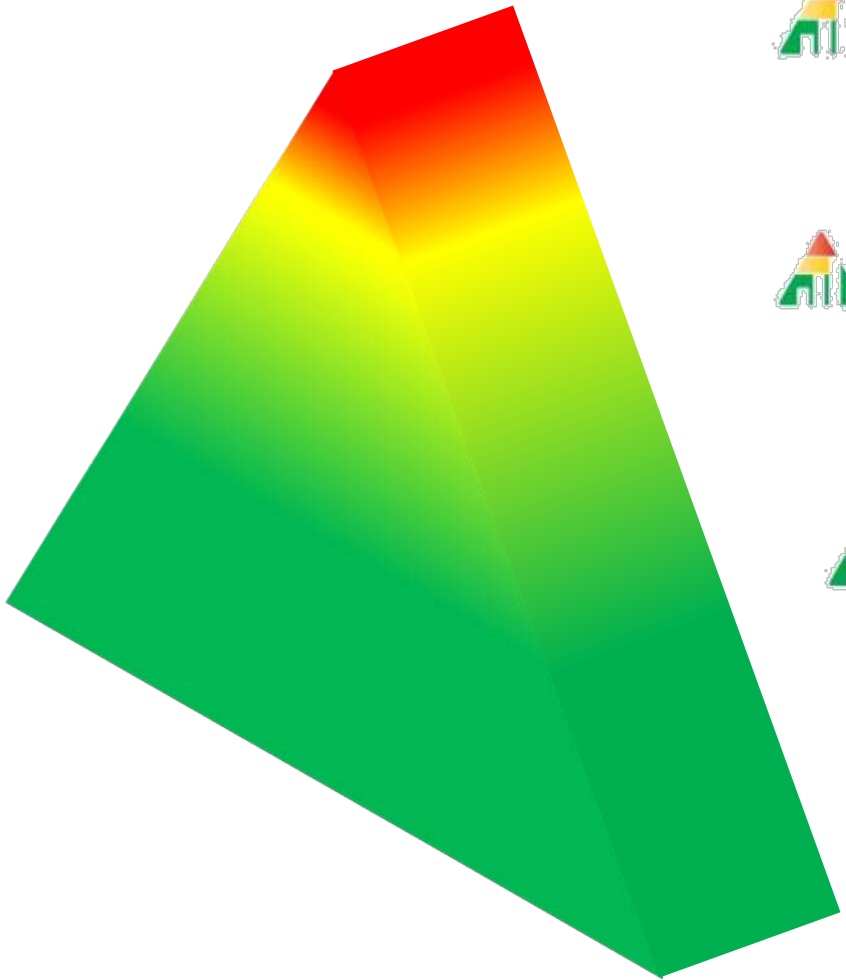
Comprehensive Support

- Teaching strategies
- Strategies for removing rewards for problem behavior
- Specific rewards for desired behavior
- Safety elements, as needed

Systematic Evaluation

- Process for assessing fidelity
- Process for assessing outcomes
- Action plan for implementation

Decision Systems for Outcome Data



Tertiary—intensive,
individualized
5% of student population

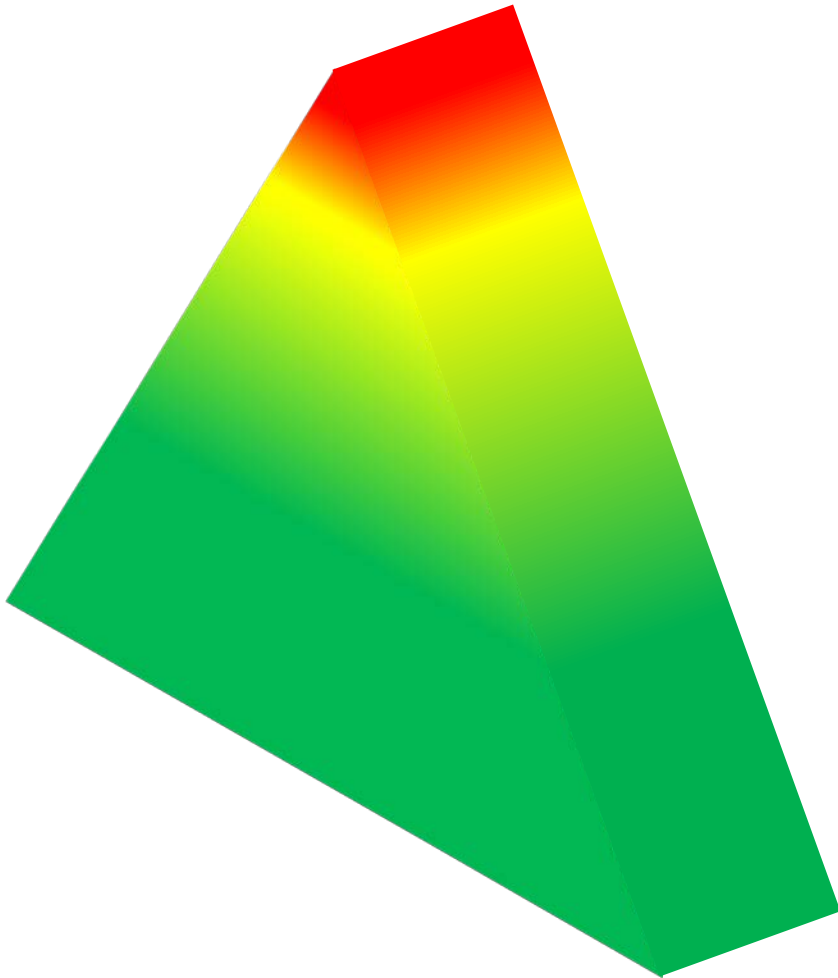


Secondary—targeted, small
group
15% of student population



Universal—primary prevention
80% of student population

What is ISIS-SWIS?



- **ISIS-SWIS** is a decision system for students receiving more intensive, individualized supports for academic, social, or mental health services.
- Teams using **ISIS-SWIS** can:
 - Upload and store documentation.
 - Define data collection measures.
 - Summarize data for decision making.

Advantages of ISIS-SWIS

Efficiency



- Structured creation and maintenance of student files
- One home for progress monitoring, goal setting, and decision making
- Instantaneous access to data

Equity



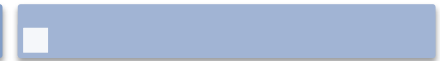
- Equal access to quality support plan management
- Enabling of clear roles, responsibilities, and predictability

Quality



- Supports compliance with federal procedures for Tier III support
- Comprehensive student file for quality decision making
- Documentation of progress and intervention history

Flexibility



- Files and measures tailored to a student's needs

Who benefits from ISIS-SWIS?



Better Decisions

ISIS-SWIS FOR DATA-BASED DECISIONS



ISIS Main



School-Wide Reports



Tools ▾

ISIS Main

ISIS Enrolled Students

Welcome to ISIS-SWIS, Demo User

Student Files (10)

 Filter: active | inactive | archived | ?

+ New | → Open | Set Status ▾ | - Delete

Summary | History

	Status	Student	Coordinator	StartDate
→	▶	Brian Be...	Rose, Margie	Jan 9, 2012
→	▶	Carly Joh...	Stone, April	Sep 20, 2010
🔒	▶	Bill Ardes	Stone, April	Dec 5, 2010
🔒	▶	David An...	Rose, Margie	Mar 4, 2011
🔒	▶	Lou Arm...	Stone, April	Feb 9, 2011
🔒	▶	Mark Banks	Rose, Margie	Oct 12, 2011
🔒	▶	Michelle ...	Rose, Margie	Apr 16, 2011
🔒	▶	Neal And...	Rose, Margie	Sep 23, 2011
🔒	▶	Tim Franks	Stone, April	Oct 7, 2011
🔒	▶	Tina Brent	Rose, Margie	Sep 15, 2011

Student:	Brian Bender		
Coordinator:	Margie Rose		
Status:	Active		
Implementation:	Starting		
Days In ISIS:	1239		
Start Date:	1/9/12	End Date:	--
Active Measures:	3		
Assessments:	2		
Support Plans:	1		
Team Members:	6		

→ = access, 🔒 = no access
 ▶ = active, || = inactive, 🗄 = archived



ISIS Main



School-Wide Reports



Tools ▾

SWIS Demo School ▾

ISIS School-Wide Reports

Summary Report

Refresh Report

Print

2014-15 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 Jun 1, 2015

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 2014-15 School Year (10)

Show Names

Filter: active | inactive | archived

Student File Status	Student	Coordinator	On IEP	Assessment In Place	Support Plan In Place	Last Fidelity Data Entered	Last Outcome Data Entered	Implementa... Status
▶	Anderson, Neal	Rose, Margie	Yes	✓	✗			Starting
▶	Anderson-Jones, David	Rose, Margie	Yes	✓	✓	May 22, 2015	5/25/15	Needs Revis...
▶	Ardes, Bill	Stone, April	Yes	✓	✓	Feb 13, 2015	2/10/15	Discontinued
▶	Armack, Lou	Stone, April	No	✓	✓			Starting
▶	Banks, Mark	Rose, Margie	Yes	✓	✓	May 29, 2015	5/28/15	Progressing
▶	Bender, Brian	Rose, Margie	Yes	✓	✓	Jun 8, 2012	6/8/12	Progressing
▶	Bier, Michelle	Rose, Margie	No	✗	✗			Starting
▶	Brent, Tina	Rose, Margie	No	✓	✓	May 22, 2015	5/19/15	Progressing
▶	Franks, Tim	Stone, April	No	✓	✓	Apr 3, 2015	4/7/15	Discontinued
▶	Johnson, Carlv	Stone, April	Yes	✓	✓	Jun 1, 2012	6/1/12	Progressing

▶ = active, || = inactive, 📁 = archived

▶ **Lucy Sanderson**

Implementation Status: [↺](#) [✖](#)

Student File for Lucy Sanderson
Coordinator: Kelsey Morris

Start Date: 4/6/15 [📅 Modify](#)

Student File Summary

Description ▾	Value
Assessment In Place	✓
Fidelity Data Last Entry Date	Apr 17, 2015
Implementation Status	Starting
Outcome Data Last Entry Date	Apr 17, 2015
Student File Status	Active
Support Plan In Place	✓

Measures (3)

Status	Name ▴	Measure Type	Next Collection
▶	Rate of Disruption	Outcome	Apr 20, 2015
▶	Room 12 On-Task Points	Outcome	Apr 20, 2015
▶	Staff Self-Rating	Fidelity	Apr 20, 2015

Assessments / BSP / Documents (8)

Name ▾	Type	Date Added
Behavior Support Plan (Sanderson.Lucy) rev A	Plan	Apr 17, 2015
BSP Data Collection Sheet--combined (Sanders...	Other	Apr 17, 2015
BSP Data Collection--on-task points (Sanderson...	Other	Apr 17, 2015
BSP Seatwork Routine (Sanderson.Lucy)	Other	Apr 17, 2015
FACTS (Sanderson.Lucy)	Assessment	Apr 17, 2015
FBA Observation (Sanderson.Lucy)	Assessment	Apr 17, 2015
Parent Survey (Sanderson.Lucy)	Assessment	Apr 17, 2015
Student Narrative (Sanderson.Lucy)	Assessment	Apr 17, 2015

Team Members (5)

Name	Type	Team Role	Access Level
Bowman, Janice	Staff	Teacher	No Access
Calhoun, Debbie	Staff	Morning Aide	Full Access
Johnson, Carl	Non-Staff	Parent	No Access
Morris, Kelsey	Staff	Coordinator	Coordinator
Trapp, Marti	Staff	Afternoon Aide	Full Access

Email Team
Assign Coordinator
Remove

Name	Team Role	Access Level	Email	Type
Bowman, Janice	Teacher	No Access	janicebowman423@gmail423.com	Staff
Calhoun, Debbie	Morning Aide	Full Access	debbiecalhoun@krm417.com	Staff
Johnson, Carl	Parent	No Access	carljohnson@krm417.com	Non-Staff
Morris, Kelsey	Coordinator	Coordinator		Staff
Trapp, Marti	Afternoon Aide	Full Access	martitrapp@krm417.com	Staff

Assessment / BSP / Documents (8)

[+ Add](#) |
 [+ Add Version](#) |
 [Edit](#) |
 [Download](#) |
 [Delete](#)

Name ▾	Type	Version	Date Added
Behavior Support Plan (Sanderson.Lucy) rev A	Plan	2	Apr 17, 2015
BSP Data Collection Sheet--combined (Sanderson.Lucy)	Other	1	Apr 17, 2015
BSP Data Collection--on-task points (Sanderson.Lucy)	Other	1	Apr 17, 2015
BSP Seatwork Routine (Sanderson.Lucy)	Other	1	Apr 17, 2015
FACTS (Sanderson.Lucy)	Assessment	1	Apr 17, 2015
FBA Observation (Sanderson.Lucy)	Assessment	1	Apr 17, 2015
Parent Survey (Sanderson.Lucy)	Assessment	1	Apr 17, 2015
Student Narrative (Sanderson.Lucy)	Assessment	1	Apr 17, 2015

Version (2) [Download](#)

Date Uploaded: Apr 17, 2015

Uploaded By: Kelsey Morris

File Size: 74 KB

File Type: doc

Version (1) [Download](#)

