Role of the EC-SWIS Facilitator

EC-SWIS Facilitators have the privilege of supporting local early childhood programs as they implement & maintain EC-SWIS

- Initial Installation
- User Training
- Team Coaching
- Technical Assistance
- Annual Readiness Checks

Section A
Early Childhood School-Wide Information System (EC-SWIS)

Purpose and Objectives

- **Purpose:** To introduce EC-SWIS as a decisions system for social climate and discipline data along with the benefits, features, and impact on staff procedures

- **Learner Objectives:**
  1. Describe the purpose and benefits of EC-SWIS to colleagues
  2. Identify basic features of EC-SWIS
  3. Describe potential impact on staff procedures for responding to and documenting problem behavior incidents
What is EC-SWIS?

The Early Childhood School-Wide Information System (EC-SWIS) is a web-based decision system used to improve behavior support in schools and other educational facilities by providing school personnel and stakeholders with accurate, timely, and practical information for making decisions about school environments.

Why Is My Program Adopting EC-SWIS?

- To improve the quality of decisions about social climate and behavior
- To improve consistency in response to and documentation of problem behavior across staff, locations, time of day, and children
- Regularly monitor patterns of problem behavior across the school to identify contexts (e.g., activities, time of day) where systems can be improved to reduce problem behavior
- Consistently consider and report the WHY (perceived motivation) of the behavior
- Identify and reduce disproportionality in discipline across sub-groups represented in our site/facility (e.g., racial, ethnic, disability, gender)

Research on Sustainability of SWPBIS

What single factor is most related to high sustainability of SWPBIS?

The frequency with which DATA are presented to all school staff

Why was EC-SWIS developed?

**Goal**
Make schools more effective learning environments.

**Strategy**
Repeatedly giving people the right information (data) at the right time, in the right format is the single most effective way to improve decision making and achieve valued outcomes.

**Rationale**
Why behavior? Child social behavior continues to be the most common reason why children are excluded from early childhood settings.

Collecting Incident Data in EC-SWIS

- Staff observe a problem incident
- Behavior Incident Referral Form Completed Paper
- Trained user reviews and enters

Basic features in EC-SWIS

There is a public Demo site if anyone is interested in exploring EC-SWIS features.

Instructions: ec.swis.org > click on Demo

Note: this is a separate site from the pbisapps.org site (where other application demos are accessed).
Dashboard (Current Year Summary)

Summary of data for current school year:
- Incidents per day per month
- Incidents by Time
- Incidents by Activity
- Incidents by Day of Week
- Incidents by Problem Behavior
- Incidents by Response
- Incidents by child (screening)

Standardized Reporting Options

Core Reports
- Specific date ranges for meeting cycles
- Analyzed at least monthly

Additional Reports
- Specific reports for quarterly and/or annual reporting
- Equity reports to monitor disproportionality

Sample Report: Incidents by Activity

Staff will receive updates from behavior team that include a summary of EC-SWIS data
Navigation Demonstration

- Dashboard
- Core Reports
- Additional Reports
- Data Integrity
- Add Incident
- Drill Down

EC-SWIS Navigation
Section A: EC-SWIS & Data-Based Decision Making

Reflection on Data Integrity and Confidentiality

1. How will data integrity be maintained and prioritized in staff communications?

2. How will we maintain the confidentiality of EC-SWIS data while also giving the right people access to the right information for decision-making?
Purpose and Objectives

- **Purpose:** To describe basic principles of data-based decision making using EC-SWIS data as an example

- **Learner Objectives:**
  1. Describe basic features of data-based decision models
  2. Explain the value of data in identifying the context and function of a problem

Thoughts on Data-Based Decisions

As decision makers, we need a deliberate process to guide us through the examination and analysis of data. Without this, we may be apt to substitute strongly held opinions for the fact-based conclusions that would be derived from a review of the actual data.

Desired Outcome: Enhanced social competence & academic achievement for all children.

How do we get to our desired outcome?

Old Problem Solving Model

Problem → Solution

Data-Based Decision Making

Decisions are more likely to be effective and efficient when they are based on:

DATA

The quality of data-based problem solving depends most on the first step Define the problem to be solved with:

▲ Precision
  [who, what, where, when, how often, why]
▲ Clarity
  [general agreement on priorities]
Why Use Data for Decision Making?

- Data help place the “problem” in the local context rather than on the children.
- Data help us ask the right questions...they do not provide the solutions.
- Use data to:
  - Identify problems
  - Refine problems and understand the context
  - Define the questions that lead to a solution

Current Reality & Gaps

a. What is our current reality overall?

b. What are the desired outcomes?

c. Where are the gaps?

d. What is the highest priority?

Context First

What?

When?

Where?

Who?

How often?
The Last (and Hardest) Question

Perceived Motivation (Why?)

“What is perceived as maintaining the problem behavior?”

Perceived Motivation Falls Into These Two Categories:

<table>
<thead>
<tr>
<th>Obtain</th>
<th>Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention</strong></td>
<td><strong>Attention</strong></td>
</tr>
<tr>
<td>(adults or peers)</td>
<td>(adults or peers)</td>
</tr>
<tr>
<td><strong>Tangible</strong></td>
<td><strong>Tangible</strong></td>
</tr>
<tr>
<td>(items, activities, sensory)</td>
<td>(items, activities, sensory)</td>
</tr>
</tbody>
</table>

Prioritizing Perceived Motivation

Without understanding the function (perceived motivation) of a problem, our “solutions” are equally likely to make a problem WORSE as they are to make it BETTER.
There are more behavior incidents for physical aggression during outdoor play than last year. These are most likely to occur during morning outdoor time, with a large number of children, and the physical aggression is related to getting access to the new play equipment.

• What? more behavior incidents for physical aggression
• Where? During outdoor play
• Who? a large number of children
• When? Morning outdoor time
• Why? Getting access to the new play equipment
The Pyramid Model

1. Universal Promotion—supports for all children through nurturing and responsive relationships and high-quality environments
2. Secondary Prevention—targeted social-emotional strategies to prevent problems
3. Tertiary Intervention—practices related to individualized, intensive interventions

Supporting the Pyramid Model—systems and policies necessary to ensure a workforce is able to adopt and sustain evidence-based practice.

