



Facilitator's Guide

October 2020



The SWIS Facilitator's Guide

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Welcome to PBISApps: A Letter from the Director

Dear 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. This guide will give you tools for collecting and using educational data to drive decision making in your buildings. It will help you stop treating data as a four-letter word and start making it an indispensable part of effective teaching and learning.

Abundant research shows the importance of data-driven decision making on improving valued outcomes in schools. School teams using discipline and fidelity of implementation data regularly are significantly more likely to:

- Reduce their use of exclusionary discipline (such as suspensions)
- Have increased racial equity in school discipline
- Sustain effective practices such as PBIS

The information in this guide will help you to help other educators make their schools and programs more effective, efficient, equitable, and durable. I thank you for the work you will do 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 combin-

ing 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 SWIS?

SWIS is a school behavior team's comprehensive, online home for entering ODRs and using these data to improve the way school works for all students. The behavior data collected is instantly accessible in reports for teams to analyze trends happening school-wide, in small groups, and at individual levels. SWIS helps teams answer questions like:

- Where are problem behaviors happening?
- How often do certain behaviors happen?
- When are problem behaviors most likely to happen?
- Which students are involved in these referrals?

Teams can look further into their data by taking advantage of the Drill Down tool. Drill Down lets teams filter their own data to define the problems they see with greater precision, leading them to develop more targeted behavior supports and practices.

How SWIS Works with Student Information Systems (SIS)

As schools start using SWIS, they may start to notice they collect similar ODR information in their student information system (SIS). The question naturally comes up: If we are already entering referrals into our SIS, why do we have to double-enter them in SWIS?

Different Systems for Different Purposes

A district's student information system (SIS) gives schools a place to enter information about the whole school day. Attendance. Lunches. Grades. Testing. Behavior. It all gets entered.

How often do teams look at those data? How easy is it to look up information in a team meeting? What kinds of reports can a behavior team generate on demand? Once they get a report, what do they do when they have more questions? Schools don't need a way to enter referrals; they need a way to use the referral data they collect to drive the decisions they make. SWIS gives school teams immediate access to ODR data reported in ways a SIS does not.

Integrating Data from Your SIS to SWIS

When schools commit to using SWIS, but double-entry remains problematic, they want to know their options for importing data from their district SIS into their SWIS accounts. Transferring data from one system to another is technically straightforward; transferring referral data while maintaining data integrity for decision making is the hard part.

For schools interested in knowing the options, here are the ways referral data can be imported and exported to and from SWIS accounts. For more information, check out [Applications > Data Integration](#) on www.pbisapps.org or contact support@pbisapps.org.

Export Students, Staff, and Referrals for Multiple Schools
SDEX is an application used to export data across multiple schools into a single file. Schools use SDEX to automatically export student, staff, and referral records from their SWIS account once or twice a year, or even nightly. They work with their district's technical department to import these data to their SIS. SDEX is also a good application for creating custom district-wide reports!

Import Students and Staff for an Individual School
The SWIS Suite embeds the option to upload your student and staff rosters. The Person Import Tool provides every school with an efficient alternative to hand-entering student and staff information. Importing these records reduces the amount of time a school spends manually entering data already available in another system.

Import Students, Staff, and Referrals for Multiple Schools

Schools interested in importing student, staff, and/or referral data into their SWIS account from their SIS have another process available. Using this bulk import process, schools enter their data into their district SIS. The district sends a file to PBIS Apps to upload at regularly scheduled times. With this process, schools enter data into one place, retain consistency across applications, and protect data quality.

Your Facilitator Role

SWIS facilitators coach teams how to use SWIS to drive decision making in their building. They serve as a local resource when schools want to start using 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 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 SWIS in local schools
- Provide on-going support to SWIS schools
- Set up and train new SWIS users
- Coach teams on how to use SWIS data to drive decision making
- Maintain current expertise in the use of the 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 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 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 SWIS schools, PBISApps wants to know about it. Send an email to accounts@swis.org saying you no longer facilitate 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. 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.

What can we help you with?

Search the help center...

Knowledgebase Articles

General	SWIS (School-Wide Information System)	CICO-SWIS (Check In, Check Out)
I-SWIS (Individual SWIS)	PBIS Assessment	PBIS Evaluation
SAMI	Data Integration	Accounts & Billing
Community Questions	Using This Website	

Top Articles

Accounts & Billing

Top Articles

SWIS (School-Wide Information System)

How do I complete and submit the SWIS Suite license agree...

How do I add users at my school?

PBISApps sends facilitators an email with all the information they need to support their schools. Often, these emails link to a news article with more details and resources.

Webinars

The PBISApps training team conducts free webinars throughout the year to provide ongoing professional development, refreshers on how to use the apps, and even certifications. Check out the trainings section of our website for the latest events.

Teach by Design & Expert Instruction

All SWIS facilitators are automatically subscribed to our monthly blog space called Teach by Design. Each blog post transforms complex research into straight-forward solutions. You get new tools and strategies to make classrooms more effective, equitable places where you spend more time teaching and less time negotiating student behavior. Teach by Design comes out every sec-

ond Tuesday. The following week, we release a new episode of our podcast, Expert Instruction. The episode pairs with the month’s blog post to explore an aspect of the topic further in conversation with experts, researchers, and practitioners from the field.

When a School Wants to Use SWIS


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

Readiness Requirements

Every SWIS school starts by making sure they meet nine requirements. These nine requirements ensure the foundation of the school’s decision system works (see below).

Defining Problem Behaviors

Every school staff member should know a prob-

 SWIS Readiness Checklist School-wide Information System					
School/Facility: _____		Certified SWIS Facilitator: _____		Date: _____	
SWIS Requirements	Data Source	Status			Next Check
		Not in place	Partial	In Place	
1. Building administrator supports the implementation and use of SWIS.	Administrator Interview				
2. A school/facility-wide behavior support team exists and reviews SWIS referral data at least monthly.	Team Roster & Meeting Schedule				
3. The school/facility has an incident referral form and definitions for behaviors resulting in administrative-managed (major) vs. staff-managed (minor) incidents in place that is compatible with SWIS referral data entry.	Incident Referral Form(s) Problem Behavior Definitions				
4. Within three months of SWIS licensing, the school/facility is committed to having in place a clearly documented, predictable system for managing disruptive behavior (e.g., School-wide PBIS).	Written Guidelines				
5. Data entry time and staffing are scheduled to ensure that incident referral data will be current to within a week 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 SWIS access and are scheduled to attend a 3-hour Swift at SWIS Training conducted by a certified SWIS Facilitator.	Specific Date, Time, Location, Computers, Internet Access				
7. The school/facility agrees to maintain technology (i.e., internet browsers, district permissions) compatible with SWIS.					
8. The school/facility agrees to both initial and ongoing coaching on the use of SWIS for school/facility-wide decision making.	Administrator/ Coordinator Interview				
9. The school/facility agrees to maintain SWIS compatibility and maintain communication with a certified SWIS Facilitator who agrees to provide ongoing support to the school/facility on the use of SWIS.	Administrator/ Coordinator Interview				

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

lem behavior when they see one. Better than that: They should each name the same problem behavior when they see it. The best way to ensure everyone is on the same page is to provide a definition for each problem behavior listed on the referral form. Definitions should be operational, mutually exclusive, and exhaustive.

A **list of definitions** for each problem behavior is available by going to [Resources > User Guides and Materials > SWIS Resources](#) on our website. When someone wants to know what constitutes a minor disruption in their classroom versus a major, these definitions describe the differences. Use these definitions as a starting point, or copy and paste them into the school's handbook.

How to Talk About Motivation

Every referral entered in SWIS requires staff to answer the question: "Why did this student do what they did?" The answer is: motivation. In behavioral theory, all behavior is motivated by either **getting** or **avoiding** people, tasks, or things. Maybe a student wants to avoid attention from a teacher, or get out of independent work, or they act out because they want to get on a swing someone else is on. Knowing **which** behaviors happen in the building is important; understanding **why** they continue to happen is the most powerful piece of information a school team has.

Tracking motivation in SWIS is important for a few reasons:

- Teams better understand why a student engages in specific behaviors.
- The solutions teams implement match student needs.
- Solutions are more likely to work.

Perceived Motivation is a field that takes time to coach staff to use consistently. At first, it can be intimidating to write down a best guess at why they think the student engaged in a problem behavior. After reflecting on the incident, a staff member may not be 100% sure why the student did what they did. Their best guess is likely

correct, but even if it's wrong, teams won't create a behavior plan after one referral. Over time, after multiple occurrences of similar behavior, a pattern emerges. The pattern the team finds is what leads to a solution.

If 8th graders disrupt class because they want to avoid tasks, teams start to look at whether the task is appropriate for their skill level. If 3rd grade boys use inappropriate language to get adult and peer attention, look for ways to teach students a more thing to do to get the attention they want.

Help schools understand the importance of collecting and using motivation data in SWIS. If they need training or additional resources, here are a few ideas for where to start:

PBISApps Teach by Design Article – "**Motive, Motivate, Motivation: Why Are My Students Doing That?**" is available by going to [Community > Teach By Design](#).

Basic FBA to BIP e-Learning Modules available at <http://basicfba.gseweb.org>

Documented Referral Process and Compatible Referral Forms

SWIS schools must have in place a clearly documented and predictable system for managing problem behavior. Behaviors handled in class are documented as **minors** in SWIS. Other behaviors requiring the student to go to the office are documented as **majors**. SWIS schools need a referral process, or workflow, so everyone knows which referrals to handle on their own, and which to send to an administrator. Head to the [PBISApps website > Resources > SWIS Materials](#) and check out the Tier I Flow Chart and the Tier I General Procedure documents in the **PBIS and MTSS Program Examples** resource for an idea on what this referral process might look like.

The referral form a school uses must be compatible with the data entry form in SWIS. That means, all of the required fields in SWIS need

to be present on the school's referral form. Use the **Referral Form Compatibility Checklist** on our website to make sure you don't miss a field when you review a school's form. Head back to [Resources > User Guides and Materials](#) to check out **example referral forms** if it's easier to start there and adapt one to fit the school's context. For schools with referral forms mandated at the district level, changes to the form might take longer. In these cases, schools use a separate attachment with missing information included until district administrators approve changes.

There must be agreement from every staff member on what a major vs a minor problem behavior looks like, how they will respond when the behavior comes up, and how to document it in SWIS. Reaching that agreement can take longer for some schools. Schools new to SWIS have three months after starting their subscription to reach agreement on their formal referral procedures.

Setting Up a New Account

When a school meets all nine readiness requirements, it's time to set up their SWIS account. All it takes is a signed license agreement and PBISApps takes care of the setup. When the 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 **license agreement** is available on the PBISApps website under [Resources > User Guides and Materials > 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.

Please 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. 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 SWIS Suite facilitators have the authority to license a SWIS school. The facilitator's signature verifies the school meets all readiness requirements.

Where to Send the Signed License Agreement

Send in the completed signature page to:

- **Email:** accounts@swis.org or
- **Fax:** 541-346-2471 or
- **Mail:** PBISApps
Attn: SWIS Accounts Manager
1235 University of Oregon
Eugene OR 97405-1235

HERE'S A TIP

Before you send us the signature page, 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 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.

SWIS Subscriptions

Schools subscribe to 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 SWIS subscriptions.

# 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)

All prices are per school (regardless of size), per year. SWIS Suite subscription fees are prorated by the month throughout the year. Subscription fees are not prorated for partial months. For example, schools adding SWIS on November 1st will be invoiced the 1-app base rate prorated from November. Schools adding 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 pur-

chased 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 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.

If a purchase order (PO) number is part of the school's process, please send it and we will note the information on your account. We are unable to accept POs as final payment for the subscription. If payment has not been received by the suspension notice, the school's account may be suspended for non-payment.

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 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.

There are five access levels to the SWIS application:

Renewal

There is nothing a school needs to do to renew a SWIS subscription. All 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 subscriptions are emailed September 1st.

SWIS Users

Each 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 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.

SWIS User Access Levels

Action	SWIS Admin	Data Entry	Data Analyst	IT Data Manager	Referral Entry Only
View SWIS Dashboard	•	•	•		
Enter Referrals	•	•			•
Generate All Reports	•				
Generate Most Reports <i>No Staff Report</i>		•	•		
Edit All School Settings	•				
Edit Most School Settings <i>No Custom Fields or Referral Workflow Settings</i>				•	
Edit Core Data Only <i>Enrollment & School Days</i>		•			
Edit Person Management	•	•		•	
Invite & Manage Referral Entry Only Users	•				
Add/Delete Reviewers	•				
Generate Student Dashboard	•	•	•		
Generate Data Integrity Tool	•	•	•	•	
Resolve Data Integrity Errors	•	•		•	
Execute Person Import	•			•	

HERE'S A TIP

The only access level in SWIS you cannot set up in your SAMI account is Referral Entry Only access. SWIS Admins at the school-level set up Referral Entry Only users by sending them an invitation to participate. More information about how to invite Referral Entry Only users can be found in the SWIS User's Manual under Resources > SWIS Materials. More information about how to set up SWIS users in SAMI can be found on page 24.

Referral Workflows

Paperless referral workflows let you capture the efficiency of your actual referral process right inside your SWIS account, minus all the paper. SWIS referral workflows is a school setting that, by default, is disabled. Enabling it exposes three additional functions:

- Allow minors without review
- Set up referral reviewers
- Invite Referral Entry Only users

If one a school wants to take advantage of this feature, start by helping them think through how they'd like to use the functionality before they dive head first into enabling workflows.

It Doesn't Have to be All or Nothing

Because referral workflows is a setting to enable, it might seem like turning it on is an all-or-nothing endeavor. It isn't – although, leaving the setting disabled is certainly an option. The middle-ground simply depends on how many referral entry only users a school sets up.

To ease into paperless workflows, invite a small group of people to have referral entry only access. They will enter their referrals directly into SWIS; the rest of the school uses paper copies the same way they always have. Then, set up at least one reviewer. Who a school sets up should be someone responsible for delivering actions taken when students are referred to the office.

Once this initial group has had a chance to work out the wrinkles, think through the next steps for making the paperless process available to everyone else in the school. Setting up another cohort, continuing to operate as a paper/paperless hybrid, setting up the remaining staff in the building, these are all options to consider as a school expands workflows to the rest of the building.

For more information about easing into workflows, check out the PBISApps news article called “**All or Nothing? No! Strategies to Roll Out Paperless Referrals.**”

To Review or Not to Review

When you think through who to set up as a reviewer in a school help teams think through how referrals are handled in their existing referral process. How are minors handled? Do teachers fill out minor referral forms from start to finish or do they pass through someone else's hands before they are entered into the application?

If minors get a review before they are saved in the application, set Allow Minors Without Review to No. If teachers handle minor incidents all the way to the end, SWIS should mimic that process. In that scenario, set Allow Minors Without Review to Yes.

Swift at SWIS

School users benefit from training to build their 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 SWIS account. The training facilitators provide is called Swift at SWIS. The SWIS Admin, Data Entry, and Data Analyst users are the ones who will need to attend Swift at SWIS training.

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

Swift at SWIS topics include:

- Introduction to SWIS
- Data-Based Decision Making using SWIS data
- Roles & Access within SWIS
- Account Set-Up Tools in SWIS
- Referral Data Entry & Review
- Basic Reporting & Analysis
- Drill Down Tool (optional/advanced topic for data analyst role)

Facilitators conduct Swift at 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 3-4 hours per school to complete. Make sure wherever the training occurs, each user has access to:

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

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

- Instructor-led Online: The Swift at SWIS training is delivered virtually (e.g., Zoom or other platform) and the facilitator operates as a trainer delivering content to users. Use the PBIS Apps-designed PPT slide decks and associated activities for content (with modifications, if applicable). Provide follow-up coaching and technical assistance after the training ends.
- Self-Guided Online Modules: Self-guided modules are available to users on the PBISApps website. Users access these modules online and complete them independently. As a facilitator, you provide guidance and coaching as they complete the modules as well as upon completion.

Regardless of the model, complete Swift at SWIS training before the school accesses their account for the first time.

Coaching Data-Driven Decision Making

The power of SWIS is in its reports. The power of a 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.

Name a Data Analyst

Data analysts are the people who bring data to team meetings. They are the team members responsible for reviewing data before the meeting, looking for potential problems to be discussed, getting the issues on the agenda, and bringing the data to the meeting so everyone can follow along. The data analyst keeps the meeting focused on generating solutions rather than admiring the problem.

The person filling this role might take on the data analyst responsibilities as their sole purpose in the meeting. Other schools may incorporate this analysis into the SWIS Admin's role. If Data Analyst will be their only responsibility, set them up with Data Analyst access. This gives them access to the reports, but none of the Settings or Data Entry functions.

Analyzing Core Reports: Do We have a Problem?

Data Analysts use Core Reports as their starting place. These reports give them a way to quickly check the school's vital signs for potential problems. Sometimes the information in these reports is just something to note for future discussion; other items will require drilling down to isolate the problem and develop solutions. Core Reports are found in two places: On the SWIS Dashboard and in the Report menu under View Reports. Reports included in Core Reports are:

- Average Referrals per Day Per Month
- Referrals by Location
- Referrals by Problem Behavior
- Referrals by Time
- Referrals by Student
- Referrals by Day of Week
- Referrals by Grade

HERE'S A TIP

The SWIS Dashboard presents a summary for the full school year. To look at a specific date range, or the most recent referral data, data analysts need to go to Core Reports and select a specific date range for analysis. For example, if a team implemented a solution and wants to know the impact, the data analyst can go to Core Reports and select a date range from the last team meeting through today to just look at the behaviors occurring since they implemented the solution.

The first step in any problem-solving process is to identify the problem. SWIS helps schools/facilities move from “I think I have a problem” to “My problem is...” Data help us ask the right questions; they do not provide the solutions. Asking the right question leads to more precision and helps give more context so solutions are tailored and strategic.

Here are some questions to consider for each core report:

Average Referrals Per Day Per Month

This report provides a starting place to determine “Do we have a potential problem?”

- What are the trends across months? Are referral rates stable, increasing, decreasing?
- Are specific months higher than others or lower than the overall pattern?
- How do these rates compare with National Summary data?

HERE'S A TIP

Schools enter the count of student contact days in School Settings. Using school days to calculate the average makes comparing shorter months to longer months possible.

Referral by Problem Behavior

- Is there one major problem behavior or multiple problem behaviors?
- Do they appear to be student-to-student or student-to-adult?
- Are there similarities in the types of behaviors?
- Are they major or minor behaviors?

Referrals by Location

- Where are problems occurring?
- Are there problems in one location or spread across lots of locations?

Referrals by Time

- When do problem behaviors occur?
- Is there one specific time when behaviors occur or is it a range?
- How do these times match with the school schedule and activities?
- How does this information match up with referrals by location?

Referrals by Student

- What proportion of students have 0-1 referral?
- What proportion of students have 2-5 referrals?
- What proportion of students have 6+ referrals?

Referrals by Grade

- Is there one particular grade level with more referrals?
- Is there a cluster of grade levels in similar developmental stages (eg. 6-8 grades)?

Referrals by Day of the Week

- Is there a particular day (or days) when more referrals occur?

Using Drill Down to Get Precise

Teams can expand on the information they find in Core or Additional Reports by taking advantage of the Drill Down tool. Drilling down data by adding filters leads to more targeted behavior supports and practices for improved student outcomes.

There are a dozen filters to choose from with multiple options available in each.

Head to the Drill Down tool and start with an area of concern that came up in Core or Additional Reports – a location, or a grade level, or a problem behavior. Next, add a filter to search for the specific context enabling the problem – who, what, where, when, how often, and why the problem keeps happening. The goal is to end up with a precise problem statement. By defining a problem with precision teams know which problem behaviors are occurring, who contributes to the problem, where the problem is likely to happen, when it’s likely to come up, and why it keeps happening.

Let’s say a team looks at Referrals by Location and notices a spike in problem behaviors in the Cafeteria. Moving to the Drill Down tool, they open the Location filter and move Cafeteria to the list of included filters. Changing the graph type

to Grade tells them these behaviors occur across almost every grade level, but 3rd, 6th, and 8th graders contribute more often. So, they add those three grades to the included filters. They keep working through the dataset until they know the who, what, when, where, and why in the precise statement. In the end, it could look like this:

Example Precise Problem Statement – During their lunch period, 6th and 8th graders engage in harassment, disruption, and physical aggression in the cafeteria to get attention from anyone and everyone in the room.

With practice, each team will come up with their own method for drilling down into their data to develop their precise problem statements. Teams needing some help getting started can take advantage of the **Drill Down Worksheet** available in [Resources > SWIS Materials > View All Materials](#) to step through the process.

The screenshot shows the PBIS Apps interface for a Drill Down Report. On the left, the 'Report Filters' sidebar has 'Location' selected, with 'Cafeteria' chosen from a list of locations. The main area shows 'Include in Dataset' with 'School Year - 2017-18' and 'Location - Cafeteria' selected. Below this are 'Generate' and 'Save Report Template' buttons. The report title is 'Drill Down Report - Generated 7/18/18, 4:37 PM'. The main visualization is a bar chart titled 'Referrals by Grade Drill Down' showing the number of referrals for each grade level. The y-axis is labeled 'Referrals' and ranges from 0 to 16. The x-axis is labeled 'Grade' and ranges from Pre-K-A to Post 12. The bars show the following values: Pre-K-A (0), Pre-K-B (0), Pre-K (0), K (3), 1 (0), 2 (7), 3 (13), 4 (3), 5 (4), 6 (14), 7 (7), 8 (15), 9 (0), 10 (0), 11 (0), 12 (0), Post 12 (0). To the right of the chart, there is a 'Graph Type*' dropdown set to 'Grade' and an 'Options' section with a checked box for 'Show Values on the Graph'. At the bottom right, a 'Summary' table is displayed.

Category	Count
Referrals	66
Students	42
Staff	40

HERE'S A TIP

The Perceived Motivation filter should always be one of the last filters you add in Drill Down. It answers “why” the problem behavior is being maintained in the context of the problem. We need to know the who, what, where, and when before we reliably address the why.

Addressing Disproportionality

One of the areas in education where data-driven decision making has been overlooked is disproportionality, especially related to race and ethnicity. The foundations of data-driven decision making remain the same, and yet teams struggle to locate and analyze data related to disproportionality.

The SWIS Equity Report provides schools a comprehensive picture describing the extent of disproportionality in discipline outcomes. Below are descriptions of the graphs available in the SWIS Equity Report to use for decision making related to disproportionality in outcomes experienced by various student groups

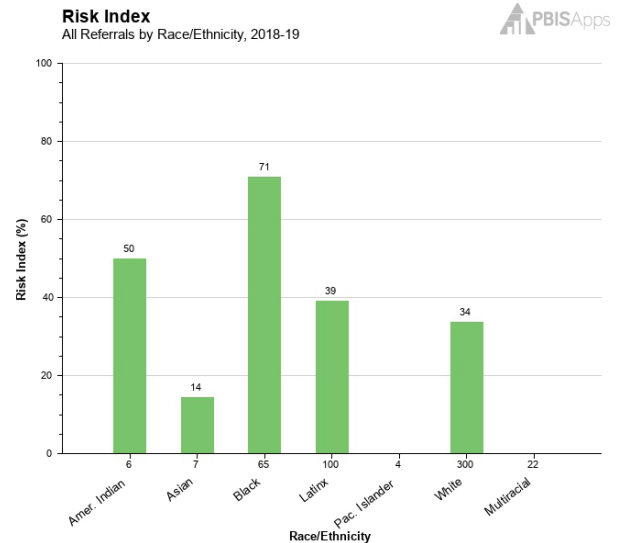
HERE'S A TIP

The PBIS OSEP Technical Assistance Center provides two resources for using discipline data within SWPBIS to address disproportionality. These resources are available at www.pbis.org by going to School > Equity & PBIS.

- A 5-Point Intervention Approach for Enhancing Equity in School Discipline
- Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

The Risk Index

The Risk Index displays the percentage of students within each group with at least one outcome. This report answers the question: What percent of students within each group are at risk of receiving at least one referral or suspension?



Ethnicity	# of Enrolled Students	# of Students with Referrals	% of Students Within Ethnicity With Referrals	Risk Index
Native	6	3	50.00%	0.50
Asian	7	1	14.29%	0.14
Black	65	46	70.77%	0.71
Latinx	100	39	39.00%	0.39
Pacific	4	0	0.00%	0.00
White	300	101	33.67%	0.34
Multi-racial	22	0	0.00%	0.00

Totals: 504 190

Note: shaded column corresponds to bar color in related chart.

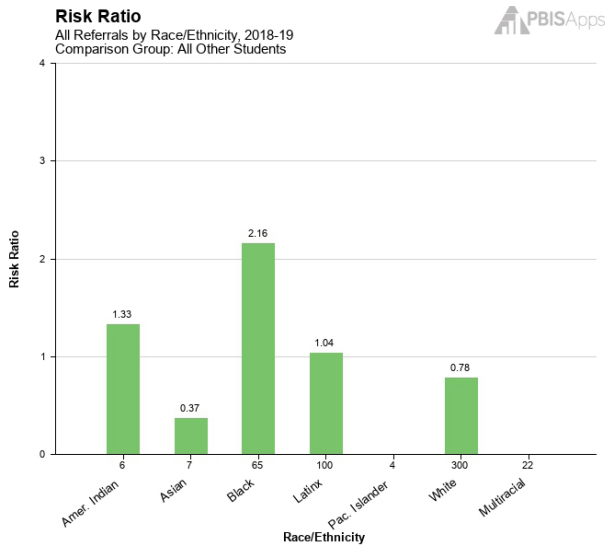
From this report:

- There are 65 Black students enrolled in the school.
- 46 of the 65 Black students have received a referral.
- This means 70.77% of the school's Black students have received a referral.

What percent of Black students are at risk of being referred? At this school, 70.77% of Black students are at risk of receiving or have received a referral.

The Risk Ratio

The Risk Ratio displays the likelihood of each student group to receive an outcome when compared to another group. The report is calculated by dividing the risk index of the specified group by the risk index of a comparison group. Teams analyzing this report look to answer the question: How much more or less likely is it that students in a specified group will receive a referral or suspension when compared to students from another group?



Ethnicity	# of Enrolled Students	Risk Index	Comp. Group	Comp. Risk Index	Risk Ratio
Native	6	0.50	All Ot	0.38	1.33
Asian	7	0.14	All Ot	0.38	0.37
Black	65	0.71	All Ot	0.38	2.16
Latinx	100	0.39	All Ot	0.38	1.04
Pacific	4	0.00	All Ot	0.38	0.00
White	300	0.34	All Ot	0.38	0.78
Multi-racial	22	0.00	All Ot	0.38	0.00

Totals: 504

Note: shaded column corresponds to bar color in related chart.

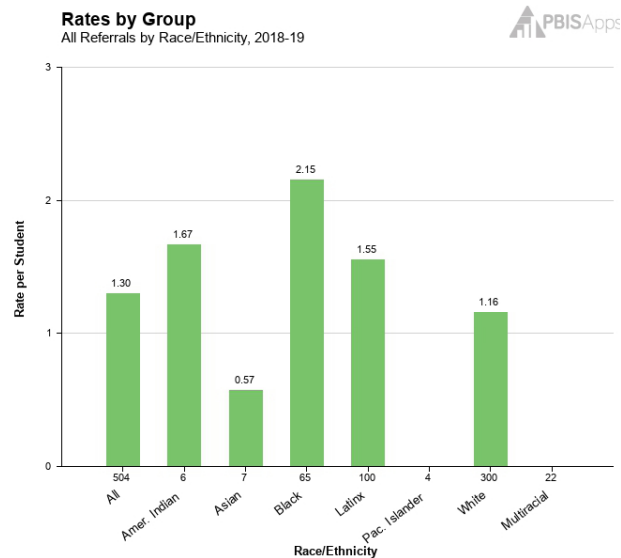
From this report:

- The risk index for Black students is .71
- The risk index for all other students is .38
- Dividing the risk index for Black students by the risk index for all other students, the risk ratio for Black students is 2.16.

How much more or less likely are Black students to be referred than White students in this school? In this school, Black students are about 2.2 times more likely to receive a referral than all other students.

Rates by Group

The Rates by Student Group report displays the average number of referrals or suspensions received per student in each group. The report calculates the rate by dividing the total number of referrals or suspensions for each group by the total number of enrolled students in the group. The rate for all students enrolled in the school is also displayed on the report for reference. Teams analyzing this report look to answer the question: “How many referrals or suspensions do we issue per student within each group at our school?”



Ethnicity	# of Enrolled Students	# of Referrals	Rate of Referrals	Comp. Group	Comp. Rate
Native	6	10	1.67	All Ot	1.30
Asian	7	4	0.57	All Ot	1.31
Black	65	140	2.15	All Ot	1.18
Latinx	100	155	1.55	All Ot	1.24
Pacific	4	0	0.00	All Ot	1.31
White	300	347	1.16	All Ot	1.51
Multi-racial	22	0	0.00	All Ot	1.36

Totals: 504 656 1.30

Note: shaded column corresponds to bar color in related chart.

From this report:

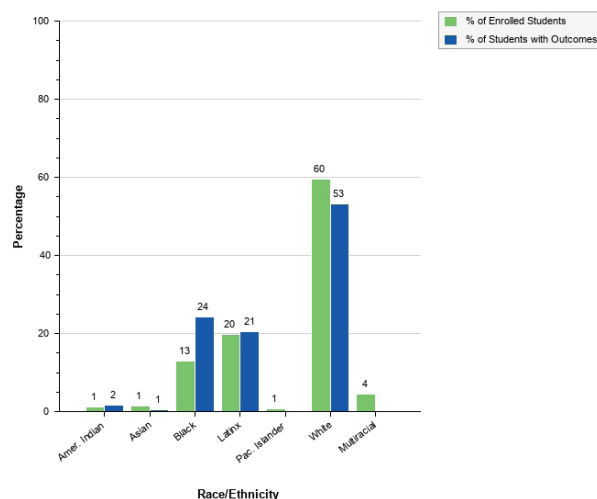
- There are 65 Black students enrolled in the school.
- There are 140 referrals given to Black students.
- The referral rate for Black students is 2.15 referrals per student.
- The referral rate for all other students enrolled in our building is 1.18.

How many referrals per student do we give to the Black students in our building? Students identified as Black receive an average of 2.15 referrals per student. We refer Black students at a higher rate than all other students in our school.

Students with Outcomes by Group

The Students with Outcomes by Group graph compares the percent of all enrolled students in a given group – the green bars – to the percent of all students with a referral by group – the blue bars. This report displays a group’s portion of the total student enrollment compared to its proportion of all students with a referral or suspension. Teams analyzing this report look to answer the question: Is a specified group’s percent of all referred or suspended students equal to its percent of the school’s total enrollment?

Students with Outcomes by Group
All Referrals by Race/Ethnicity, 2018-19



Ethnicity	# of Enrolled Students	# of Students w/Referrals	% of Enrolled Students	% of Students w/Referrals
Native	6	3	1.19%	1.58%
Asian	7	1	1.39%	0.53%
Black	65	46	12.90%	24.21%
Latinx	100	39	19.84%	20.53%
Pacific	4	0	0.79%	0.00%
White	300	101	59.52%	53.16%
Multi-racial	22	0	4.37%	0.00%

Totals: 504 190 100% 100%

Note: shaded columns correspond to bar color in related chart.

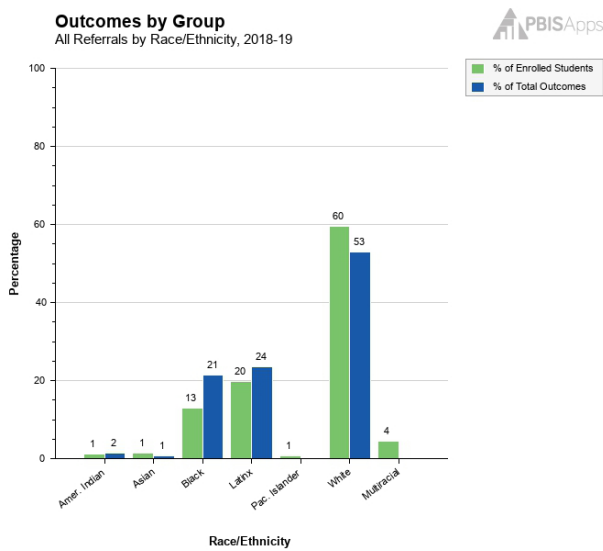
From this report:

- There are 65 Black students enrolled in the school. They make up 12.9% of the school's total enrollment.
- 46 of the 190 referred students in the school are Black. This means 24.21% of all referred students in the school are Black.

