

I-SWIS Student Case File Review Checklist

Instructions

This checklist is designed as a guide to review student case files in the Individual School-Wide Information System (I-SWIS) by certified I-SWIS facilitators or trained I-SWIS coordinators for a variety of purposes such as: case file problem-solving, personnel training and coaching, and summative evaluation of Tier 3 systems. This checklist may also be used as a supplement to measures such as the FBA/BIP-TATE or the Self-Assessment of (BSP) Contextual Fit.

Reviewer Steps

1. Log into I-SWIS and open the case file to be reviewed.
Reviewers with no access to the case file should schedule time to complete the review with a current user. Only request access to case files if you are assigned regular (e.g., weekly) data tasks.
2. Review each component based on I-SWIS feature along with identified data source.
3. Rate each item on a 4-point scale:
0 = missing **1 = started/minimal** **2 = sufficient** **3 = comprehensive**
4. These items are the **standard or minimum** requirements of a case file, if related issues or quality or adequate intensity of the case file are required, include these in the notes or follow-up with the coordinator or primary implementer.
5. Document and praise at least 3 positive components of the case file.
6. Prioritize no more than 2 missing or insufficient components for follow-up action planning to improve the case file.
7. Tailor feedback to coordinator and/or stakeholders based on professional judgment, involve all stakeholders in action planning to the extent appropriate.
8. Schedule a follow-up meeting or next review date.

Abbreviations/Terminology:

BIP or **BSP**: Behavior Intervention Plan or Behavior Support Plan (interchangeable)
documentation related to the individualized supports a student will receive

FBA: Functional Behavioral Assessment
comprehensive assessment of student strengths and behavioral challenges

I-SWIS: Individual School-Wide Information System (pbisapps.org)
web-based data system to monitor individualized student support plans (IEP, BIP, 504)

TFI: Tiered Fidelity Inventory (pbisapps.org)
Fidelity measure to guide team and coach evaluation of SWPBIS implementation

FBA/BIP TATE: FBA/BIP Technical Adequacy Tool for Evaluation (pbis.org)
fidelity measure to guide in evaluation of the technical adequacy of an FBA and BIP

Self-Assessment of (BSP) Contextual Fit (pbis.org)
measure to guide in evaluation of the contextual fit of a BSP within the school context



I-SWIS Student Case File Review Checklist

Reviewer: _____

Review Date: _____

Plan Coordinator: _____

Student initials: _____

<i>I-SWIS Case File</i> Component	Source	Rating			
		0	1	2	3
1. The case file Start Date is <i>no later than</i> the earliest date when individualized data were collected.	Plan documentation or coordinator interview				
2. The case file Team includes all relevant stakeholders who should be included in communications and/or decisions about supports.	Plan documentation, team meeting minutes, or coordinator interview				
3. The case file Team members with Access are limited to only stakeholders assigned to complete data tasks (e.g., entry, analysis, updates) regularly and access level is appropriate to task.	Action plan, team meeting minutes, or coordinator interview				
4. The case file Documents include at least the most recent assessment summary and plan summary are uploaded. Previous versions and additional electronic files are uploaded as appropriate.	Student File Set-Up Checklist, Action plan, or coordinator interview				
5. The case file Measures include at least one “Fidelity” measure type that monitors adult implementation at least weekly.	Data sheets, Action plan, Student File Set-Up Checklist, or coordinator interview				
6. The case file Measures include at least one “Outcome” measure type that monitors student response or impact at least twice weekly.	Data sheets, Action plan, Student File Set-Up Checklist, or coordinator interview				
7. The case file Measure Reports indicate that the data including school status, measure data, notes, and plan changes are up-to-date (within 3 school days) and logical.	I-SWIS Measure Reports <i>exclude days with Absent or No School status</i>				
8. If appropriate, the case file Segment and Single Segment reports indicate that at least one measure is collected with additional detail (e.g., by period, by category).	I-SWIS Segment and/or Single Segment Reports				
9. The case file Implementation Status is reasonable based on current patterns of both fidelity and outcome data.	I-SWIS Reports, team meeting minutes, or coordinator interview				
10. All case file Team Members receive progress reports and have an opportunity to provide input on decisions at least twice monthly.	Action plan, meeting minutes, progress reports, or coordinator interview				



Reviewer: _____

Review Date: _____

Plan Coordinator: _____

Student initials: _____

Components of I-SWIS Successfully Implemented:

Component & Rating	Comments

Recommendations for Case File Refinement/Improvement:

Component & Rating	Action Item	Who	By When

Additional Comments: