BRIGANCE®

BRIGANCE® Online Management System (OMS)

Teacher's Guide

Hawker Brownlow EDUCATION

BRIGANCE® *Online Management System (OMS)*
Teacher's Guide

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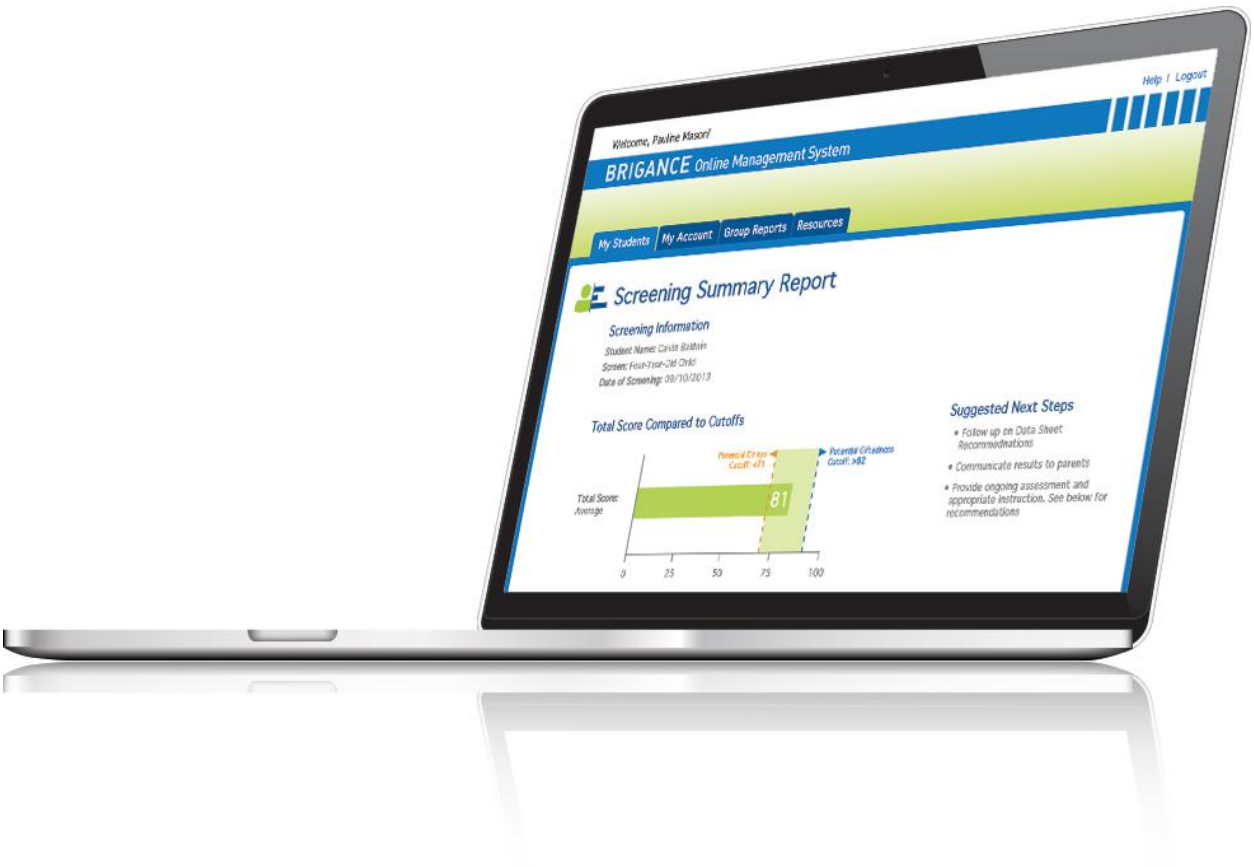


The BRIGANCE OMS

Section 1
Introduction

***Welcome to the BRIGANCE* OMS!**

Welcome to the BRIGANCE *Online Management System (OMS)*! The all-new BRIGANCE *OMS* is a powerful, user-friendly online data management and reporting tool that allows you to:

- Easily track all of your data in one place
- Automatically score screening results and compare them to cutoffs
- Generate easy-to-interpret reports for individual students or groups (classes, schools and districts)
- Access helpful resources including family letters, learning plans, take-home activities, teacher-friendly instructional activities and additional assessment resources

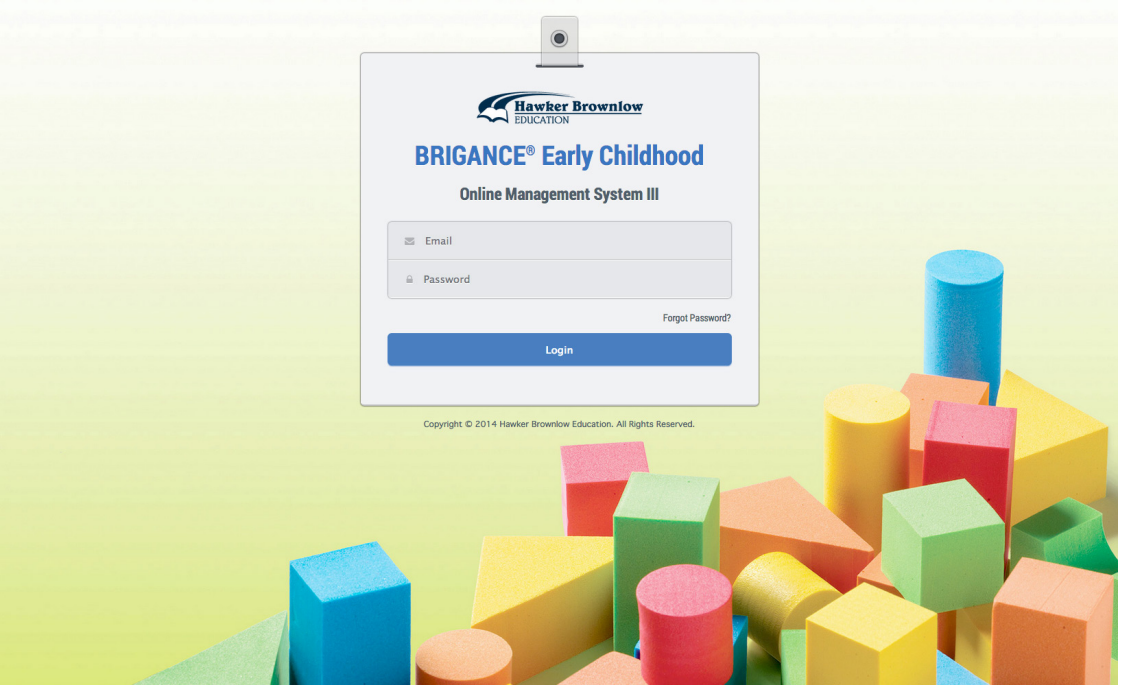
The role and privileges of an Administrator differ from those of a Teacher or Data Entry user.

There are three different user types: **Administrator**, **Teacher** and **Data Entry user**.

Administrators have the ability to manage an account by adding users and schools/classes. Administrators also have access to all functionality available to Teachers and Data Entry users.

Teachers can add students or edit information for students in their classrooms. They can enter assessment data, view individual student and group reports, and access resources such as the Readiness Activities or Family Connections section.

Data Entry users can access the **Student List** to enter screening data and access the Resources tab.



