



SWIFT @ CICO-SWIS ACTIVITY PACKET



JULY, 2019
PBIS APPLICATIONS
UNIVERSITY OF OREGON

CICO-SWIS User Roles & Training Sections

CICO-SWIS Admin	Data Entry	Data Analyst	School Staff/ Tier II Team
<ul style="list-style-type: none"> • A: Introduction & the CICO Intervention • B: CICO-SWIS & DBDM • C: CICO Roles & Access • D: Reporting & Analysis • E: Account Set Up (Tools) • F: Enrollment & Data Entry • G: Data Analysis & Team Meetings 	<ul style="list-style-type: none"> • A: Introduction & the CICO Intervention • B: CICO-SWIS & DBDM • C: CICO Roles & Access • E: Account Set Up (Tools) • F: Enrollment & Data Entry 	<ul style="list-style-type: none"> • A: Introduction & the CICO Intervention • B: CICO-SWIS & DBDM • C: CICO Roles & Access • D: Reporting & Analysis • G: Data Analysis & Team Meetings 	<ul style="list-style-type: none"> • A: Introduction & the CICO Intervention • B: CICO-SWIS & DBDM • (Optional)
<p style="text-align: center;">H: Logging Into Your Live School Account</p>			

CICO-SWIS User Access Types

	CICO Admin	Data Entry	Data Analyst
Enter Data	●	●	
Generate Reports	●	●	●
Enroll/Unenroll Students	●	●	
Edit all School Settings	●		
Edit Core Data in School Settings Only (Enrollment & School Days)		●	
Edit Person Records in Person Management	●	●	
Resolve Errors in Data Integrity Report	●	●	●

Our School's CICO-SWIS Users:

CICO Admin		
Data Entry		
Data Analyst		

Swift at CICO-SWIS Fluency Activities

Activities: Report Generation and Data Analysis

- Generate the **School-wide Report** for the dates October 1-31 or May 1-31. Provide a brief summary statement for your Tier II team about the report data:

DEMO Account

Swift at CICO-SWIS Fluency Activities

Activities: Report Generation and Data Analysis

For the student you will focus your meeting minutes on, which report will show you their data trends over time?

- a) Student Count b) Student Period c) Student Single Period

Generate Amie Saunders' Student Count report for the dates October 1-31 or May 1-31:

- How many days was the student absent?
- How many days were there that indicated No Data?
- How many days did she meet her goal of 80%?
- Were there any referrals for this time period? If so, how many?
- Were there any plan changes for this time period? If so, what were they?
- Were there any notes for this time period? If so, what were they?

Swift at CICO-SWIS Fluency Activities

Activities: Report Generation and Data Analysis

- Which report will show you a student's data for their various check-in periods?
a) Student Count b) Student Period c) Student Single Period
- Generate Amie Saunder's **Student Period** report for the dates October 1-31 or May 1-31:
 - Which class periods demonstrate the most success?
 - Which class period demonstrates the least success?
- Which report will show you the data for each individual period above?
a) Student Count b) Student Period c) Student Single Period

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- Generate Amie Saunder's **Student Single Period** report for the dates October 1-31 or May 1-31 for:
 - Her least successful period
 - Her most successful period

1) What questions are you left with after reviewing each graph?

2) Provide a brief summary statement for your Tier II team about the report data.

3) What might your next steps be to support Amie in CICO?

DEMO Account

Swift at CICO-SWIS Fluency Activities

Activities: School & Account Settings

In the Facilitator Training Account, divide the tasks among the team members to complete:

Tasks	Team Member
Personalize the Account Settings: Password, First/Last Name preference	
Enter the School Days	
Enter the School Enrollment	
General Settings: Start Month?	
Track IEP's and 504's?	
Require District ID's?	

School Days			
Month	Days	Month	Days
August	15	February	15
September	20	March	15
October	20	April	20
November	15	May	21
December	15	June	0
January	20	July	0

General Settings	
Start Month	August
Use 504, Ethnicity and IEP	Yes
Use Person Import	Yes
Require Staff and Student ID's	Yes

School Enrollment	
Race/Ethnicity	Number
Hispanic/Latino	175
American Indian/ Alaskan Native	24
Asian	49
Black	50
Pacific Islander/ Native Hawaiian	20
White	175
Multi-racial	50

Swift at CICO-SWIS Fluency Activities

Activities: School Settings

In the Facilitator Training Account, divide the tasks among the team members to complete:

