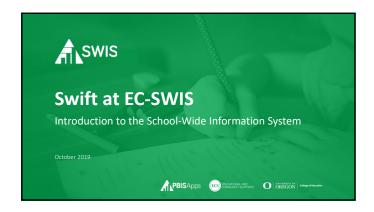
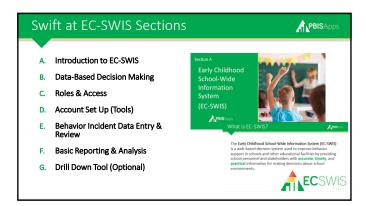
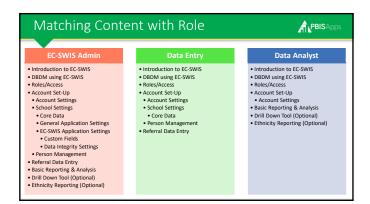


Participant Name:		
Session Date(s):		
User Role:		
EC-SWIS Facilitator(s):		
Facilitator Contact Information:		







Role of the EC-SWIS Facilitator

PBIS Apps

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

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

Section A

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





Purpose and Objectives

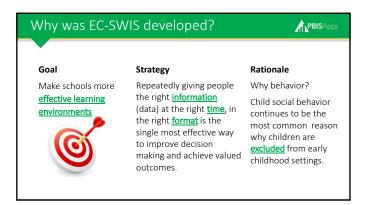
A PBIS Apps

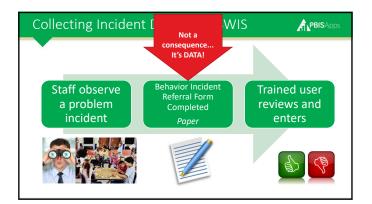
- Purpose: To introduce EC-SWIS as a decisions system for social climate and discipline data along with the benefits, features, and impact on staff procedures
- Learner Objectives:
 - 1. Describe the purpose and benefits of EC-SWIS to colleagues
 - 2. Identify basic features of EC-SWIS
 - Describe potential impact on staff procedures for responding to and documenting problem behavior incidents

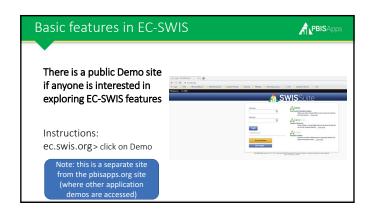
What is EC-SWIS? **PBIS**Apps The Early Childhood School-Wide Information System (EC-SWIS) is a web-based decision system used to improve behavior support in schools and other educational facilities by providing school personnel and stakeholders with accurate, timely, and practical information for making decisions about school environments. Why Is My Program Adopting EC-SWIS? PBISApp: • 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 • 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 **A**PBISApps What single factor is most related to high sustainability of SWPBIS? The frequency with which DATA

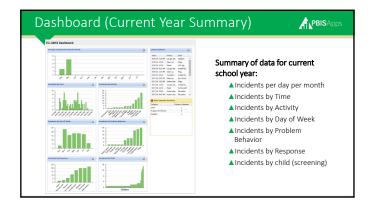
are presented to all school staff

Pinkelman, S., McIntosh K., Rasplica, C. K., Berg, T., & Strickland-Cohen, M. K. (2015).













■ 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?

Section B

EC-SWIS &
Data-Based
Decision Making





Purpose and Objectives



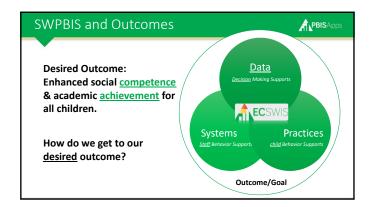
- Purpose: To describe basic principles of data-based decision making using EC-SWIS data as an example
- Learner Objectives:
 - 1. Describe basic features of data-based decision models
 - 2. Explain the value of data in identifying the context and function of a problem

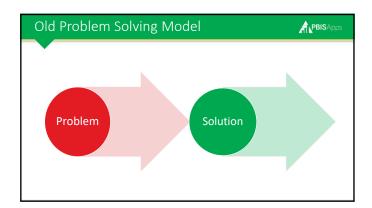
Thoughts on Data-Based Decisions

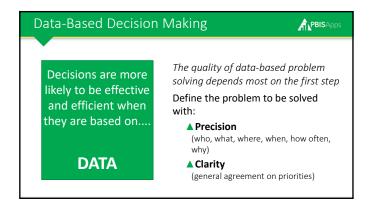


As decision makers, we need a deliberate process to guide us through the examination and analysis of data. Without this, we may be apt to substitute strongly held opinions for the fact-based conclusions that would be derived from a review of the actual data.

- D.B. Reeves, The Leader's Guide to Standards, 2002







Why Use Data for Decision Making?

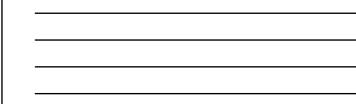
PBIS Apps

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

Current Reality & Gaps

PBISApps

- 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

**PBISApps

What?

Where?

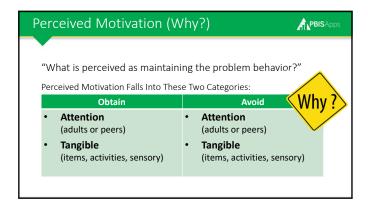
When?

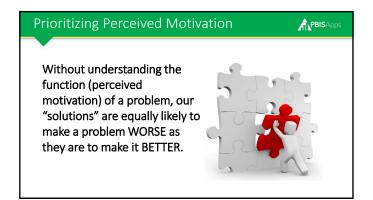
Who?

How often?

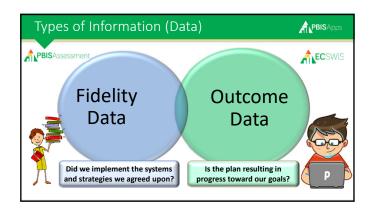




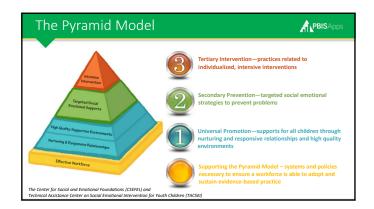


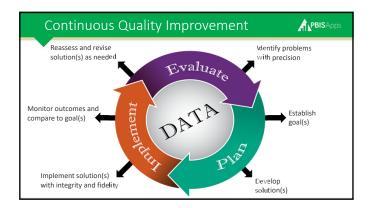


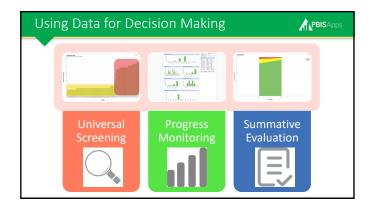
There are more behavior incidents for physical aggression during outdoor play than last year. These are most likely to occur during morning outdoor time, with a large number of children, and the physical aggression is related to getting access to the new play equipment. • What? more behavior incidents 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



	Lucky	Sustaining
	Positive outcomes, low understanding of how they were achieved	Positive outcomes, high understanding of how they were achieved
	Replication of success is unlikely	Replication of success likely
	Losing Ground	Learning
	Undesired outcomes, low understanding of how they were achieved	Undesired outcomes, high understanding of how they were achieved
Ļ	Replication of failure likely	Replication of mistakes unlikely







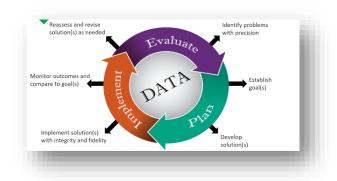
Basic Decision Guidelines **PBIS**Apps What are indicators that a child Is the problem a system-level or needs additional supports for child-level issue (rule of 10)? externalizing social behavior? ▲ System Issue 10+ children within a similar ▲Tier I 0-1 behavior incidents context (e.g., activity, time of day) engaging in similar ▲Tier II 2-5 behavior incidents behavior(s) ▲ Individual/Small Group ▲Tier III 6+ behavior incidents Fewer than 10 children within similar context engaging in similar behaviors Big Ideas **PBIS**Apps •Identify the RIGHT data, in the right format •Identify the **RIGHT** people who: Meet consistently (RIGHT time) oStart meetings with data oStrategically use data to develop solutions and action plans o Implement and monitor action plans (fidelity & outcomes) Thoughts on Data-Based Decisions **♣** PBISApps

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.

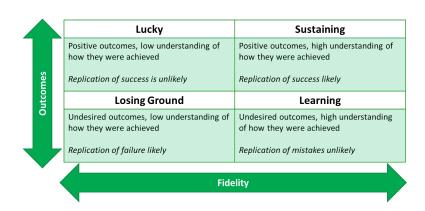
- Douglas County School District (Colorado)

Section B: EC-SWIS & Data-Based Decision Making

Reflection on Data Integrity and Confidentiality



What are current goals for incorporating EC-SWIS data into current decision-making routines?



EC-SWIS Roles & Access

Purpose and Objectives

A PBISApps

- Purpose: To describe the roles and responsibilities associated with maintaining the EC-SWIS account
- Learner Objectives:
 - 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 Admin EC-SWIS Data Entry EC-SWIS Data Analyst

EC-SWIS Admin Role ₽BISApps Role Access Responsible for managing the EC-Manage all EC-SWIS Settings, full SWIS account including Program access to all EC-SWIS functionality Settings; monitor Incidents by (e.g., Data Entry, Person Staff quarterly Management) Building-level liaison regarding Access to Incidents by Staff EC-SWIS implementation and reports related procedures Limited to one or two staff members EC-SWIS Data Entry Role **PBIS**App Role Access Review paper incidents for Enter paper referral data, full accuracy and completion, followaccess to Person Management, up as needed, enter final incident access to Program Profile, data, maintain person records, Program Days, and Enrollment enter school days & enrollment, settings, access to most EC-SWIS and/or monitor data integrity. reports (excluding Incidents by Guide decisions about staff Staff) training or coaching needed in referring problem behavior Two or three staff members with scheduled time each day **EC-SWIS Data Analyst** **PBISApps

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

report)

Two or three staff members with scheduled time each day

Dashboard)

View EC-SWIS Dashboard,

Access to most reporting

functionality (excluding staff

generate reports (including Child

EC-SWIS Us	er Access Level Descriptions 🛚 🧥 🖰 PBIS Apps
Access Level	Role
EC-SWIS Admin FT	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).
Data Entry FT	The role of data entry is typically limited to one or two staff members who enter incident data, maintain person records, enter school days & enrollment, and/or monitor data integrity.
Data Analyst FT	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).
FT – Facilitator Ti	rained — Users with this access level must be trained by a certified EC-SWIS facilitator

EC-SWIS User Access to F	unctiona	ality	PBIS Apps
	EC-SWIS Admin	Data Entry	Data Analyst
View EC-SWIS Dashboard	•	•	•
Enter Incidents	•	•	
Generate <u>all</u> Reports including the Staff Report	•		
Generate most Reports excluding the Staff Report		•	•
Edit all School Settings	•		
Edit Core Data in School Settings only Enrollment & School Days		•	

EC-SWIS User Access to	Function	ality	PBIS Apps
	EC-SWIS Admin	Data Entry	Data Analyst
Edit Person Records in Person Management	•	•	
Generate Student Dashboard	•	•	•
Generate Data Integrity Tool	•	•	•
Resolve Data Integrity Errors	•	•	
Execute Person Import	•		

Access Level	Functions	Who could fill this role in EC contexts?
Facilitator	Works with multiple sites/schools Conducts readiness review with sites/schools Signs license agreement for schools to gain access to application/subscription Trains new users on the application Serves as a "data coach" in using the application and data for decision making	State level person Larger site child-care program staff/leads Community/agency facilitator Program-level person
EC-SWIS Admin	Administrator of the application at the site level Most responsible person at the site for coordinating the use of the ECSWS application Has access to ALL data and report features (data integrity, confidentiality) Manage application settings Manage SWM account	 Program level person (e.g., administrator, director, coordinator), OR Site-based person (e.g., administrator, director, coordinator)
Data Entry	2-5 users at site-level to enter data into system Access to MOST data and reports (data integrity, confidentiality) Manage a few of the application settings (CORE data, school days per month)	Site-based person (e.g., administrative support person, someone who has outside the classroom time built into schedule)
Data Analyst	2-5 users at the site level Only access reporting features related to students Brings data to team meetings Data analysis	Site-based person (any staff, probably on cor leadership team

Data Integrity & Confidentiality

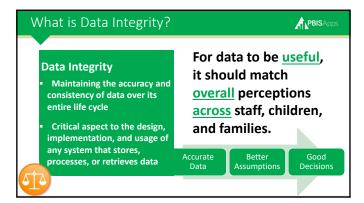


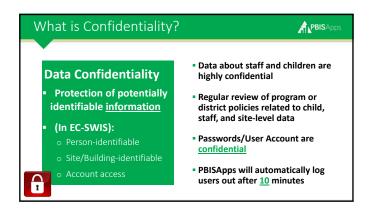
Who Will Have Access to EC-SWIS data?

PBISApps

- Direct access to **log into EC-SWIS** is limited to <u>3-5 individuals</u> 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

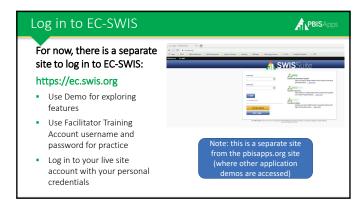
(please request at least 48 business hours before data are needed)











Section D

EC-SWIS Account Set-Up (Tools)





Purpose and Objectives

PBISApps

- 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

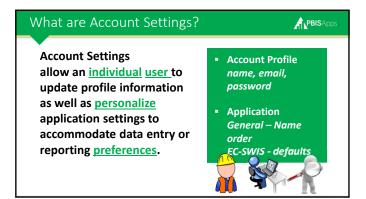
Account Set-Up/Tools Activity

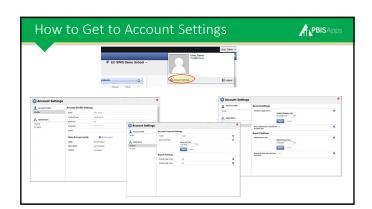
PBISApps

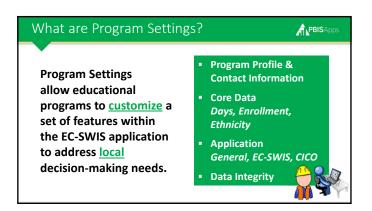
- As we walk through the EC-SWIS tools we'll complete the activity in your packet
 - activity in your packet.

 1. What role or access level is
 - needed?
 2. Who is that in our school?
 - 3. That person will complete the task (if present)









Who can access Program Settings?



Access to the <u>Program</u> Settings is <u>limited</u> to those who need to be able to make <u>changes</u> 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

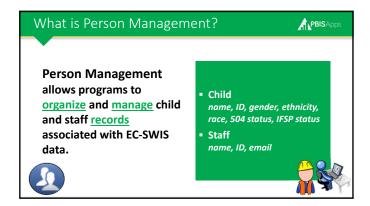
- 2-3 staff members whose responsibilities include data entry
- Ad hoc control of Program Days & Enrollment







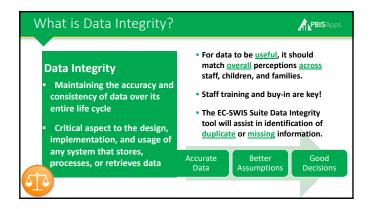


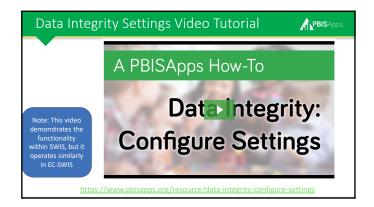


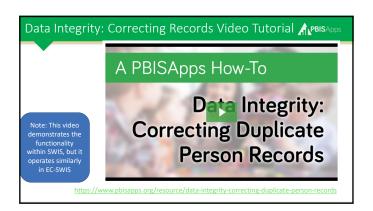


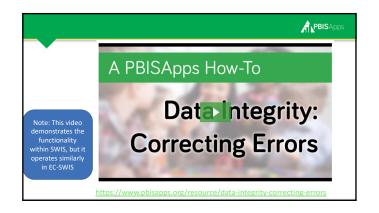












Section D: EC-SWIS Account Set-Up (Tools)

Exploration in the Facilitator Training Account

Facilitator Training Account	. Username: <u>facilitator</u>	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.

#	Task	Who Has Access?
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. 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 	 □ EC-SWIS Admin □ EC-SWIS Data Entry □ Both Admin and D.E. □ All access levels
4	The data entry staff prefers to view children by first name then last name. The data analysts prefer last name then first. a. Can we have it both ways? b. Can one user set this up for another user?	 □ EC-SWIS Admin □ EC-SWIS Data Entry □ Both Admin and D.E. □ All access levels
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.

#	Task	
1	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.	
2	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?	
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.

#	Task	
1	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.	
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!

Incident Data
Entry & Review

PBISApps



Purpose and Objectives

PBISApps

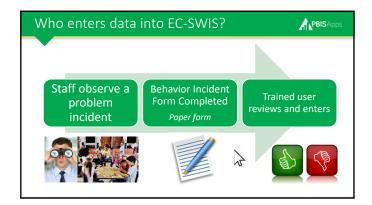
- Purpose: To identify the procedures for entering and reviewing behavior incident data in EC-SWIS
- Learner Objectives:
 - Describe the importance of carefully reviewing behavior incident data for accuracy and completion before entering into EC-SWIS records
 - 2. Identify basic features of behavior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

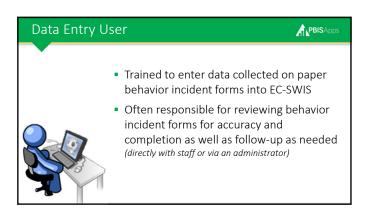
What is EC-SWIS Data Entry?

₽BISApps

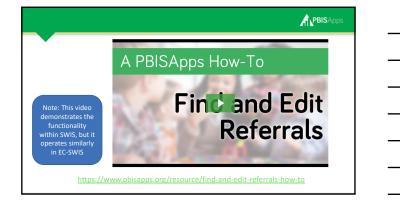
EC-SWIS Data Entry was designed to allow sites/programs to collect the critical components (who, what, when, where, why) of a problem incident.

- 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









Section E: Incident Data Entry & Review

Entering Incident Data into EC-SWIS

	ator Training Account: ame: facilitator Password:
	Entry. Each person will enter the behavior incident reports on the following pages into EC-SWIS. You creating duplicate records but that's okay (we can practice fixing data integrity errors later).
	go slowly through the first one or two and then speed up. A highly fluent data entry user can enter a 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
Discus	ss as a group
1.	How will we ensure that data stay accurate and up-to-date?
ว	What proceedures are needed to support staff to consistently respond to and document problem
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

Program ID: _____

Ch	ild Name:	7 <i>4</i>			Referring Staff:			
	Sara Mí					v Songbírd		
Classroom ID: Child I					Date		Time:	
Dreamers			23	424	2 days ago		1:10 p.m.	
Behavior Description:								
Sara was running around the classroom during clean up time.								
Problem Behavior (check most intrusive)								
	Physical aggression				pliance		Repetitive behaviors	
	Disruption/Tantrums	ruption/Tantrums			Social withdrawal/Isolation		Hurting self	
	Inconsolable crying			Running away			Trouble falling asleep	
	Verbal aggression			Breaking/Destroying objects or items			Other:	
	Inappropriate language			Unsafe behaviors				
Activity (check one)								
	Arrival			Outdoor play			Departure	
	Circle/Large group activity			Special activity			Therapy	
	Small group activity			Field trip			Quiet time/Nap	
	Centers/Indoor play			Self-care/Bathroom			Transportation	
	Diapering			Transition			Individual activity	
	□ Meals			Clean-up			Other:	
Others Involved (check one)								
	Teacher			Family Member			Transportation driver	
X	Assistant Teacher			Support/Administrative staff			Kitchen staff	
	Peers			Substitute			None	
□ Therapist				Classroom volunteer			Other:	
Possible Motivation (check one)								
	Obtain desired item			Gain adu	It attention/comfort		Avoid sensory	
	Obtain desired activity			Avoid adults			Don't know	
	Gain peer attention		X	Avoid task			Other:	
□ Avoid peers				Obtain sensory				
Response (check one or the most intrusive)								
X	Verbal reminder			Provide physical comfort			Teacher contact family	
	,, ,			Curriculum modification			Time out	
	Move within group			Re-teach/Practice expected behavior			Physical guidance	
				Loss of activity			Physical hold/Restrain	
	Remove from area			Time with a teacher			Other:	
				different classroom or adult	outs	ide of classroom		
Administrative Follow-Up (check one or most intrusive)								
X	Not applicable			_	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	
	, 5			☐ Sent home for 1 or more days			Dismissal from program	
							Other:	
Comments:								
If this is the first BIR for the								
child, please select theMale				n place		ıll that apply:American Indian or Alaskan NativeAsian		
following demographic Female Dual language or Other Pacific Islander White							panic/LatinoNative Hawaiian	
Information:								

Example B
Program ID:

Child Name:				Referring Staff:				
Anya Laramie				The	mi	as Martín		
Cla		Child ID:				Date		Time:
	Explorers		85	643		Today		2:45 p.m.
	navior Description:	7 .7 7			7	. 7	_	7
AV	vya pushed another	child	το	sitont	ne pu	uple square duri	ing	circle time.
4 4	blem Behavior (check mos							
	Physical aggression			Non-com	-			Repetitive behaviors
	Disruption/Tantrums					al/Isolation		Hurting self
	Inconsolable crying			Running	•			Trouble falling asleep
	Verbal aggression					oying objects or items		Other:
	Inappropriate language			Unsafe b	enavioi	rs ————————————————————————————————————		
	ivity (check one)			0.11	.1.			Develope
	Arrival			Outdoor				Departure
	Circle/Large group activity			Special a	-		_	Therapy (Name
	Small group activity			Field trip			_	Quiet time/Nap
	Centers/Indoor play			Self-care,		oom	_	Transportation
	Diapering Meals			Transitio				Individual activity
	ners Involved (check one)			Clean-up				Other:
	Teacher			Family M	omhor			Transportation driver
	Assistant Teacher			•		strative staff		Kitchen staff
4 -	Peers			Substitut		strative starr		None
	Therapist			Classroor		nteer		Other:
	sible Motivation (check on	ne)		Classiooi	11 VOIGI	iteei		Other:
	Obtain desired item	-		Gain adu	lt atten	tion/comfort		Avoid sensory
	Obtain desired activity			Avoid ad		icion, comiore	_	Don't know
	Gain peer attention			Avoid tas			_	Other:
	Avoid peers		_	Obtain se			_	other
	sponse (check one or the m	ost intru	ısiv					
	Verbal reminder			Provide p	hysical	comfort		Teacher contact family
	Redirect to different activity	tv/tov		•	•			Time out
X	Move within group	,, ,				ce expected behavior		Physical guidance
	Remove from activity			Loss of a				Physical hold/Restrain
	Remove from area			Time wit	•	cher		Other:
	Remove item			Time in a	differe	ent classroom or adult	outs	-
Adı	ministrative Follow-Up (che	eck one o	or n	nost intrus	sive)			
X	Not applicable			Targeted	group	intervention		Conditional enrollment
	Talk with child			Tempora	ry remo	oval from classroom		Transfer to another program
	Contact family			Sent hom	ne for r	emainder of day		Reduce hours in program
	Family meeting			Sent hom	ne for 1	or more days		Dismissal from program
	Arrange behavioral consult	tation/te	am					Other:
Cor	nments:							
	is is the <u>first BIR</u> for the	. T <u>-</u> ,	EP ii	n place	Select o	all that apply: American	India	n or Alaskan NativeAsian
	d, please select theMa owing demographicFen	^{ie} ,	Vo IE	-	Blo	ack or African American		anic/LatinoNative Hawaiian
-	rmation:Fen	nale — [Dual	language		r Pacific IslanderWhi		

Chi	ild Name:	7				Referring Staff:	7	7/.77 7
Winston Weller				Kathy Holland				
Cla	ssroom ID: Adventurers	Child ID:		643		Date Yesterday		Time: 11:30 α.m.
Be	havior Description:							
	inston ran away fro	m Ms.	Нο	olland i	vhen	asked to line up	to	come inside after
	orning play time.					•		
Pro	blem Behavior (check mos	st intrusiv	ve)					
	Physical aggression			Non-com	pliance	9		Repetitive behaviors
	Disruption/Tantrums				-	al/Isolation		Hurting self
	Inconsolable crying		X	Running		•		Trouble falling asleep
	Verbal aggression	•				ying objects or items		Other:
	Inappropriate language			Unsafe b				
Act	tivity (check one)							
	Arrival		X	Outdoor	play			Departure
	Circle/Large group activity			Special a	ctivity			Therapy
	Small group activity			Field trip	1			Quiet time/Nap
	Centers/Indoor play			Self-care	/Bathro	oom		Transportation
	Diapering			Transitio	n			Individual activity
	Meals			Clean-up				Other:
Otl	ners Involved (check one)							
	Teacher			Family M				Transportation driver
X	Assistant Teacher			Support/	'Admini	strative staff		Kitchen staff
	Peers			Substitut				None
	Therapist			Classroo	m volur	nteer		Other:
Pos	ssible Motivation (check o	ne)						
	Obtain desired item					ition/comfort		Avoid sensory
	Obtain desired activity		X	Avoid ad				Don't know
	Gain peer attention			Avoid tas				Other:
	Avoid peers		<u> </u>	Obtain so	ensory			
	sponse (check one or the n							
	Verbal reminder			Provide	•			Teacher contact family
	Redirect to different activi	ty/toy						Time out
	Move within group					ce expected behavior	X	, -
	Remove from activity			Loss of a	-			Physical hold/Restrain
	Remove from area			Time wit				Other:
	Remove item	•				ent classroom or adult	outs	ide of classroom
	ministrative Follow-Up (ch	eck one o			-			
	Not applicable			•	•	intervention		Conditional enrollment
	Talk with child			•	-	oval from classroom		Transfer to another program
	Contact family		_			emainder of day	_	Reduce hours in program
	Family meeting Arrange behavioral consul	tation/+a	□ am		ne for 1	or more days		Dismissal from program Other:
	mments:	tation/te	alli					Other
	rice mail was left for	r mom	to	-call dí	recto	r.		
	is is the <u>first BIR</u> for the		IFD ;	n place	Splant	all that apply: American	India	n or Alaskan NativeAsian
	d, please select theMa	11e 1	No IE	•				oanic/LatinoNative Hawaiian
-	owing demographicFer	male		l language		er Pacific IslanderWhi		

Example D1

Program ID:

Ch	ild Name:			Referring St				
Kerí Floyd					Kathy Holland			
Classroom ID: Child ID:				Date		Time:		
	Voyagers 4 days ago 8:50 a.m.							
	havior Description:		77 .					
Ke	eri and another chil	d were p	ulling	dolls apart whi	le in cente	ev z.		
_								
	oblem Behavior (check mos							
	Physical aggression		Non-con			Repetitive behaviors		
	Disruption/Tantrums			thdrawal/Isolation		Hurting self		
	Inconsolable crying		Running	-		Trouble falling asleep		
	Verbal aggression	X		/Destroying objects	or items 🗖	Other:		
<u> </u>	Inappropriate language		Unsafe b	enaviors				
	tivity (check one)		0.11	.1.				
	Arrival		Outdoor			Departure		
	Circle/Large group activity		Special a	•		Therapy		
	Small group activity		Field trip		_	Quiet time/Nap		
X	Centers/Indoor play			/Bathroom		Transportation		
	Diapering Meals		Transitio			Individual activity		
O+	hers Involved (check one)		Clean-up			Other:		
	Teacher		Family M	lombor		Transportation driver		
	Assistant Teacher			'Administrative staff		Kitchen staff		
1	Peers		Substitut			None		
X	Therapist			.e m volunteer		Other:		
	ssible Motivation (check on		Classioo	iii voidiiteei		Other.		
	Obtain desired item		Gain adı	It attention/comfort		Avoid sensory		
	Obtain desired activity		Avoid ad			Don't know		
X	-		Avoid ta:			Other:		
	Avoid peers		Obtain s		_	other.		
	sponse (check one or the m			211301 y				
	Verbal reminder			ohysical comfort		Teacher contact family		
X	Redirect to different activit			•		Time out		
	Move within group	.,,,		/Practice expected b		Physical guidance		
	Remove from activity	_	Loss of a	•		Physical hold/Restrain		
	Remove from area	_		h a teacher		Other:		
	Remove item	_		different classroom				
Ad	ministrative Follow-Up (che	eck one or r						
4 0	Not applicable			group intervention		Conditional enrollment		
	Talk with child		_	ry removal from clas		Transfer to another program		
	Contact family		•	ne for remainder of c		Reduce hours in program		
	Family meeting			ne for 1 or more days	•	Dismissal from program		
	Arrange behavioral consult	ation/team		•		Other:		
Co	mments:							
If th	nis is the <u>first BIR</u> for the	—IED	in place	Select all that annive	American Indian	or Alaskan NativeAsian		
	d, please select theMai	le	in place EP			anic/LatinoNative Hawaiian		
-	owing demographicFemormation:	nale	 I language	or Other Pacific Islande				

Example D2

Program ID:

Child Name:	_		Referring Staff:			
Justín Burbanks			Ка	Kathy Holland		
	ild ID:	Date			Time:	
Voyagers			4 days ago		8:50 a.m.	
Behavior Description:	7 7	_ 77.	7 77 - 777 -		,	
Justin and another chi	ld were	pullin	g dolls apart while in	v ce	nters.	
Problem Behavior (check most in	ntrusiva)					
□ Physical aggression		Non-com	ınliance		Repetitive behaviors	
			thdrawal/Isolation		Hurting self	
	_	Running			Trouble falling asleep	
	~	_	/Destroying objects or items		Other:	
Verbal aggressionInappropriate language	X	Unsafe b			Other	
Activity (check one)		Ulisale b	enaviors			
		Outdoor	mla		Departure	
□ Arrival	_	Outdoor	• •	_	Departure	
□ Circle/Large group activity		Special a	· · · · · · · · · · · · · · · · · · ·		Therapy	
□ Small group activity	_	Field trip			Quiet time/Nap	
Centers/Indoor play			/Bathroom		Transportation	
□ Diapering		Transitio			Individual activity	
☐ Meals		Clean-up			Other:	
Others Involved (check one)						
□ Teacher		Family M			Transportation driver	
□ Assistant Teacher			Administrative staff		Kitchen staff	
Peers		Substitut			None	
□ Therapist		Classroo	m volunteer		Other:	
Possible Motivation (check one)						
Obtain desired item		Gain adu	It attention/comfort		Avoid sensory	
Obtain desired activity		Avoid ad			Don't know	
Gain peer attention		Avoid tas			Other:	
Avoid peers		Obtain se	ensory			
Response (check one or the mos	t intrusiv					
Verbal reminder		ا Provide	physical comfort		Teacher contact family	
Redirect to different activity/	toy 🗆	Curriculu	m modification		Time out	
☐ Move within group		Re-teach	/Practice expected behavior		Physical guidance	
Remove from activity		Loss of a	ctivity		Physical hold/Restrain	
Remove from area		Time wit	h a teacher		Other:	
□ Remove item		Time in a	different classroom or adult	outs	ide of classroom	
Administrative Follow-Up (check	one or n	nost intru	sive)			
X Not applicable		Targeted	group intervention		Conditional enrollment	
☐ Talk with child		_	ry removal from classroom		Transfer to another program	
□ Contact family		•	ne for remainder of day		Reduce hours in program	
□ Family meeting			ne for 1 or more days		Dismissal from program	
 Arrange behavioral consultation 	ion/team		•		Other:	
Comments:						
If this is the <u>first BIR</u> for the		1	Calcat all think on the calcat	!·	a an Alaskan Nation	
child, please select theMale	—IEP II —No IE	n place =p	Select all that apply:American Black or African American			
following demographicFemale	>	-r Llanguage	or Other Pacific IslanderWh		Jame, Lacino	

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



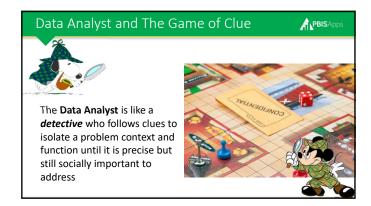
The **Drill Down** approach starts with the big picture and looks for potential "red flags" that might indicate a problem that might need to be addressed. *Then* we identify and address the problem context and finally the function

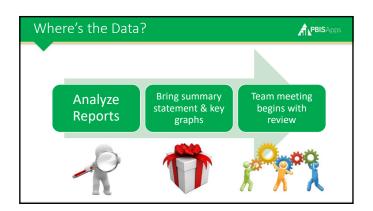
- 1. What is our current reality or big picture?
- 2.Is there a problem (red flag)?
- 3. What is the precise context & function of the problem?



What, where, when, who, how often, <u>why</u>?
Be efficient, don't "drown" by getting too specific (e.g., red heads with blue shoes)

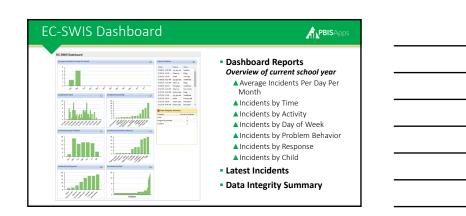
EC-SWIS Data Analysts analyze, interpret and share EC-SWIS reports and information with teams and individuals who use data for decision making. EC-SWIS Core Reports EC-SWIS Additional Reports EC-SWIS Child Dashboard EC-SWIS Data Integrity tool EC-SWIS Drill Down tool



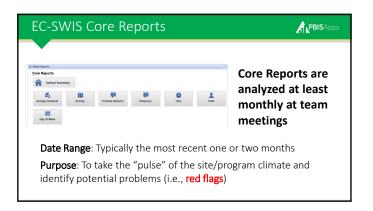


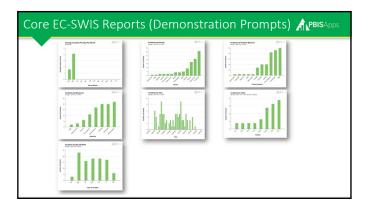
What do Data Analysts do? □ Generate EC-SWIS Core Reports at least monthly □ Drill down into potential system-level problems for precision □ Provide relevant graphs & summaries to the team before/during monthly decision-making meetings □ Monitor data integrity □ Generate ad hoc reports upon request (e.g.,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

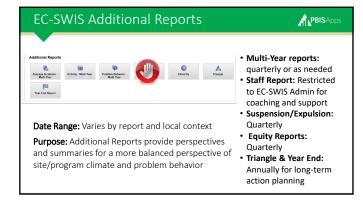


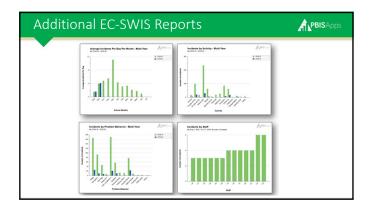


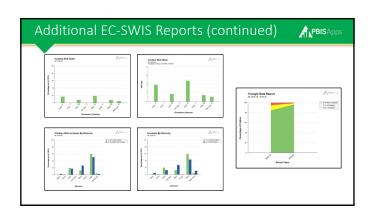




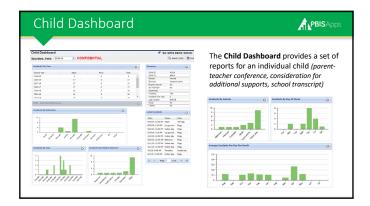














Section F: EC-SWIS Basic Reporting & Analysis

Exploring EC-SWIS Reports

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.

	vious y cur iy c					
Program Ye	ear					
Trends						
Peaks						
Levels						
		ently referred prob red flag" in the nex				
Date Rang	e					
Behavior(s)					
		staff recently obser	=	rted problem behavio	ors? You wi l	ll use this as a
Date Rang	e					
Activity(ie	s)					
_	-	ren have received 2 nt reports <i>in the las</i>		ncident report and ho	ow many ha	ve received six
2-5 Incider	ıts:	children		6+ Incidents:		_ children

Section G



EC-SWIS Drill





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
 - 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

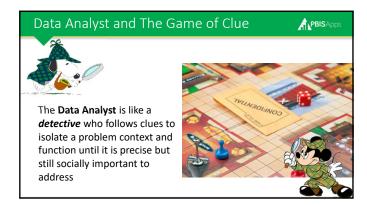


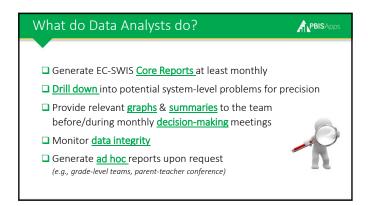
The **Drill Down** approach starts with the big picture and looks for potential "red flags" that might indicate a problem that might need to be addressed. *Then* we identify and address the problem context and finally the function

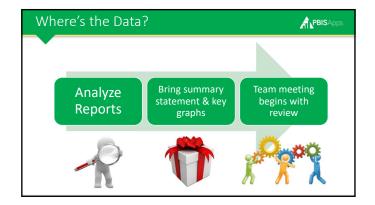
- 1. What is our current reality or big picture?
- 2.Is there a problem (red flag)?
- 3. What is the precise context & function of the problem?

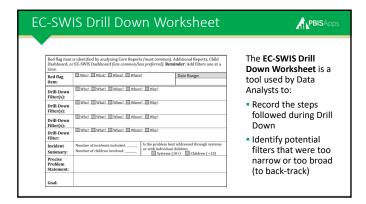


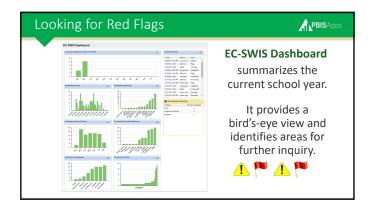
What, where, when, who, how often, <u>why</u>?
Be efficient, don't "drown" by getting too specific (e.g., red heads with blue shoes)

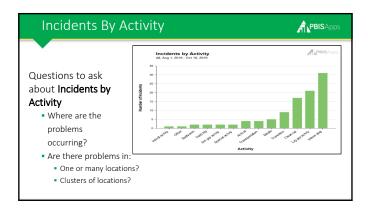


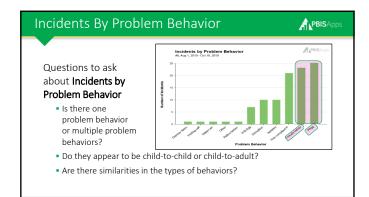












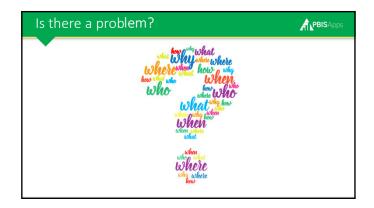


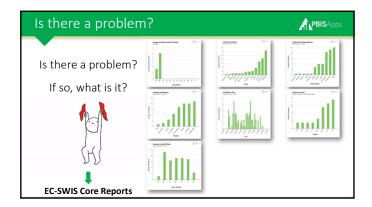
Follow along as the data analyst at University Child Development Center analyzes EC-SWIS reports before a team meeting. Once we get to the Drill Down process we'll use the Drill Down 1 worksheet to record the steps. Make sure to stay together so that we all end up with the same information recorded.