The login screen

Section 2
Getting Started

All users log in at http://oms.brigance.com.au

To log in to the *OMS*:

1. Type the following URL into a web browser: http://oms.brigance.com.au
2. You will have received your username and password via email. Type in your username (which is often your email address) and your password
3. Click the **Login** button

What if I lose or forget my password?

If you forget your password:

1. Click the **Forgot password?** link on the login page
2. Enter your username, email address and verification code
3. Click **Submit**
4. Check your email inbox for an email with your new temporary password
5. Log in to the *OMS* with your username and temporary password
6. Click **Change Password** under the **My Account** tab to set a new password

How do I change my password?

To change your password:

1. Click the **Change Password** link under the **My Account** tab
2. Enter your current password
3. Enter your new password twice to confirm the spelling is correct
4. Click **Save** to save the changes

What can I expect when I log in to the system?

How do I navigate around the OMS?

When you log in to the *OMS*, you will see your Student List. From this page, you can view details on an individual student, edit student information or begin entering screening data for a student. You can also choose to navigate to another page using the navigation tabs at the top of the page. Below are the main pages of the OMS:

1. **My Students.** The **Student List** shows your student roster and the date each student was last assessed, to give you an at-a-glance view of who has been assessed or not yet assessed. Action icons allow you to easily start entering data for a student. After selecting a student, you can edit student information, view the student's screening history, generate student reports, and access resources to track observations and additional assessment.

   See Section 3: Managing Student Information on page 9 for more information.

2. **My Account.** This tab includes the Change Password page. The **Change Password** page allows you to change your password.
3. **Group Reports.** The **Screening Reports** page allows you to generate, view, print and export group reports, allowing you to aggregate information across an entire district, school or class.

   See Section 6: Group Reports on page 20 for more information.

4. **Resources.** This tab includes three sections: Family Connections, Readiness Activities and the Screens Technical Manual.

   - The **Family Connections** section includes PDF resources such as family letters and take-home activities that strengthen home-school connections.
   - The **Readiness Activities** page lists PDFs of instructional activities by domain from the BRIGANCE *Readiness Activities.*

- The **Screens Technical Manual** page provides a PDF of the *Screens III Technical Manual*, which includes research and scoring information for the BRIGANCE *Screens III*.

See Section 7: Resources on page 25 for more information.

What if I have a question? How do I contact Technical Support?

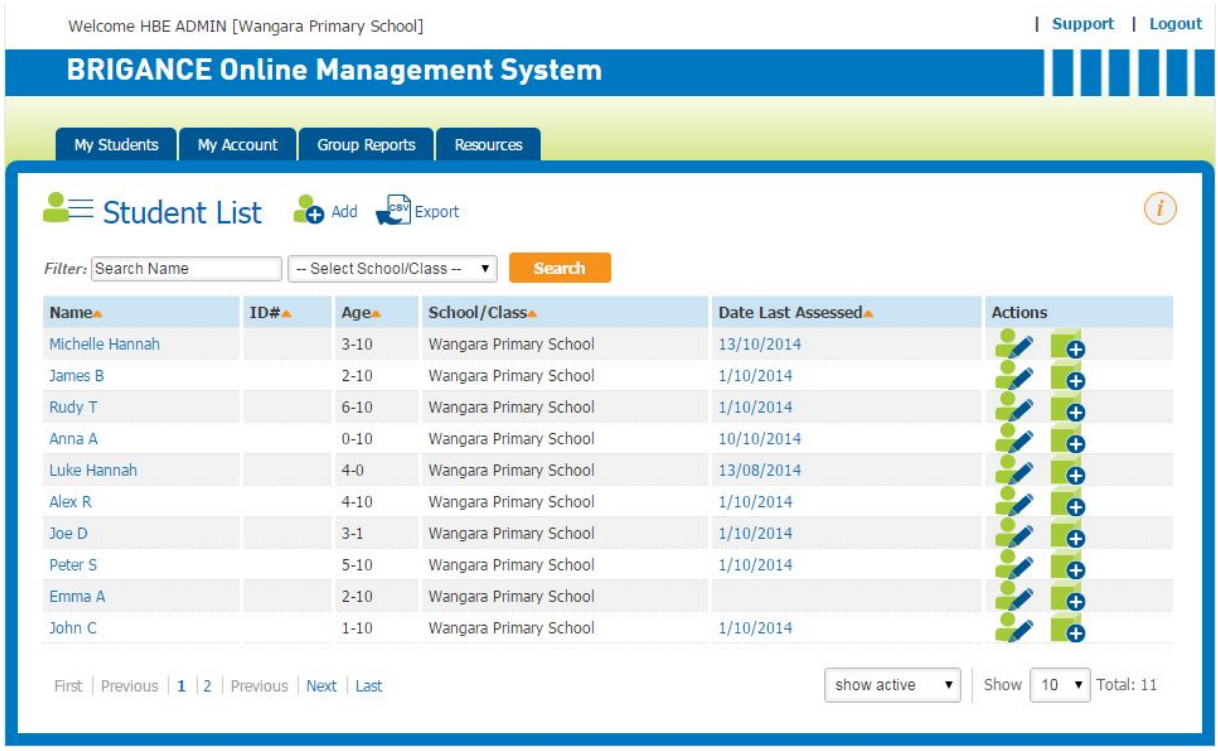
Each page has a Support icon with step-by-step directions to guide you through the *OMS*.

If the support provided within a specific section of the *OMS* does not provide sufficient guidance, you can also click the Support link at the top of the page for quick access to contact information for Technical Support and a PDF of the User Guide.

If questions arise and are not easily answered through information provided within the *OMS,* the Hawker Brownlow Education Technical Support team can be reached by phone or email.

Technical Support Contact Information:

- Email: hbe@brigance.com.au



The Student List

Section 3
Managing Student Information

Viewing the Student List and adding new students

Students can be added to the *OMS* by Administrators or Teachers. Data Entry users are able to view the Student List in order to select students and enter screening data, but they cannot add students or edit student information.

To add a new student:

1. Open the **Student List** under the **My Students** tab
2. Click the **Add** icon at the top of the page
3. Enter First Name, Last Name, Date of Birth and Class. It is recommended that you also complete optional demographic indicators such as gender and ethnicity to allow you to filter certain group reports by these characteristics
4. Click the **Save** button to successfully add the new student

Editing information for a student or changing a student's class assignment

To edit information for a student or change a student's class assignment:

1. Open the **Student List**
2. In the **Actions** column, click the **Edit Information** icon for the student whose information you would like to edit
3. Make desired changes
4. Click the **Save** button to save your changes

Entering Psychosocial Risk Factors

Psychosocial Risk Factors

Psychosocial risk factors are optional indicators recorded within a student's records; these risk factors should be recorded if your program is using at-risk cutoffs. At-risk cutoffs are particularly useful for programs with a large number of at-risk children, as they distinguish which children may be adequately served by prevention programs and which children may have true developmental delays.

Children with four or more psychosocial risk factors will have their screening scores compared to an at-risk cutoff in the Screening Summary Report, if they score below the cutoff for potential developmental delays.

To enter a student's Psychosocial Risk Factors:

1. Open the **Student List**
2. Click the name of the student for whom you would like to enter risk factors
3. Click the **Risk Factors** link in the left navigation menu
4. Check off the relevant psychosocial risk factors
5. Click the **Save** button

Deactivating a student

If you wish to remove a student's information from group reports (if, for example, a student has moved or left the school), you can deactivate the student's record.

To deactivate a student:

1. Open the **Student List**
2. Click the **Edit Information** icon in the **Actions** column for the student you would like to deactivate
3. Click the **Inactive** checkbox under **Student Information**
4. Click **Save** to save your changes

Note: Deactivating a student does not delete the student from the OMS; instead, deactivating a student hides the student from the default active Student List and removes that student's data from group reports. You can view inactive students by selecting "show inactive" or "show all" from the dropdown menu in the lower right corner of the Student List page.

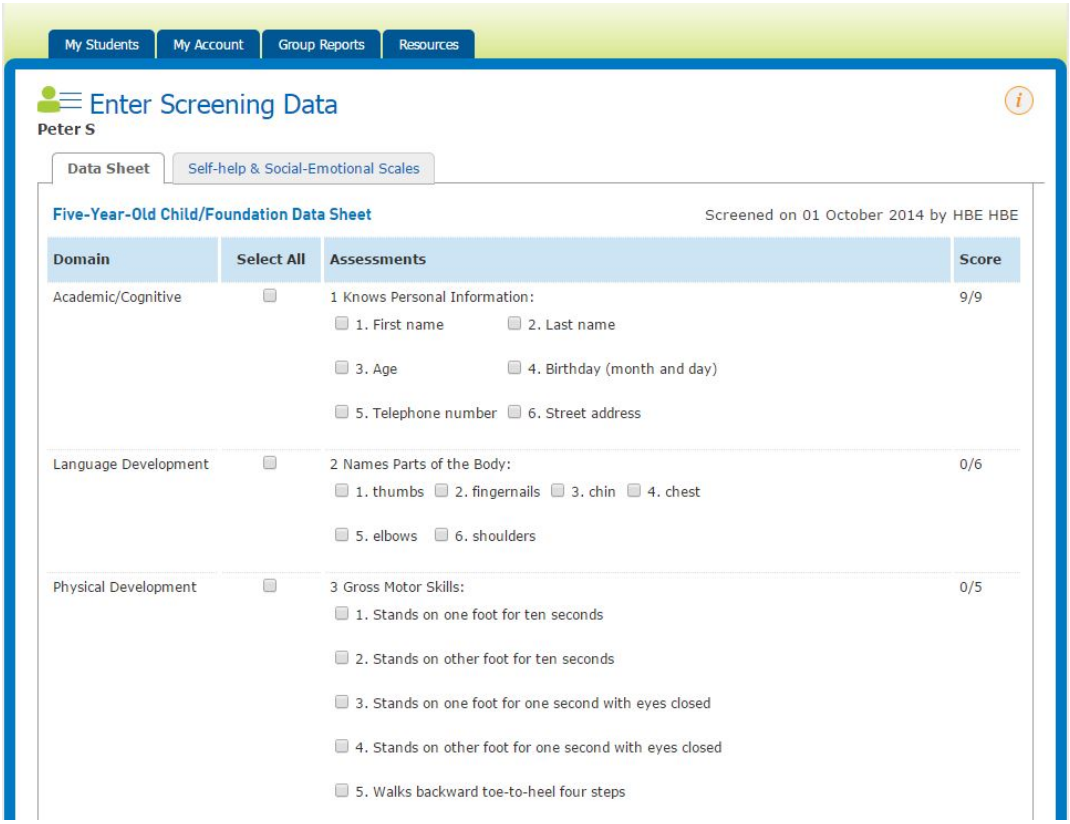
Reactivating a student

To reactivate a student:

1. Open the **Student List** and select **Show Inactive** from the dropdown menu in the lower right corner
2. Click the **Edit Information** icon in the **Actions** column for the student you would like to reactivate
3. Uncheck the **Inactive** checkbox under **Student Information**
4. Click **Save** to save your changes

Exporting student information

The Student List can also be **exported as a CSV file** by clicking the **Export** icon at the top of the page, so that you can easily view or save information on each student in your account. The CSV file also provides demographic information and parent information for each student.



The online Data Sheet

Section 4
Managing Screening Data

Viewing a student's screening status on the Student Profile page

If you click a student's name on the **Student List**, this will direct you to the student's **Student Profile** page. The Student Profile page provides a quick summary of all assessment activity for the selected student. From this page, you can easily:

1. **See previously entered data** for the Core Assessments and the Self-help & Social-Emotional Scales. The status of each is indicated as "saved" or "scored" and direct links provide easy access to the data
2. **Enter new screening data** for the Core Assessments and the Self-help & Social Emotional Scales
3. **View student reports** after submitting and scoring Core Assessment data by clicking the Summary link in the Summary Report column or by clicking one of the report links at the bottom of the page

All users (Administrators, Teachers and Data Entry) have the ability to enter screening data for a student.

Only Administrators and Teachers have access to additional student information available in the pages listed on the left side of the screen. Using this left-hand navigation, you can:

1. **View or edit student information** (see pages 9 and 10)
2. **Enter the student's psychosocial risk factors** (see page 10)
3. **Manage observations** (see page 15)
4. **Access additional assessment resources** (see page 15)
5. **View student reports** (see page 16)

Entering data from the Data Sheet (Core Assessments)

To enter data for the Data Sheet (Core Assessments):

1. Open the **Student List** and click the **Enter Screen Data** icon in the **Actions** column for the desired student

   OR

   Click the **Enter New Screening Data** icon on the **Student Profile** page
2. Prior to entering data, make sure you have the child's completed Data Sheet
3. Enter the assessment date and examiner name written on the Data Sheet (examiner will already be prepopulated based on your name; if you were not the examiner, you can change this field to reflect the actual examiner's name)
4. Click the **Start** button
5. Check each skill that was circled (i.e. marked as mastered) on the child's Data Sheet. You can check the **Select All** checkbox in the second column to quickly check all skills for a given assessment. If the Select All checkbox was checked in error, it can be de-selected.
   Helpful tip: If most items (even if not all) were mastered, you can check the Select All checkbox, and then de-select those items that the child did not master
6. Click the **Save** button to save data while you are working or if you would like to return at a later time to finish entering data. You can return by clicking the link to the **Data Sheet** on the **Student Profile** page. Click the **Submit** button when you are ready to submit and score the Data Sheet.

Entering data from the Self-help and Social-Emotional Scales

For children 2+ years of age, if domain-level scores are desired for self-help and social-emotional skills, then administer the Self-help and Social-Emotional Scales and enter data in the *OMS* using the steps below.

To enter data from the Self-help and Social-Emotional Scales:

1. Prior to entering data, make sure you have the completed Parent or Teacher Report for the Self-help and Social-Emotional Scales
2. Data for the Self-help and Social-Emotional Scales can be entered at the same time as data is entered for the Core Assessments by clicking the **Self-help & Social-Emotional Scales** tab on the online **Data Sheet** page. Alternatively, this data can also be entered after the Core Assessments have been saved by navigating to the child's **Profile** page and clicking **Continue** in the **Self-help & Social-Emotional Scales** column.
3. For each question, click the radio button for the appropriate response. All questions must be answered in order to submit and score the Self-help and Social-Emotional Scales
4. Click the **Save** button if you would like to save data while you are working or return at a later time to finish entering data. You can return by clicking the **Self-help & Social-Emotional Scales** link on the **Student Profile** page. Click the **Submit** button when you are ready to submit and score the Self-help & Social-Emotional Scales.

*Helpful tip: If you enter data for the Data Sheet (Core Assessments) and the Self-help and Social-Emotional Scales at the same time, clicking the **Submit** button will submit and score both forms.*

Managing observations

Observations

When considering a child's development, it is crucial to incorporate both formal screening and informal observation methods to support a more complete picture of the child.

You can access the **Observations** section by navigating to the **Student Profile** page and then clicking the **Observations** link in the left-hand navigation menu. The Observations section includes links to the Screening Observations Forms, which can be used to collect authentic information during or immediately after a screening to inform the need for further screening or treatment.

Accessing additional assessment resources

Additional Assessment Resources

You can access this section by navigating to the **Student Profile** page and then clicking the **Additional Assessment** link in the left-hand navigation menu. The Additional Assessment link provides PDFs for recording data on the Supplemental Assessments and the Reading Readiness Scale.

The **Supplemental Assessments** immediately follow the Core Assessments in your *Screens III* manual. The Supplemental Assessments allow you to assess a child's mastery of more advanced skills than those presented in the Core Assessments. Supplemental Assessments are available for two-year-old children to Year One.

The **Reading Readiness Scale** immediately follows the Self-help & Social-Emotional Scales in your *Screens III* manual. The Reading Readiness Scale is a standardised measure of skills and behaviours related to emergent literacy; normative scores are available for five-year-old children.

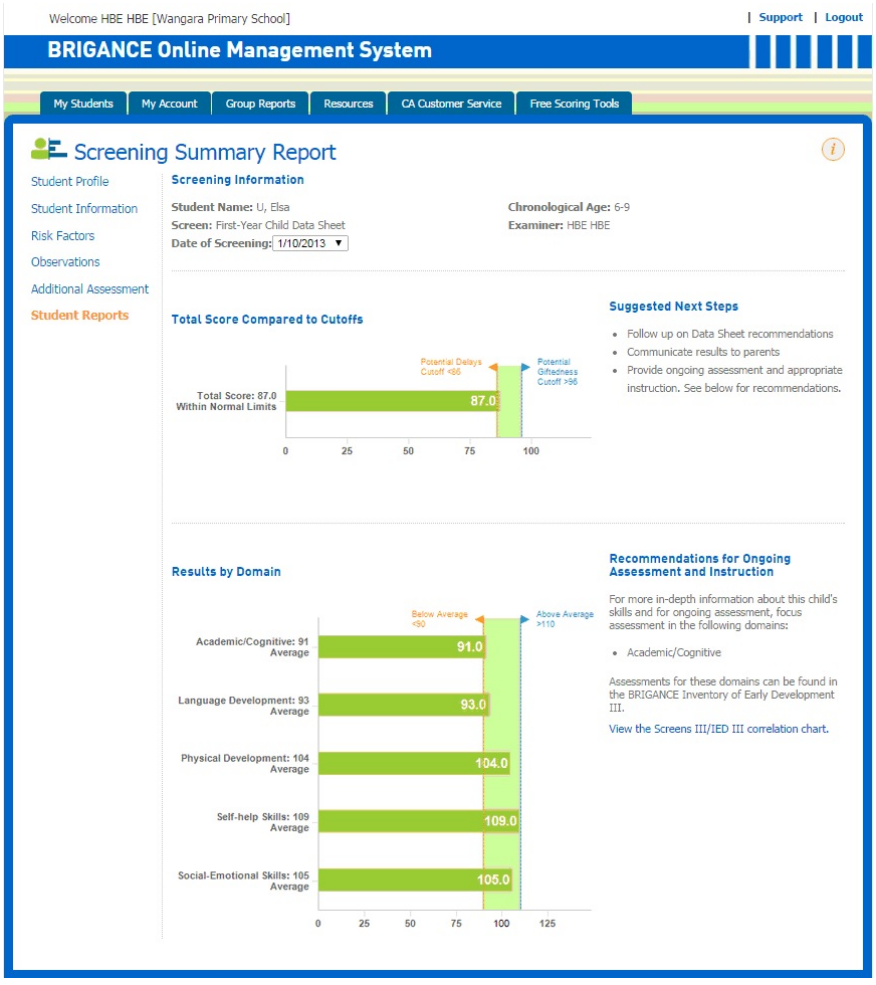
Section 5
Student Reports

Viewing student reports

Individual student reports are easily accessible from the **Student Profile** page or the **Student Reports** page. There are three reports that show screening results for individual children:

1. Screening Summary Report
2. Screening Progress Report
3. Parent Report

1. Screening Summary Report



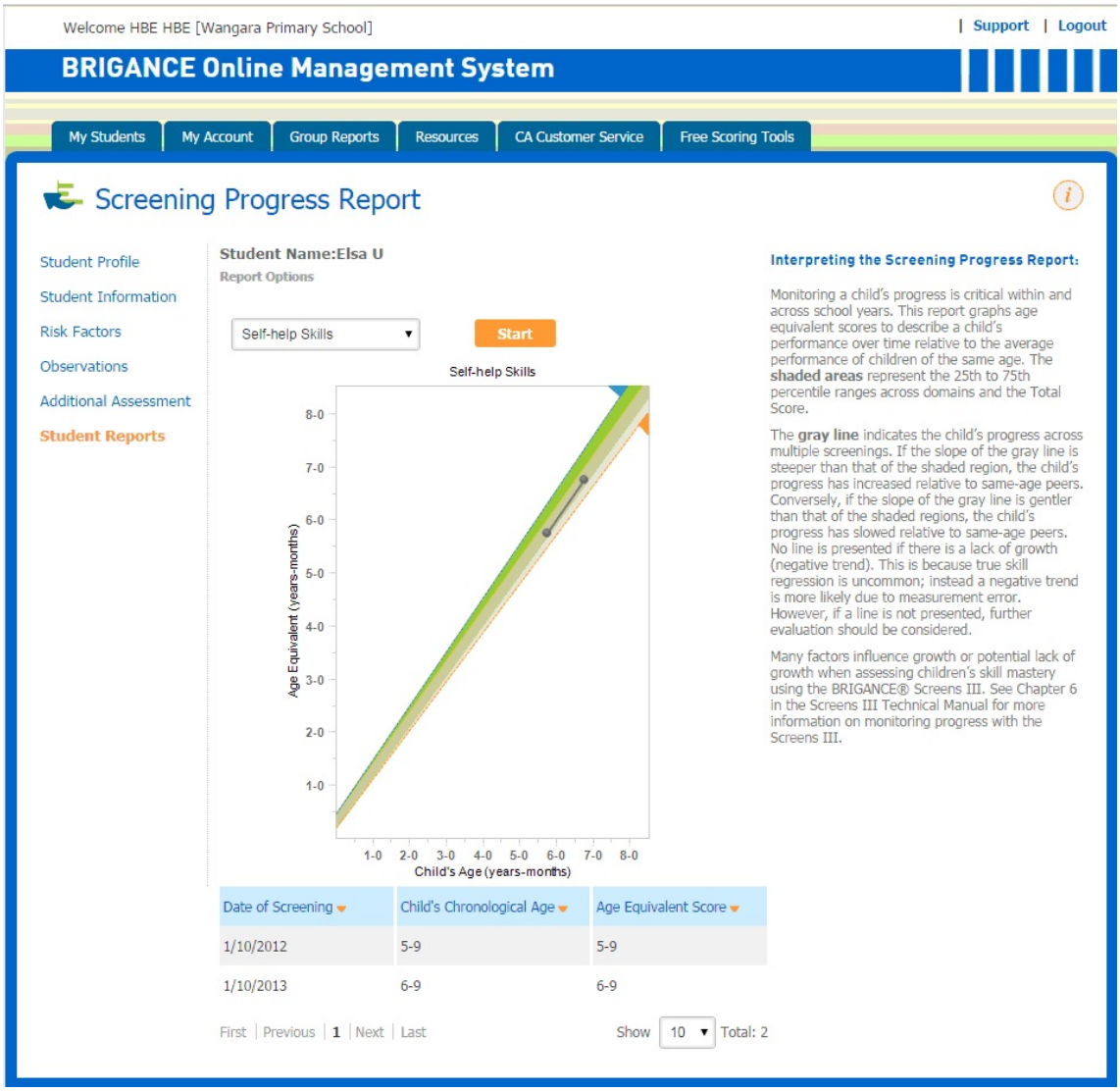
This report displays a summary of a child's total score compared to cutoffs, as well as results by domain. After data has been submitted and scored for the Core Assessments, the option to view the Screening Summary Report is available on the **Student Profile** page.