Date Uploaded: Apr 17, 2015

Uploaded By: Kelsey Morris

File Size: 519.2 KB

File Type: pdf

Templates

- [Behavior Support Plan \(rtf, 138 KB\)](#) |
 [FACTS \(rtf, 113 KB\)](#) |
 [Support Team Plan \(rtf, 58 KB\)](#)

Measures (3) Filter: active | inactive | archived

+ Add |
 ✎ Edit Set Status ▾ | ✖ Delete

Status	Name ▲	Measure Type	Metric Type	Start Date	End Date	Next Collection
▶	Rate of Disruption	Outcome	Rate	Apr 6, 2015		Apr 20, 2015
▶	Room 12 On-Task Points	Outcome	Points / Count / Duration	Apr 6, 2015		Apr 20, 2015
▶	Staff Self-Rating	Fidelity	Scale	Apr 6, 2015		Apr 20, 2015

▶ = Active | || = Inactive | 📄 = Archived

Edit Measure
✕

Measure Type: Fidelity

Status: Active

End Date:

Basic Information

Measure Name*
Staff Self-Rating

Description
Staff will rate implementation of plan daily on 6-point scale. Rating will be recorded on Carly's daily data sheet.

Start Date
4/6/15

Metric

Metric Type*
Scale

Warning: Data-entry has occurred for this measure, changes to the metric type are no longer possible.

Scale Range

Min:*
0

Max:*
5

Scale Labels(optional)

Options

Time Segments (2) ☑ Use Time Segments

+ Add | Edit - Delete

	Segment Label
1	Morning
2	Afternoon

Data Collection Schedules (1) ☑ Allow Ad hoc Data Collection

+ Add | Edit - Delete

Description	Start Date	End Date
Every weekday	Apr 6, 2015	

Goals (1)

+ Add | Edit - Delete

Description	Start Date	End Date	Notes
>= 4	Apr 6, 2015		

Save
Cancel

Characteristic	Data Collection Strategies	Process	Appropriate Application	Examples	Appropriate ISIS-SWIS Metric Type
<p>Frequency <i>Frequency is the number of behaviors performed and represents a simple count of responses. Frequency is appropriate for data collection if the same number of opportunities to perform the behavior is stable from period to period.</i></p>	<ul style="list-style-type: none"> • Event recording • Permanent product recording 	<p>Record each time the student performs a behavior, and count the number of behavior products.</p>	<ul style="list-style-type: none"> • Discrete behaviors • Behaviors that leave a permanent product that can be counted. 	<p>Hand raising, asking for breaks, hitting, writing numbers, assignment completion, written words spelled correctly</p>	<ul style="list-style-type: none"> • Point/Count/Duration • Calculated Percent
<p>Rate <i>Rate is the frequency of behavior divided by unit of time. Rate is the preferred dimension when we are interested in capturing fluency of responses or whether the learner can perform the behavior quickly, accurately, and smoothly. Rate is also useful when observation times vary or when the number of opportunities to perform the behavior varies from session to session and therefore frequency must be converted to rate in order to accurately reflect how often the behavior is occurring.</i></p>	<p>Rate recording</p>	<p>Record each time the student performs a behavior and divide frequency of behavior by unit of time.</p> $R = F \div T$	<ul style="list-style-type: none"> • Behavior for which speed and accuracy is important • Observation periods that are variable in duration 	<p>Typing on a keyboard, oral reading, on-task or off-task behavior, disruptive behavior, self-stimulatory behavior</p>	<p>Rate</p>
<p>Duration <i>Duration describes how long the learner engages in a particular behavior or, more technically, the time period between the beginning and end of the behavior. Duration is the most critical characteristic for behaviors such as tantrums or outbursts, as these responses can last for several minutes or longer and thus it is important to know how long they are happening.</i></p>	<p>A. Duration recording B. Latency recording</p>	<p>A. Record the amount of time the student engages in the target behavior. B. Record the time period between an instructional cue and when the student begins to perform the behavior.</p>	<p>A. Behaviors where time is an important dimension; behaviors that have a definite beginning and end B. Situations in which the student takes a long time to respond to a cue or instructions</p>	<p>Silently reading; playing with peers; crying Responding to teacher directions; leaving the building after a fire alarm; exiting the classroom after the bell</p>	<p>Point/Count/Duration</p> <ul style="list-style-type: none"> • <i>Summed</i> = represents the total amount of time the learner engages in a response during the observation period. It is obtained by starting and stopping a timer each time the response starts and stops and then noting the total duration of all responses at the end of the observation period. • <i>Averaged</i> = represents dividing frequency of responses by the total duration of responses to yield an average duration.

ISIS Main |
 Student File ▾ |
 Data Entry |
 View Reports ▾ |
 Tools ▾

▶ Lucy Sanderson

Implementation Status: Starting ▾

By Date

Tuesday, April 7, 2015 Student Status Present ▾ ◀ Prev | Next ▶

Staff Self-Rating (Scale) Scheduled

◀◀ 4/6/15 | 4/8/15 ▶▶

Student Status: Present ▾

Average:

Time Segment	Status	0	1	2	3	4	5
Morning	Present ▾	●	○	○	○	○	○
Afternoon	Present ▾	○	○	○	●	○	○

Rate of Disruption (Rate) Scheduled

◀◀ 4/6/15 | 4/8/15 ▶▶

Student Status: Present ▾

Note:

Average: / minute

Time Segment	Status	Disruptions	/	minute(s)	:	Calculated
Morning	Present ▾	<input type="text" value="14"/>	/	<input type="text" value="10"/>	:	1.4 / minute
Lunch/Recess	Present ▾	<input type="text" value="12"/>	/	<input type="text" value="5"/>	:	2.4 / minute
Afternoon	Present ▾	<input type="text" value="3"/>	/	<input type="text" value="5"/>	:	0.6 / minute

Entry Date (M/d/yy)

◀ April 2015 ▶


S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2
3	4	5	6	7	8	9

Today

Support Plan Change

Enter support plan change here...


