SIMS Detailed Demonstration

Introduction

- We are going to look at each section of SIMS in more detail. The purpose of this demonstration is to provide you with information about how the software works, and allow time for you to practice navigating.
- There are a number of district roles necessary in SIMS management.
  School Administrator (login as alphaprin)
  - Establishes RtI and SIMS documentation as a priority
  - Monitors and supports the use of SIMS at the school level
  - Customizes groups within SIMS for the school

  Local System Administrator (login as district_admin)
  - Uploads student demographic data, staff data, extended profile information, student data related to flags
  - Regularly uploads data updates as determined by district

  Content Administrator (login as content_builder)
  - Communicates overall RtI vision across the district
  - Creates interventions and progress monitor tools for entire district; sets flag thresholds

  User Trainer (login as oneschool)
  - Receives training on how to use SIMS
  - Uses SIMS in team meetings
  - Enters data and notes on students
  - Collaborates with other team members

URLs

- We will be using the demonstration site again for this practice session. The URL is http://sims-open.vegantech.com
- Remember that this is the site to use when you are demonstrating the features of SIMS or practicing navigating and entering information. Information entered into this site is removed daily.
- The live SIMS site is located at https://www.simspilot.org You will use this site when you want to create a record in SIMS for one of your students.
- Notice the *What's new in SIMS*? Link at the bottom of the screen. Here new features and other enhancements to SIMS will be listed.

Login Screen

- There are several school districts listed in the demonstration site. We will select the "training" district.
- Once SIMS is set up in your district, it will skip this step and go directly to your district, where you will select a specific school or go directly to your school.
- SIMS is password protected and requires any user to login. The user names and passwords used in the demonstration site are listed in the menu on the top left of the screen. Today we will use *oneschool* as the user name and the password.
- The login *alphaprin* is used by building level leaders who manage groups of students across grade levels, classrooms and the school. This might include a building principal, literacy coach, social worker, psychologist or PBIS coach. This login provides access to management tools for Groups, Quicklists, School Teams and Orphaned Interventions as well as accessing school-wide data in SIMS (additional building admin support is available at: http://dpi.wi.gov/rti/sims2.html).
- After entering the user name and the password, click on the *login* button at the bottom of the screen.
- Once your district is ready to use the live SIMS, you will receive a user name and password from the system administrator in your district.

Confidentiality

- SIMS is a student record. All of the things that you know about student records and confidentiality of student information apply to SIMS.
- SIMS protects confidential student records by limiting access to staff members who have a password given to them by their system administrator.
- In addition, SIMS limits access further based on the role of the user. This means that teachers can see only the students who are assigned to them. Psychologists or other staff may see a broader group of students, but only at the schools to which they are assigned, and so on. The Student Information System in your district may already have roles defined. In that case, SIMS will use the same role and access definitions.
- With the exception of team notes and comments, SIMS records will only contain the titles of interventions, the titles of progress monitoring tools, and progress data. Team Notes and Comments are controlled by the staff making the entries; each of us must use good professional judgment when using SIMS.

Student Search Screen

- The first task is to identify the students with whom we want to work.
- There are several filters to help narrow the search. The first set of options narrows the search by the group that the students are in—the grade, the teacher, or section (class period). Select only one of these initial choices. For purpose of this demonstration, I am going to choose fifth grade.
- Sort the group of students further by selecting those students who are flagged and/or the specific flag, those students who have an active intervention and/or the specific type, or those students who do not have an intervention assigned to them.
- Also search for a student by partial last name.
- Once the search parameters are selected, click on the *search for students* button.
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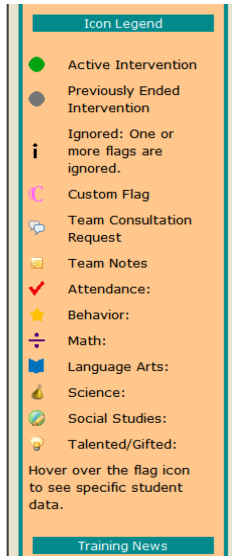
Left Side of Screen Menu

- Let's look at the menu on the left side of the screen. The items in the menu are available to all users once logged into SIMS.
- Click on *Intervention and Progress Monitors* to locate current versions of intervention and progress monitoring menus. These are sample menus designed to give examples of interventions.
- Click on *Group Progress Assignment* when entering scores for two or more students with the same intervention and progress monitor.
- Click on *Reports* to see the report formats that are available in the software and generate one for a student. We'll review reports in more detail later in this session.
- Just below the menu list, there is a key for the symbols that are used in SIMS. Note the symbols that are used for flags and what they represent. Initially, we had flags for math, attendance, behavior and language arts. Based on district requests, flags for science, social studies and Talented/Gifted students were added. Team Notes and Team Consultation icons will appear in the student profile when these features are used**.**



- Whenever you see one of these symbols in SIMS, you can get more information about it by rolling your mouse over the symbol.
- *Training News*: This section allows districts to add specific information about their SIMS training plan.It could include reminders to enter progress monitors or announcements for SIMS trainings.

Breadcrumbs

- Notice the text at the top and bottom of the screen, separated by arrows.
- These are called “breadcrumbs”. Each word represents one of the screens in SIMS. As I move further into SIMS, additional breadcrumbs will be in the list.
- I can tell from the breadcrumbs that I am at the student selection screen.
- Navigate backwards or forwards to various screens in the software by clicking on breadcrumbs.
- Use the back arrow in your web browser to move backwards to navigate as well.

Student Selection

- The student selection screen lists all of the students in the school who meet the search criteria selected previously. Enter grade 5 to view a list of all of the fifth graders in the school.
- Sort the list of students by clicking on the column headings. For example, if a student roster has some students who have an IEP and are placed in special education, click on the heading, “SpEd” and the list will sort into students who do and do not receive special education services.
- To sort by two variables, click on one heading, and then press the “control” key and click on the second heading.
- Notice that some students have flag icons next to their name. These flags signal that the student’s performance in the area of the flag has dropped below the established threshold. They cue the team to review that student’s progress and verify that the current program is meeting the student’s needs.
- Select the students to work with by clicking in the box next to the student’s name. Then click on the *select for problem-solving* button.

Before we go further, let’s stop and spend a few minutes practicing logging into SIMS, and selecting students. Try some of the other search filters if you’d like. Also try sorting student lists using the column headings and moving your cursor over flags to see more information about the student.

Student Profile

- The student profile screen is the main screen in SIMS.

- Notice the breadcrumbs at the top and bottom of the screen—they tell us we are in (student's name) file in SIMS.
- Selecting multiple students on the previous screen, will display text telling the number of students selected and the file name. Quickly move from one student's record to another's by clicking on the *next* and *previous* text.
- Remember that there are five colored banners that correspond to the steps in the problem-solving model.
- The first step, **define the concern**, is supported by the Student Profile section under the taupe colored banner near the top of the screen.
- The taupe box just below the banner provides basic information about the student—his name, grade, school, and birth date.
- The flags that are assigned to the student are listed, as are any interventions that have been assigned previously. Active interventions will be indicated by a green dot and inactive interventions will be indicated by a gray dot.
- If a student's needs are being met adequately in his/her current program, and no intervention is needed in spite of a flag that is listed, ignore the flag by clicking on it.
    - A text box opens. Insert a reason for ignoring the flag.
    - Click on *save* and the flag symbol will move to the "Ignored" column in the taupe box.
    - Now when I cursor over the flag, the reason that it has been ignored will appear.
- In some instances, a team member will want to signal concern about a student who is not flagged. For example, in the SIMS demonstration site, the threshold for a behavior flag is one or more suspensions. Concern about a student's social/emotional skills may be present before a student is suspended. To indicate that concern to others working with the student, create a *custom flag*.
    - To create a custom flag, click on the *create custom flag* command.
    - A text box opens. Type a reason for the custom flag.
    - Select the category (attendance, behavior, language arts, or math), and click on the *save custom flag* button.
    - A new flag, a pink capital C, will appear next to the student's name along with the category of the custom flag.
- So far, we have very basic information about our student. To find out more, click on the *show/hide* command under the extended profile sub banner.
    - The extended profile is loaded with student data from the district's student information system and displays it here for easy access.
    - The information in the extended profile supports initial problem solving, along with information from the classroom teacher, the student's parents and family, and other staff working with the student.
    - The student profile allows quick and easy access to student information. Some highly confidential information is visible only to the building principal. An example of this is free and reduced lunch status. The district administrator (LSA) may modify access if desired. The district administrator (LSA) can also add attachments to students extended profile.