You can view the following information in the Screening Summary Report:

- **Total Score Compared to Cutoffs** shows how the child's raw score compares to cutoffs for potential developmental delays and potential giftedness
- **Results by Domain** show how the child's domain composite scores compare to the average range of 90-110 (see page 32 of the *Screens III Technical Manual* for more information on how "average" is defined by the normative sample). Self-help and social-emotional results are displayed here if data for the Self-help and Social-Emotional Scales has been submitted and scored
- **Suggested Next Steps** provide recommended next steps for the teacher to complete after screening the child (e.g. for a child whose performance is below cutoff, referral recommendations are included)
- **Recommendations for Ongoing Assessment and Instruction** are based on screening results by domain. The *Screens III*/*IED III* correlation chart can be used to identify which assessments in the BRIGANCE *Inventory of Early Development III (IED III)* should be administered for an in-depth look at the child's strengths and needs. The **Readiness Activities** section under the **Resources** tab includes targeted instructional activities by domain

Consult Chapter 6 of the Screens III Technical Manual *for more information on monitoring progress with the* Screens III.

2. *Screening Progress Report*

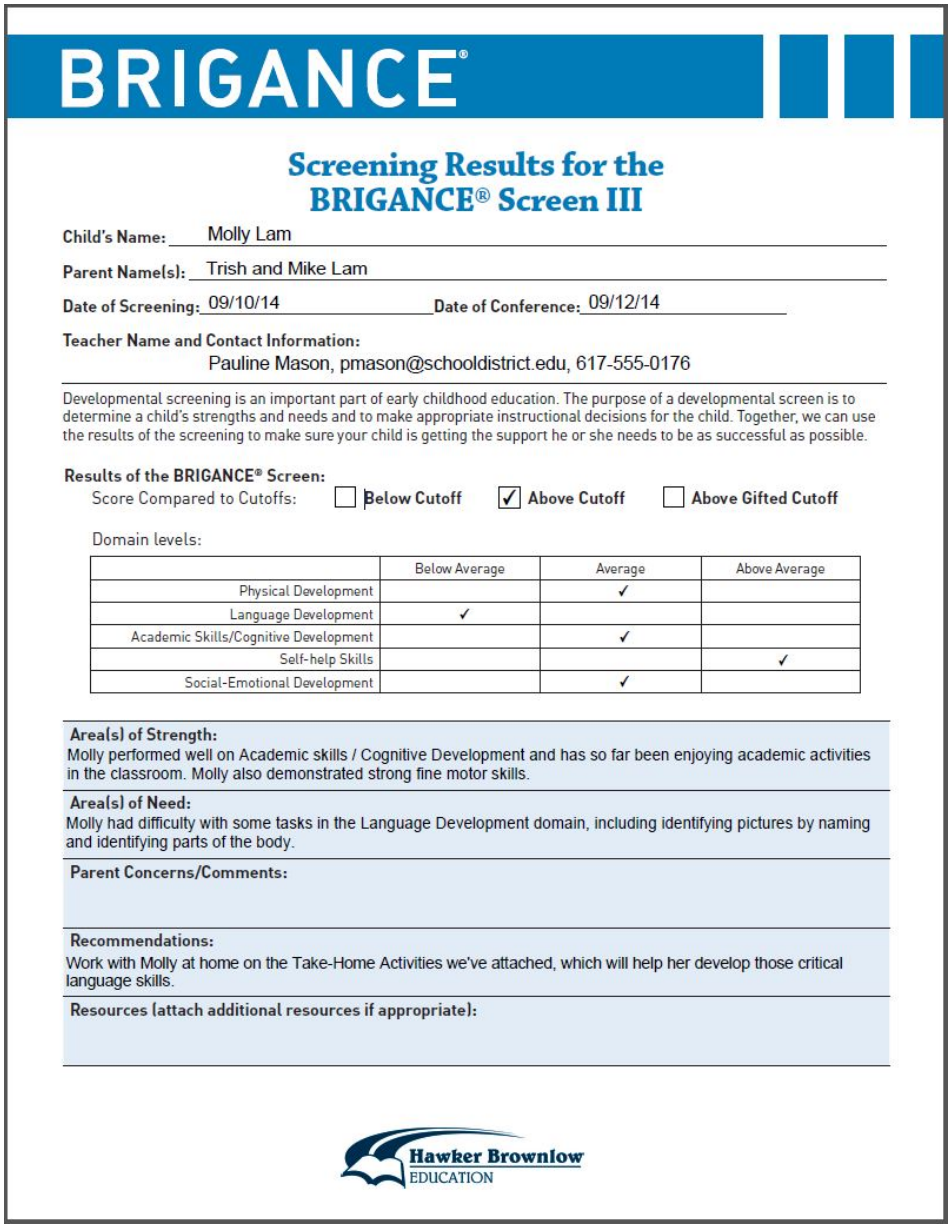


If the *Screens III* has been administered at two or more points in time, a child's progress can be reported over that period. This report uses the child's age equivalent scores to plot progress across multiple screening administrations. Age equivalent scores can be used to describe a child's performance relative to the average performance of that child's age group.

The shaded areas of the progress graph indicate the 75th and 25th percentile ranges across domains and the total score. If the child's progress slows or increases relative to same-age peers, the slope of the child's progress line would be more gradual or steeper, respectively, than the 50th percentile line.

Consult Chapter 6 of the Screens III Technical Manual *for more information on monitoring progress with the* Screens III*.*

3. Parent Report



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Screening Results for the BRIGANCE® Screen III

Child's Name: Molly Lam

Parent Name(s): Trish and Mike Lam

Date of Screening: 09/10/14 **Date of Conference:** 09/12/14

Teacher Name and Contact Information:
Pauline Mason, pmason@schooldistrict.edu, 617-555-0176

Developmental screening is an important part of early childhood education. The purpose of a developmental screen is to determine a child's strengths and needs and to make appropriate instructional decisions for the child. Together, we can use the results of the screening to make sure your child is getting the support he or she needs to be as successful as possible.

Results of the BRIGANCE® Screen:
Score Compared to Cutoffs: ☐ Below Cutoff ☑ Above Cutoff ☐ Above Gifted Cutoff

Domain levels:

	Below Average	Average	Above Average
Physical Development		✓	
Language Development	✓		
Academic Skills/Cognitive Development		✓	
Self-help Skills			✓
Social-Emotional Development		✓	

Area(s) of Strength:
Molly performed well on Academic skills / Cognitive Development and has so far been enjoying academic activities in the classroom. Molly also demonstrated strong fine motor skills.

Area(s) of Need:
Molly had difficulty with some tasks in the Language Development domain, including identifying pictures by naming and identifying parts of the body.

Parent Concerns/Comments:

Recommendations:
Work with Molly at home on the Take-Home Activities we've attached, which will help her develop those critical language skills.

Resources (attach additional resources if appropriate):

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This report provides an easy way for teachers to share a child's screening results with parents/caregivers. The Parent Report quickly shows a child's performance compared to cutoffs for the Core Assessments as well as performance in individual domains.

It is best to talk with parents face-to-face when discussing screening results. Consult the "Communicate Screening Results" section in the Step-by-Step Screening Procedures of your *Screens III* manual for tips on sharing screening results with families.

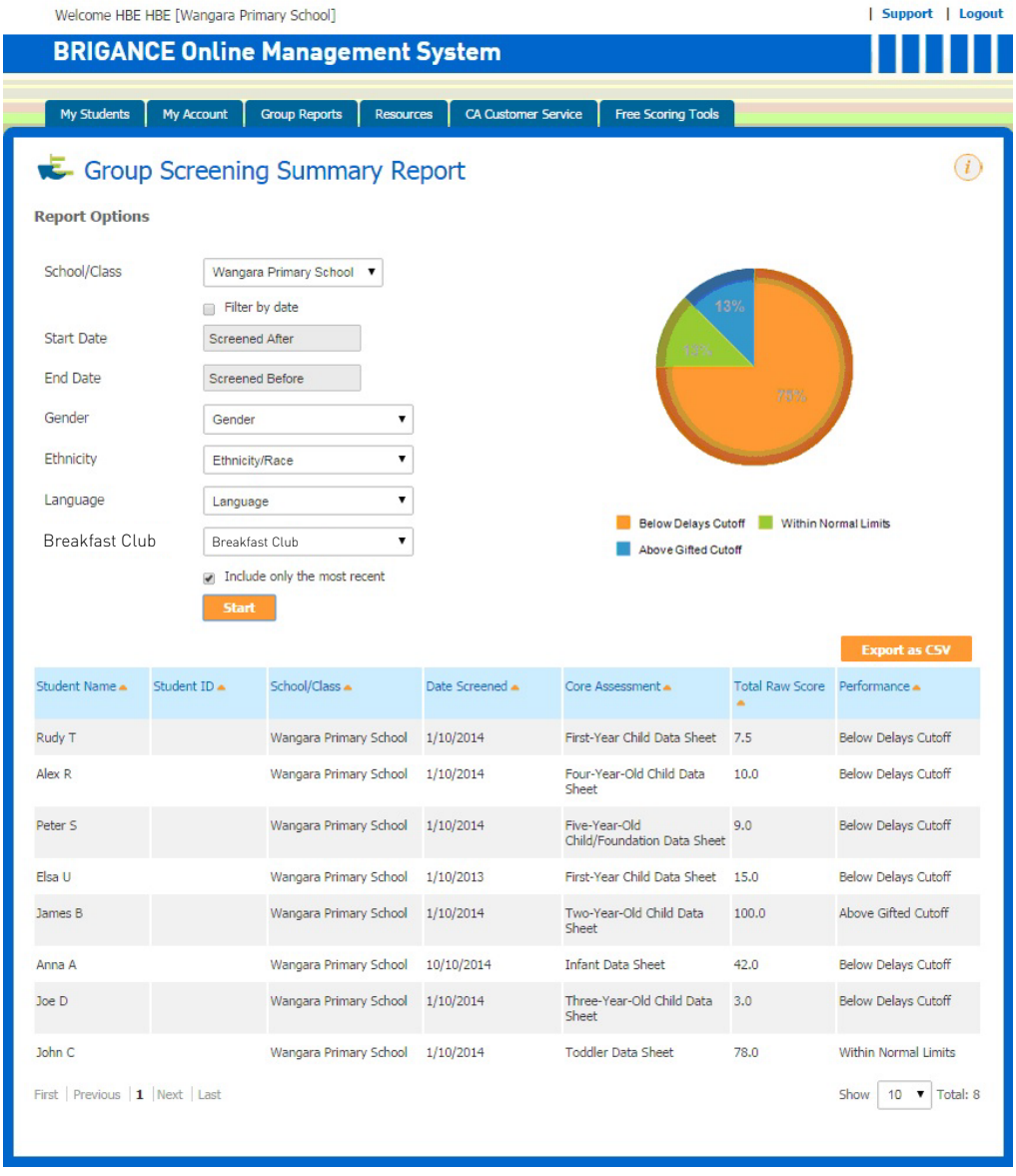
Section 6
Group Reports

Viewing group reports

Group reports are easily accessible in the **Group Reports** tab. There are two group screening reports that show screening results by district/school/class:

1. Group Screening Summary Report
2. Children Screened/Not Screened Report
3. At-Risk Report

1. Group Screening Summary Report



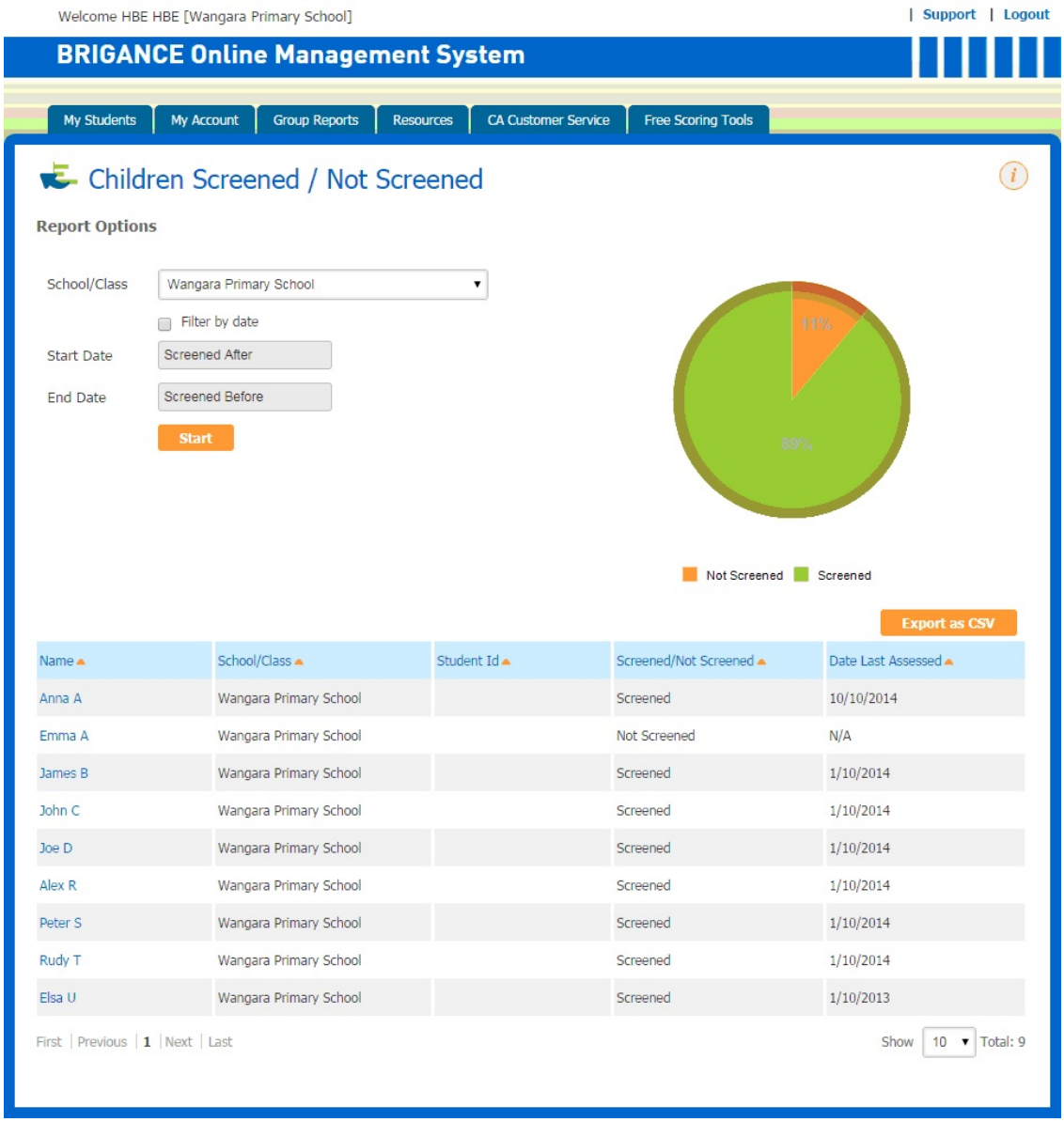
This report provides an overview of screening performance and cutoff implications for a group of children.