Continuous Quality Improvement

- Identify problems with precision
- Establish goal(s)
- Implement solution(s) with integrity and fidelity
- Monitor outcomes and compare to goal(s)
- Reassess and revise solution(s) as needed

Using Data for Decision Making

- Universal Screening
- Progress Monitoring
- Summative Evaluation

Swift @ EC-SWIS Activity Packet
Basic Decision Guidelines

What are indicators that a child needs additional supports for externalizing social behavior?
- ▲ Tier I 0-1 behavior incidents
- ▲ Tier II 2-5 behavior incidents
- ▲ Tier III 6+ behavior incidents

Is the problem a system-level or child-level issue (rule of 10)?
- ▲ System Issue
  10+ children within a similar context (e.g., activity, time of day) engaging in similar behavior(s)
- ▲ Individual/Small Group
  Fewer than 10 children within similar context engaging in similar behaviors

Big Ideas

- Identify the RIGHT data, in the right format
- Identify the RIGHT people who:
  - Meet consistently (RIGHT time)
  - Start meetings with data
  - Strategically use data to develop solutions and action plans
  - Implement and monitor action plans (fidelity & outcomes)

Thoughts on Data-Based Decisions

Data-based decision making (DBDM) is the process of planning for child success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

- Douglas County School District (Colorado)
What are current goals for incorporating EC-SWIS data into current decision-making routines?
Section C

EC-SWIS Roles & Access

Purpose and Objectives

**Purpose:** To describe the roles and responsibilities associated with maintaining the EC-SWIS account

**Learner Objectives:**
1. Identify the roles and responsibilities of the EC-SWIS Admin, Data Reviewer/Entry, and Data Analyst users
2. Identify the 3-5 individuals in the school who will maintain the EC-SWIS account and data

EC-SWIS Roles

- **EC-SWIS Admin**
- **EC-SWIS Data Entry**
- **EC-SWIS Data Analyst**
### EC-SWIS Admin Role

**Role**
- Responsible for managing the EC-SWIS account including Program Settings; monitor Incidents by Staff quarterly
- Building-level liaison regarding EC-SWIS implementation and related procedures

**Access**
- Manage all EC-SWIS Settings, full access to all EC-SWIS functionality (e.g., Data Entry, Person Management)
- Access to Incidents by Staff reports

Limited to one or two staff members

### EC-SWIS Data Entry Role

**Role**
- Review paper incidents for accuracy and completion, follow-up as needed, enter final incident data, maintain person records, enter school days & enrollment, and/or monitor data integrity
- Guide decisions about staff training or coaching needed in referring problem behavior

**Access**
- Enter paper referral data, full access to Person Management, access to Program Profile, Program Days, and Enrollment settings, access to most EC-SWIS reports (excluding Incidents by Staff)

Two or three staff members with scheduled time each day

### EC-SWIS Data Analyst

**Role**
- Monitor data integrity and core reports at least monthly, monitor additional reports as appropriate, drill down into potential problem areas, provide child-level or customized reports on request, summarize and share data with decision-makers and teams

**Access**
- View EC-SWIS Dashboard, generate reports (including Child Dashboard)
- Access to most reporting functionality (excluding staff report)

Two or three staff members with scheduled time each day
EC-SWIS User Access Level Descriptions

<table>
<thead>
<tr>
<th>Access Level</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC-SWIS Admin FT</td>
<td>The role of EC-SWIS Administrator is typically limited to one or two program/site personnel who are responsible for managing the EC-SWIS account (e.g., PBIS team leader, school administrator, administrative professional).</td>
</tr>
<tr>
<td>Data Entry FT</td>
<td>The role of data entry is typically limited to one or two staff members who enter incident data, maintain person records, enter school days &amp; enrollment, and/or monitor data integrity.</td>
</tr>
<tr>
<td>Data Analyst FT</td>
<td>The role of data analyst is typically limited to one or two individuals who are responsible for monitoring data integrity and generating EC-SWIS reports for decision-making team(s) within the program/site (e.g., PW-PBIS team leader, administrator, school psychologist, special education representative, district coach).</td>
</tr>
</tbody>
</table>

FT – Facilitator Trained – users with this access level must be trained by a certified EC-SWIS facilitator.

EC-SWIS User Access to Functionality

<table>
<thead>
<tr>
<th>Functionality</th>
<th>EC-SWIS Admin</th>
<th>Data Entry</th>
<th>Data Analyst</th>
</tr>
</thead>
<tbody>
<tr>
<td>View EC-SWIS Dashboard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enter Incidents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generate all Reports including the Staff Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generate most Reports excluding the Staff Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edit all School Settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edit Core Data in School Settings only Enrollment &amp; School Days</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EC-SWIS User Access to Functionality

<table>
<thead>
<tr>
<th>Functionality</th>
<th>EC-SWIS Admin</th>
<th>Data Entry</th>
<th>Data Analyst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edit Person Records in Person Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generate Student Dashboard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generate Data Integrity Tool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resolve Data Integrity Errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Execute Person Import</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Matching Access Levels to EC Context

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator</strong></td>
<td>Works with multiple sites/schools, conducts readiness reviews with sites/schools, signs license agreements for schools to gain access to application, trains new users on the application, serves as a “data coach” in using the application and data for decision making.</td>
</tr>
<tr>
<td><strong>EC SWIS Admin</strong></td>
<td>Administrator of the application at the site level, signs license agreements for schools to gain access to application, has access to the data and report features (data integrity, confidentiality), manages application settings.</td>
</tr>
<tr>
<td><strong>Data Entry</strong></td>
<td>2-5 users at the site level, enters data into the system, manages a few of the application settings (CORE data, school days per month).</td>
</tr>
<tr>
<td><strong>Data Analyst</strong></td>
<td>2-5 users at the site level, brings data to team meetings, data analysis.</td>
</tr>
</tbody>
</table>

Data Integrity & Confidentiality

Who Will Have Access to EC-SWIS data?

- Direct access to log into EC-SWIS is limited to 3-5 individuals who are responsible for managing the account, entering and reviewing incident data, and analyzing data to share with staff (e.g., behavior team, administrator).

- Access to EC-SWIS Reports is limited only by local policies and procedures. A staff member will be designated to generate and share reports upon request (please request at least 48 business hours before data are needed).
What is Data Integrity?

Data Integrity
- Maintaining the accuracy and consistency of data over its entire life cycle
- Critical aspect to the design, implementation, and usage of any system that stores, processes, or retrieves data

For data to be useful, it should match overall perceptions across staff, children, and families.

What is Confidentiality?

Data Confidentiality
- Protection of potentially identifiable information
- (In EC-SWIS):
  - Person-identifiable
  - Site/Building-identifiable
  - Account access

- Data about staff and children are highly confidential
- Regular review of program or district policies related to child, staff, and site-level data
- Passwords/User Account are confidential
- PBISApps will automatically log users out after 10 minutes

Section C: Reflection

1. How will data integrity be maintained and prioritized in staff communications?
2. How will we maintain the confidentiality of EC-SWIS data while also giving the right people access to the right information for decision-making?
Log In

For now, there is a separate site to log in to EC-SWIS:
https://ec.swis.org
- Use Demo for exploring features
- Use Facilitator Training Account username and password for practice
- Log in to your live site account with your personal credentials

Note: this is a separate site from the pbisapps.org site (where other application demos are accessed)
Section D

EC-SWIS Account Set-Up (Tools)

Purpose and Objectives

- **Purpose:** To describe the tools available to manage EC-SWIS Program Settings, Account Settings, and Person Records
- **Learner Objectives:**
  1. Practice managing the Program Settings
  2. Practice managing a User’s Account Settings
  3. Practice maintaining child and staff records in Person Management
  4. Practice using Data Integrity to identify missing and inaccurate data

Account Set-Up/Tools Activity

- As we walk through the EC-SWIS tools we’ll complete the activity in your packet.
  1. What role or access level is needed?
  2. Who is that in our school?
  3. That person will complete the task (if present)
What are Account Settings?

Account Settings allow an individual user to update profile information as well as personalize application settings to accommodate data entry or reporting preferences.

- Account Profile name, email, password
- Application General – Name order
  - EC-SWIS - defaults

How to Get to Account Settings

- Menu Bar
  - Account Settings

What are Program Settings?

Program Settings allow educational programs to customize a set of features within the EC-SWIS application to address local decision-making needs.

- Program Profile & Contact Information
- Core Data
  - Days, Enrollment, Ethnicity
- Application
  - General, EC-SWIS, CICO
- Data Integrity
Who can access Program Settings?

Access to the Program Settings is limited to those who need to be able to make changes to the school’s EC-SWIS account.

Which users are involved?

**EC-SWIS Admin**
- 1-2 staff members who broadly manage the EC-SWIS Suite Account
  - Control of all Program Settings

**Data Entry**
- 2-3 staff members whose responsibilities include data entry
  - Ad hoc control of Program Days & Enrollment

Settings Video Tutorials

- Demographic Data Settings
- SWIS Enrollment Settings
- School Days Settings

Note: These videos demonstrate the functionality within SWIS, but it operates similarly in EC-SWIS

[https://www.pbisapps.org/resources/videos#swis.settings](https://www.pbisapps.org/resources/videos#swis.settings)

School Settings Video Tutorial

A PBISApps How-To

Settings in SWIS

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS

[https://www.pbisapps.org/Resources/Pages/Settings-in-SWIS-How-To.aspx](https://www.pbisapps.org/Resources/Pages/Settings-in-SWIS-How-To.aspx)
Custom Fields Video Tutorial

A PBISApps How-To

Create and Use Custom Fields

https://www.pbisapps.org/resource/create-edit-and-use-custom-fields

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS

What is Person Management?

Person Management allows programs to organize and manage child and staff records associated with EC-SWIS data.

- Child name, ID, gender, ethnicity, race, 504 status, IFSP status
- Staff name, ID, email

Person Management: children Video Tutorial

A PBISApps How-To

Managing Students in Person Management

https://www.pbisapps.org/resource/managing-students-in-person-management-how-to

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS
What is Data Integrity?

Data Integrity

- Maintaining the accuracy and consistency of data over its entire life cycle
- Critical aspect to the design, implementation, and usage of any system that stores, processes, or retrieves data

<table>
<thead>
<tr>
<th>Accurate Data</th>
<th>Better Assumptions</th>
<th>Good Decisions</th>
</tr>
</thead>
</table>

- For data to be useful, it should match overall perceptions across staff, children, and families.
- Staff training and buy-in are key!
- The EC-SWIS Suite Data Integrity tool will assist in identification of duplicate or missing information.

Inaccurate Data

False Assumptions

Poor Decisions

Accurate Data

Better Assumptions

Good Decisions

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS.

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS.
Data Integrity Settings Video Tutorial

A PBISApps How-To

Data Integrity: Configure Settings

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS

https://www.pbisapps.org/resource/data-integrity-configure-settings

Data Integrity: Correcting Records Video Tutorial

A PBISApps How-To

Data Integrity: Correcting Duplicate Person Records

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS

https://www.pbisapps.org/resource/data-integrity-correcting-duplicate-person-records

Data Integrity: Correcting Errors Video Tutorial

A PBISApps How-To

Data Integrity: Correcting Errors

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS

https://www.pbisapps.org/resource/data-integrity-correcting-errors
**Section D: EC-SWIS Account Set-Up (Tools)**

*Exploration in the Facilitator Training Account*

**Facilitator Training Account.** Username: facilitator  
Password: ______________________

**Settings.** Together we’ll explore functionality in the **Program Settings** as if you were an Admin user and look at **Account Settings** that all users will manage. Each person will identify which access level can complete the task in a real/live account. Then one person will be assigned to complete the task.

*Hint: School Settings are school-wide and Account Settings are user-specific.*

<table>
<thead>
<tr>
<th>#</th>
<th>Task</th>
<th>Who Has Access?</th>
</tr>
</thead>
</table>
| 1  | The program/site changed their phone number.                        | ☐ EC-SWIS Admin  
☐ EC-SWIS Data Entry  
☐ Both Admin and D.E.  
☐ All access levels |
| 2  | Due to missed school days during the winter *(already recorded in EC-SWIS)*, the program is extending the school year by 3 child contact days. Update the account to reflect the added days (pick any month you want). | ☐ EC-SWIS Admin  
☐ EC-SWIS Data Entry  
☐ Both Admin and D.E.  
☐ All access levels |
| 3  | The school-wide team has determined the following updates are appropriate. Update the account.                        | ☐ EC-SWIS Admin  
☐ EC-SWIS Data Entry  
☐ Both Admin and D.E.  
☐ All access levels |
|    | a. Both a primary and up to two additional behaviors will be recorded (as appropriate) |                               |
|    | b. Up to 3 Responses/Administrative Follow Ups can be indicated on the incident report form |                               |
|    | c. 504 information will not be recorded in EC-SWIS, but IFSP information will be |                               |
|    | d. EL information for children will be required |                               |
|    | e. ID’s for both staff and children are required |                               |
| 4  | The data entry staff prefers to view children by first name then last name. The data analysts prefer last name then first. | ☐ EC-SWIS Admin  
☐ EC-SWIS Data Entry  
☐ Both Admin and D.E.  
☐ All access levels |
|    | a. Can we have it both ways? |                               |
|    | b. Can one user set this up for another user? |                               |
| 6  | Update EC-SWIS to show that the school year starts in August.     | ☐ EC-SWIS Admin  
☐ EC-SWIS Data Entry  
☐ Both Admin and D.E.  
☐ All access levels |
**Person Management.** Next we’ll explore **Person Management** as if you were an Admin or Data Entry user. We will discuss the procedures then someone will be assigned to complete the task. Make up any information that is not provided.

<table>
<thead>
<tr>
<th>#</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Codi Franks is a new child. His child ID is 10744 and his enrollment records indicate his race and ethnicity as White, Not Hispanic Latino. Codi has an IFSP.</td>
</tr>
<tr>
<td>2</td>
<td>Janice Bowman is a teacher at the school. Her name recently changed to Janice Mulligan. What is the most efficient way to update EC-SWIS?</td>
</tr>
</tbody>
</table>
| 3  | Danny Kay received a behavior incident report. This is his first incident since coming to the school.  
  Danny’s full name is: Daniel Kay  
  Danny’s Child ID is: 60215  
  Ethnicity/Race: Hispanic/Latino, America Indian  
  Danny has an IFSP under the category of “Developmental Delay” |
| 5  | Sam Neeten moved to another preschool in the district. The same thing happened last year but Sam ended up re-enrolling.  
  What should you do to update EC-SWIS? |
| 6  | (Everyone) Enter three new children and two new staff members.  
  *Make up their information. |
| 7  | John Candy and Samual Fullerton have graduated from the preschool program.  
  Update the status of both children. |

**Data Integrity.** Next we’ll explore **Data Integrity** as if you were an Admin or Data Entry user. We will discuss the procedures then someone will be assigned to complete the task. Make up any information that is not provided.