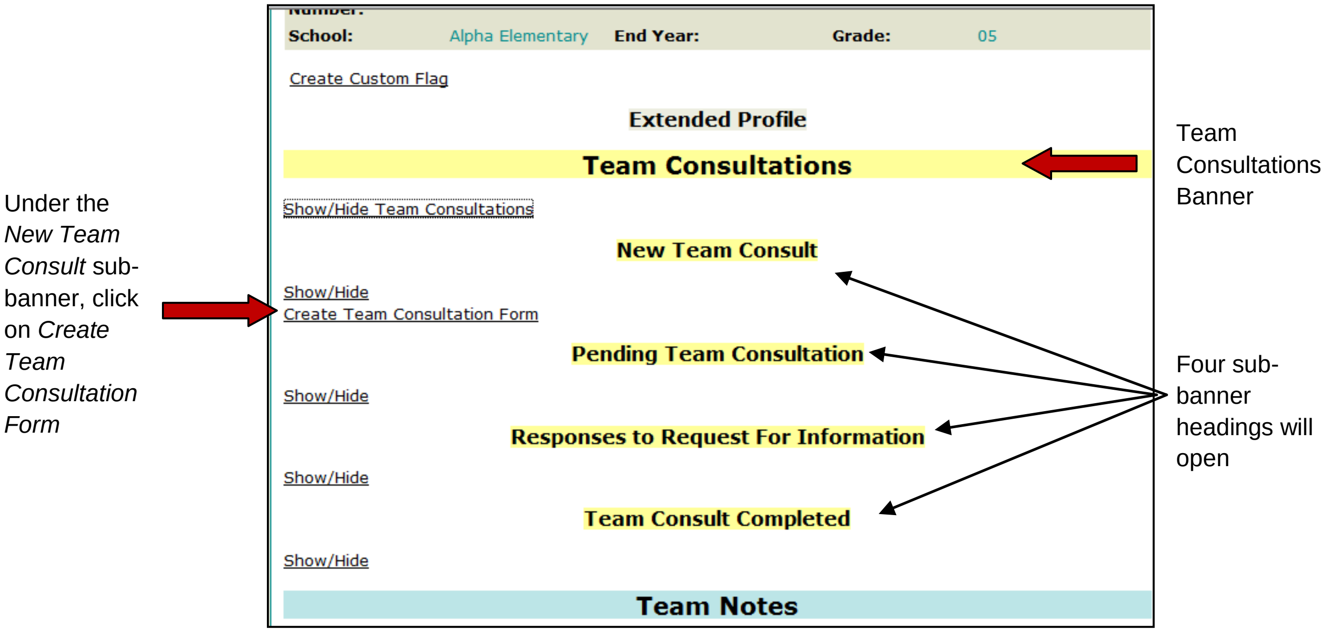
Team Consultations

- The Team Consultation section will allow a teacher to ask for help from a team and communicate with the team about a student. It will allow the team to gather information from other staff working with the student and manage agendas for team meetings.
- Click on the green question mark to print out a step-by-step guide for using team consultations.

Request Support from a Team

- Any individual with access to a student in SIMS may request support from a problem-solving team once the team is established in SIMS.
- Login to SIMS and select the student with whom you wish to work.
- Navigate to the student's profile page (main screen) in SIMS.
- Scroll down to the **Team Consultations** banner and click on *Show/Hide Team Consultations*.
- Four sub-banners are now open.

- Under the first sub-banner called **New Team Consult**, click on *Create Team Consult Form*.
- Clicking on *Create Team Consultation Form* will result in a form opening on the screen that allows the user to enter text that describes the student's strengths and concerns in a variety of categories. Enter information in each of the text boxes as needed. It is not necessary to fill every box.



- Note that the text boxes on the form do not have a character limit although not all text will display on the screen without using the scroll up and down arrows in each text box. Questions at the bottom of the screen facilitate teacher reflection. This form is initially filled in by the teacher submitting a student for consultation.
- Select the team from whom support is requested using the drop down menu.
- The user can save entered information as a draft and complete it later by clicking on the *Save as Draft* button at the bottom of the screen. There is also a button to check spelling.
- When all of the information is entered, click on the *Save* button at the bottom of the screen.
- Clicking on the *Save* button will send an automated e-mail to the individual identified as the team contact person for the selected team. They will be directed to the student's SIMS file and can access the completed form. Other team members will not receive this message. The e-mail from SIMS is like the one below.

  From: SIMS
  To: Team Contact Person
  A team consultation form has been generated for (student name) on (date) by (staff name). Please schedule an initial discussion at an upcoming team meeting.
- When the *Team Consult Request form* has been successfully submitted, a message appears indicating that it was sent to the team contact person and that the student will be added to an upcoming meeting agenda. The Team Consult Request is now listed under the **Pending Team Consult** sub-banner and also under **Responses to Request for Information**.

(Facilitator Note: The Team Contact person must form teams by signing is as alphprin. Go to Manage school teams in the menu on the left. Click on New School team and select members by clicking on individual names in the pull down menu. Click the Create button to save the team. Check your work by entering a Team Consultation, going to Create a team and looking under the Recipient pull down for the new team name. Activity #1a allows practice of this process with district users).

Team Contact Person Role and Responsibility

- Only individuals designated as the Team Contact person will receive the automated e-mail that is generated by submitting the team consult form.
- The Team Contact person gathers information about the student's performance from other staff by clicking on the Gather Information command.
- This opens a dialogue under the Pending Team Consult sub-banner that allows the Team Contact person to identify the persons from whom additional information will be requested.
- Click on the appropriate check box to select the desired group of staff to provide additional information about the student—staff who are on the student's schedule, staff who are part of a team responsible for the student, or staff selected individually from the school roster.
- When the appropriate staff are selected, click on the *Save* button.
- This generates an automated e-mail to the selected staff as follows:

  From: SIMS

  To: Staff Name

  (Student name) has been discussed at our team meeting. Please share information based on your perspective by going to (url/link to student file in SIMS), then click on *Respond to Request for Information* under the **Team Consultations** section of SIMS. Requested by: (Team Contact Person's Name).
- The Team Contact person schedules the student on an upcoming team agenda.
- When the team has discussed the student and summarized information gathered in the **Team Notes** section of SIMS, the Team Contact person clicks on the *Complete* command to indicate that the request for support has been completed.
- Documentation of additional information gathered, problem-solving conversations, and initial intervention plans are documented in other sections of SIMS.

Responding to the Request for Information

- When a staff person receives an automated e-mail from SIMS requesting information about a student's performance, he/she clicks on the link to the student's file in SIMS that is embedded in the e-mail message.
- The student's profile page will open. The receiving staff person clicks on *Respond to Request for Information* under the **New Team Consult** sub-banner.
- The same form that was used in step 2 to describe the student's strengths and concerns will open.
- When it is completed and the *Save* button is clicked, this new information will be saved under the **Responses to Request for Information** sub-banner with the sender's name under the column titled "submitted by".
- One form is submitted by each person who responds to the request for information. Each response is listed in the table under the *Responses to Request for Information* sub-banner. This allows the team to examine schedule and environmental factors that may be contributing to the student's challenges in school.

Team Meeting

- The Team Contact person places the student on an upcoming team meeting agenda for discussion. When the team meets, they are able to access all of the returned responses under the *Responses to Requests for Information* sub-banner by clicking on the *view* command next to each response. Dates appear as Team Consultations occur.
- The team summarizes the information available in the *Team Notes* section of SIMS.

Team Notes

- The next major section is called *Team Notes*. The *Team Notes* section supports the next step in the problem solving model, **collect and analyze data.** While the flags, extended profile and consultation notes point the team in the right direction, team members must still gather additional information about the student to better define the student's needs.

- The *Team Notes* section allows a team to keep a record of discussions that occur at team meetings.
- The *show/hide Team Notes (#)* stores any notes entered previously. If there is a number above zero in the parentheses, a list of team notes entered previously will appear when *show/hide* is clicked. The most recent note will be listed first.
- After clicking on *show/hide* to display the notes, the *Add Note* command is also available. When *Add Note* is clicked, a text box opens. Information that summarizes the team's discussion is entered. There is no limit to the number of characters that can be entered.
- Teams are less likely to enter inappropriate confidential information when they use a standard format for team notes. Many teams now enter only the following in the team notes text box:
    - The area of concern
    - Available data that helps to define and describe the concern, and
    - The team's next steps with information about who is responsible for each of the tasks listed; and the date that the team will come back together to review new information or create a plan to intervene.
- Finally, notice the *Add a file or link* option. Electronic files of student work, parent or teacher notes and other related documents may be attached to the *Notes* page here.
- A *Team Note* icon appears in the student profile after a note has been saved.