Save

Report 


CONFIDENTIAL


Report Type:
Measure


Generated
Jun 1, 2015 2:27:44 PM

Generate Reset  Print

Options

Start* End*
  

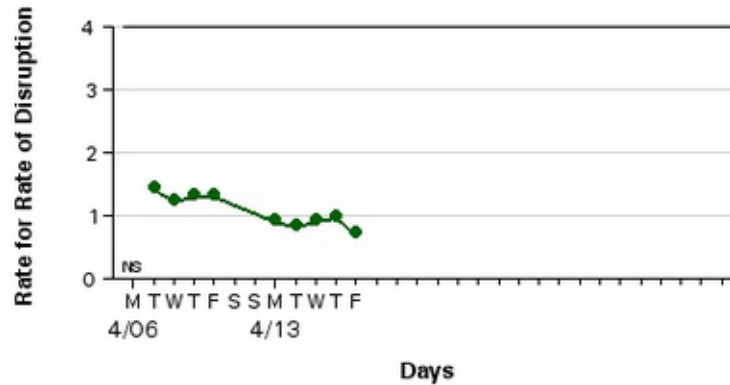
Primary Measure
 

Comparative Measure
 

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

 Info  **Graphs** Rate of Disruption Notes

ISIS Measure Report
Rate of Disruption
 Lucy Sanderson, 4/06/15 to 4/17/15



-  Goal Met
-  Goal Not Met
-  Complete
-  Incomplete
- A** Absent
- ND** No Data
- NS** No School
- NA** Not Applicable
-  No Entry
-  Plan Change
-  Notes

Home
Measure ✖

Report

CONFIDENTIAL

Report Type:
Measure

Generated
Jun 1, 2015 2:27:44 PM

Generate
Reset
 Print

? Info
Graphs
Rate of Disruption
Notes

Rate of Disruption

Date ▲	Status	Complete	Value	Goal	Goal Met	Plan C...	Note
4/6/15	No School	--	--	4	--	--	
4/7/15	Present	Yes	1.5	4	Yes	--	
4/8/15	Present	Yes	1.3	4	Yes	--	
4/9/15	Present	Yes	1.3	4	Yes	--	
4/10/15	Present	Yes	1.3	4	Yes	--	
4/11/15	--	--	--	4	--	--	
4/12/15	--	--	--	4	--	--	
4/13/15	Present	Yes	0.9	4	Yes	--	
4/14/15	Present	Yes	0.9	4	Yes	--	
4/15/15	Present	Yes	0.9	4	Yes	--	
4/16/15	Present	Yes	1	4	Yes	--	
4/17/15	Present	Yes	0.7	4	Yes	--	

Options

Start* **End***

Primary Measure
Rate of Disruption ▼

Comparative Measure

Show Student Name

Show Goal Lines

Show Support Plan Changes

Show Notes

Measure: Morning schedule change

Home
Measure ✖

Report Print

CONFIDENTIAL

Report Type:
Measure

Generated
Jun 1, 2015 2:32:29 PM


Generate
Reset
Print

Info
Graphs
Room 12 On-Task Poin...

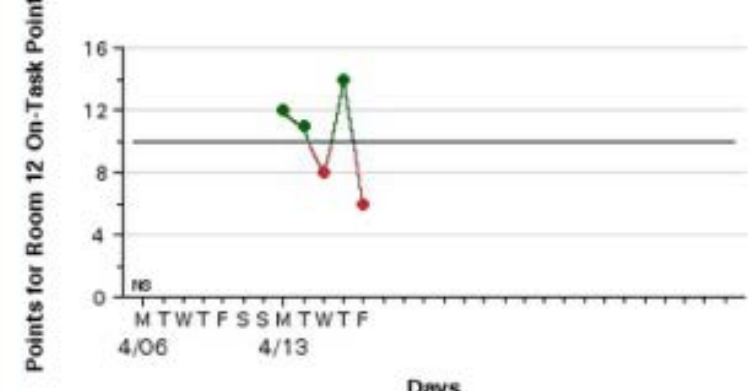
ISIS Measure Report

Room 12 On-Task Points

Lucy Sanderson, 4/06/15 to 4/17/15



Points for Room 12 On-Task Points



- Goal Met
- Goal Not Met
- Complete
- ▲ Incomplete
- A** Absent
- ND** No Data
- NS** No School
- NA** Not Applicable
- ?** No Entry
- |** Plan Change
- Notes

Options

Start* End*

Primary Measure

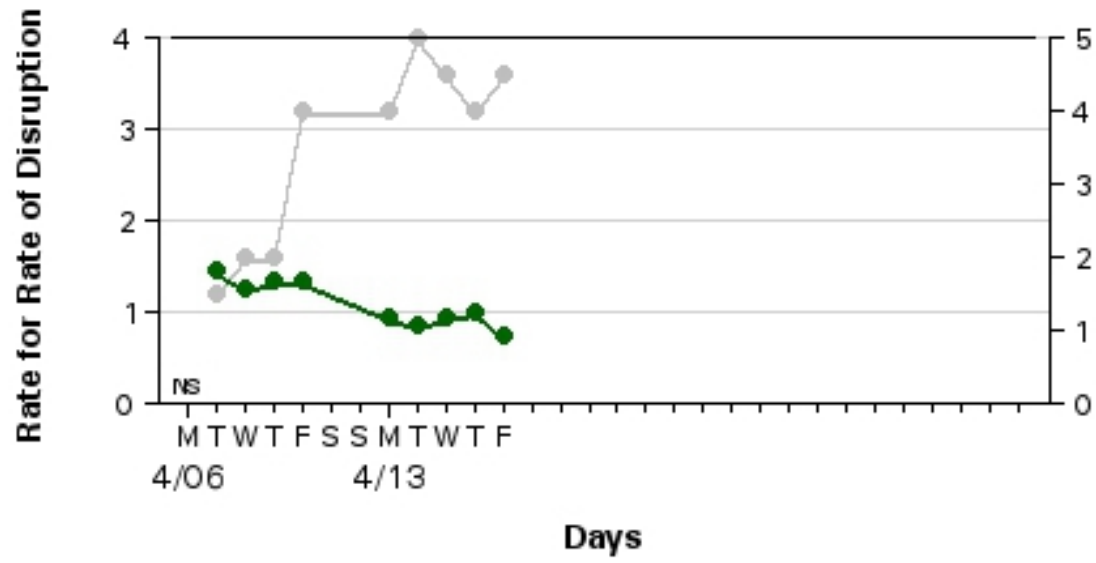
Comparative Measure

- None
- ODRs (All Majors & Minors)
- ODRs (Minors)
- ODRs (Majors)
- Rate of Disruption
- Staff Self-Rating

ISIS Measure Report

Rate of Disruption

Lucy Sanderson, 4/06/15 to 4/17/15

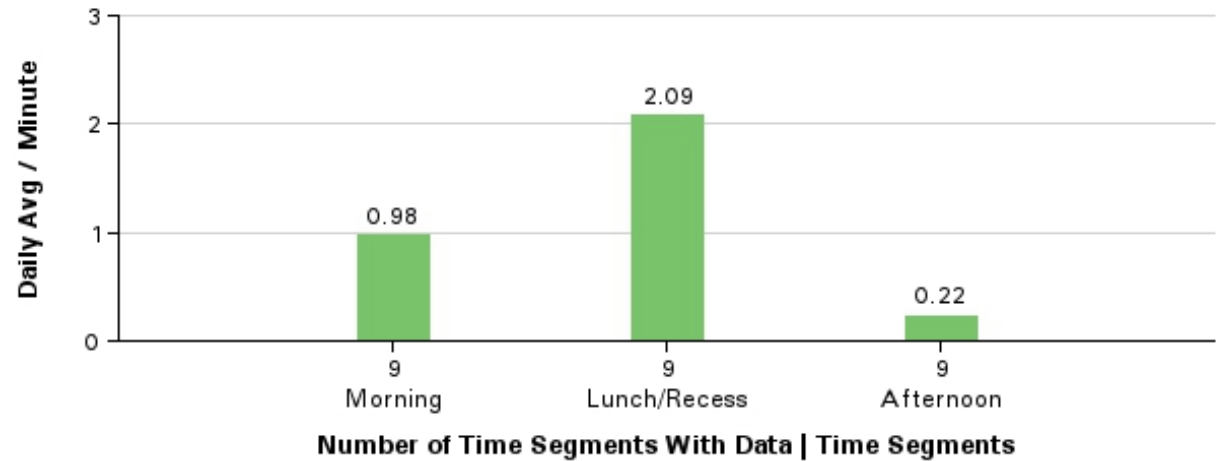


Scale for Staff Self-Rating

- Goal Met
- Goal Not Met
- Complete
- ▲ Incomplete
- A Absent
- ND No Data
- NS No School
- NA Not Applicable
- ? No Entry
- | Plan Change
- Notes

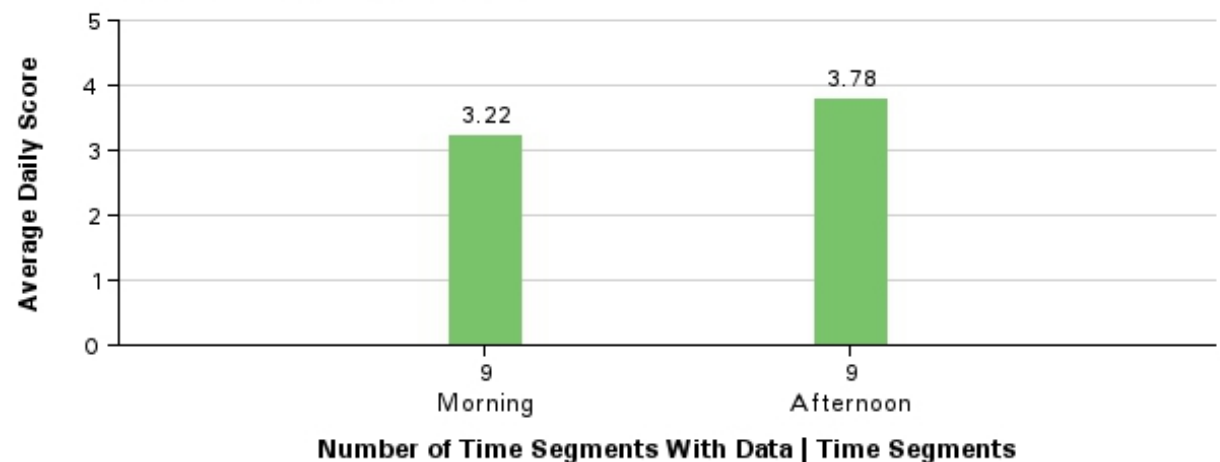
ISIS Time Segment Report
Rate of Disruption

Lucy Sanderson, 4/06/15 to 4/17/15



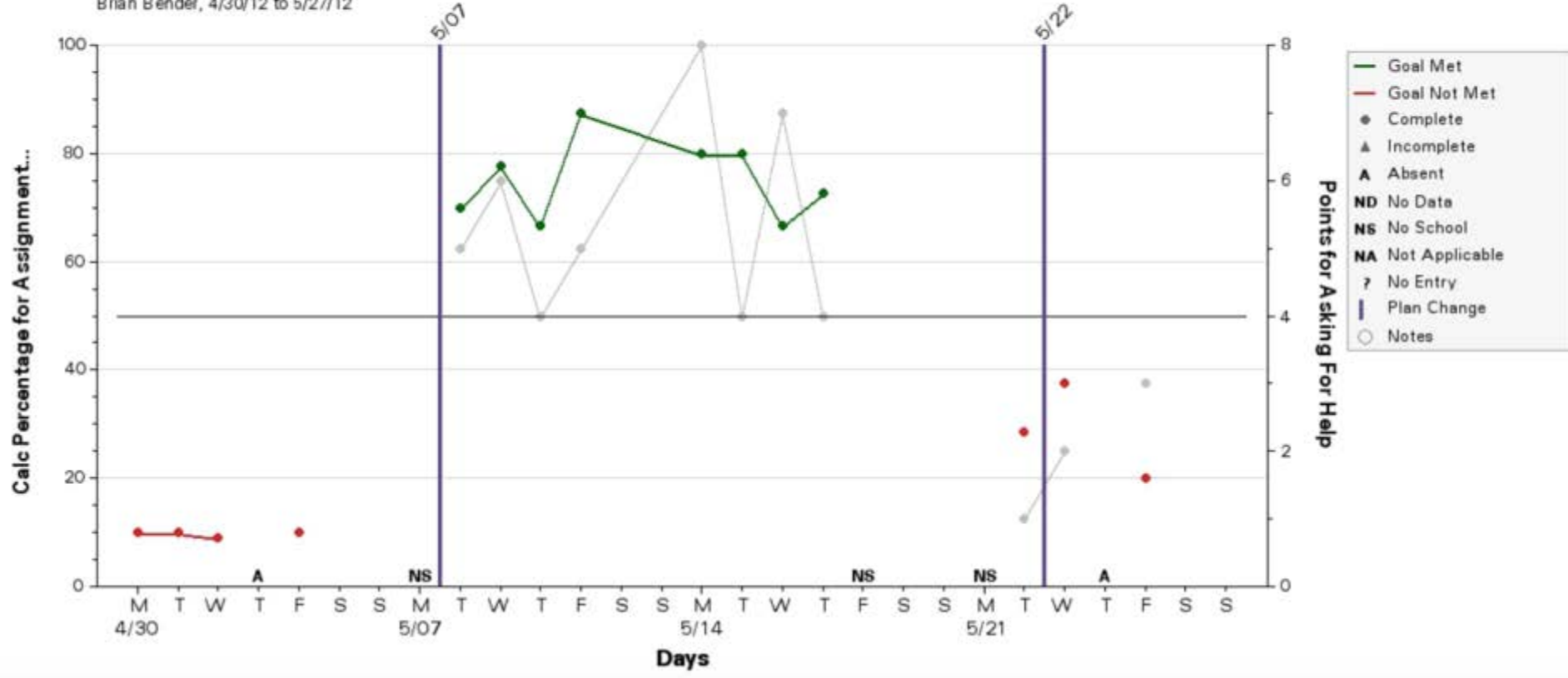
ISIS Time Segment Report
Staff Self-Rating