<table>
<thead>
<tr>
<th>#</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When checking Data Integrity for the site’s account, indicate that EC-SWIS should ignore errors in all categories prior to September 1st of last year.</td>
</tr>
</tbody>
</table>
| 2  | Open the Data Integrity tool.  
  Are there errors related to Staff and/or Child records?  
  If so fix at least three of these errors. |

**Remember to log out as soon as you finish your EC-SWIS-related tasks!**
Purpose and Objectives

- **Purpose:** To identify the procedures for entering and reviewing behavior incident data in EC-SWIS

- **Learner Objectives:**
  1. Describe the importance of carefully reviewing behavior incident data for accuracy and completion before entering into EC-SWIS records
  2. Identify basic features of behavior incident entry in EC-SWIS
  3. Practice entering behavior incident data into the Facilitator Training Account

What is EC-SWIS Data Entry?

EC-SWIS Data Entry was designed to allow sites/programs to collect the critical components (who, what, when, where, why) of a problem incident.

- Who – child record, IFSP/504 status, (observing) staff, others involved
- When – date & time the incident occurred
- Where – activity
- What – behavior, response, administrative follow up
- Why – Perceived Motivation
- Other Info – custom fields, notes
Who enters data into EC-SWIS?

Staff observe a problem incident

Behavior Incident Form Completed

Paper form

Trained user reviews and enters

Data Entry User

- Trained to enter data collected on paper behavior incident forms into EC-SWIS
- Often responsible for reviewing behavior incident forms for accuracy and completion as well as follow-up as needed (directly with staff or via an administrator)

Entering Referrals Video Tutorial

A PBISApps How-To

Entering Referrals

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS

https://www.pbisapps.org/resource/entering-referrals
Section E: Incident Data Entry & Review
Entering Incident Data into EC-SWIS

Facilitator Training Account:
Username: facilitator Password: _______________________

Data Entry. Each person will enter the behavior incident reports on the following pages into EC-SWIS. You will be creating duplicate records but that's okay (we can practice fixing data integrity errors later).

Try to go slowly through the first one or two and then speed up. A highly fluent data entry user can enter a basic behavior incident report in under 40 seconds.

☐ Behavior Incident A
☐ Behavior Incident B
☐ Behavior Incident C
☐ Behavior Incident D1 (Use the Save & Copy button instead of the Save button)
☐ Behavior Incident D2

Discuss as a group

1. How will we ensure that data stay accurate and up-to-date?

2. What procedures are needed to support staff to consistently respond to and document problem behavior?

3. If incident data are incomplete, inaccurate, or unprofessional (e.g., emotionally inflated) who will follow-up with the reporting staff member?
Behavior Incident Report

Child Name: Sara Milton
Referring Staff: Joy Songbird

Classroom ID: Dreamers
Child ID: 23424
Date: 2 days ago
Time: 1:10 p.m.

Behavior Description:
Sara was running around the classroom during clean up time.

Problem Behavior (check most intrusive)
- [ ] Physical aggression
- [ ] Disruption/Tantrums
- [ ] Inconsolable crying
- [ ] Verbal aggression
- [ ] Inappropriate language
- [ ] Non-compliance
- [ ] Social withdrawal/Isolation
- [ ] Running away
- [ ] Breaking/Destroying objects or items
- [ ] Unsafe behaviors
- [ ] Repetitive behaviors
- [ ] Hurting self
- [ ] Trouble falling asleep
- [ ] Other:

Activity (check one)
- [ ] Arrival
- [ ] Circle/Large group activity
- [ ] Small group activity
- [ ] Centers/Indoor play
- [ ] Diapering
- [ ] Meals
- [ ] Outdoor play
- [ ] Special activity
- [ ] Field trip
- [ ] Self-care/Bathroom
- [ ] Transition
- [ ] Clean-up
- [ ] Departure
- [ ] Therapy
- [ ] Quiet time/Nap
- [ ] Transportation
- [ ] Individual activity
- [ ] Other:

Others Involved (check one)
- [ ] Teacher
- [ ] Assistant Teacher
- [ ] Peers
- [ ] Therapist
- [ ] Family Member
- [ ] Support/Administrative staff
- [ ] Substitute
- [ ] Classroom volunteer
- [ ] Transportation driver
- [ ] Kitchen staff
- [ ] None
- [ ] Other:

Possible Motivation (check one)
- [ ] Obtain desired item
- [ ] Gain adult attention/comfort
- [ ] Avoid adult
- [ ] Gain peer attention
- [ ] Avoid task
- [ ] Avoid peers
- [ ] Obtain sensory
- [ ] Don’t know
- [ ] Other:

Response (check one or the most intrusive)
- [ ] Verbal reminder
- [ ] Redirect to different activity/toy
- [ ] Move within group
- [ ] Remove from activity
- [ ] Remove from area
- [ ] Remove item
- [ ] Provide physical comfort
- [ ] Curriculum modification
- [ ] Re-teach/Practice expected behavior
- [ ] Loss of activity
- [ ] Time with a teacher
- [ ] Time in a different classroom or adult outside of classroom
- [ ] Teacher contact family
- [ ] Time out
- [ ] Physical guidance
- [ ] Physical hold/Restrain
- [ ] Other:

Administrative Follow-Up (check one or most intrusive)
- [ ] Not applicable
- [ ] Talk with child
- [ ] Contact family
- [ ] Family meeting
- [ ] Arrange behavioral consultation/team
- [ ] Targeted group intervention
- [ ] Temporary removal from classroom
- [ ] Sent home for remainder of day
- [ ] Sent home for 1 or more days
- [ ] Conditional enrollment
- [ ] Transfer to another program
- [ ] Reduce hours in program
- [ ] Dismissal from program
- [ ] Other:

Comments:

If this is the first BIR for the child, please select the following demographic information:

- [ ] Male
- [ ] Female
- [ ] IEP in place
- [ ] No IEP
- [ ] Dual language
- Select all that apply:
  - [ ] American Indian or Alaskan Native
  - [ ] Asian
  - [ ] Black or African American
  - [ ] Hispanic/Latino
  - [ ] Native Hawaiian or Other Pacific Islander
  - [ ] White

Adapted from BIR_V1_9.27.17 (PBIS Applications October 2019)
### Behavior Incident Report

**Program ID:**

<table>
<thead>
<tr>
<th>Child Name:</th>
<th>Anya Laramie</th>
<th>Referring Staff:</th>
<th>Thomas Martin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom ID:</td>
<td>Explorers</td>
<td>Child ID:</td>
<td>85643</td>
</tr>
<tr>
<td>Date:</td>
<td>Today</td>
<td>Time:</td>
<td>2:45 p.m.</td>
</tr>
</tbody>
</table>

**Behavior Description:**
Anya pushed another child to sit on the purple square during circle time.

**Problem Behavior (check most intrusive):**
- [X] Physical aggression
- Non-compliance
- Repetitive behaviors
- Disruption/Tantrums
- Social withdrawal/Isolation
- Hurting self
- Inconsolable crying
- Running away
- Trouble falling asleep
- Verbal aggression
- Breaking/Destroying objects or items
- Other:________
- Repetitive behaviors
- Inappropriate language
- Unsafe behaviors

**Activity (check one):**
- [X] Circle/Large group activity
- Outdoor play
- Departure
- Special activity
- Therapy
- Field trip
- Quiet time/Nap
- Self-care/Bathroom
- Transportation
- Transition
- Individual activity
- Clean-up
- Other:________