Let's stop here and spend a few moments practicing the navigation steps we've just learned. To do this, we will use a case study described in the Activity #1 Handout. In this task, imagine that you and a partner are the teachers of the student described in the handout. Using the student name that is assigned to you, create a Team Consultation Form and submit it. Then, working with your partner as a "consultation team", discuss the student, look up the student's extended profile, and enter a team note. While you are free to talk with a partner to determine what to enter, each of you should look up the extended profile, create a Team Consultation Form and enter a team note. We'll come back together in about 10 minutes.

(Facilitator Note: When a team is just beginning to learn how to use SIMS, this is a good place to stop. This allows the team to get comfortable with initial navigation steps and the problem solving model before moving into intervention and progress monitoring. Activity # 1a allows principal practice with Team Consult functions.)

Intervention and Progress Monitoring

- The next major section of SIMS is called **Intervention and Progress Monitoring**. It corresponds to the **develop a plan** and **implement a plan** steps in the problem-solving model.
- Once a team has gathered sufficient data to identify a likely root cause of the student's difficulty in school, they are ready to make a plan for intervention.
- Under the Active Intervention and Progress Monitor sub-banner, there are three commands: *Select New Intervention and Progress Monitor from Menu, Create a Custom Intervention and Progress Monitor*, or *Select from Intervention Quick List.*
- Before we begin to review the navigation steps in assigning an intervention, let's review what we know about the structure of interventions in SIMS:
    - Remember the information presented earlier today about the organization of interventions in SIMS (goal, objective, category, intervention, etc.). SIMS unfolds prompts and drop down menus to help the team select the desired intervention. However, in most cases, team members will also need a hard copy of the intervention menu(s) to work from, and they will have used the hard copies of the menus to plan the specific intervention they want to use with the student.
    - The Intervention and Progress Monitor menus in the demonstration version of SIMS are sample menus. Districts will need to develop additional intervention ideas and enter them into SIMS.

- Teams will typically begin by clicking on the *Select a New Intervention and Progress Monitor from Menu* command.
- A new screen opens. Use the drop down menus to select the goal (engagement, learning, or relationships).
- The next step unfolds on the screen. The user is prompted to select the objective. If there is only one objective in the goal area, the objective is automatically displayed. If there is more than one, use the drop down menu to select the objective desired.
- Next use the drop down menu to select the category.
- The next step unfolds. Use the drop down menu to select the intervention.
- If the RtI model used by the district has multiple tiers, the intervention menu may be displayed in multiple tiers.

Intervention Quicklist

(Facilitator's Note: The school administrator role has access to the Intervention Quicklist administrative tool and is the only individual who can set up the Quicklist. Once established, all users in a school can access it. A Quicklist will need to be set up prior to User Training. Directions follow. Optional Activity # 2a connects to Quicklist and takes about 15 minutes. CESA trainers may wish to incorporate this optional activity into District User training.)

- To set up an Intervention Quicklist for a school:
    - Identify 5 – 10 interventions that are used regularly by the school staff.
    - Tip: If a school has been using only the team notes section in SIMS, print out the notes from several weeks or months and look for frequently listed next steps. Then compare the list of frequently listed next steps to the intervention menus in SIMS. If you can't find all of the interventions you want for the Quicklist in the existing menus, add them using the Custom Intervention features in SIMS.
    - On the left side of the screen find the heading, Alpha Elementary Administration and under it click on Manage Quicklist.
    - On the new screen that opens, you will see a list of all of the interventions that are available in SIMS listed by title and organized by objective (math, language arts, behavior, attendance). Custom interventions are preceded by (c).
    - You will not be able to see the intervention description or tier from this screen; be sure you have access to the intervention menu for this information.
    - Click on the box next to each intervention that you would want in the school's Quicklist.
    - Click on the *Submit Quicklist Assignments* button at the bottom of the screen.

Optional activity for District User training:

Let's stop here and spend a few moments developing a Quicklist. Activity #2a asks us to respond to Team Notes provided earlier. Please consider attendance interventions available in SIMS and select a few that you believe belong in a Quicklist. Next enter an intervention title and objective. Take about 5 minutes to explore the interventions, login as principal (alphaprin) and create an Intervention Quicklist.

Access Interventions from a Quicklist

- The Intervention Quicklist provides a fast way to access and assign the interventions that are used most frequently by a school. The district administrator must form the Quicklist in SIMS. A practice Quicklist has been designed for this training.
    - Select a student to work with and navigate to the Student Profile page (the main screen in SIMS).
    - Scroll down to the Intervention and Progress Monitoring banner.
    - Under the **Assign New Intervention and Progress Monitor** sub-banner, click on the *Select from Intervention Quicklist* command.
    - A window will open. Use the drop down arrow to view the interventions in the Quicklist. They will be organized by objective.

    - If your district's RtI model uses multiple tiers, remember that only tier 1 interventions are available to the user until there is a recommendation to change tiers based on the student's intervention history, or the principal gives permission to override the system (see Conclusions and Recommendations, below) even though tier 2 and 3 interventions will appear in the Quicklist menu.
    - When a tier 1 intervention is selected, the intervention window opens. All of the initial "clicks" in assigning an intervention are eliminated. The user still needs to adjust the frequency and duration of the intervention if needed, assign participants, and select the progress monitor using the prompts on the bottom portion of the screen.
- Each intervention has a recommended frequency and duration which is displayed on the screen. The recommended frequency and duration are an estimate of how long and how frequently the intervention will need to be provided before the team will know if it is likely to result in student progress. The intervention may be continued or ended after that time, but we want to stop an ineffective intervention as soon as possible so that we can try something else.
- Users may alter these values by selecting a different numerical value or by changing the unit of time using the drop down menus. Once the frequency and duration are modified in some way, the end date is automatically recalculated.
- The start and end dates may also be modified using the drop down menus.
- Click on the calendar icon to view a calendar for selecting dates.
- Immediately under the end date is the P*articipant* command. Click on it and a roster of the staff assigned to the school will appear. Click on the names of the staff members who will be responsible for implementing the intervention and/or monitoring the student's progress.
- Delete a participant by clicking on the "X" next to a name.

Select the Progress Monitor

- In SIMS, progress monitoring tools are linked to each intervention.
- If there is only one progress monitor, it will automatically be assigned.
- If there is more than one progress monitoring tool for the intervention, a drop down menu will appear.
- A calendar indicating when the student's progress will be measured unfolds.
- SIMS requires progress measurement twice, once at the start of the intervention and once at the end of the intervention.
- Just as for the intervention, the frequency, start, and end date for progress monitoring can be adjusted using the drop down menus.
- Clicking on the calendar icon displays a calendar to assist with date selection.
- The goal entered represents the desired goal for this student on this specific progress monitor. A green goal line appears on the graph when a goal is entered.

Comments

- Under the progress monitor section of the screen, you will see a text box labeled *Comments.*
- Comments work just like team notes. Once comments have been entered, a list is displayed by date and author with the most recent note listed first.
- There is no limit to the number of characters that can be entered in the text box.
- Comments refer specifically to the intervention and progress monitor listed above them.
- They can be used to make a more generic intervention specific to a student. For example, if the intervention is to include the student in a Friendship Group, I might enter a comment that indicates the group is composed of 2 other students at the same grade and that they will have lunch together with one of their teachers as a reward for meeting goals.
- The Comments section is also used to keep other team members informed about how the student is responding, about new information that is learned, and so on.

Apply to all Selected Students and Assign Yourself to the Intervention

- At the bottom of the screen, you will see two additional commands, *Apply to All Selected Students* and *Assign Yourself to the Intervention*.
- *Apply to All Selected Students* allows the user to quickly enter the same intervention for a group of students.
    - By clicking on the box next to *Apply to All Selected Students*, the intervention and progress monitor listed on the screen will be added to the record of every student selected initially on the Student Selection screen.
    - Check to be sure this occurred by using the commands at the top of the Student Profile page in SIMS that allow me to move from one student's record to another.
- *Assign Yourself to the Intervention* allows the person who is logged onto the computer to make him or herself a participant in the intervention without using the participant drop down list.
- Finally, save work by clicking on the *Save* button at the bottom of the screen.
    - Always click Save, even if you have not finished entering all of the information requested on the screen. You will be able to complete the process by using the edit function on the Student Profile screen.
- A green dot will appear in the student profile next to the flag indicating that an intervention is active. When hovering over the green dot, the title of the assigned intervention will appear.

Let's stop here and spend a few moments practicing the navigation steps we've just learned. To do this, we will continue with the case study we started using the Activity #2 Handout. Your team now has additional information about the student in the form of classroom writing samples. Review the samples with a partner and make a plan to intervene. Use the Language Arts Intervention Menu handout to help you make your plan. You and your partner should both enter the intervention into your student's record. You'll have about 15 minutes.

Active Interventions

- After saving, SIMS returns to the Student Profile screen. Notice that there is now a sub-banner called **Active Interventions**. Information about the intervention just entered is listed here.
- At the end of the text that describes the active intervention, note the command *Edit/Add Comment.*
    - Click on this command and return to the active intervention and progress monitor screen.
    - If saved, incomplete intervention information can be added later. Select this command to return to the intervention screen to enter progress monitoring data.
    - Just under the calendar that lists the start and end date of the progress monitor, note the new command, *Enter/view scores*.
    - Click on this text and a date box appears followed by a text box labeled "score".
    - Select the date on which progress monitoring data was collected, then enter the student's score.
    - In most cases, there will be a PDF document symbol here. Click on the PDF symbol to see a copy of the progress monitoring tool and directions for administering and scoring it.
    - Continue to enter scores on different dates by clicking on *Add Additional Score.*

    - View a graph displaying the data by clicking on P*review Bar Graph* or *Preview Line Graph*.
    - A Green line on the graph represents the student goal or district benchmark. You can set this by filling in a *Goal* in the box under the last date when editing an intervention on the Active Intervention and Progress Monitor page.
    - There is also a box for observational comments as progress is monitored.
    - Remember to click on *Save* at the bottom of the screen to save the information entered.

Let's stop here and spend a few moments practicing the navigation steps we've just learned. To do this, we will continue with the case study we started using the Activity #3 Handout. Your team is meeting again. This time the teacher is providing information about the student's progress. Find the intervention you assigned to your student in the table on page 2 of the handout. Practice by entering the progress data listed on the dates provided and opening the graph. Remember to save your work! If you have time, you can practice adding comments. You can also end the intervention to create an inactive intervention list. You'll have about 10 minutes.

Inactive Interventions

- When interventions are no longer being implemented they are inactivated.
- On the Student Profile Screen under the Active Intervention sub-banner, I will select *edit* next to the text that describes my intervention.
- SIMS will take me back to the Intervention and Progress monitoring screen again.
- At the very bottom of the screen, there are three additional commands: *end, delete, back*.
    - Use the delete command to remove an intervention entered in error. There will be no record maintained of the intervention in the student's file.
    - Use the *back* command to return to the previous screen without saving the data you just entered.
    - Use the *end* command when the intervention has been provided and the team has made a decision to end the intervention and try something else. Be sure to collect and enter progress data before ending the intervention.
        - The *end* command will maintain a record of the intervention in the student's file where it will be available to other staff working with the student in the future.
        - Click on *end. Make sure to Save any new information that you want recorded for this intervention prior to continuing.*
        - *Respond to the following questions by clicking in the appropriate bubble:*

Was the intervention implemented with 80% fidelity based on the criteria above?

Yes

No

Please choose a reason for ending this intervention.

Sufficient progress made

Insufficient progress made

Beyond intervention interval

Intervention not matched to student need

- This information will be recorded and stored as longitudinal data with the inactive interventions in SIMS.
- Return to the Student Profile screen and notice the new sub-banner labeled *Inactive Interventions*.
- Click on *show/hide* to see a list of all of the interventions provided previously that are no longer active with the most recent listed first.
- Click on the *view* command at the end of each inactive intervention. View the actual intervention, the progress data, and any comments.

Custom Interventions and Progress Monitors

- When the intervention menu does not contain an appropriate intervention for a student, you can create an intervention that better meets your needs using the custom intervention and progress monitor features in SIMS.
- To do this, go back to the Assign New Intervention and Progress Monitor sub-banner and select the *Create New Custom Intervention and Progress Monitor* command.
    - The new custom intervention has to include all of the fields of information required by SIMS, and has to fit into the existing intervention structure. The software will prompt through all of the required steps.
    - To demonstrate, select the Engagement goal and the Attendance objective.
    - Then give the intervention a title and create a description of it. The description created should provide enough information for others using the intervention to implement it with fidelity. For this demonstration, enter “test title” for the title and “test description” for the description in the text boxes.
    - If a district is using tiers, place the intervention appropriately into the tier structure using the drop down menu. If the district is not using tiers, all interventions are in the first tier. I will use *first tier* for my intervention.
    - Next, add the frequency and duration of the intervention using the drop down menus. Remember to provide an intervention initially only long enough to know whether it is likely to result in student growth.
    - Click on the calendar icon to open up a calendar that will help plan the duration and start/end dates.
    - Assign participants from the drop down menu. Again, delete anyone added in error by clicking on the X next to the person’s name.

    - Once a custom intervention has been saved, it will appear in the **Intervention and Progress Monitoring** menu at the school where it was created. The Content Administrator periodically reviews all of the custom interventions created and determines if they should be added to the district **Intervention and Progress Monitoring** menu.

Custom Progress Monitors

- Now, link the new custom intervention to a progress monitoring tool. In the drop down menu provided, all of the progress monitoring tools used in the same cluster of interventions are listed, plus the command, *create custom*.
    - Use one of the existing progress monitors if it will adequately measure the effects of the intervention designed. If not, a custom progress monitor must be created.
- To do this, click on *create custom* in the drop down menu.
    - The new custom progress monitor has to include all of the fields of information required by SIMS, and has to fit into the existing progress monitor structure. The software will prompt me through all of the required steps.
    - Enter “test PM title” for the title and “test PM description” for the description of the progress monitoring tool. In actual use, write a detailed description of the progress monitoring tool that includes information about the purpose of the tool, how to administer it and how to score it in the text boxes provided. In this way, the tool will be accessible to other users of SIMS.
    - Enter the minimum and maximum possible scores in the boxes provided. This progress monitoring tool is a rubric with a 4 point scale, so enter 1 as the minimum score and 4 as the maximum score.

   - If benchmark data is available for a specific age/grade student, enter it next by clicking on add benchmark and adding the requested information. Remove a benchmark added in error by clicking on *remove*.
   - The frequency, duration, start date and end date can be modified. Use the default settings if no changes are necessary.
   - Once a custom progress monitor has been saved, it will appear in the intervention and progress monitoring menu at the school where it was created. The Content Administrator periodically reviews all of the custom progress monitoring tools that have been created and determines if they should be added to the district intervention and progress monitoring menu.
- It is useful to link a document with the tool, the directions for administration, and the scoring information to the progress monitor. Do this by clicking on *Add a file or link.*
   - Enter the name of the *file* by using the browse button and locating the document from my computer files.
   - Create a *link* by entering a URL where the document is found.
   - Remove a file or link added in error by clicking on *remove*.
- When finished creating the progress monitoring tool, click on *save* at the bottom of the screen.
- SIMS will return to the **Student Profile** page. The new custom intervention and custom progress monitor will be listed under the **Active Intervention** sub-banner.

Let's pause again and spend a few moments practicing the navigation steps we've just learned. This time we will use Activity #4. This handout packet contains templates for creating a custom intervention and a custom progress monitor. The templates were created to help teams think through the design steps and edit the products before entering the final version into SIMS. Work with a partner to design an intervention and progress monitoring tool using the templates provided. Both of you will enter the information into SIMS. You'll have about 30 minutes.

Group Intervention and Progress Monitoring

- Group Interventions and Progress Monitors allow data entry for a group of students who are receiving the same intervention and produces aggregate graphs to support progress monitoring.