- Check the **Filter by date** box to limit screening results to a specific date range
- Filter by demographics such as Gender or Ethnicity to view targeted results
- Click the **Export as CSV** button to generate a CSV file with the screening results displayed in the report as well as results by domain for the Core Assessments and Self-help and Social-Emotional Scales, if administered

Use this report to quickly see how an entire district, program, school or class performed during a specific time period. Only the most recent screening for each child during the specified date range will appear in the report. If the report is not filtered by date, then there are no timing restrictions on the reported screening data, and all Core Assessment data that has been scored will be considered in generating the report.

The export file includes all information displayed in the report as well as additional information on each child such as date of birth, demographic information and performance by domain. Data in the export file can be easily filtered/analysed to aggregate results by demographic indicators or performance compared to cutoffs.

2. Children Screened/Not Screened Report



This report displays those children who have and have not been screened within a selected time period.

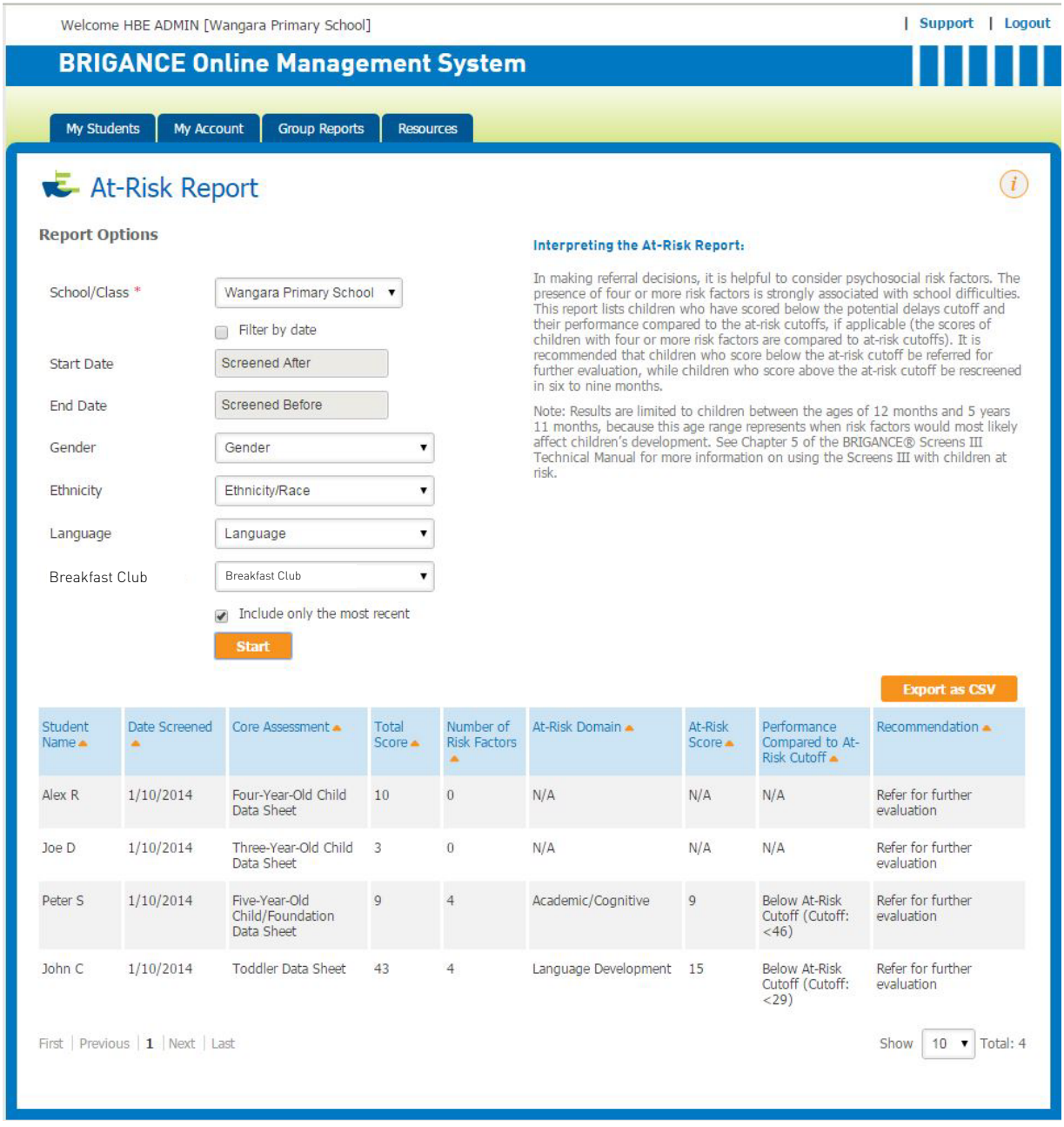
- Check the **Filter by date** box to limit screening results to a specific date range
- Click the **Export as CSV** button to generate a CSV file of the report results, including demographic information

Use this report to quickly determine which children within a specific school or class still need to be screened. If the report is not filtered by date, then there are no timing restrictions on the reported screening data, and all Core Assessment data that has been scored will be considered in generating the report.

*Helpful tip: If your program requires children to be screened by a certain date, use the **filter by date** field to focus on those children not screened within the critical timeframe.*

The export file includes all data within the report plus additional information such as date of birth and gender. The exported data can be easily filtered/analysed to aggregate results by school/class or demographic indicators.

3. At-Risk Report



In making referral decisions, it is helpful to consider psychosocial risk factors. The presence of four or more risk factors is strongly associated with school difficulties. This report lists children who have scored below the potential delays cutoff and their performance compared to the at-risk cutoffs, if applicable (the scores of children with four or more risk factors are compared to at-risk cutoffs). It is recommended that children who score below the at-risk cutoffs be referred

for further evaluation, while children who score above the at-risk cutoffs be rescreened in six to nine months.