**Others Involved (check one):**
- Teacher
- Family Member
- Transportation driver
- Assistant Teacher
- Support/Administrative staff
- Kitchen staff
- Peers
- Substitute
- None
- Therapist
- Classroom volunteer
- Other:________

**Possible Motivation (check one):**
- [X] Obtain desired item
- Gain activity
- Avoid sensory
- Gain adult attention/comfort
- Avoid adults
- Don’t know
- Avoid peers
- Obtain sensory

**Response (check one or the most intrusive):**
- Verbal reminder
- Provide physical comfort
- Teacher contact family
- Redirect to different activity/toy
- Curriculum modification
- Time out
- Move within group
- Re-teach/Practice expected behavior
- Physical guidance
- Remove from activity
- Loss of activity
- Physical hold/Restrain
- Remove from area
- Time with a teacher
- Other:________
- Remove item
- Time in a different classroom or adult outside of classroom

**Administrative Follow-Up (check one or most intrusive):**
- Not applicable
- Targeted group intervention
- Conditional enrollment
- Talk with child
- Temporary removal from classroom
- Transfer to another program
- Contact family
- Sent home for remainder of day
- Reduce hours in program
- Family meeting
- Sent home for 1 or more days
- Dismissal from program
- Arrange behavioral consultation/team
- Other:________

**Comments:**

---

If this is the **first BIR** for the child, please select the following demographic information:

- [ ] Male
- [ ] Female
- [ ] IEP in place
- [ ] No IEP
- [ ] Dual language

Select all that apply:____ American Indian or Alaskan Native____ Asian
____ Black or African American____ Hispanic/Latino____ Native Hawaiian
or Other Pacific islander____ White

---

Swift @ EC-SWIS Activity Packet
Adapted from BIR_V1_9.27.17 (PBIS Applications October 2019)
**Behavior Incident Report**

**Example C**

<table>
<thead>
<tr>
<th>Program ID:</th>
<th>Program ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Name:</td>
<td>Winston Weller</td>
</tr>
<tr>
<td>Referring Staff:</td>
<td>Kathy Holland</td>
</tr>
<tr>
<td>Classroom ID:</td>
<td>Adventurers</td>
</tr>
<tr>
<td>Child ID:</td>
<td>85643</td>
</tr>
<tr>
<td>Date:</td>
<td>Yesterday</td>
</tr>
<tr>
<td>Time:</td>
<td>11:30 a.m.</td>
</tr>
</tbody>
</table>

**Behavior Description:**
Winston ran away from Ms. Holland when asked to line up to come inside after morning play time.

**Problem Behavior (check most intrusive):**
- Physical aggression
- Disruption/Tantrums
- Inconsolable crying: Running away
- Verbal aggression: Breaking/Destroying objects or items
- Inappropriate language: Unsafe behaviors

**Activity (check one):**
- Arrival: Outdoor play
- Circle/Large group activity: Special activity
- Small group activity: Field trip
- Centers/Indoor play: Self-care/Bathroom
- Diapering: Transition
- Meals: Clean-up

**Others Involved (check one):**
- Assistant Teacher
- Teacher
- Family Member
- Support/Administrative staff
- Substitute
- Classroom volunteer
- Transportation driver
- Kitchen staff

**Possible Motivation (check one):**
- Obtain desired item
- Obtain desired activity
- Gain peer attention
- Avoid peers
- Gain adult attention/comfort
- Avoid adults
- Avoid task
- Obtain sensory
- Don’t know
- Other:

**Response (check one or the most intrusive):**
- Verbal reminder
- Redirect to different activity/toy
- Move within group
- Remove from activity
- Remove from area
- Remove item
- Provide physical comfort
- Curriculum modification
- Re-teach/Practice expected behavior
- Loss of activity
- Time with a teacher
- Time in a different classroom or adult outside of classroom
- Teacher contact family
- Physical guidance
- Physical hold/Restrain
- Other:

**Administrative Follow-Up (check one or most intrusive):**
- Not applicable
- Talk with child
- Contact family
- Family meeting
- Arrange behavioral consultation/team
- Targeted group intervention
- Temporary removal from classroom
- Sent home for remainder of day
- Sent home for 1 or more days
- Conditional enrollment
- Transfer to another program
- Reduce hours in program
- Dismissal from program
- Other:

**Comments:**
Voice mail was left for mom to call director.

If this is the first BIR for the child, please select the following demographic information:

- **Male**
- **Female**
- IEP in place
- No IEP
- Dual language
- Select all that apply:
  - American Indian or Alaskan Native
  - Asian
  - Black or African American
  - Hispanic/Latino
  - Native Hawaiian or Other Pacific Islander
  - White

Swift @ EC-SWIS Activity Packet
Adapted from BIR_V1_9.27.17 (PBIS Applications October 2019)
**Behavior Incident Report**

**Example D1**

**Child Name:** Keri Floyd  
**Referring Staff:** Kathy Holland

**Classroom ID:** Voyagers  
**Child ID:**  
**Date:** 4 days ago  
**Time:** 8:50 a.m.

**Behavior Description:**
Keri and another child were pulling dolls apart while in centers.

**Problem Behavior (check most intrusive)**
- Physical aggression
- Disruption/Tantrums
- Inconsolable crying
- Verbal aggression
- Inappropriate language
- Breaking/Destroying objects or items

**Activity (check one)**
- Centers/Indoor play
- Arrival
- Circle/Large group activity
- Small group activity
- Diapering
- Meals
- Clean-up

**Others Involved (check one)**
- Teacher
- Assistant Teacher
- Peers
- Therapist
- Family Member
- Support/Administrative staff
- Substitute
- Classroom volunteer

**Possible Motivation (check one)**
- Obtain desired item
- Obtain desired activity
- Gain peer attention
- Avoid peers
- Gain adult attention/comfort
- Avoid adults
- Avoid task
- Other:

**Response (check one or the most intrusive)**
- Verbal reminder
- Redirect to different activity/toy
- Move within group
- Remove from activity
- Remove from area
- Remove item
- Provide physical comfort
- Curriculum modification
- Re-teach/Practice expected behavior
- Loss of activity
- Time with a teacher
- Time in a different classroom or adult outside of classroom

**Administrative Follow-Up (check one or most intrusive)**
- Not applicable
- Talk with child
- Contact family
- Family meeting
- Arrange behavioral consultation/team
- Targeted group intervention
- Temporary removal from classroom
- Sent home for remainder of day
- Sent home for 1 or more days
- Conditional enrollment
- Transfer to another program
- Reduce hours in program
- Dismissal from program
- Other:

**Comments:**

If this is the first BIR for the child, please select the following demographic information:

- **Male**
- **Female**
- **IEP in place**
- **No IEP**
- **Dual language**

Select all that apply:  
- American Indian or Alaskan Native  
- Asian  
- Black or African American  
- Hispanic/Latino  
- Native Hawaiian or Other Pacific Islander  
- White

---

Adapted from BIR_V1_9.27.17 (PBIS Applications October 2019)
**Child Name:** Justin Burbanks  
**Referring Staff:** Kathy Holland