This option allows teams to:

- Assign the same intervention/progress monitor to multiple students.
- Enter comments and add scores for all group members in a single screen.
- Add participants on the grouped progress entry screen.
- View/print reports on the grouped progress entry screen.
- Group progress now offers an aggregate graph that displays the progress of each group member on one graph.*(Must login using alphaprin. Detailed directions for this process located at the back of the document).*

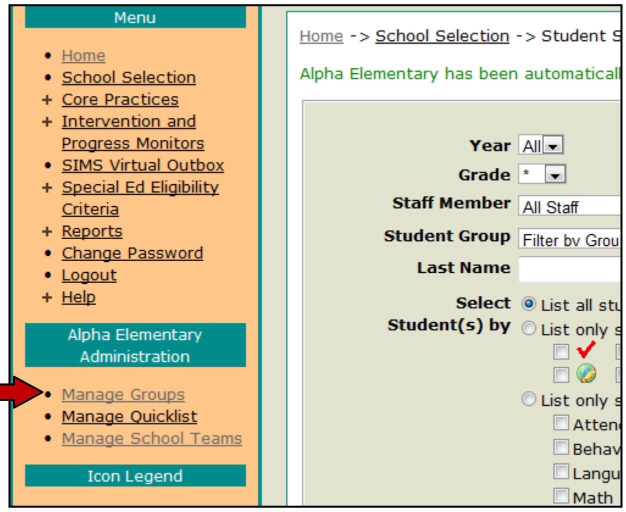
Step 1: Identify Members of the Group

(Facilitator's Note: *This step must be completed by the school principal or another person with administrator rights in SIMS. Optional Activity # 5 begins here and is for District Administrators to practice setting up a student intervention group. Skip to Step 2 for Teacher Users.)*

- Login to SIMS using *alphaprin* as user name and password.In the menu on the left side of the screen, locate the heading for the administrative tools in the software. It will have the heading, "(school name) Administration" and click on Manage Groups (see figure 1).

Figure 1

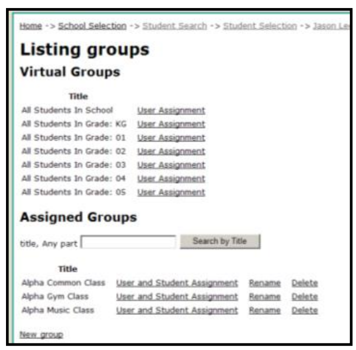
Click on *Manage Groups*



- On the screen that opens, click on *New Group* at the bottom of the screen (see figure 2)

Figure 2

Click on *New Group*



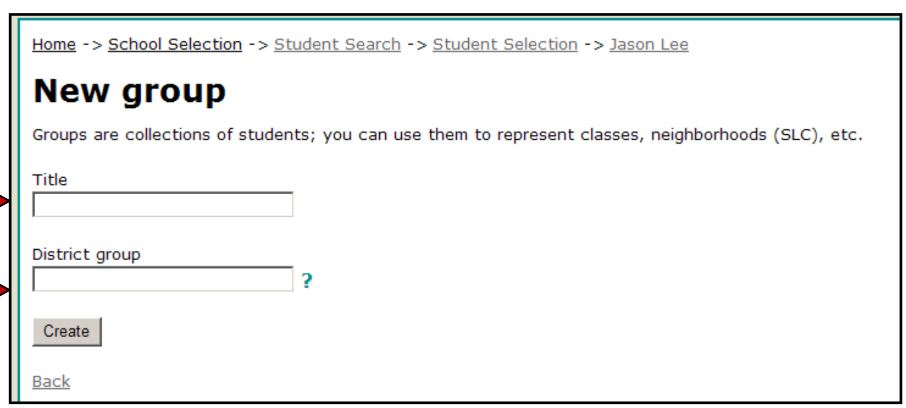
- Another screen will open. Enter the name of the group in the title text box. Leave the District group text box empty.

- Then click on the *Create* button to save changes (see figure 3).

Figure 3

Enter the name of the new group in the Title box. Leave the district group

Click on *Create* to save changes



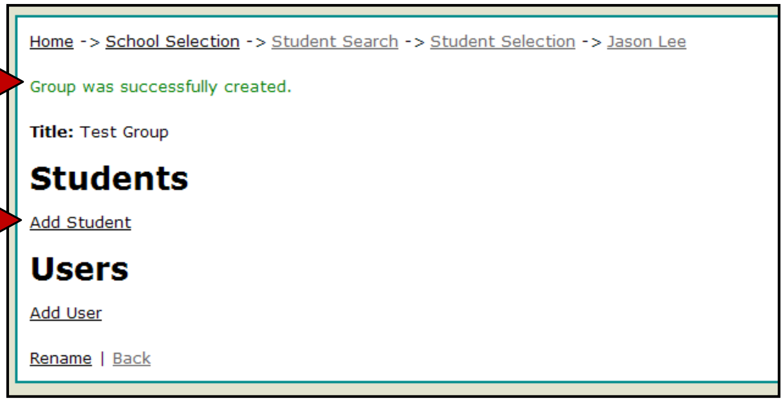
- The next screen will confirm that the new group was successfully created.

- On this screen, students can be selected and added to the group. Click on *Add Student*.

Figure 4

The screen confirms the successful creation of the new group

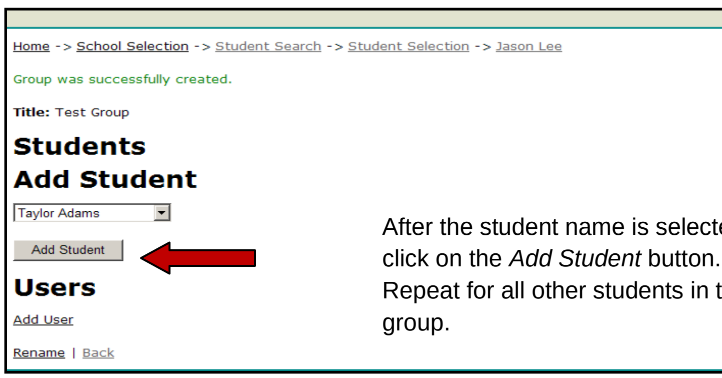
Click on *Add Student* to access a student roster from which members of the group can be selected



- When *Add Student* is selected, another screen opens. To add a student to the group, use the drop down menu to find the student's name. Select it and click on the *Add Student* button. Repeat this step until all of the members of the student group are added (see figure 5).

Figure 5

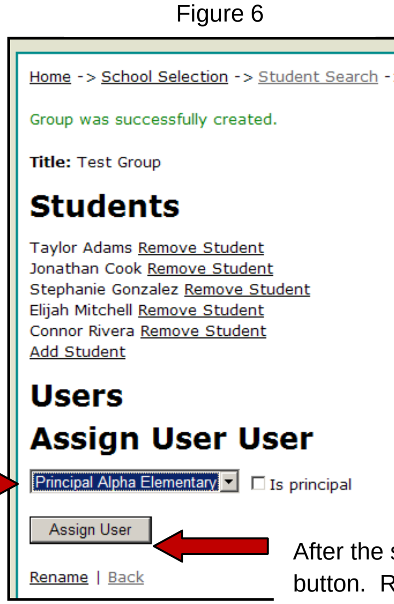
Use the drop down menu to access a list of student names. Select a student to be added to the group.



After the student name is selected, click on the *Add Student* button. Repeat for all other students in the group.

- If a student is added in error, click on the *Remove Student* command next to the name (see figure 6)
- When *Add User* is selected, another screen opens. To add a staff person to the group, use the drop down menu to find the individual's name. Select it and click on the *Assign User* button (see figure 6)
- Repeat this step until all users have been added to the group.

Figure 6



Use the drop down menu to access a list of staff names. Select an individual to be added to the group.

After the staff name is selected, click on the *Assign User* button. Repeat for all other staff in the group.

- These steps create a filter in SIMS that will make it fast and easy to find the group of students.

User Training:

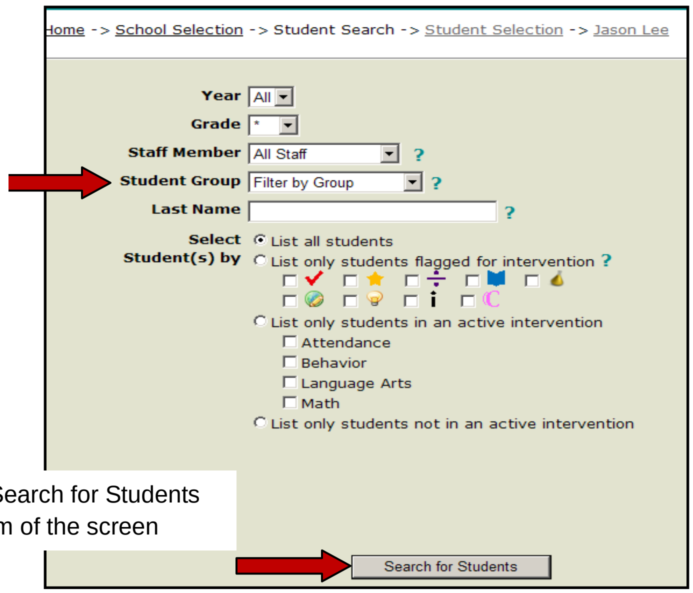
Step 2: Assign an Intervention to the Group

After an administrator has set up a group, interventions and progress monitors can be assigned to the group by following these steps.

- Login to SIMS.
- On the Student Search screen, go to the **Student Group** pull down menu and choose *Filter by Group* to find the group.
- Click on the *Search for Students* button at the bottom of the screen (see figure 7).

Figure 7

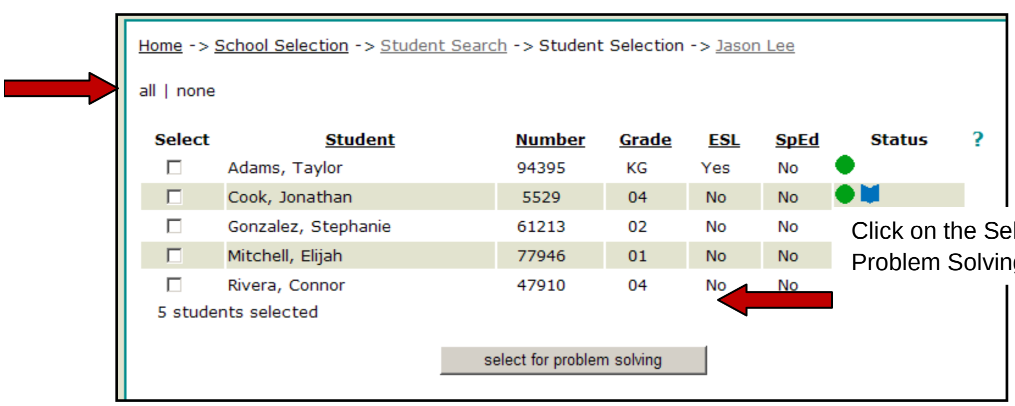
Use the Filter by Group drop down menu to find the title of the group



- All of the members of the group will be listed on the next screen. Select the group by clicking on all near the top of the screen.
- Then click on the Select for Problem Solving button (see figure 8).

Figure 8

Click on ***All*** to select all of the students in the list



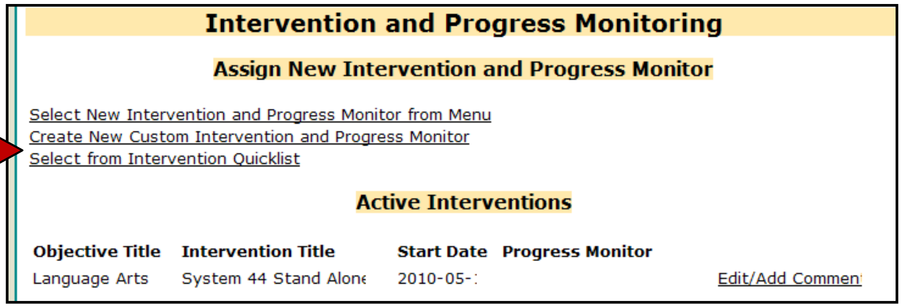
Click on the Select for Problem Solving button

- The main SIMS screen for the first student will open. (Move between students if desired by using the *Previous* or *Next* commands under the navigation bread crumbs at the top of the page.)

- Scroll down the page to the **Intervention and Progress Monitoring** banner.
- Click on *Select New Intervention and Progress Monitor from Menu* (see figure 9).

Figure 9

Click on Select New Intervention and Progress Monitor from Menu



- On the new screen that opens, use the drop down menus to select the goal, objective, category, and specific intervention that you wish to assign to the group.

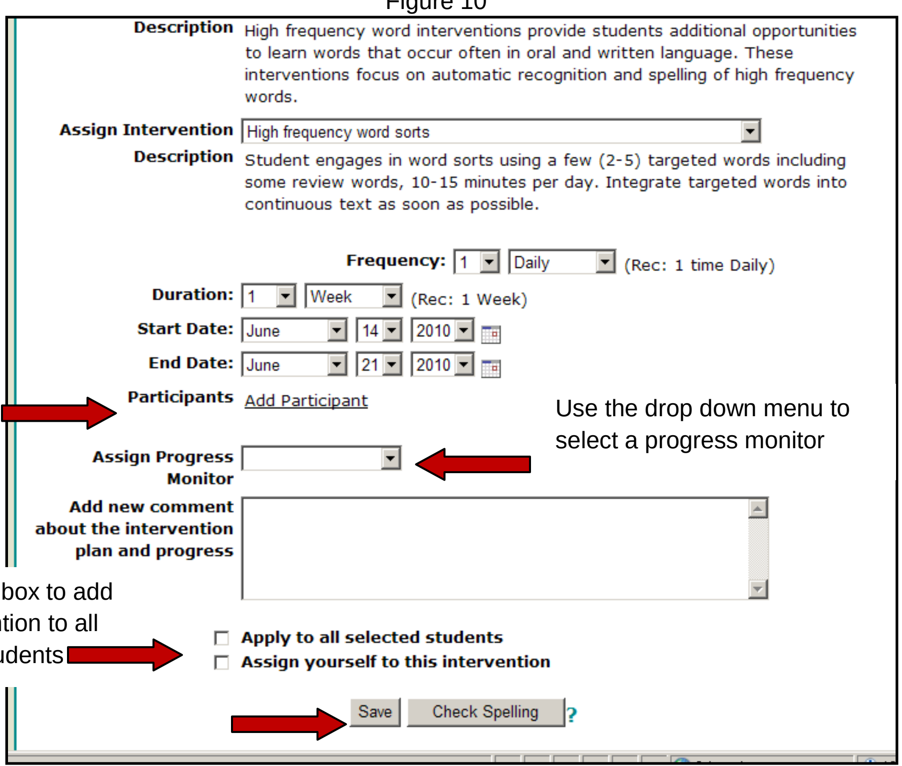
The next three items are critical (see figure 10):

1. ***Be sure to add all of the individuals who will enter or view the group data as participants in the intervention. If they are not listed here, they will not be able to view data in the group format.***
2. ***Be sure to select the progress monitoring tool from the drop down menu. There must be a progress monitor assigned for data to be entered.***
3. ***Be sure to check the box assigning the intervention to all of the students selected. If you forget to check the box, the intervention will be added only to the current student. You will need to enter the intervention separately for each subsequent student.***

- Enter specifics about the intervention if needed in the Comments text box.
- Click on the *Save* button at the bottom of the screen to add the intervention to all of the students' records.

Figure 10

Be sure to list all of the individuals who will enter or view group data as participants in the intervention



Click in the box to add the intervention to all selected students

- The intervention will now be in each student’s record and progress data can be entered.

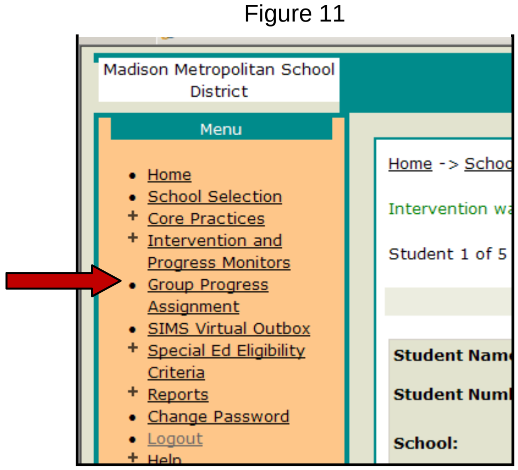
Click on the Save button to save changes

Step 3: Measure Progress and Enter Data

- Collect baseline and/or progress data using the progress monitoring tool selected.
- To enter the data for the whole group, go to the menu on the top left of the SIMS screen and click on Group Progress Assignment (see figure 11).