Lucy Sanderson, 4/06/15 to 4/17/15

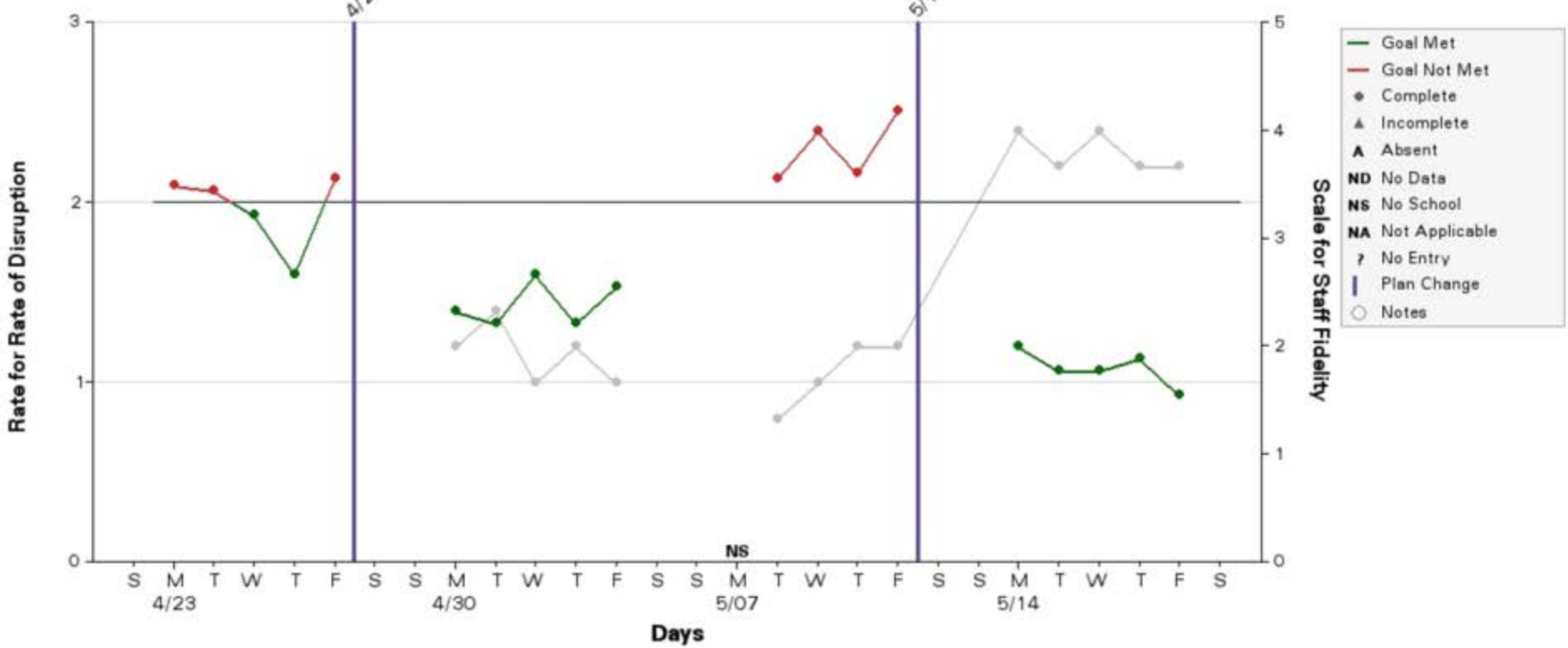


ISIS Measure Report
Assignment Completion

Brian Bender, 4/30/12 to 5/27/12



ISIS Measure Report
Rate of Disruption
 Carly Johnson, 4/22/12 to 5/19/12



Free Online Demonstration Site

Application Demos

[Overview](#) [SWIS Suite](#) [PBIS Assessment](#) [PBIS Evaluation](#) [Data Integration](#) [Getting Started With...](#)

Overview

Would you like a chance to try out our applications? Click on any of the buttons below to launch our application demo.

Application Demos

[SWIS, CICO-SWIS, & ISIS-SWIS Demo >](#)

[PBIS Assessment Demo >](#)

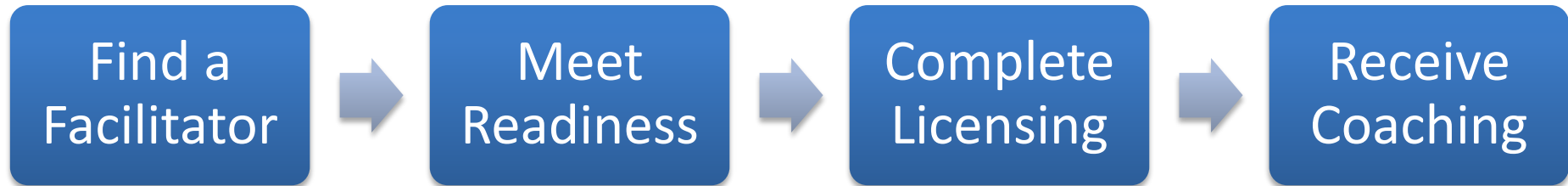
[PBIS Evaluation Video Demo >](#)

[SAMI Demo >](#)

Facilitator Training Account

Use the Appbar at the top of the screen to login to your facilitator account using the facilitator account username and your password.

To Use the SWIS Suite of Applications



Schools/Facilities need someone local who understands their systems and practices and can help them use their data for decision making.

A SWIS facilitator fills this role and is the key to turning SWIS Suite from a series of applications to tools that transform schools and other educational facilities, enhance student outcomes, and sustain positive change.



ISIS-SWIS Readiness Checklist Individual Student Intervention System

School/Facility: _____

Certified ISIS-SWIS Facilitator: _____

Date: _____

ISIS-SWIS Requirements	Data Source	Status			Next Check
		Not in place	Partial	In Place	
1. Building administrator supports the implementation and use of Tier III interventions as well as ISIS-SWIS.	Administrator Interview				
2. Support team(s) exists with training and support for Tier III Interventions and reviews ISIS-SWIS data at both the student and school/facility-wide levels at least twice monthly.	Team Roster & Meeting Schedule				
3. Coordinator(s) within the school/facility are willing to use parameters of student file set up and data entry within ISIS-SWIS as they: <ul style="list-style-type: none"> 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 e. Collaborate with ISIS-SWIS Facilitator on ISIS-SWIS user/team member training 	Administrator/Coordinator Interview				
4. The school/facility has or will build a clearly documented individual support system within three months of ISIS-SWIS licensing. An Individual Support System includes procedures and materials for: <ul style="list-style-type: none"> a. Student identification and eligibility b. Training and ongoing communication with stakeholders (i.e., adults, students) c. Assessment d. Intervention planning e. Progress monitoring and decision making 	Written Guidelines				
5. Data entry time and staffing are scheduled to ensure that ISIS-SWIS data will be current to within three days at all times. Data entry staff have access to all necessary information (e.g., student records, team records).	Data Entry & Report Generation Schedule				
6. A small number of people within the school/facility are identified to gain ISIS-SWIS Coordinator and/or school/facility-wide read-only access and are scheduled to attend a 3-4 hour Swift at ISIS-SWIS Training conducted by a certified ISIS-SWIS Facilitator.	Specific Date(s), Time(s), Location, Computers, Internet Access				

Items that are Not in Place or Partially in Place can be organized into an action plan.