Is the Black students’ percent of all referred students equal to the Black students’ percent of the school’s total enrollment? No. In this school, Black students are disproportionately overrepresented in the group of students who have received a referral.

Outcomes by Group

The Outcomes by Group graph compares the percent of all enrolled students in a selected group – the green bars – to the percent of total outcomes given to the same group – the blue bars. This report displays how a student group’s percent of the school’s total enrollment compares to its percent of all outcomes given. Teams analyzing this report look to answer the question: Is a specified student group’s percent of all outcomes equal to the group’s percent of the school’s total enrollment?



Ethnicity	# of Enrolled Students	# of Referrals	% of Enrolled Students	% of Total Referrals
Native	6	10	1.19%	1.52%
Asian	7	4	1.39%	0.61%
Black	65	140	12.90%	21.34%
Latinx	100	155	19.84%	23.63%
Pacific	4	0	0.79%	0.00%
White	300	347	59.52%	52.9%
Multi-racial	22	0	4.37%	0.00%

Totals: 504 656 100% 100%

Note: shaded columns correspond to bar color in related chart.

From this report:

- There are 65 Black students enrolled in the school. Black students make up 12.9% of the school's total population.
- There are 140 referrals given to Black students, and accounting for 21.34% of the school's total referrals.

Is the Black students’ percent of all referrals given equal to the Black students’ percent of the school’s total enrollment? No. In this school, Black students are disproportionately overrepresented in the total number of referrals written.

Summarizing the Five Graphs

Reading the five SWIS Equity Graphs together provides a multi-point perspective helping teams identify whether a student group is disproportionately referred or suspended for problem behavior. From the example reports above, the team knows Black students comprise 12.9% of the school’s total enrollment, and:

- 21.34% of the school's total referrals come from Black students.
- 24.2% of students referred are Black.
- 71% of all Black students have been referred.
- On average, Black students receive about 2 referrals per student.
- Black students are more than twice as likely to be referred as all other students in the school.

This example team determined the school’s Black student population was at a higher risk of receiving a referral than their peers. From these data, the team will head to the Drill Down tool to get more information about how Black students are referred in the building. Where are students most likely to receive a referral? When? For which behaviors are they most likely to be referred? Why?

You’ve Defined the Problem, Now What? (Solution Development)

Before jumping into creating a solution to a problem, teams need to know what their goal is. What’s the outcome they’re after? Identifying a goal helps determine how extensive the solution needs to be.

Start with the precise problem statement created from taking a problem identified in Core Reports and analyzing it in the Drill Down tool. How would these data look if the team had its desired outcomes? Sometimes, the outcome isn't realistic in the amount of time a team has to find a solution or with the resources available. The goal they set needs to be doable. With a narrower focus, write down a goal that is specific, measurable, achievable, realistic, and timely – SMART. Use the goal to develop a solution. A PBISApps Teach by Design article called **“4 Ways to Jumpstart Your Goals This Year”** has some tips to consider as teams complete goal setting as a group.

The solution should require minimum levels of energy, effort, or intervention to produce the maximum level of effect. Keep it simple! Working through a solution, keep in mind these critical components:

- Prevention – How can we avoid the problem's context entirely?
- Teaching – How can we define, teach, and monitor what we want to happen?
- Recognition – How can we systematically acknowledge appropriate behavior?
- Extinction – How can we prevent problem behavior from being rewarded?
- Consequences – What are efficient, consistent consequences for inappropriate behavior?
- Data Collection – How will we use data to monitor our effort? How will we know our solution is effective and that we're doing what we said we would do?

HERE'S A TIP

When you look at your data, there are a few rules we use to guide the solutions we select:

- A student with one or fewer referrals is likely successful with Tier I support alone. Students with 2-5 referrals should be on your radar for Tier II interventions like Check-In Check-Out. Students with six or more referrals should be considered for more individualized, Tier III support.
- “Rule of 10” – When there are 10 or more students engaging in the same problem in the same context, a system-level response is needed. Fewer than 10 students engaged in the behavior should be addressed as a small group, often leading you to refer the problem to a grade-level team, individual teachers, or an administrator.
- You can layer multiple solutions on top of each other to address problems in your building. For example: You may have a school-wide solution in place for a given issue, but also identify a handful of students who could use some additional support around the same problem.
- Don't forget to include a plan for staff. How will staff be set up for success in executing the solution you come up with?
- Include students and families in your planning and communication.

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 the SWIS 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
- Forgotten Password
- Email Change
- 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
- Email Address
- PBISApps Password
- Phone
- Mailing Address
- Fax
- Username
- 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



1235 University of Oregon
Eugene OR 97403-1235