Figure 11

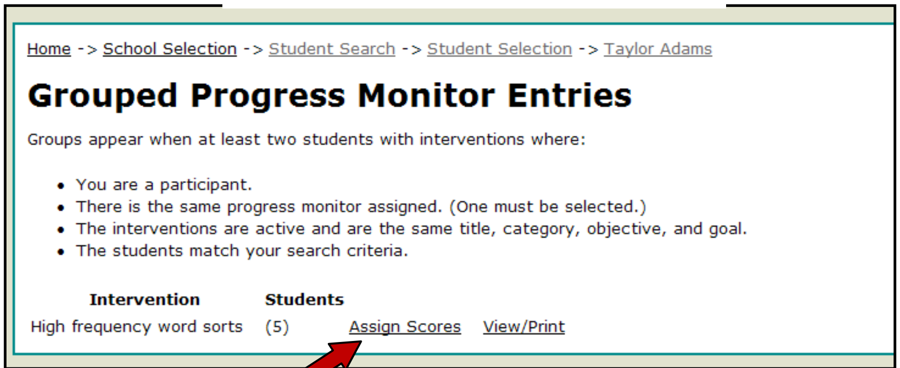
Select Group Progress Assignment from the main menu on the top left of SIMS screens



- The new screen that opens is titled Grouped Progress Monitor Entries. The screen provides information about when groups appear and lists the groups in the school who meet the criteria listed.

- Information about intervention groups appears in a table with each qualifying intervention group listed as a row in the table. Information in the table lists the title of the intervention and the number of students in the group.
- To enter data, click on Assign Scores (see figure 12).

Figure 12



Click on ***Assign Scores*** near the bottom of the screen

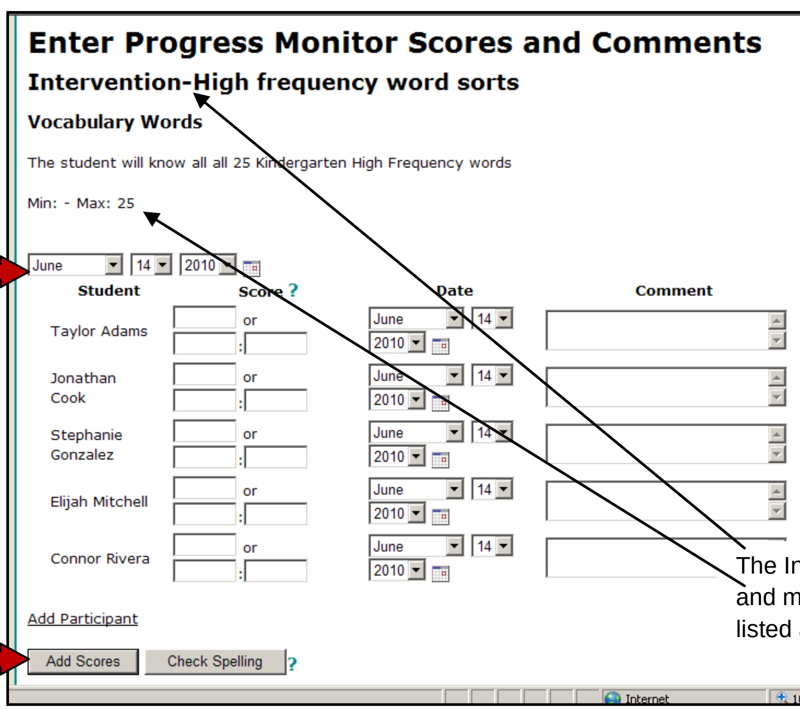
- The screen that opens is titled Enter Progress Monitor Scores and Comments. The title is followed by the name of the intervention, the name of the progress monitor, and the minimum and maximum score that can be achieved.

- To enter data, first select the date on which the data was collected using the drop down menus provided (If you are entering data collected on the current day, the date listed will be correct.).

- To enter a single score, use the top box and type in the number.
- To enter a numerator and denominator so that a percentage will be calculated, use the second set of boxes. Type the numerator in the first box and the denominator in the second box. SIMS will calculate percentages automatically (see figure 13).

Figure 13

Use the drop down menus to change the date to match the date progress data was collected



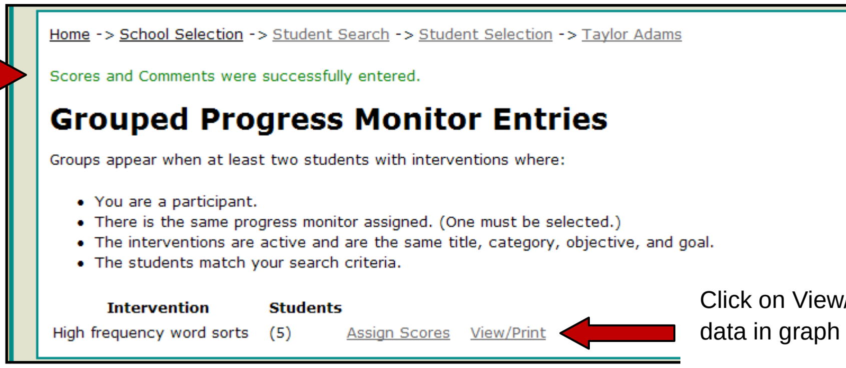
The Intervention title, progress monitor and minimum and maximum scores are listed at the top of the screen

When all scores for this date are entered, click on the ***Add Scores*** button

- The next screen will indicate that the scores were successfully saved.
- Repeat these steps to add scores collected on additional dates.
- To view progress data in graph form, click on View/Print at the bottom of the screen (see figure 14).

Figure 14

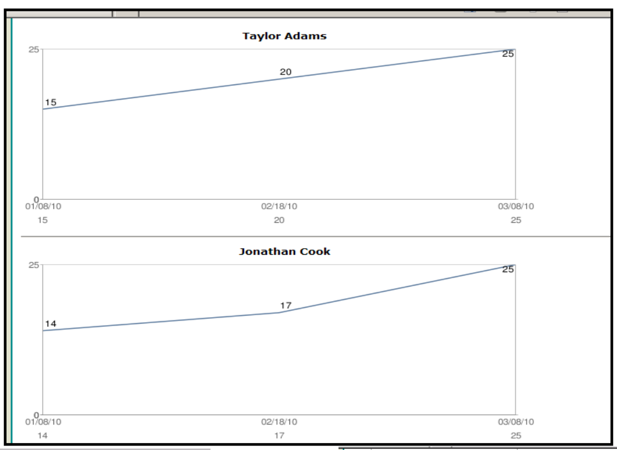
A message indicates whether scores were successfully saved



Click on View/Print to view progress data in graph form

- Data is displayed initially in individual line graphs (see figure 15). Click on links at the bottom of the page to generate bar graphs or an aggregate line graph (see figure 16).
- Data will continue onto a second graph if there are too many dates to display on one.
- Graphs may be printed by selecting the print command under the file menu at the top of your browser window.

Figure 15



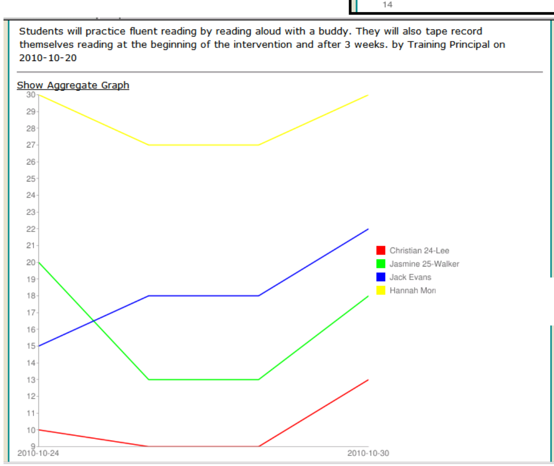
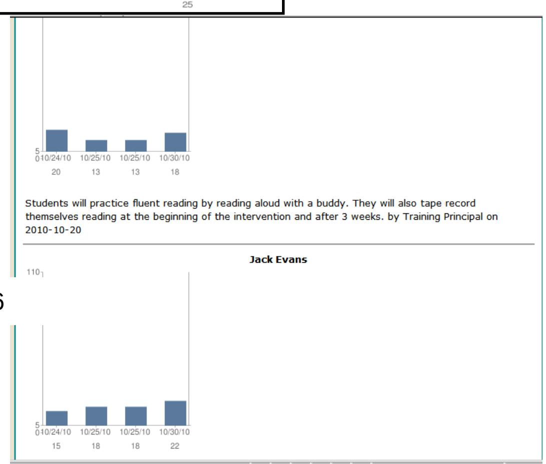


Figure 16



Unattached Interventions

This function allows the building administrator to:

- Reassign students with interventions to a new teacher
- End specific student interventions that are no longer active in SIMS

(Facilitator's Note: In order to demonstrate Unattached Interventions you must first create interventions that do not have participants and/or have interventions where the date has expired. Complete the following steps to create unattached interventions:

- *Choose a training district to use when demonstrating and sign in as oneschool*
- *assign interventions to multiple students;*
- *Set the start date for a past year (2005); the end will also change.*
- *Check the box: Apply to all selected students;* ***do not*** *check the box: Assign yourself to this intervention.*
- *Click save; this will create unattached interventions for the demonstration.*

Steps for demonstrating unattached interventions:

- Enter the training district and login with username and password of *alphaprin.*
- Scroll to the bottom of the screen and click on the Unattached Interventions link under Principal Overrides in the menu on the left.
- The screen that appears lists all interventions that have expired or have incorrect staff assignments.
- The reason the intervention is unattached will appear in red.
- Examine each intervention and determine whether to end or continue each.