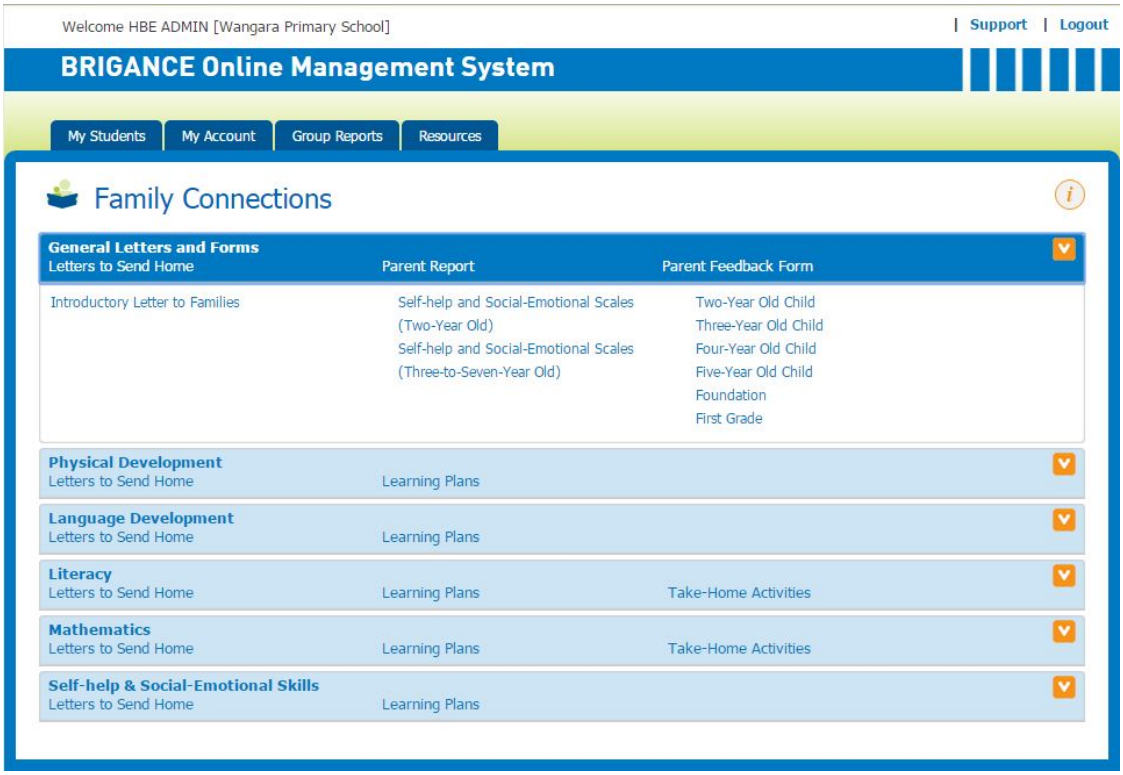
Note: Results are limited to children between the ages of 12 months and 5 years 11 months, because this age range represents when risk factors would most likely affect children's development. See Chapter 5 of the Screens III Technical Manual *for more information on using the* Screens III *with children at risk.*

This report lists children who **have scored below the potential developmental delays cutoff**, their risk status based on the number of psychosocial risk factors captured in the student information section and, if applicable (4+ risk factors), their performance compared to the at-risk cutoffs.

Filter by demographic information to limit screening results to a specific groups of children.

- Click the **Export as CSV** button to generate a CSV file of the report results, including demographic information

The export file includes all data within the report plus additional information such as date of birth and gender. The exported data can be easily filtered/analysed to aggregate results by school/class or demographic indicators.



The Family Connections page

Section 7

Resources

The **Resources** section of the *OMS* provides information useful for implementing the BRIGANCE assessments, including resources for connecting with families, instructional activities from the BRIGANCE *Readiness Activities*, and the *Screens III Technical Manual*.

Family Connections

It's critical to keep families informed and involved in their child's development. The resources in this section help strengthen home-school connections.

Use the **arrows on the right** to expand and collapse the menus, enabling you to fully view each section and click the PDF links.

- **Letters to Send Home:** These family-friendly letters are available for you to engage parents/caregivers by informing them of what their children are learning in the classroom and recommending activities to support the development of those skills at home

- **Parent Reports & Feedback Forms:** These forms allow parents to communicate information about their child that can help guide program decisions. These forms are provided in your *Screen III* manual following the Supplemental Assessments section
- **Learning Plans:** These one-page learning plans can be sent home to parents/caregivers to inform them of what their child is learning in the classroom
- **Take-Home Activities:** These literacy and mathematics activity booklets provide fun activities for parents/caregivers to complete with their child using materials found in the home

Readiness Activities

The BRIGANCE *Readiness Activities* are engaging, easy-to-plan developmental activities targeting key readiness skills. The PDFs provided in this section offer quick and easy access to a wealth of instructional activities in the key domains of physical development, language development, literacy, mathematics and social-emotional development.

Use the **arrows on the right** to expand and collapse the menus, enabling you to fully view each section and click the PDF links.

- **Correlation to the BRIGANCE *IED III*:** The *Readiness Activities* are correlated to the BRIGANCE *Inventory of Early Development III (IED III)*, making it easy to provide targeted instruction based on a student's areas of need that were identified with the comprehensive criterion-referenced assessments in the *IED III*.
- **Activities by domain:** The PDFs of the *Readiness Activities* are listed by domain, making it easy to locate appropriately targeted instructional activities after identifying areas of need with the *Screens III* or *IED III*.

Screens III Technical Manual

The *Screens III Technical Manual* includes in-depth information on the standardisation, reliability and validity of the BRIGANCE *Screens III.* The *Screens III Technical Manual* also includes detailed scoring information and in-depth information about administration procedures.

Appendix
System Requirements

Supported Operating Systems and Web Browsers (Minimum Requirements):

Operating System	Internet Explorer	Safari	Firefox	Chrome
Windows XP SP3	8.x	NA	5.x – 22.x	28.0.1500.68
Windows Vista	8.x, 9.x	NA	5.x – 22.x	28.0.1500.68
Windows 7 SP1	9.x, 10.x	NA	5.x – 22.x	28.0.1500.68
Windows 8	10.x	NA	5.x – 22.x	28.0.1500.68
Windows 10	11.x, 14.x, 15.x	NA	5.x – 22.x	28.0.1500.68
OSX 10.5 (Leopard)	NA	4.x, 5.x	5.x – 16.0.2	28.0.1500.68
OSX 10.6 (Snow Leopard)	NA	4.x, 5.x	5.x – 22.x	28.0.1500.68
OSX 10.7 (Lion)	NA	5.x, 6.x	5.x – 22.x	28.0.1500.68
OSX 10.8 (Mountain Lion)	NA	6.x	5.x – 22.x	28.0.1500.68
Chrome OS (v27)	NA	NA	NA	28.0.1500.68

Other Required Software:

(Windows only) Adobe Acrobat Reader. The latest version can be downloaded here: http://get2.adobe.com/reader/

Web Browser Settings:

- JavaScript must be enabled
- Cookies must be enabled
- Pop-ups must be allowed for **oms.brigance.com.au**

Firewall Settings:

The following URL must be added to the 'safe list' (often called the 'white list') on all firewalls, web proxy servers and/or content filters: **http://oms.brigance.com.au**