CICOSWIS

Facilitator's Guide

October 2018

PBISApps

Important Contact Information

Website: www.pbisapps.org
Email: support@pbisapps.org
Phone: 855-455-8194
PBIS TA Center: www.pbis.org

Co-Facilitator(s)

_____

_____

My Information

Name _____

Email (PBISApps Username) _____

SWIS Certification Date _____

CICO-SWIS Certification Date _____

I-SWIS Certification Date _____

My SWIS Suite Schools

District	School	S	C	I

S=SWIS; C=CICO-SWIS; I=ISIS-SWIS

The CICO-SWIS Facilitator's Guide

October 2018

Table of Contents

Welcome to PBISApps:
A Letter from the Director

Dear CICO-SWIS Facilitators,

Welcome! You are joining a community of over 30,000 PBISApps users who are making a difference in student outcomes in every U.S. state and territory and nine countries. Check-In Check-Out (CICO) is the most commonly-used and effective Tier II behavior support intervention in existence. With this guide, you'll be able to assist teams to:

- Implement the CICO process smoothly

- Avoid common errors in implementation

- Assess student progress quickly and accurately

- Increase school-home communication, especially for positive news

This application will help you to help other educators make their Tier II interventions more effective, efficient, equitable, and durable. I thank you for the work you are doing to improve outcomes for children, youth, and adults.

Kent McIntosh, PhD

What is PBISApps?

PBISApps is a not-for-profit group, developed and operated by faculty and staff at Educational and Community Supports (ECS), a research unit within the College of Education at the University of Oregon. ECS began in 1999 and continues to remain focused on the same mission: To implement practices resulting in positive, durable, scientifically validated change in the lives of individuals with disabilities and their families.

PBISApps is the maker of the School-Wide Information System (SWIS) Suite, PBIS Assessment, and PBIS Evaluation. Our applications have been implemented in more than 25,000 schools in the US and abroad. PBISApps has been making schools safer, more productive places for more than a decade by empowering educators to make data-driven decisions as problems emerge.

Our PBISApps Mission Statement

To support educators to create effective, equitable learning environments for all students by giving educators access to high quality data systems and training.

The Apps in PBISApps

The PBISApps team manages a series of online applications related to the implementation of multi-tiered systems of support (MTSS). These applications include: The SWIS Suite, PBIS Assessment and PBIS Evaluation.

PBIS Assessment

PBIS Assessment is an application for entering survey data related to a school's implementation of positive behavioral interventions and supports (PBIS). Surveys are completed online with reports immediately available as soon as the survey is submitted. The application makes it easier for teams to improve their PBIS implementation to benefit students, families, and the overall school culture. The best news about PBIS Assessment: It's totally free!

PBIS Evaluation

PBIS Evaluation is an online application combining data from the SWIS Suite and PBIS Assessment across all schools within a state, region, or district. The reports in PBIS Evaluation address the three most frequently assessed evaluation questions a state, region, or large district faces:

1. Which schools are actively engaged in PBIS implementation?

2. Are schools implementing PBIS with fidelity?

3. Is the implementation having an effect on student behavior?

By including data from the SWIS Suite and PBIS Assessment, users generate reports related to office discipline referral (ODR) rates, PBIS implementation criteria, and how all of these measures compare across schools within the district, region, and state.

SWIS Suite

The School-Wide Information System (SWIS) Suite is a set of four applications – SWIS, CICO-SWIS, I-SWIS, and SAMI. Each application is a place to collect, summarize, and use student behavior data to make decisions. SWIS focuses on the school-wide systems, CICO-SWIS on the targeted Check-In, Check-Out intervention, and I-SWIS on the individualized plans supporting students with more intensive behavior needs.

Research tells us educators make more effective, efficient decisions when they have the right data in the right form at the right time. The SWIS Suite provides school teams with the information they need to be successful decision makers.

What is CICO-SWIS?

Check-In Check-Out (CICO)-SWIS in an online application to enter the daily points students earn while they're enrolled in the CICO intervention. Teams generate reports to find out how the intervention is going, whether they need to make changes, or if some students would benefit from additional supports.

What is Check-In Check-Out?

Check-In Check-Out (CICO) is a program to support students in who need a little extra help managing their behavior. It falls in the family of targeted, group-based interventions. CICO is pretty straightforward in its approach:

1. Students check in with an adult at the beginning of each day to be sure they are prepared for class and ready to learn.

2. Throughout the day, students check in with teachers and receive points on a card (0, 1, or 2) related to how closely they met school-wide behavior expectations.

3. At the end of the day, students check out with an adult who totals up the points.

4. If it's part of the routine, students take their point cards home to share with their parents and the card gets turned in the next morning at check-in. CICO programs without a family component ask students to turn in their cards at check-out.

5. The cycle repeats itself each day.

When implemented with fidelity, CICO helps:

- Reduce problem behaviors
- Increase academic engagement
- Reduce referrals to more intensive behavior support interventions

Your Facilitator Role

CICO-SWIS facilitators coach teams how to use CICO-SWIS to drive decision making in their building. They serve as a local resource when schools want to start using CICO-SWIS, when they have application-related questions, or they need new users trained. Traditionally, facilitators work at a district-level to support more than one school; however, some facilitate just the school where they work.

Once certified as a CICO-SWIS facilitator, PBISApps recommends adding this certification and the responsibilities that come along with it to the facilitator's existing job description. Here are the bullet points to add:

- Implement CICO-SWIS in local schools
- Provide on-going support to CICO-SWIS schools
- Set up and train new CICO-SWIS users
- Coach teams on how to use CICO-SWIS data to drive decision making
- Maintain current expertise in the use of the CICO-SWIS application

Co-Facilitating

If there is more than one facilitator working with a school, it is possible to set up both facilitators with access to the school's CICO-SWIS account. Either the school's administrator, or the facilitator on record must send an email to accounts@swis.org requesting to add another facilitator to the account. Once added, both facilitators have access to the school's account when they log in to CICO-SWIS or to SAMI.

When You're Ready to Stop Facilitating

Jobs change. People retire. If and when there comes a time a facilitator no longer works with CICO-SWIS schools, PBISApps wants to know about it. Send an email to accounts@swis.org saying you no longer facilitate CICO-SWIS schools. Be sure to include who will take on those responsibilities for any school you used to support.

Support for Facilitators

Facilitators will not come away from training knowing every answer. Questions will come up. The PBISApps Customer Support Team is here to help along the way. They are available Monday – Friday, 7 AM-4 PM Pacific.

Contact PBISApps

- **Email:** Send an email from the Support section of our website – support.pbisapps.org
- **Call:** 855-455-8194
- **Fax:** 541-346-2471

Frequently Asked Questions (FAQ)

Answers to frequently asked questions are posted online at support.pbisapps.org. Whether browsing by topic, or searching for a specific question that came up for one user, there are not many questions left unanswered in FAQs. To find these FAQs, go to support.pbisapps.org. If you can't find an answer, post a public question for others to find and respond to.

Direct Emails

Whenever there is a new feature, a set of bugs that have been fixed, or a scheduled downtime to announce, facilitators are the first to hear about it. PBISApps sends facilitators an email with all the information they need to support their schools. Often, these emails link to a news article with all of the little details and resources they can use to update users.

Quarterly Newsletters

Each quarter, PBISApps sends facilitators a newsletter containing important events, links to conferences where trainers will present, helpful SWIS Suite tips, and advice from colleagues on best practices in collecting and using behavior

data to drive local decisions.

PBISApps Blog: Teach by Design

All CICO-SWIS facilitators will be automatically subscribed to our monthly blog space called Teach by Design. Through the Teach by Design blog, PBISApps transforms complex research into straight-forward solutions. Educators get the tools and strategies they need to make their classrooms more effective and equitable places where they spend more time teaching and less time negotiating student behavior. Every second Tuesday of the month, PBISApps comes out with a new article designed to help solve a common problem.

When a School Wants to Use CICO-SWIS

However it happens, there will come a day when a school gets in touch and says, "I want to get started with CICO-SWIS. Can you help?" What does a facilitator do when a school wants to use CICO-SWIS?

Readiness Requirements

Every CICO-SWIS school starts by making sure they meet nine requirements. These nine requirements ensure the foundation of the school's systems works.

Standard Point Cards: Going From Many to One

Sometimes, schools implement CICO as an individualized intervention with a different point card per student enrolled. Developing a standardized point card for these schools takes some time. Start by coaching the team on the difference between targeted and individualized interventions. Remind them CICO is a targeted, group-based intervention and as such, every student enrolled uses the same point card. If every student uses a different card specific to their needs, CICO operates as a Tier III intervention in that building.

Next comes the task of deciding what that standard point card looks like. Revising one of the

---

CICO-SWIS Readiness Checklist
Check In Check Out SWIS

School/Facility: _____   Certified CICO-SWIS Facilitator: _____   Date: _____

CICO-SWIS Requirements	Data Source	Status			Next Check
		Not in place	Partial	In Place	
1. Building administrator supports the implementation and use of the Check In Check Out Intervention and CICO-SWIS.	Administrator Interview				
2. A school/facility-wide behavior support team exists with access to training and support for the CICO Intervention and reviews CICO-SWIS data at least twice monthly.	Team Roster & Meeting Schedule				
3. The school/facility has a CICO point card with the following information: Standard for all students a. Defined number of check-in periods (up to ten) b. Defined number of expectations/goals (3-5) c. A three-point rating scale	CICO Point Card				
4. Within three months of CICO-SWIS licensing, the school/facility is committed to having a clearly documented CICO system. Procedures include: a. Description of program b. CICO Coordinator c. Process for identifying students for CICO d. Process/materials for training adults, students, and families	Written Guidelines				
5. Data entry time and staffing are scheduled to ensure that point card data will be current to within three days at all times. Data entry staff have access to all necessary information (e.g., student records).	Data Entry & Report Generation Schedule				
6. A small number of people within the school/facility are identified to gain CICO-SWIS access and are scheduled to attend a 90-minute Swift at CICO-SWIS Training conducted by a certified CICO-SWIS Facilitator.	Specific Date, Time, Location, Computers, Internet				
7. The school/facility agrees to maintain technology (i.e., internet browsers, district permissions) compatible with CICO-SWIS.	Administrator/ Coordinator Interview				
8. The school/facility agrees to both initial and ongoing coaching and support on the use of CICO-SWIS with a certified CICO-SWIS Facilitator.	Administrator/ Coordinator Interview				
9. The school/facility agrees to maintain CICO-SWIS readiness/compatibility.	Administrator/ Coordinator Interview				

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

---

many cards to meet CICO-SWIS requirements is one way forward; so is creating a brand new card. Here are some ideas to help teams make the transition from many cards to one:

- If a school wants to have a different number of periods for certain grade levels, it is fine to create cards that follow the school-wide expectations with a different number of periods per grade level. To set this up in CICO-SWIS, add the maximum number of periods a student might check in. When entering point card data in the application, simply skip over the periods students don't check in and leave them blank.

- Write specific tasks the student needs to work on. Great. Make sure these tasks align with a school-wide expectation and list it underneath on the student's card. In CICO-SWIS, set up the card based on the number of expectations, not the number of individual tasks students need to remember throughout the day. Like this:

Expectation	Period A	Period B	Period C	Period D
Be Safe: Keep hands and feet to self				
Be Responsible: Turn in assignments on time				
Be Respectful: Listen to the teacher's directions				

When Schools Use a 1-2-3 Scale Instead of 0-1-2

The point card students carry should use a three-point scale. The application uses a 0-1-2 scale while some schools like a 1-2-3 scale on their point cards. The difference between these two scales is substantial and ultimately, they're incompatible. Here's why:

In this example, the student carries Point Card A – a card with a 1-2-3 scale – with her throughout the day. She checks out at the end of the day, and the data entry person converts her scores to the 0-1-2 scale in the CICO-SWIS application. The student meets their 80% goal on their point card, but falls short in the application. When teams look at the data in the application, they start to consider plan changes to help the student reach her goal, while the student believes she's doing well.

A conversation with a school starts by asking why they prefer the 1-2-3 scale over the 0-1-2. If it's because they think students won't be able to handle negative feedback with the resiliency to make the most out of the rest of the day, maybe the scale isn't the issue. How staff deliver negative feedback, and how a student receives that feedback are just as much a part of the intervention as the points themselves. Instead of depending on a 1-2-3 scale because it's more palatable, ask the team to consider whether they have taught students to receive feedback and use it as a guide for improvement. Students have a role in the intervention and building the social-emotional skill to handle feedback and improve upon it is critical.

Point Card	Period A			Period B			Period C			Period D			Period E			Total	% Goal
Point Card A (1-2-3 Scale)	2	2	2	2	3	2	2	3	2	3	3	3	3	1	3	37/45	82%
Point Card A (0-1-2 Scale)	1	1	1	1	2	1	1	2	1	2	2	2	2	0	2	21/30	70%

Identify Which Students are Going to Love CICO

CICO works best for students with low-intensity behaviors that happen most often when they're looking for attention from an adult in the room. When a student comes to a team's attention as needing more support, check out the severity of the behaviors and think about why this student does the things they do in class. Beyond the kind of attention they're looking for, other students to consider enrolling in CICO include students who:

- Were enrolled in CICO at the previous schools

- Are new and arriving at the school after the first three weeks of the year. CICO is a nice introduction to the building's expectations and routines.

- Received two or more referrals

- Are not in crisis

- Have been absent five times in a month

7 Dos and Don'ts for a Successful CICO Program

There are many resources available to guide schools through the CICO-SWIS readiness requirements. Including example point cards and program definitions. These can be found under *Resources > User Guides and Materials > CICO-SWIS Materials > View All Materials.*

Be sure to check out the Teach by Design article called 7 Dos and Don'ts for a Successful CICO Program under *Community > Teach by Design.*

Setting Up a New Account

When a school meets all nine readiness requirements, it's time to set up their CICO-SWIS account. All it takes is a signed license agreement and PBISApps takes care of the setup. When the CICO-SWIS account is live, facilitators get an email letting them know the school is ready to go!

Filling Out and Signing the License Agreement

The license agreement is a legal document between the school and the University of Oregon. It describes what the application is, how it is to be used, and who is responsible for maintaining it. The most current version of the SWIS Suite license agreement is available on the PBISApps website under *Resources > User Guides and Materials > CICO-SWIS Materials*. It opens as a .zip file with two documents inside: the License Agreement and the Signature Page. Please send the signature page only to PBISApps to set up the account; keep the full license agreement for personal records.

Because handwriting varies in legibility, fill out required fields on the signature page electronically. Those without an electronic signature are free to print out the completed signature page and sign the form by hand.

There are three places for signatures on this form:

Licensee: Anyone with the authority to sign legal documents on behalf of the school may sign the SWIS Suite license agreement as a licensee. Most typically, this person is a building-level, or district-level administrator. Verify and adhere to the local policies and procedures.

Data Sharing Agreement (Optional): The same person signing the licensee field has the authority to sign the data sharing agreement as well. Schools opting to share data allow their SWIS Suite data to be shared for the following purposes:

- **Educational research used to identify and inform best practices.** Data used for research purposes are stripped of identifying information including student, staff, and school names and id numbers.

- **PBIS Evaluation use.** This application allows subscribing district-, regional-, or state-level evaluation teams to generate aggregated reports using SWIS Suite and/or PBIS Assessment applications.

Facilitator: Only certified CICO-SWIS facilitators have the authority to license a CICO-SWIS school. The facilitator's signature verifies the school meets all readiness requirements to use the application.

Where to Send the Signed License Agreement

There are three ways to send in the completed signature page to PBISApps:

- **Email:** accounts@swis.org

- **Fax:** 541-346-2471

- **Mail:** PBISApps
         Attn: SWIS Accounts Manager
         1235 University of Oregon
         Eugene OR 97405-1235

HERE'S A TIP

Before you send us the school's agreement, take one last look over the form to be sure you haven't missed a field. Any missing information could cause a delay in the setup time. Remember – our CICO-SWIS Accounts team is fast, but some times of the year are busier than others. Please allow two weeks from the time you've submitted the form to the time the account is activated.

CICO-SWIS Subscriptions

Schools subscribe to CICO-SWIS on a yearly basis. Subscription years run from September 1-August 31 each year, regardless of when the school initially signs up. Here is how billing works for CICO-SWIS subscriptions.

All prices are per school (regardless of size), per year. SWIS Suite subscription fees are prorated by

# of Schools on Same Invoice	Purchase One Application	Purchase Two Applications	Purchase Three Applications
1-19 Schools	$350	$460	$570
20-39 Schools	10% Discount ($315)	10% Discount ($414)	10% Discount ($513)
40+ Schools	20% Discount ($280)	20% Discount ($368)	20% Discount ($456)

the month throughout the year. Subscription fees are not prorated for partial months. For example, schools adding CICO-SWIS on November 1st will be invoiced the 1-app base rate prorated from November. Schools adding CICO-SWIS November 2nd will be invoiced the 1-app base rate prorated from the next full month – December.

Discounted rates are available for sets of schools purchased together by a single payer on a single invoice. Bundled discounts are available for any school purchasing more than one application at the initial point of purchase. Applications purchased one at a time throughout the year are each billed at the prorated 1-app rate. All applications initially purchased a la carte will be renewed at bundled rates.

More information about pricing is available on www.pbisapps.org by going to *Applications > SWIS Suite > Get CICO-SWIS > More Pricing Information.* For specific questions on invoicing or pricing, please contact the PBISApps Support team at accounts@swis.org.

How to Pay

Any invoice can be paid with a check or credit card. Credit card payments can be made online by visiting the Pay Invoice link at the top of PBISApps.org. Credit card information cannot be taken over the phone.

Checks are made payable to the University of Oregon.

Late Payments

All subscription fees are invoiced with payment terms of net 30 days. Invoices unpaid after 30 days will receive a first notice of past due payment. After 60 days, PBISApps sends a second notice of past due payment. Unpaid subscriptions will be suspended after 90 days pending receipt of payment. Every SWIS Suite account's payment status is available within the SWIS suite.

If a school is unable to log in to their CICO-SWIS account, and they suspect payment could be the issue, please contact the PBISApps Customer Support team. They will work with the school to make a plan toward reactivating their account as efficiently as possible.

Renewal

There is nothing a school needs to do to renew a CICO-SWIS subscription. All CICO-SWIS subscriptions renew automatically on September 1. Preparations for renewal start over the summer. Facilitators will be contacted with a request to review and update contact and billing information for the schools they support, ensuring the renewal invoice gets to the right place. If a school wants to add an application to their subscription, and they want to get the bundled rate, get the signed license agreement for the new application submitted to PBISApps no later than July 1. License agreements received after that date will be billed at a la carte pricing.

The email prompting updates to billing information is also a good opportunity to notify PBISApps if any school chooses not to renew its subscription for the coming school year and would like to cancel.

All invoices for renewed subscription go out on September 1st. Billing contacts should expect to see invoices show up in the mail 3-5 days later.

CICO-SWIS Users

Each CICO-SWIS user should have clearly defined responsibilities and regularly allocated time to complete their tasks within the application. Figuring out who should have which access level in the CICO-SWIS application is something facilitators work out with the school's team. Training the right users from the beginning reduces confusion and frustration down the road.

There are four access levels to the CICO-SWIS application:

Swift at CICO-SWIS

School users benefit from training to build their

CICO-SWIS User Access Levels

Action	CICO-SWIS Admin	Data Entry	Data Analyst	IT Data Manager
View CICO-SWIS Dashboard	•	•	•	
Enter Data	•	•		
Generate Reports	•	•	•	
Enroll/Unenroll Students	•	•		
Edit All School Settings	•	•		
Edit Core Data Only *Enrollment & School Days*				•
Edit Person Management	•	•		•
Generate Student Dashboard	•	•	•	
Generate Data Integrity Tool	•	•	•	•
Resolve Data Integrity Errors	•	•		•
Execute Person Import	•			•

fluency in the application. Facilitators are the best people to provide the information and resources each user needs to be able to get the most out of their CICO-SWIS account. The training facilitators provide is called Swift at CICO-SWIS. The CICO-SWIS Admin, Data Entry, and Data Analyst users are the ones who will need to attend Swift at CICO-SWIS training.

There is an archive called **Swift at CICO-SWIS** available in *Resources > CICO-SWIS Materials* on the PBISApps.org website. The folder contains PowerPoint presentations and participant handouts to guide facilitators through delivery of the Swift at CICO-SWIS training.

Swift at CICO-SWIS topics include:

- Introduction to CICO Intervention
- Data-Based Decision Making using CICO-SWIS data
- Roles & Access within CICO-SWIS
- Account Set-Up Tools in CICO-SWIS
- CICO-SWIS Data Entry and Review
- Basic Reporting & Analysis

Facilitators conduct Swift at CICO-SWIS trainings in a variety of ways. The standard model is to provide the training in-person to one school at a time. Training takes about 90 minutes per school to complete. Make sure wherever the training occurs, each user has access to:

- CICO-SWIS User's Manual – either printed or online under *Resources > User Guides and Materials > CICO-SWIS User's Manual*
- PBISApps homepage: www.pbisapps.org
- CICO-SWIS Demo Account for demos to reports
- Facilitator Training Account for data entry practice
- Swift at CICO-SWIS Activity Packet also in *Resources > User Guides and Materials > CICO-SWIS View All Materials*

At the end of the training, it's helpful for teams to go into their live accounts and:

- Update school information
- Set up individual user accounts with account preferences
- Assist the CICO-SWIS Admin to set up the school's point card in CICO-SWIS
- Assist data entry users to enroll current students participating in the intervention

Variations from the standard Swift at CICO-SWIS training that work well include:

- Offering separate trainings for each user role
- Training users from multiple schools in a single session
- Scheduling a training day with a few shorter sessions for different audiences.

Regardless of the model, complete Swift at CICO-SWIS training before the school accesses their account for the first time.
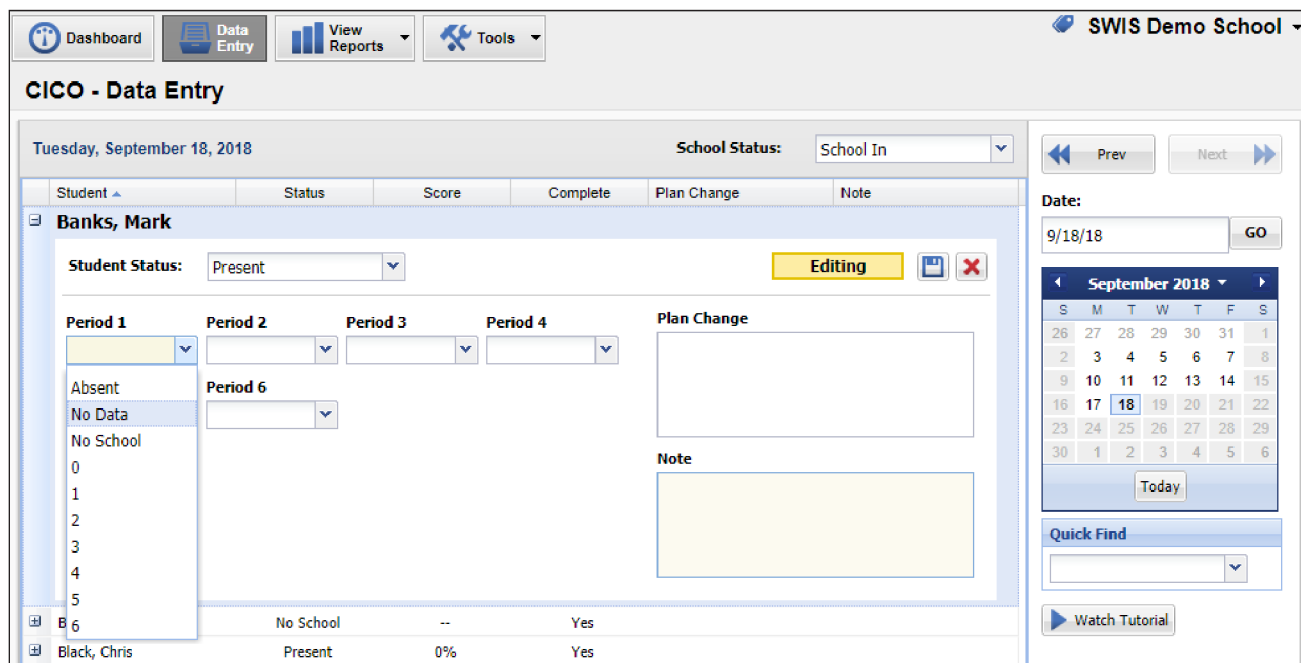
Common Questions About Entering Data in CICO-SWIS

While the application is simple to use, there are a few places where questions come up. Here are some quick answers to some frequently asked questions.

No School vs No Data: What's the Difference?

In the data entry screen, No School and No Data are options to select from the School Status, Student Status, and Period drop-down menus. What do they mean and when should someone select them?

No School: Select this when school is not scheduled to be in session. This may happen at the individual period level, or for specific students on certain days. Most typically, this happens school-wide as a school status. If the student is simply out for the day, mark the student status as Absent.

No Data: Select this option when the student doesn't have their card, doesn't check in, or doesn't check out. CICO-SWIS calculates this selection as a zero for the period. If a student is not expected to check in during an available period in the CICO-SWIS data entry page, leave the period blank and it won't negatively impact their total for the day.

New Year, New Card: How Do You Change a Point Card in CICO-SWIS?

Once a school establishes a point card in CICO-SWIS, that is the point card for every student enrolled in CICO. As teams implement the intervention, they may find it necessary to make changes to the original card. Editing a point card in School Settings changes the whole card since the school

started using it. If there's a typo in a label, editing the card is fine. If there is a new expectation or fewer check-in periods, the school will want to add a new card.

1. Go to Tools.

2. Click School Settings.

3. Click CICO under the Applications menu.

4. Click the Defined Period Groups & Expectations row.

5. Click Add.

6. Type or use the calendar icon to set the Start Date for this data entry template. *Note: If the start date overlaps with data associated with a previous template, CICO-SWIS asks the user to confirm the data to be deleted. Deleted data cannot be recovered.*

7. Type or set the number of school/facility expectations.

8. Type a label for the first period in the Add Period workspace (for example: Block 1).

9. Click Save in the Add Period workspace.

10. Continue to add and save periods until all periods are entered.

11. Click Save in the Add Period Group workspace. Click Cancel to return to School Preferences.

Adding a card maintains previously entered data and gives teams a way to look back on how stu-

---

HERE'S A TIP

The goal for your targeted interventions is to move students toward self-management. As students enrolled in CICO start to fade the number of times they check in during the day, simply leave blank the periods they no longer check in. The application won't calculate the skipped periods in their overall total for the day.

CICO-SWIS Facilitator's Guide

dents did before. Editing an existing card by adding or removing expectations or periods requires schools to delete previous data to accommodate the change.

Coaching Data-Driven Decision Making

The power of CICO-SWIS is in its reports. The power of a CICO-SWIS facilitator is their ability to guide school teams through using these reports to drive decision making in every team meeting. Here are some of the tips from PBISApps on how to make the most of that coaching time.

How to Read CICO-SWIS Reports

When coaching teams through CICO-SWIS reports, start by reviewing the dashboard. Teams get an overview of the students enrolled in CICO, each student's goal, and the program's success over the past four weeks.

The first two reports – School-Wide Report, Average Daily Points Report – provide an overview of how the CICO intervention is working at the school. They answer the questions:

- Are we implementing CICO with fidelity?
- Is the CICO intervention appropriate for the students enrolled?
- Which students need adaptations, need to stay as is or need to begin fading/graduating?

The next three reports are a team's opportunity to drill down into data about individual students. If teams identify specific students in the Average Daily Points Report they want to know more about, the next three reports provide the detail needed to develop a precise problem statement and focus on problem solving.

Start with the Student Count Report to review the student's total points progress over the past 30 days. The Individual Student Period Report displays the student's average percent of points earned across each period. Take time to note the periods where the student struggles to earn their goal and the periods where the student succeeds. For those periods where the student struggles, teams finally turn to the Individual Student Single Period Report. Generate this report to see the average number of points the student earned each day over the last 30 days in that single period. Do teams notice trends over time? Has the student been absent, received a referral, or dealt with a plan change?

The School-Wide Report

The School-Wide Report is a very different report from all the others in the SWIS Suite. It's a whisker graph. The highest point on the vertical line represents the highest percent of daily points a student received that day. The lowest point on the vertical line represents the lowest percent of daily points any student received that day. The horizontal line in the middle of the two is the mean score for all students enrolled in the intervention that day. Ideally, the mean will hover around the school-wide goal the team established for the intervention.

The school-wide report provides valuable information about the fidelity and outcomes of the CICO intervention as a whole. Questions teams should ask as they review this report are:

- How many students are in CICO? Is this number close to between 5-10% of our student enrollment?
- Where does the mean "hover"? Is it close to 60-80%? If it is lower, teams should think about checking the fidelity of implementation and whether the students enrolled are a good match for the intervention.

Is there an upward or downward trend? A downward trend indicates assessing the fidelity of CICO would be a good thing to do. Ask around if there is staff buy-in for CICO? Is the CICO mentor setting up students for success at the beginning of the day and giving them encouragement at the end of the day? Would staff benefit from a review of the CICO process? Do we have appropriate acknowledgements for the students?

CICO - School-wide

School-wide Report
Aug 27, 18 to Sep 24, 18

Legend:
- **#** Students Contributing
- High Score
- Mean Score
- Low Score
- **ND** No Data
- **NS** No School
- **?** No Entry
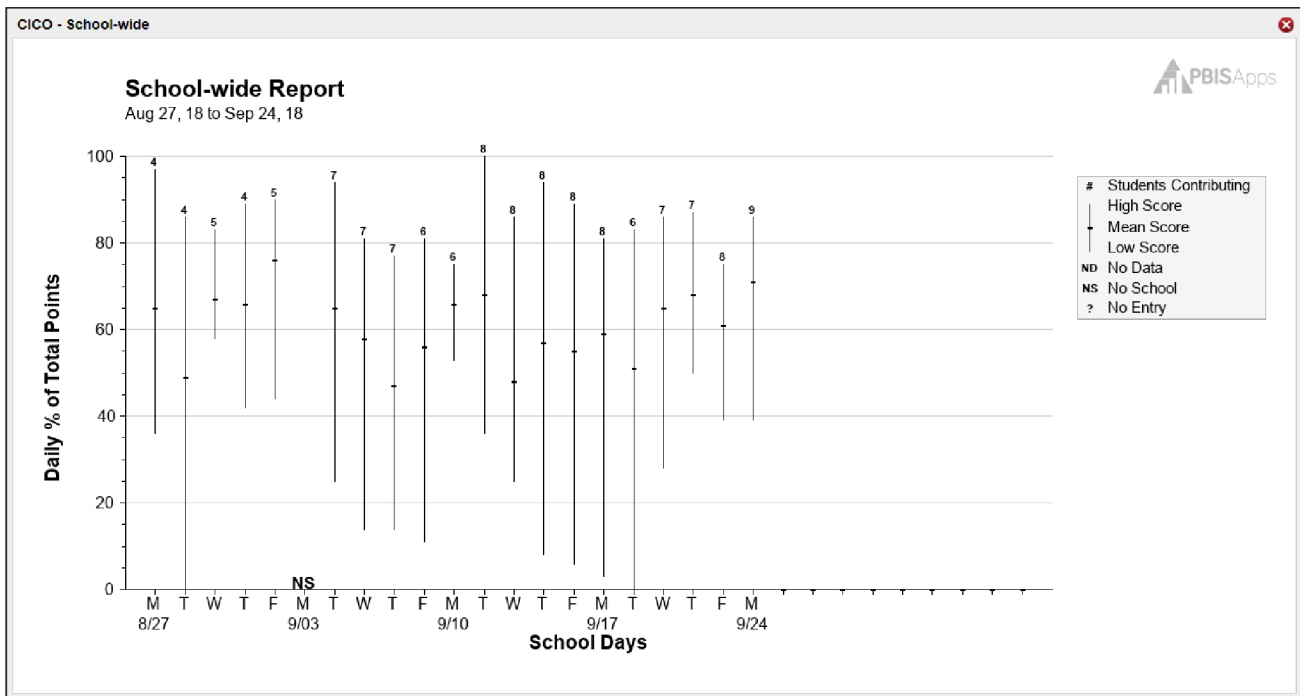
When Data Say to Consider a Plan Change

Plan Changes happen when the team sees a need for a change after analyzing the student's data. It isn't something that happens all the time. A plan change is something requiring input from the student, the student's teachers, and their CICO mentor before putting it in place. Looking at CICO-SWIS data, there are some indicators to look for telling you a plan change might be helpful.

- The student hasn't met their goal for 3 days in a row. A plan change could be to reteach the student the CICO process or to change who they check in and out with during the day.

- The student consistently meets their goal for the past 6 weeks. A plan change could be to introduce more self-management strategies or to reduce the number of times the student checks in during the day.

HERE'S A TIP

The difference between Notes and Plan Changes are important. Sometimes students just have bad days. A note serves as a reminder for why a student may not have had the most stellar day that day. If you know there's a circumstance contributing to the student's score, make a note instead of a Plan Change. For example:

- The student was 45 min late to school

- The student didn't have breakfast

- The student missed the last three days due to illness

SWIS Account Management Interface (SAMI)

What is SAMI

The SWIS Account Management Interface (SAMI) is where facilitators manage their schools' contact and billing information, user accounts, as well as their own facilitator information. SAMI is only available to certified facilitators.

Log In/Log Out

From your preferred internet browser (e.g., Internet Explorer, Firefox, Safari, Chrome) type in the website address www.pbisapps.org to access PBISApps.

Once at PBISApps:

1. Click on PBIS Applications Login located in the black bar (app bar) at the top of the screen.

2. Enter the email address and password for the PBIS-Apps account.

3. Click Login. (If the password is a temporary password, a prompt appears for a permanent password to be created.)

4. Once logged in, slide over to the left side of the app bar and click on SAMI to access SAMI.

To log out of PBISApps and the SAMI account:

1. Click the email address located in the app bar at the top of the screen.

2. Click Logout.

SAMI Main Workspace

Once logged into SAMI, the first screen is called the SAMI Main workspace. A list of schools the facilitator supports appears along the left side of the screen. The primary workspace enables after selecting a school from the list.

HERE'S A TIP
Any school you facilitate will appear on your school list in SAMI. School names struck through have been cancelled or suspended. All other schools displayed have at least one current SWIS Suite subscription. Click the name of the school to reveal the last date a user logged in to the account as well as applications to which the schools subscribes.

Update School Contact Information

Demographic information about each school displays in the School Info workspace, including:

- School Name
- Mailing Address
- Physical Address
- Grade Range
- Phone Number
- Fax Number
- Website URL

To access the School Info workspace:

1. Click the school name from the school list on the left side of the screen.

2. Click the Manage button to enable the primary workspace.

3. The School Info tab displays by default. Clicking School Info will also display the School Info workspace.

Request a School Name Change
If the school gets a new name or the name in your account is incorrect, make a request to PBISApps Support to change the name.

1. Click the Request Change button next to the School Name field.

2. Type the new school name in the New Name field.

3. Provide a reason for the requested change in the Reason for Change field.

4. Click Submit to send the request. Click Cancel to return to the School Info workspace.

Edit School Information

To update any of the other information listed in the School Info workspace:

1. Click the Modify button next to the field.

2. Update any information in the fields provided.

3. Click Submit to save the changes. Click Cancel to return to the School Info workspace.

Manage User Information

Each school has a set of users with different access to each application. As users come and go from the school, or someone forgets their password, facilitators have the ability to manage user access to the school's they support.

To manage user information:

1. Click the school name from the school list on the left side of the screen.

2. Click the Manage button to enable the primary workspace.

3. Click the Users tab to view a list of current users associated with the school's SWIS Suite account.

The list displayed includes the user's name, their username, the last time they logged in, and which applications they can access. The facilitator's name does not appear on this list. Facilitators have full access to any SWIS Suite account listed in their SAMI school list.

Add a New User

Facilitators can add new users to a school's SWIS Suite account from the Users workspace. To add a new user, from the Users workspace:

1. Click the Add User button.

2. There are two ways to search for an existing record for the new user:

    a. Enter the user's email address in the Username (Email) field to search for existing accounts with

that email.

    b. Click the Staff List button to select an existing school staff member. Click to select the staff member if present on the staff list.

3. Click Submit.

4. Fill in the required information fields displayed in the User Form.

    a. The password entered is a temporary password. When the user logs in with it the first time, the application will prompt to create a permanent password.

    b. Check the Is School Staff box if the person is employed at the school. Leave it unchecked if not.

    c. Select the Access Level to the school's SWIS Suite applications. No Access is selected by default.

5. Click Submit

HERE'S A TIP

If your initial search in step 2 of adding a user returns an existing account associated with that email address, there are only two fields you need to update.

- **Is School Staff checkbox:** Check this box if this user should also appear on the school's staff list. Leave it unchecked if it should not.

- **Access Level:** Select the access this user should have to the school's account.

Edit an Existing User

There are many reasons to edit a user's information:

- Name Change
- Email Change
- Forgotten Password
- New Access to an Application

To edit any existing user at a school, from the Users workspace:

1. Locate the user to edit from the User Account list.

2. Click the pencil icon located in that same row.

3. Edit any field. Note: When changing a password, the password entered is a temporary password. When the user logs in with it the first time, the application will prompt to create a permanent password.

4. Click Submit to save the changes. Click Cancel to return to the Users workspace.

Remove a User

If a user no longer needs to access the school's SWIS Suite account for any reason, remove them from the User Accounts list. To remove a user's access, from the Users workspace:

1. Locate the user to remove from the list.

2. Click the red X icon located in that same row.

3. Click Ok to remove the user's access. Click Cancel to return to the Users workspace.

HERE'S A TIP

Removing a user from the User List removes all access to the school's SWIS Suite account. If you simply need to remove the user's access to one of the school's applications, choose to edit the user information instead. Click the pencil icon in the user's row and change the access level for the application to No Access.

Managing SWIS Suite Contacts

PBISApps communicates with subscribers about their accounts and new features throughout the year. Current billing information is particularly important to ensure schools receive invoices in a timely way and payment is not delayed. As schools experience turnover or new people need to be identified as contacts, use SAMI to update the school's Contact Information.

To access the Contacts workspace:

1. Click the school name from the school list on the left side of the screen.

2. Click the Manage button to enable the primary workspace.

3. Click the Contacts tab to view a list of current

contacts associated with the school's SWIS Suite account.

Edit Administrator or Billing Contact Information

As in-school billing contacts or administrators change, use SAMI to keep the information current.

To select a new school contact, from the Contacts tab:

1. Locate the contact to change.

2. Click the Modify button.

3. Click the Staff List button.

4. Scroll through the list to locate the new staff member.

   a. Click Add Staff if the person is not on the list.

   b. Enter required information.

   c. Click Submit

5. Click Select.

6. Enter the email address if it is missing.

7. Click Submit.

To edit an existing contact, from the Contacts tab:

1. Locate the contact to edit.

2. Click the Modify button.

3. Click the Staff List button.

4. Locate the current contact and click the pencil icon next to the name.

5. Update any of the information displayed.

6. Click Submit.

7. Click Select.

8. Click Submit.

Request to Change Billing Information

The organization listed as the Paying Institution is where invoices and communication about payment will be sent. The payer will either be the school itself or a third party. While facilitators cannot change this information directly in SAMI, they may make the request through the application. Allow two weeks for the requested change to take effect. From the Contacts tab:

1. Click the Request Change button next to the Paying Institution fields.

2. Edit any information on the Request New Paying Institution form.

3. Click Submit to send the request.

Request Facilitator Change

There are many reasons a facilitator no longer works with a school they used to facilitate. Whatever the reason, when a facilitator needs to transfer schools to another facilitator, from the Contacts tab:

1. 1. Click the Request Change button next to the Assigned Facilitator fields.

2. 2. Type the name of the new facilitator in the Name field. Note: A drop-down list appears as you type. Only certified facilitators appear in this list.

3. 3. Click to select the new facilitator from the list.

4. 4. Click Submit to send the request.

HERE'S A TIP

If you have more than five schools to transfer, making individual requests through SAMI is tedious. Instead, email our Customer Support team at PBISApps with a description of your request, a list of schools to transfer, and a reason why the change needs to happen.

If you need to take over as facilitator for any school and the current facilitator can't be reached, contact the schools you need to facilitate and ask them to make the request directly to Customer Support at PBISApps.

Managing Subscriptions

There are two places in SAMI to view the applications to which the school subscribes. The first is in the school list after clicking a school name. The second is in the Subscriptions tab in the primary SAMI Workspace. To access the Subscriptions tab:

1. Click the school name from the school list on the left side of the screen.

2. Click the Manage button to enable the primary workspace.

3. Click the Subscriptions tab to view the school's applications, whether they are active or cancelled, and the reason for cancellation.

Request Cancellation

If any school wants to cancel one, two, or all three of its SWIS Suite applications, facilitators can make that request on the school's behalf through SAMI. From the Subscriptions workspace:

1. Locate the application to cancel.

2. Click the Request Cancellation button.

3. Select a cancellation reason from the Reason for Cancellation drop-down list.

4. Provide additional details in the More Information field.

5. Click Submit to send the request.

Managing Facilitator Information

Any time a facilitator's information changes, it is important to make those updates in SAMI. PBISApps uses email, phone number, and mailing addresses for on-going communication. To update your information, click My Account at the upper right-hand corner of the screen. Use this space to update:

- Organization
- PBISApps Password
- Mailing Address
- Username
- Email Address
- Phone
- Fax
- Mobile

Change Account Password

To change the password used to login to PBIS Applications:

1. Click My Account.

2. Click the Modify button next to the Change SAMI Password field.

3. Type a new password in the New Password field.

4. Re-type the new password in the Confirm Password.

5. Click Submit. Use the new password the next time logging into PBISApps.

Request Employer Change

If a job change results in a new employer, update the contact information through SAMI. To request this change:

1. Click My Account.

2. Click the Request Change button next to the Organization Affiliation field.

3. Enter the new information in the Request New Organization Affiliation form.

4. Click Submit to send the request.

Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Notes

Notes

Notes

Notes

Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CICO-SWIS Facilitator's Guide

Notes

Notes

Notes

Notes