<table>
<thead>
<tr>
<th>Classroom ID:</th>
<th>Child ID:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voyagers</td>
<td></td>
<td>4 days ago</td>
<td>8:50 a.m.</td>
</tr>
</tbody>
</table>

**Behavior Description:**
Justin and another child were pulling dolls apart while in centers.

**Problem Behavior (check most intrusive)**
- [ ] Physical aggression
- [ ] Disruption/Tantrums
- [ ] Inconsolable crying
- [ ] Verbal aggression
- [ ] Inappropriate language
- [x] Breaking/Destroying objects or items
- [ ] Non-compliance
- [ ] Social withdrawal/Isolation
- [ ] Running away
- [ ] Transition
- [ ] Unsafe behaviors
- [ ] Repetitive behaviors
- [ ] Hurting self
- [ ] Trouble falling asleep
- [ ] Inconsolable crying
- [ ] Breaking/Destroying objects or items
- [ ] Verbal aggression
- [ ] Breaking/Destroying objects or items
- [ ] Verbal aggression
- [ ] Running away
- [ ] Trouble falling asleep
- [x] Inappropriate language
- [ ] Unsafe behaviors
- [ ] Other:

**Activity (check one)**
- [ ] Arrival
- [ ] Outdoor play
- [ ] Departure
- [ ] Circle/Large group activity
- [ ] Special activity
- [ ] Therapy
- [ ] Small group activity
- [ ] Field trip
- [ ] Quiet time/Nap
- [x] Centers/Indoor play
- [ ] Self-care/Bathroom
- [ ] Transportation
- [ ] Diapering
- [ ] Transition
- [ ] Individual activity
- [ ] Meals
- [ ] Clean-up
- [ ] Other:

**Others Involved (check one)**
- [ ] Teacher
- [ ] Family Member
- [ ] Transportation driver
- [ ] Assistant Teacher
- [ ] Support/Administrative staff
- [ ] Kitchen staff
- [x] Peers
- [ ] Substitute
- [ ] None
- [ ] Therapist
- [ ] Classroom volunteer
- [ ] Other:

**Possible Motivation (check one)**
- [ ] Obtain desired item
- [ ] Gain adult attention/comfort
- [ ] Avoid sensory
- [ ] Obtain desired activity
- [ ] Avoid adults
- [ ] Don't know
- [ ] Gain peer attention
- [ ] Avoid task
- [ ] Other:
- [ ] Avoid peers
- [ ] Obtain sensory

**Response (check one or the most intrusive)**
- [ ] Verbal reminder
- [ ] Provide physical comfort
- [ ] Teacher contact family
- [ ] Redirect to different activity/toy
- [ ] Curriculum modification
- [ ] Time out
- [x] Move within group
- [ ] Re-teach/Practice expected behavior
- [ ] Physical guidance
- [ ] Remove from activity
- [ ] Loss of activity
- [ ] Physical hold/Restrain
- [x] Remove from area
- [ ] Time with a teacher
- [ ] Other:
- [ ] Remove item
- [ ] Time in a different classroom or adult outside of classroom

**Administrative Follow-Up (check one or most intrusive)**
- [x] Not applicable
- [ ] Targeted group intervention
- [ ] Conditional enrollment
- [ ] Talk with child
- [ ] Temporary removal from classroom
- [ ] Transfer to another program
- [ ] Contact family
- [ ] Sent home for remainder of day
- [ ] Reduce hours in program
- [ ] Family meeting
- [ ] Sent home for 1 or more days
- [ ] Dismissal from program
- [ ] Arrange behavioral consultation/team
- [ ] Other:

**Comments:**
Section F

EC-SWIS Basic Reporting & Analysis

Purpose and Objectives

- **Purpose:** To introduce the basic reporting options in EC-SWIS and how to identify potential problems

- **Learner Objectives:**
  1. Describe the role of a data analyst
  2. Identify the functionality of EC-SWIS Core and Additional Reports
  3. Practice generating Core and Additional reports in the EC-SWIS Demo account
  4. Briefly introduce the Child Dashboard and Drill Down tools

“Drill Down” Approach

The **Drill Down** approach starts with the big picture and looks for potential “red flags” that might indicate a problem that might need to be addressed. Then we identify and address the problem context and finally the function.

1. What is our current **reality** or big picture?
2. Is there a **problem** (red flag)?
3. What is the precise **context & function** of the problem?

What, where, when, who, how often, why?

Be efficient, don’t “drown” by getting too specific (e.g., red heads with blue shoes)
What is a Data Analyst?

EC-SWIS Data Analysts analyze, interpret and share EC-SWIS reports and information with teams and individuals who use data for decision making.

- EC-SWIS Core Reports
- EC-SWIS Additional Reports
- EC-SWIS Child Dashboard
- EC-SWIS Data Integrity tool
- EC-SWIS Drill Down tool

Data Analyst and The Game of Clue

The Data Analyst is like a detective who follows clues to isolate a problem context and function until it is precise but still socially important to address.

Where’s the Data?

Analyze Reports
- Bring summary statement & key graphs
- Team meeting begins with review

Swift @ EC-SWIS Activity Packet 40
What do Data Analysts do?

- **Generate EC-SWIS Core Reports** at least monthly
- **Drill down** into potential system-level problems for precision
- Provide relevant **graphs & summaries** to the team before/during monthly **decision-making** meetings
- **Monitor data integrity**
- **Generate ad hoc reports** upon request (e.g., grade-level teams, parent-teacher conferences)

Basic Reports Video Tutorial

A PBISApps How-To

**Reports Available in SWIS**

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS

https://www.pbisapps.org/resource/reports-available-in-swis

EC-SWIS Dashboard

- **Dashboard Reports**
  - Overview of current school year
  - Average Incidents Per Day Per Month
  - Incidents by Time
  - Incidents by Activity
  - Incidents by Day of Week
  - Incidents by Problem Behavior
  - Incidents by Response
  - Incidents by Child
- **Latest Incidents**
- **Data Integrity Summary**
Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS.

https://www.pbisapps.org/resource/using-the-swis-dashboard

EC-SWIS Core Reports

Core Reports are analyzed at least monthly at team meetings.

Date Range: Typically the most recent one or two months
Purpose: To take the “pulse” of the site/program climate and identify potential problems (i.e., red flags)
EC-SWIS Additional Reports

Date Range: Varies by report and local context

Purpose: Additional Reports provide perspectives and summaries for a more balanced perspective of site/program climate and problem behavior

- Multi-Year reports: quarterly or as needed
- Staff Report: Restricted to EC-SWIS Admin for coaching and support
- Suspension/Expulsion: Quarterly
- Equity Reports: Quarterly
- Triangle & Year End: Annually for long-term action planning
Generate and Print Reports Video Tutorial

A PBISApps How-To

Generate and Print Reports

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS

https://www.pbisapps.org/resource/generate-and-print-reports-how-to

Child Dashboard

The Child Dashboard provides a set of reports for an individual child (parent-teacher conference, consideration for additional supports, school transcript)

Child Dashboard Video Tutorial

A PBISApps How-To

Student Dashboard

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS

https://www.pbisapps.org/resource/student-dashboard

Swift @ EC-SWIS Activity Packet
In the EC-SWIS Demo Account, explore the EC-SWIS Core Reports and respond to each item below.