Tasks	Team Member
Track data on Saturdays and Sundays?	
Set default goal for CICO	
General: Start Month	
Set up the Marvel Point Card Template	

CICO Settings	
Collect data on Saturday/Sunday	No
Default Student Goal Line	80%
Defined Period Groups and Expectations	See Point Card

Student Name:			Date:	
	Be Kind	Be Responsible	Be Respectful	Pts
Period 1	0 1 2	0 1 2	0 1 2	
Period 2	0 1 2	0 1 2	0 1 2	
Period 3	0 1 2	0 1 2	0 1 2	
Period 4	0 1 2	0 1 2	0 1 2	
Period 5	0 1 2	0 1 2	0 1 2	
Key				
2 points	Behavior was appropriate; student managed behavior			
1 point	Behavior was somewhat appropriate; student needed reminder			
0 points	Inappropriate; student continued problem behaviors after reminder(s)			

[Facilitator Training Account](#)

Swift at CICO-SWIS Fluency Activities

Have each team member enter 1 staff member into Person Management

Staff Name	Email	District ID	Team Member
Agent Colson	acoulson@marvela.org	23444	
Chris Evans	cevans@marvela.org	23445	
Tony Stark	tstark@marvela.org	23447	
Nick Fury	nfury@marvela.org	23402	
Jane Foster	jfoster@marvela.org	23400	
Iron Man	iman@marvel.org	23446	

Have each team member enter 1-2 students into Person Management
(Create a name for each student)

Student Information	Status	CICO Information
Student 1: Male District ID 23231 Not Hispanic/Latino Asian No 504 or IEP Grade 3	Goal: 80%	Start Date: 1 week ago
Student 2: Female District ID 23232 Hispanic/Latino Black No 504 or IEP Grade 5	Goal: 80%	Start Date: 8 weeks ago
Student 3: Female District ID 23233 Not Hispanic/Latino White On 504 Grade 7	Goal 70%	Start Date: 8 weeks ago

Student Information	Status	CICO Information
Student 4: Male District ID 23234 Not Hispanic/Latino White No 504 IEP: Intellectual Disability Grade 9	Goal 50%	Start Date: 4 weeks ago
Student 5: Male District ID 23235 Not Hispanic/Latino American Indian 504 IEP: Speech Impairment Grade 10	Goal 70%	Start Date: 4 weeks ago
Student 6: Male District ID 23236 Hispanic/Latino White Grade 1 No IEP or 504	Goal 70%	Start date: 2 weeks ago

Facilitator Training Account

Swift at CICO-SWIS Fluency Activities

- Enroll the student(s) you added in Person Management into CICO-SWIS. Use the information below:

Student Information	Status	CICO Information
Student 1:	Goal: 80%	Start Date: 1 week ago
Student 2:	Goal: 80%	Start Date: 8 weeks ago
Student 3:	Goal 70%	Start Date: 8 weeks ago
Student 4:	Goal 50%	Start Date: 4 weeks ago
Student 5:	Goal 80%	Start date: 4 weeks ago
Student 6:	Goal: 80%	Start date: 2 weeks ago

- Choose one of the students listed above and enter a week's worth of data. (Use the provided Daily Progress Reports)
- Which days did the student meet his/her goal?
 - Which days did the student not meet his/her goal?
 - Were there any plan changes during this time? If so, what were they?
 - Were there any notes during this time? If so, what were they?

[Facilitator Training Account](#)

Generate the School-wide & Average Points Per Student Reports for May 1-31 or October 1-31

How is the overall CICO intervention working at the Demo School?
Answer the following questions to report to the team and staff:

1. How many students are enrolled in CICO?
2. What is the school's overall percentage goal for students in CICO?
3. The average percent of points earned for all the students is hovering around ____ %.
4. Is there an upward, downward or steady trend in the whisker graph?
5. What is the approximate number of students scoring 70% and above, and what is the approximate number of students scoring below 70%?
6. Is CICO being implemented with integrity?

Develop a concise summary statement using the questions above.

DEMO Account

Student Information:

	Brian Bender	Chris Black	Serena Johnson	Dana Jarvis	Amie Saunders
	Grade 7 Subject	Grade 5 Subject	Grade 4 Subject	Grade 8 Subject	Grade 3 Subject
Period 1	Math	Reading	Math	Reading	Reading
Period 2	Title 1 Reading	Language Arts	Reading	Math	PE
Period 3	Language Arts	Math	Language Arts	Language Arts	Math
Period 4	Science	Social Studies	PE	Music/PE	Language Arts
Period 5	Music/PE	Science	Science	Social Studies	Social Studies
Period 6	Social Studies	PE	Social Studies	Science	Science
Additional information:	Motivation: Obtain adult attention & avoid task	Motivation: Avoid tasks; Obtain peer and adult attention	Motivation: Obtain peer & adult attention	Motivation: Obtain adult attention	Motivation: Obtain adult attention

CICO Decision Rules	Criteria
Stay as is	Less than 6 weeks of success & upward trend
Make modifications/adaptations	Less than 6 weeks of success with either stable or downward trend
Move to fading or self-management	At least 6 weeks with 4 days per week of success
Move to more intensive supports	2 weeks without improvement after fidelity has been monitored and adjustments have been made.
Graduate off CICO	4-6 weeks of success on fading/self-management

Choose a student:

- Chris Black
- Dana Jarvis
- Serena Johnson
- Amie Saunders
- Brian Bender

Review the reports from the month of October or May

Tier 2 Summary Report

Date Range: _____

Data Analyst: _____

Possible Data Days: _____

Students to Discuss Further (e.g., ready to fade/graduate, needs revision, refer for FBA)

Student	Days With Data	Student Goal	Average Daily Points	Progress/Success	Barriers/Challenges	Recommended Status (see decision rules*)
(Example) Jacob Fulse	21	80%	65.08%	Periods 2-6: Jacob is above his goal of 80%.	Period 1: Jacob is consistently tardy for class; not prepared with homework.	Needs Modifications

Using Data to Develop Solutions

Prevention – How can we avoid the problem context? *Examples: schedule change, curriculum adjustment, staff training*

Teaching – How can we define, teach, & monitor what we want? *Hint: Teach positive behavior and use problem as negative example?*

Recognition – How can we systematically reward positive behavior?

Extinction – How can we prevent problem behavior from being rewarded


Consequences – How can we systematically correct problem behavior?

Data – How can we collect and use data to evaluate fidelity and impact?

Tier II Meeting Agenda: Your Student

Student	Grade	Identified Problems & Supporting Data	Response Actions & Next Steps	Who?	When?	Goal

Team Activities: School & Account Settings

Whole Team Activities	Individual Users Activities
<ul style="list-style-type: none">✓ CICO-SWIS Admin logs in; Team views✓ CICO-SWIS Admin logs into School Settings:<ul style="list-style-type: none">○ Make sure School Profile Information is correct○ Click on CICO on the left-hand side under Applications○ Complete all the General settings○ Point card is the last item to set up	<ul style="list-style-type: none">✓ Log into your account✓ Go to Tools: Account Settings✓ Make any changes wanted under Account Settings 

Team Activities: School & Account Settings

Whole Team Activities

- ✓ CICO-SWIS Admin or Data Entry user logs in; Team views
- ✓ Go to **School Settings: Core Data**
 - Check to see if **School Days & School Enrollment** are entered (SWIS Team may have done this)
- ✓ Go to **School Settings: Applications – General** settings
 - Check to see if all settings are correct

Is your school using SWIS or I-SWIS?

Check with the SWIS/I-SWIS Team about the settings

Define who will enter School Setting information that affects all accounts

Is your school using only CICO-SWIS?

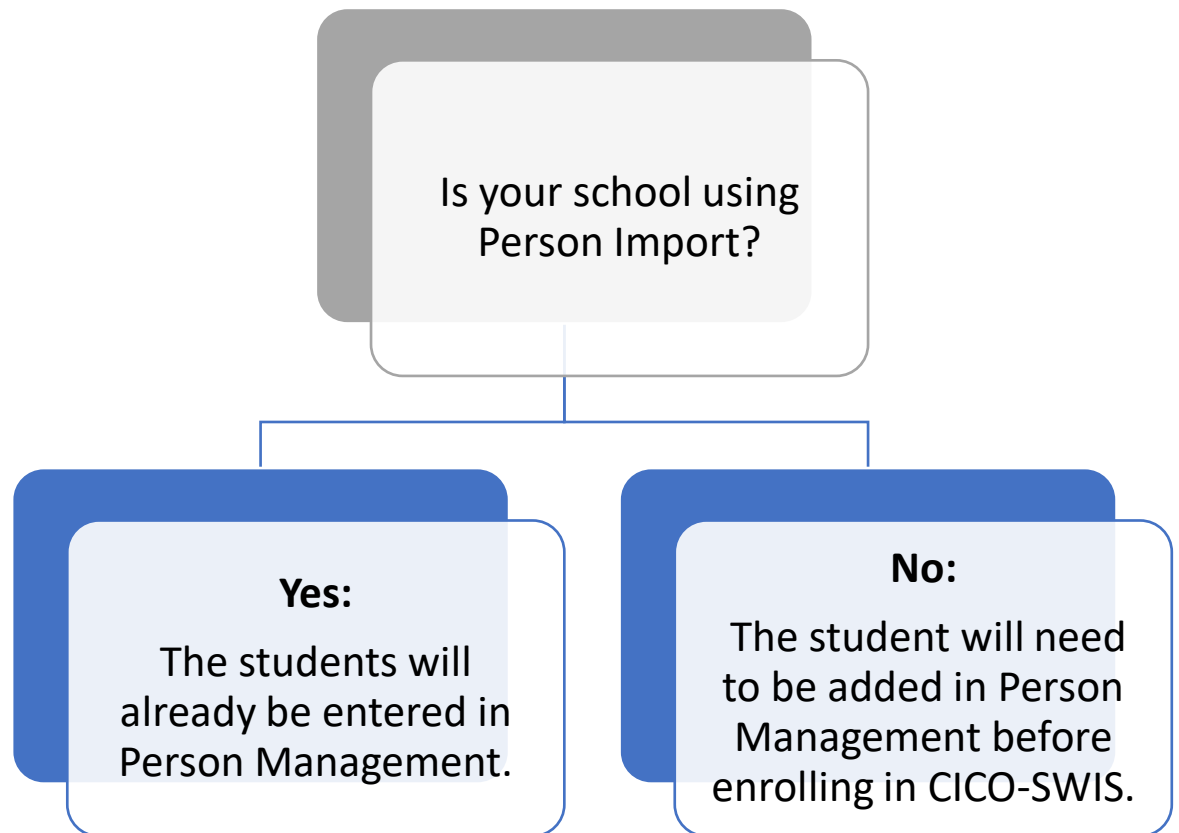
Make decision on who enters data

School Profile, Core Data, School Settings

Team Activities: School & Account Settings

Data Entry Activities

- ✓ Identify which students to enroll in CICO
 - Enter in **Person Management** first (if needed)
- ✓ Enroll students into CICO-SWIS
 - Indicate the student's start date
 - Indicate the student's goal
- ✓ Data Entry
 - Begin entering CICO data
 - Back enter previous data



Resources and Support

Be sure to contact your CICO-SWIS facilitator if you're unable to find the information on the website.

User Guides & Materials/ Video Tutorials

The screenshot shows the 'User Guides & Materials' page on the PBISApps website. The page has a blue header with the PBISApps logo and navigation links for 'App Demos', 'Find a Facilitator or Coordinator', and 'Pay Invoice'. Below the header, there are tabs for 'Applications', 'Resources', 'Support', and 'About Us'. The main content area is titled 'User Guides & Materials' and includes an 'Overview' section with introductory text. Below this, there are two columns: 'Featured Materials' and 'Latest Materials', each listing documents with their titles and dates. At the bottom, there are four categories of materials represented by book icons: 'SWIS Materials', 'CICO-SWIS Materials', 'ISIS-SWIS Materials', and 'PBIS Assessment Materials'. Each category has a 'User's Manual (PDF)' button and a 'View All Materials' button.

Support

The screenshot shows the 'Support' page on the PBISApps website. The page has a blue header with the PBISApps logo and navigation links for 'App Demos', 'Find a Facilitator or Coordinator', and 'Pay Invoice'. Below the header, there are tabs for 'Applications', 'Resources', 'Support', and 'About Us'. The main content area is titled 'Support' and includes a search bar with the text 'Have a Question? Ask or enter a search term here.' and a 'SEARCH' button. Below the search bar, there are four sections: 'General' (6 articles), 'SWIS (School-Wide Information System)' (27 articles), 'CICO-SWIS (Check In, Check Out)' (17 articles), and 'ISIS-SWIS (Individual Student Information System)' (3 articles). Each section lists several articles with their titles. On the right side of the page, there is a 'Contact Us' section with the text 'We're available 8 AM-5 PM PT, Monday-Friday' and three buttons: 'Post a Public Question', 'Email Us', and 'Chat Unavailable'. Below this, there is a 'Phone & Fax' section with the phone number '855-455-8194' and fax number '541-346-2471', and a 'Mailing Address' section with the address '1235 University of Oregon Eugene, OR 97403-1235'.