ISIS-SWIS Implementation Study

- The Effects of Self-delivered Performance Feedback and Impact Assessment via the Individualized Student Information System (ISIS-SWIS) on Behavior Support Plan Treatment Fidelity and Student Outcomes (Pinkelman, 2014)
- Study Conditions
 - Researcher as ISIS-SWIS Faciliator
 - Provide ISIS-SWIS training
 - Provide follow-up coaching and support
 - Provide ongoing technical assistance
 - Trained teachers as ISIS-SWIS Coordinators
 - Trained educational assistants as ISIS-SWIS Users
 - Held weekly meetings with teachers and educational assistants

ISIS-SWIS Implementation Study

Teacher



- Managed educational goals and programming
- Served as ISIS-SWIS coordinator for file management
- Competent in using ISIS-SWIS to collect, summarize, and analyze data

Educational Aide



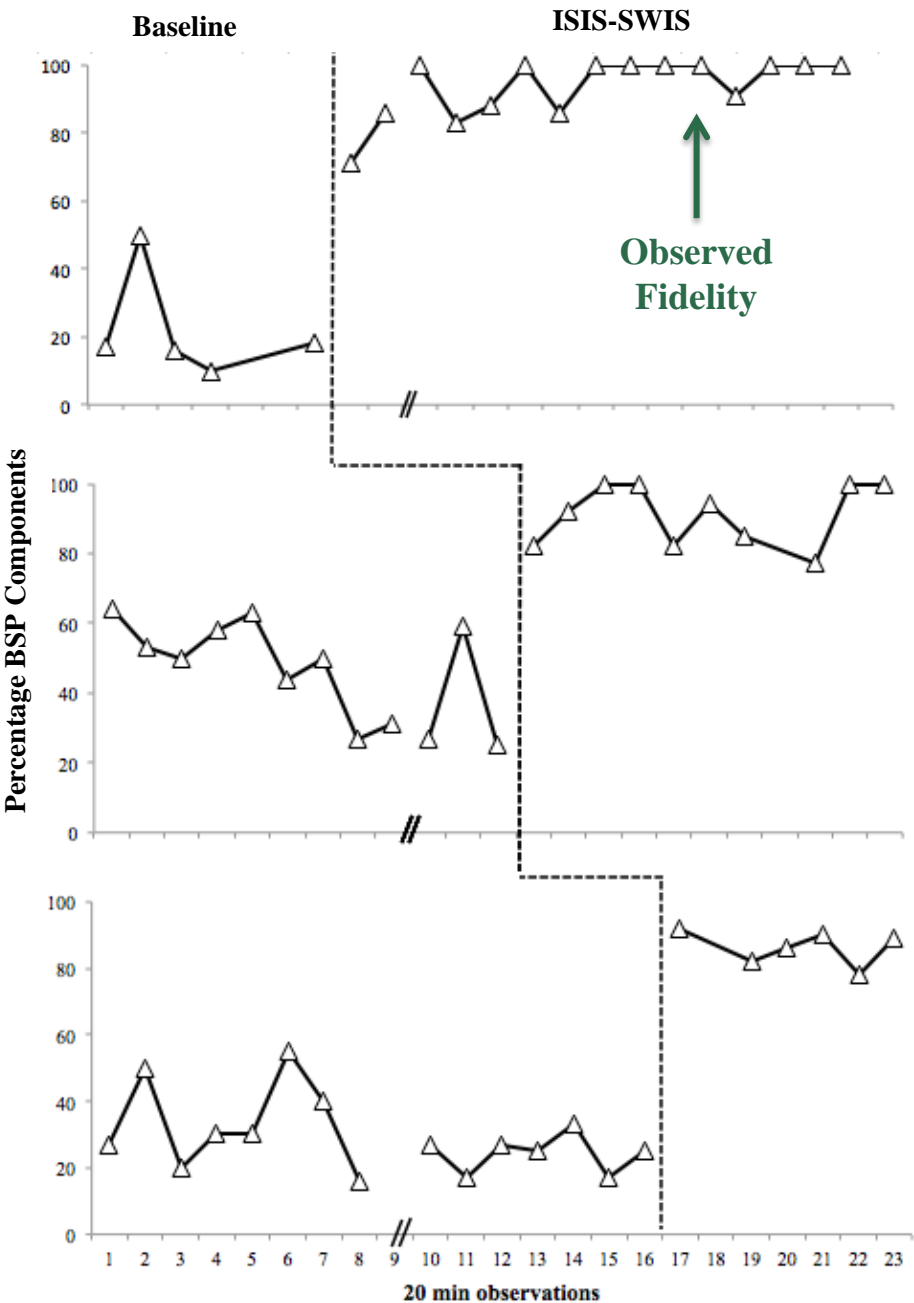
- Responsible for implementing student support plan interventions
- ISIS-SWIS user with data entry access
- Self-monitored fidelity data
- Entered student outcome data (percent of points earned, frequency of problem behavior, number of teacher directed tasks)

Weekly Meetings



- Researcher, teacher, and educational aide
- Provided technical assistance and coaching for ISIS-SWIS
- Analyzed fidelity and outcome data for decision making