1. Generate the Average Incidents Per Day Per Month report. For the current* school year, describe the levels, trends, and peaks for all incidents.
   *Use previous year if there are fewer than 2 months with data.

<table>
<thead>
<tr>
<th>Program Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trends</td>
<td></td>
</tr>
<tr>
<td>Peaks</td>
<td></td>
</tr>
<tr>
<td>Levels</td>
<td></td>
</tr>
</tbody>
</table>

2. What were the most recently referred problem behaviors? You will use this as a “red flag” in the next activity (Drill Down 1).

<table>
<thead>
<tr>
<th>Date Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior(s)</td>
<td></td>
</tr>
</tbody>
</table>

3. In which activities have staff recently observed and reported problem behaviors? You will use this as a “red flag” in the next activity (Drill Down 2).

<table>
<thead>
<tr>
<th>Date Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity(ies)</td>
<td></td>
</tr>
</tbody>
</table>

4. Identify how many children have received 2-5 behavior incident report and how many have received six or more behavior incident reports in the last three months.

   2-5 Incidents: ________________ children  
   6+ Incidents: ________________ children
Purpose and Objectives

**Purpose:** To provide a comprehensive training on the use of the EC-SWIS Drill Down tool for identifying the context and perceived motivation of a potential problem (usually at the systems level)

**Learner Objectives:**
1. Identify potential “red flags” from Core and Additional EC-SWIS reports
2. Locate and use the EC-SWIS Drill Down worksheet to record the data analysis steps taken
3. Use the Drill Down functionality to isolate the context and perceived motivation of a “red flag”
4. Summarize a precise problem statement for decision-making teams

“Drill Down” Approach

The **Drill Down** approach starts with the big picture and looks for potential “red flags” that might indicate a problem that might need to be addressed. Then we identify and address the problem context and finally the function.

1. What is our current **reality** or big picture?
2. Is there a **problem** (red flag)?
3. What is the precise **context & function** of the problem?

What, where, when, who, how often, why?

Be efficient, don’t “drown” by getting too specific (e.g., red heads with blue shoes)
The **Data Analyst** is like a **detective** who follows clues to isolate a problem context and function until it is precise but still socially important to address.

**What do Data Analysts do?**

- Generate EC-SWIS **Core Reports** at least monthly
- **Drill down** into potential system-level problems for precision
- Provide relevant **graphs & summaries** to the team before/during monthly **decision-making** meetings
- Monitor **data integrity**
- Generate **ad hoc** reports upon request *(e.g., grade-level teams, parent-teacher conferences)*

**Where’s the Data?**

- **Analyze Reports**
- Bring summary statement & key graphs
- Team meeting begins with review
The EC-SWIS Drill Down Worksheet is a tool used by Data Analysts to:

- Record the steps followed during Drill Down
- Identify potential filters that were too narrow or too broad (to back-track)

Looking for Red Flags

EC-SWIS Dashboard summarizes the current school year.

It provides a bird’s-eye view and identifies areas for further inquiry.

Incidents By Activity

Questions to ask about Incidents by Activity:

- Where are the problems occurring?
- Are there problems in:
  - One or many locations?
  - Clusters of locations?
Incidents By Problem Behavior

Questions to ask about Incidents by Problem Behavior

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

Drill Down Video Tutorial

A PBISApps How-To

Data Drill Down (Custom Reports)

Note: This video demonstrates the functionality within SWIS, but it operates similarly in EC-SWIS

https://www.pbisapps.org/resource/data-drill-down-custom-reports

Activity: EC-SWIS Drill Down 1

- Follow along as the data analyst at University Child Development Center analyzes EC-SWIS reports before a team meeting.
- Once we get to the Drill Down process we’ll use the Drill Down 1 worksheet to record the steps.
- Make sure to stay together so that we all end up with the same information recorded.
Is there a problem?

Lately, the teachers have been saying that child behavior is getting worse. When we started the program year, everything seemed fine.

But several months later, the teachers are complaining that they are constantly dealing with children messing around and hurting one another, especially during indoor activities.
Is there a problem?

If so, what is it?

EC-SWIS Core Reports

What Do I Know?

- I know pieces of information.
- But I do not know if any of this information is connected.
- I need to drill down to look for connections.

Choosing a Red Flag

**What?** Isolation, Physical aggression, unsafe behavior, non-compliance

**Where?** Centers/Indoor play, large group activity, transition

**Who?** A lot of children (mostly boys)

**When?** Throughout the day
Add Centers/Indoor Play to our “include in Dataset” field.

Change the graph type to change the lens of analysis.
Use the summary to analyze problem size.

Add the clues you learn to the dataset to analyze with more precision and clarity.

Change the graph type to change the lens of analysis.
Precise Problem Statement & Solution Development

23 children are having issues with non-compliance during centers/indoor play between 8 am and 10 am, and the behavior might be maintained by task avoidance.
**Basic Decision Guidelines**

What are indicators that a child needs additional supports for externalizing social behavior?
- **Tier I**: 0-1 incidents
- **Tier II**: 2-5 incidents
- **Tier III**: 6+ incidents

Is the problem a system-level or child-level issue (rule of 10)?
- **System Issue**: 10+ children within a similar context (e.g., activity, time of day) engaging in similar behavior(s)
- **Individual/Small Group**: Fewer than 10 children within similar context engaging in similar behaviors

**Summarizing Data for Team/Others**

**Recommendations**
- **Current Core Reports**
- **Scheduled Additional Reports**
- **Old Problems**: Updated data for previously discussed problems
- **New Problems**: 1-2 precise problem statements based on drill down
- **Drill Down graphs of interest** (especially if a pattern was less clear or you made a specific judgment call)

**Big Idea About Sharing Data**

**Know your audience**
- What does the team need to know to make good decisions?
- What do staff need to know? Is there anything they need to do?
- Who else would benefit from seeing an update on child behavior (i.e., children, families, parent group)?

**Tell the story**
Help paint the picture with data: What, where, when, who, how often, why?
Team Follow-Up: Goals & Solutions

School-Wide or System-Level Problems
Data Analyst
- Identify Red Flags
- Drill Down to precision
- Summarize (precise statement & supporting graphs)

Team
- Prioritize problems
- Develop goal
- Develop solutions & action plan

Child, Group, or Grade-Specific Problems
Data Analyst
- Identify Red Flags
- Drill Down to precision
- Summarize (precise statement & supporting graphs)
- Share with appropriate staff members or administrator
- Potentially support goal & solution development

Wrapping Up

User Technical Assistance

1. Use available web and print resources to locate relevant information (10-15 minutes)
2. Check with your EC-SWIS Admin or fluent EC-SWIS user
3. Contact EC-SWIS facilitator and wait 48 business hours for response (unless out-of-office reply indicates absence)
4. Contact the PBISApps staff if the request/question is urgent or related to billing (or if the facilitator will be absent longer than 48 hours). Please cc me!
Let’s Go Live!!!!

Based on your user role please log into your brand new user account and perform one of the tasks below (if needed):

- **EC-SWIS Admin**
  - Check the School Settings to be sure they are set up correctly

- **EC-SWIS Data Entry**
  - Enter two or three child referrals

- **EC-SWIS Data Analyst/Reporter**
  - Wait until the above referrals are entered and then generate a report (e.g., child Dashboard, Referrals by Location)
Drill Down 1 – Everyone will record the same information from the *University Child Development Center* simulation.