To end an intervention:

- Click in the box on the far right under End Intervention; Click Update at the bottom of the screen. These interventions will be removed from the list.

To continue an intervention:

- Enter a new end date by using pull downs to enter month, day and year.
- Select new staff members to participate. Use the pull down menu to select multiple participants.
- Click the Update button at the bottom of the screen. Updated interventions will disappear.
- If a participant name appears in red, it means the staff person does not have access to the student's records.

Review and Summary of Progress

(Facilitator's Notes: Handouts: Problem Solving Model, Checklist for Culturally Responsive Practices: Response to Intervention, Activity #6, Automated E-mails, Reasons for Accepting an Override Request)

- **Review and Revise** is the last step in the problem-solving model. The Review and Summary of Progress section of SIMS is designed to help teams reflect on what has been tried with the student, the data they gathered about the student through the intervention and progress monitoring process, and make decisions about next steps.

  It provides an opportunity to:
    - Take a step back, summarize what they have learned and consider the student's needs and progress in a holistic way.
    - Document decisions about next steps.
    - Transition the student back into the core curriculum, classroom environment, and/or teacher with information about the support he/she needs to be successful.
    - Move quickly to more intensive interventions because of a student's demonstrated needs.

    - Add criteria or reflective questions that a district wish teams to consider prior to intensifying interventions.

- The first sub-banner in this section is called *The Checklist for Culturally Responsive Practices*. The Checklist is comprised of 7 questions that help a team reflect on intervention fidelity, family involvement, and the impact of race, culture, language, mobility, socio-economic status, and life stressors on a student's performance. Questions 4 - 7 help a team address the exclusionary factors which must be considered prior to identifying a student as disabled.
- To reply to the reflection questions, click on *Complete a Checklist for this Student.*
    - The initial screen displays directions and the seven questions in list format.
    - When a question is selected by clicking on it, a rubric opens that helps a team respond to the sub-parts of the question.
    - If the team feels certain that the issue explored by the question is not a factor in the student's performance in school, they click on the box next to *A* above the rubric. If it might be a factor, they go through the rubric and respond to the sub-parts by clicking on the radio button above the description that is the best match.
    - They may also add comments in the text box that follows each question.
- Under the *Conclusions and Summary* sub-banner, there are two commands, *Complete Conclusions and Recommendations* and *Request Principal* Override.
- Click on *Complete Conclusions and Recommendations*. A new screen opens with 4 questions. Each question has a text box that is used to enter the team's response.
    - The questions summarize information explored in more detail in the *Checklist for Culturally Responsive Practices*.
    - Below the questions, there is a list of possible recommendations. Click on the recommendation that matches the team's decision about next steps.
    - If your district is organizing interventions into tiers or levels, you will change levels by choosing the recommendation to select new interventions from the next tier.
    - The demonstration version of SIMS requires that teams complete a Checklist if the recommendation selected is *The student has not made progress. Make a referral to Special Education*.
- If you need to come back to this section to complete your response, click on *Save Draft.* If your work is finished, click on *Submit*.
    - If the recommendation is saved as a draft, there will be a line of text under the Conclusion and Recommendation subsection indicating that a recommendation has been started, but not completed.
    - If the recommendation is completed and submitted, there will be a line of text under the Conclusion and Recommendation subsection indicating that a recommendation was submitted by the user on the specific date.
    - Each draft or submitted recommendation has additional commands next to it that allow the user to view, edit, or delete the recommendation.

- SIMS will return to the Student Profile page. Under the Conclusions and Recommendations sub-banner, there is now a note that indicates this step was completed. The commands listed allow the user to view, edit, or delete the recommendation. The Conclusions and Recommendations section must be completed with a recommendation to move to a more intense intervention before the menus in SIMS will display the intervention titles.
- If a district chooses to place interventions into tiers, they may opt to limit a team's ability to select from more intense interventions before trying earlier intervention options. *The Request Principal Override* command allows the principal to over-ride this policy when the student's history or severity of need warrants more intensive intervention at the start.
    - Click on the *Request Principal Override* command.
    - A text box opens where the user can provide a rational for the request.

    - When the request is submitted, an automated email is sent to the principal who then approves or disapproves the request.
- Once tier 2 interventions are available in one objective, it is open for all other objectives.

Overriding the Conclusions and Recommendations Section

- The default intervention tier in SIMS is tier 1. Teams are asked to consider the least intrusive and intensive possible intervention options first. The software requires a completed conclusion and recommendation to access more intensive interventions. Occasionally, a student will present issues that seem to require more intensive interventions than those available in tier 1 when he/she first comes to the attention of school staff.
- When this occurs, it is possible to override the system by clicking on *Request Principal Override* to unlock next tier located under the Conclusions and Recommendations subsection.
    - Enter the reason that more intensive interventions are needed in the text box that opens.
    - Note that the current tier is listed just above the text box.
    - Check the spelling if desired, and then click on the Submit button.
- The request generates an automated email to the building principal with a link to SIMS.
    - When the principal follows the link to the student's record, there will be a new section in the menu on the left called Principal Overrides. The information below the heading will indicate the number of requests for an override and the principal's responses.
    - Clicking on the underlined text pending requests will open a new screen that lists all requests. Pending requests are listed first, followed by the requests that have a response.
    - Select the request to which you wish to respond by clicking on *accept* or *reject* on the right side of the screen in the same line as the student's name.
    - A text box will open that allows the principal to insert a rationale for accepting or rejecting the override request. (The reason for accepting or rejecting the request must be entered.)
    - The starting tier will be listed. Use the drop down menu to select the ending tier.
    - Check the spelling if desired, and then click on the *Accept* or *Reject* button under the text box.
    - The request will move from the pending section to the responses section of the window.
    - Note the undo command that allows the principal to change his/her response.
- The principal's response generates an automated email to the staff person requesting the override with a link to SIMS.
    - When the staff person follows the link to the student's record, they will see underlined text in the menu section under the icon legend that reflects their request for an override.
    - By clicking on the text the staff person can check the status of the override request.

Reports

- Let's return to the menu on the top left of the SIMS Screen. Click on *Reports* for several reporting options.
    - **School Team Notes by Date** allows the user to view or print a copy of all team notes entered for any student at the school between selected dates.
    - **Student Report** allows the user to select sections of the student's record in SIMS and view or print it. By clicking on the box next to summary, extended profile, flags, team notes, intervention summary, checklist/recommendations, and/or consultation forms, the user determines the components of the report to be generated. Note that the overall student report can now include progress monitor details.
    - The **Student Intervention Report** lists all of the interventions assigned to a student.
    - The **User Intervention Report** lists all of the interventions assigned to a staff person.
    - A **Flagged Student Report** will show students grouped by type of flag.

Printing a Report

- If necessary, the original request for team consultation and the responses to the request for information may be printed.
- Navigate to the menu on the upper left of SIMS screens and click on Reports.
- Select Student Report from the drop down list.
- Select the check boxes next to the sections of the Student Report to be printed. If only the Consultation forms are desired, all other check boxes should remain empty. If the entire student report is desired, all of the check boxes should be selected.
- Click on the *Generate Report* button at the bottom of the screen.
- When the report appears on the screen, click on the file menu at the top of the screen to access the web browser print command.

Spend a few moments creating various reports. These functions allow districts, schools or teachers to gather and organize data quickly and easily for analysis and evaluation.

Log Out: When we are finished working in SIMS, we can logout using the command in the menu.