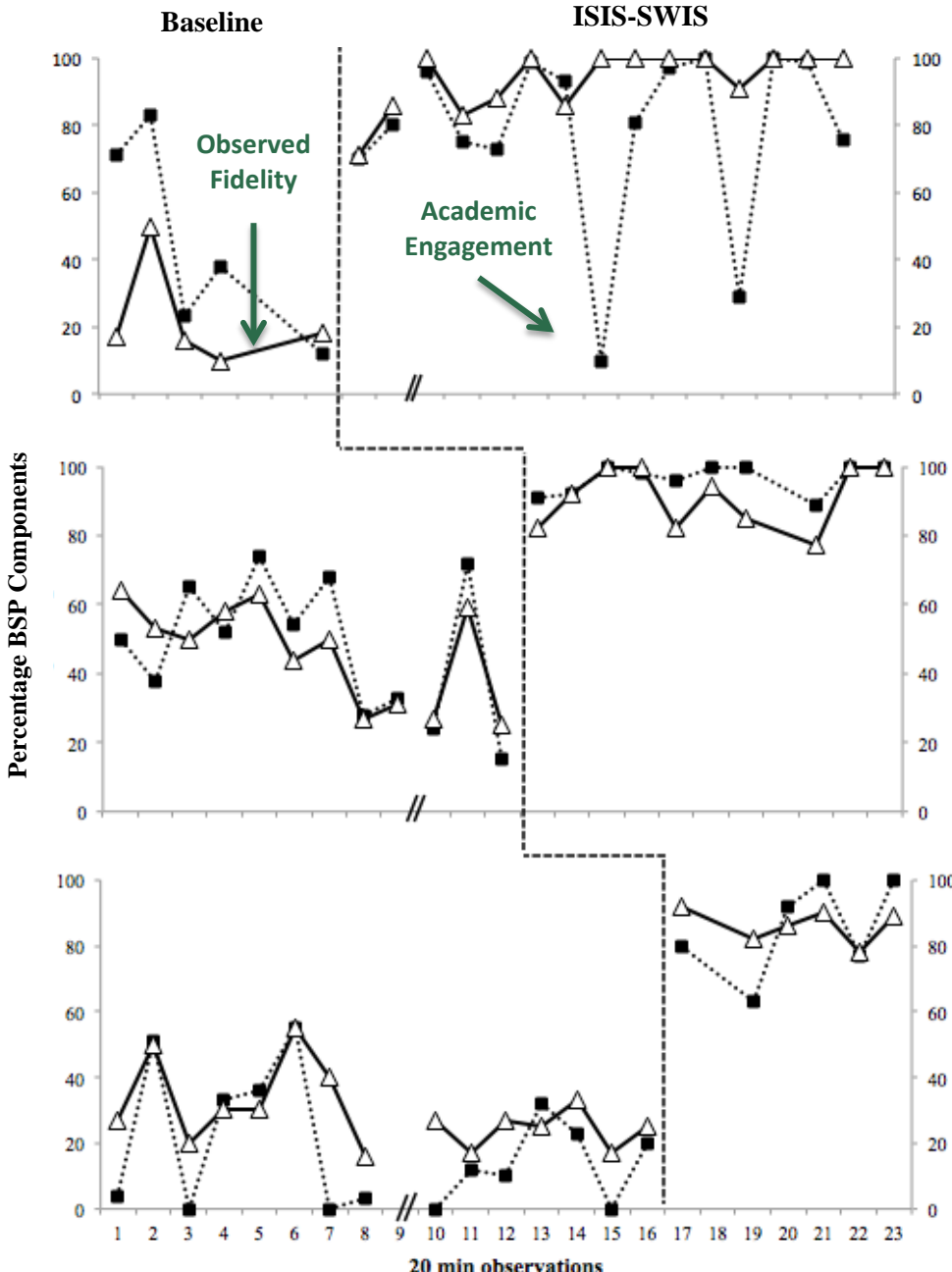
Fidelity



Dyad 1

Dyad 2

Dyad 3



Dyad 1

Dyad 2

Dyad 3

Fidelity and Academic Engagement

Baseline

ISIS-SWIS

Observed Fidelity

PB

Dyad 1

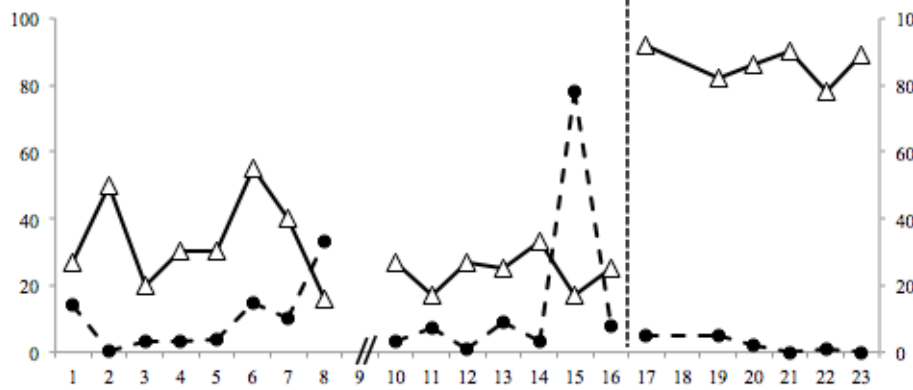
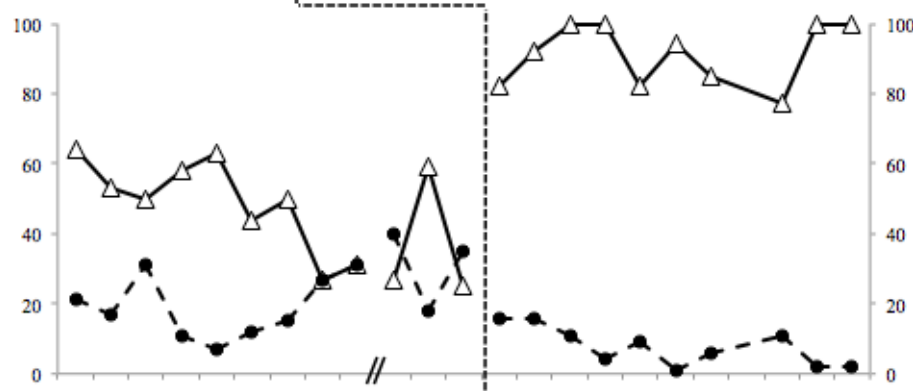
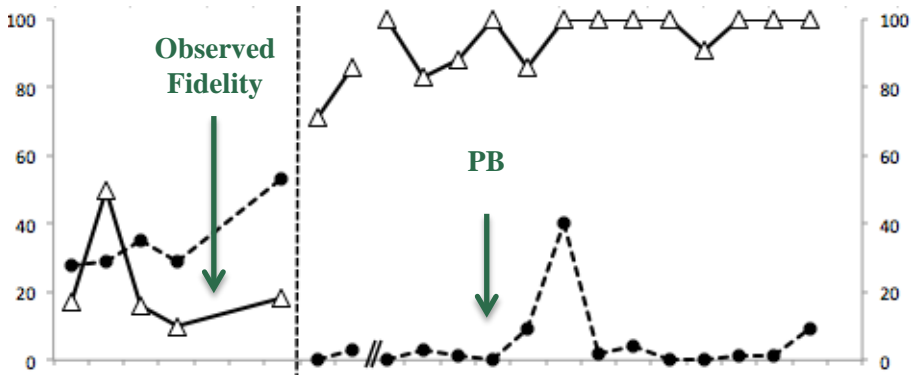
Fidelity and Problem Behavior

Percentage BSP Components

Percentage 10s Intervals

Dyad 2

Dyad 3



20 min observations



Questions

Answers