Red flag item is identified by analyzing Core Reports (*most common*), Additional Reports, Child Dashboard, or EC-SWIS Dashboard (*less common/less preferred*). **Reminder:** Add filters one at a time.

<table>
<thead>
<tr>
<th>Red flag item: Who?</th>
<th>What?</th>
<th>When?</th>
<th>Where?</th>
<th>Date Range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers/Indoor Play</td>
<td>The last 6 weeks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Drill-Down Filter(s):**

|------|-------|-------|--------|------|

**Drill-Down Filter(s):**

|------|-------|-------|--------|------|

**Drill-Down Filter(s):**

|------|-------|-------|--------|------|

**Drill-Down Filter:**

|------|-------|-------|--------|------|

**Referral Summary:**

- Number of children involved: _______
- Number of incidents included: _______
- Is the problem best addressed through systems or with individual children: □ Systems (10+)  □ Children (<10)

**Precise Problem Statement:**

**Goal:**

### Solution Development

<table>
<thead>
<tr>
<th>Solution Components</th>
<th>What are the action steps?</th>
<th>Who is Responsible?</th>
<th>By When?</th>
<th>How will fidelity be measured?</th>
<th>Notes/Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extinction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrective Consequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Collection</th>
<th>What data will we look at?</th>
<th>Who is responsible for gathering data?</th>
<th>When/How often will data be gathered?</th>
<th>Where will data be shared?</th>
<th>Who will see the data?</th>
</tr>
</thead>
</table>

**Notes/Updates**

**Prevention**

**Teaching**

**Recognition**

**Extinction**

**Corrective Consequence**
Drill Down 2 - Use your assigned red flag to conduct a drill down independently.

Red flag item is identified by analyzing Core Reports \(\textit{most common}\), Additional Reports, Child Dashboard, or EC-SWIS Dashboard \(\textit{less common/less preferred}\). **Reminder**: Add filters one at a time.

<table>
<thead>
<tr>
<th>Red flag item:</th>
<th>Date Range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Who? ☐ What? ☐ When? ☐ Where?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drill-Down Filter(s):</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Drill-Down Filter(s):</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Drill-Down Filter(s):</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Drill-Down Filter(s):</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Referral Summary:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children involved: ________</td>
<td>Is the problem best addressed through systems or with individual children: ☐ Systems (10+) ☐ Children ( &lt;10)</td>
</tr>
<tr>
<td>Number of incidents included: ________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Precise Problem Statement:</th>
<th></th>
</tr>
</thead>
</table>

| Goal: |               |

<table>
<thead>
<tr>
<th>Solution Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution Components</td>
<td></td>
</tr>
<tr>
<td>Prevention</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td></td>
</tr>
<tr>
<td>Extinction</td>
<td></td>
</tr>
<tr>
<td>Corrective Consequence</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Solution Components</th>
<th>What are the action steps?</th>
<th>Who is Responsible?</th>
<th>By When?</th>
<th>How will fidelity be measured?</th>
<th>Notes/Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extinction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrective Consequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Collection</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Data Collection</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Data Collection</th>
<th>What data will we look at?</th>
<th>Who is responsible for gathering data?</th>
<th>When/How often will data be gathered?</th>
<th>Where will data be shared?</th>
<th>Who will see the data?</th>
</tr>
</thead>
</table>
Drill Down 3 – Equity Drill Down. Identify the group most at risk and complete a drill down to find out one specific context where there is disproportionality.

Red flag item is identified by analyzing Core Reports *(most common)*, Additional Reports, Child Dashboard, or EC-SWIS Dashboard *(less common/less preferred).* **Reminder:** Add filters one at a time.

<table>
<thead>
<tr>
<th>Red flag item:</th>
<th>Date Range:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Drill-Down Filter(s):</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Drill-Down Filter(s):</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Drill-Down Filter(s):</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Drill-Down Filter:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Referral Summary:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children involved: _______</td>
<td>Is the problem best addressed through systems or with individual children:</td>
</tr>
<tr>
<td>Number of incidents included: _______</td>
<td>□ Systems (10+) □ Children (&lt;10)</td>
</tr>
</tbody>
</table>

**Precise Problem Statement:**

**Goal:**

<table>
<thead>
<tr>
<th>Solution Components</th>
<th>What are the action steps?</th>
<th>Who is Responsible?</th>
<th>By When?</th>
<th>How will fidelity be measured?</th>
<th>Notes/Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extinction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrective Consequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Collection</th>
<th>What data will we look at?</th>
<th>Who is responsible for gathering data?</th>
<th>When/How often will data be gathered?</th>
<th>Where will data be shared?</th>
<th>Who will see the data?</th>
</tr>
</thead>
</table>

Swift @ EC-SWIS Activity Packet 60
Wrapping Up
Swift at EC-SWIS Exit Activity

Carefully remove both the exit activity and following evaluation from your packet. Complete each item with as much or little detail.

Name: __________________________________

Stars: What was the most helpful activity during this training?

☐ We accomplished our objectives
☐ This was a good use of my time
☐ I am comfortable taking on this role

________________________________________

Stairs: What more do I need to feel confident in my role as a EC-SWIS _____________(fill in your role) user?

Which of the following would be most helpful as a next step (check at least one)?

☐ Check with me in about 1 week please
☐ Feedback on my first drill down
☐ Feedback on my first data summary
☐ Help with my first drill down
☐ Help with my first data summary
☐ Other idea: __________________________________

________________________________________
Wrapping Up
Swift at EC-SWIS Evaluation

Because I want to use data-based decision making as your facilitator, please complete the evaluation below. If there is feedback that would be helpful beyond my role I may share your responses with my colleagues or staff at PBIS Applications. Please be respectful and constructive in your feedback as this will be more useful. If you would like to schedule a separate meeting to provide more detail please let me know.

For each statement below please identify (X or •) to indicate

1. Swift at EC-SWIS materials and activities were useful in preparing myself and my colleagues for our EC-SWIS user roles.

   Not at all useful • Moderately useful •

   Extremely Useful

   Comments:

2. The Swift at EC-SWIS training was delivered competently and with respect for learners.

   Not at all useful • Moderately useful •

   Extremely Useful

   Comments:

3. EC-SWIS will be useful for identifying child problem behavior patterns and improving the social climate at my school.

   Disagree • Neutral •

   Definitely!

   Comments:
4. The training environment (room, technology, participants) were conducive to focusing my attention on the features of EC-SWIS. I would recommend a similar arrangement for your next Swift at EC-SWIS training.

Try to avoid this  Fine (could be better or worse)  Keep doing it this way!

Comments:

5. I am comfortable contacting my facilitator for additional supports and understand that my facilitator will continue to support my school and keep in touch with me for as long as my school is using EC-SWIS.

Uncomfortable  That’s fine  Great!

Comments:

(Optional) Name: ____________________________________________

☐ It’s okay to share my name and contact information if that would be helpful

☐ I would prefer that you do not share my name or contact information when sharing my responses

☐ Please check with me first before sharing my name or contact information when sharing my responses