University Child Development Center 504 children Ages 8 weeks to 5 years old **PBIS**Apps



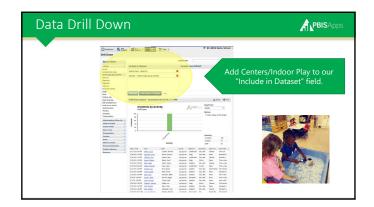
Is there a problem?	₽BIS Apps
Lately, the teachers have been saying that child behavior is getti When we started the program year, everything seemed fine.	ng worse.
But several months later, the teachers are complaining that they constantly dealing with children messing around and hurting on especially during indoor activities.	
What kind of statement is thisprimary or precise? What additional information to get more precise.	

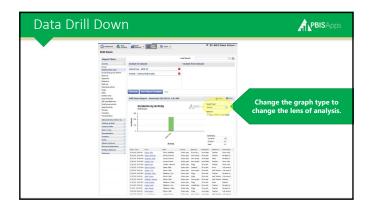




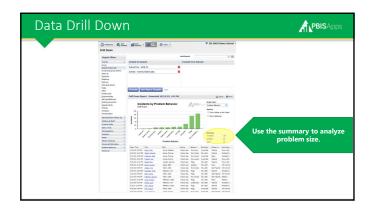


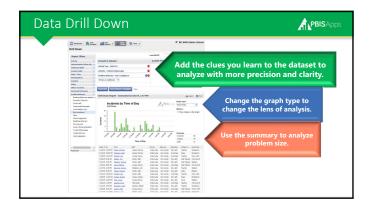


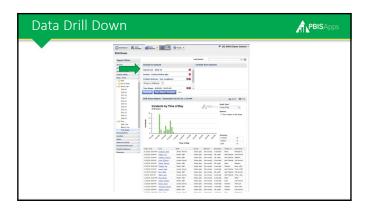






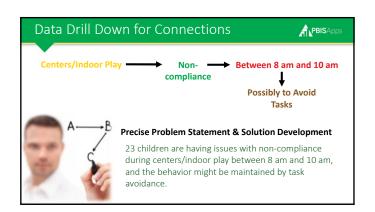




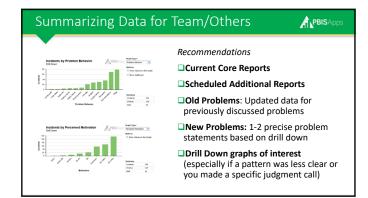




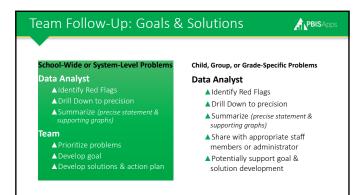




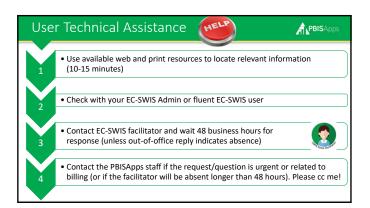
₽BISApps **Basic Decision Guidelines** What are indicators that a child Is the problem a system-level or needs additional supports for child-level issue (rule of 10)? externalizing social behavior? ▲ System Issue 10+ children within a similar ▲Tier I 0-1 incidents context (e.g., activity, time of day) engaging in similar ▲Tier II 2-5 incidents behavior(s) ▲ Individual/Small Group ▲Tier III 6+ incidents Fewer than 10 children within similar context engaging in similar behaviors



Row 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?







Let's Go Live!!!!	₽BIS Apps
Based on your user role please log into your bran perform one of the tasks below (if needed)	nd new user account and
 EC-SWIS Admin Check the School Settings to be sure they are set up or 	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 go	enerate a report (e.g., child

Dashboard, Referrals by Location)

Section G: EC-SWIS Drill Down & Analysis

Exploring EC-SWIS Drill Down Tool

Drill Down 1 – Everyone will record the same information from the *University Child Development Center* simulation.

_	is identified by and EC-SWIS Dashboo		-	-	-				
Red flag	☐ Who? ☐ What?	Date Ran	Date Range:						
item:		Centers/Indoor	Play		last 6 weeks				
Drill-Down Filter(s):	☐ Who? ☐ What?	? When? W	here? Why?						
Drill-Down Filter(s):	☐ Who? ☐ What?	Who? What? When? Where? Why?							
Drill-Down Filter(s):	Who? What? When? Where? Why?								
Drill-Down Filter:	☐ Who? ☐ What?	Who? What? When? Where? Why?							
Referral Summary:	Number of children involved: Is the problem best addressed through systems or with individual children: Number of incidents included: Systems (10+)								
Precise Problem Statement:									
Goal:									
		Solution D	evelopment						
Solution Components	What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates				
Prevention									
Teaching									
Recognition									
Extinction									
Corrective Consequence									
	What data will we look at?	Who is responsible for gathering data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?				
Data Collection									

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

_	is identified by an EC-SWIS Dashbo		•		•			
Red flag	☐ Who? ☐ What?	When? W	<u>here?</u>	Date Ran	ge:			
item:								
Drill-Down Filter(s):		Who? What? When? Where? Why?						
Drill-Down Filter(s):		☐ Who? ☐ What? ☐ Where? ☐ Why?						
Drill-Down Filter(s):		Who? What? When? Where? Why?						
Drill-Down Filter:	Who? What	Who? What? When? Where? Why?						
Referral	Number of children involved: Is the problem best addressed through systems or with individual children:							
Summary:	Number of incidents included: Systems (10+) Children (<10)							
Precise Problem Statement:								
Goal:								
		Solution D	evelopment					
Solution Components	What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates			
Prevention								
Teaching								
Recognition								
Extinction								
Corrective Consequence								
	What data will we look at?	Who is responsible for gathering data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?			
Data Collection								

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.

	is identified by ana · EC-SWIS Dashboa							
Red flag	<mark>⊠ Who</mark> ? ☐ What?	When? W	Date Rar	Date Range:				
item:				i	Last year			
Drill-Down Filter(s):	Who? What?	===	here? Why?					
Drill-Down Filter(s):	Who? What? When? Where? Why?							
Drill-Down Filter(s):	Who? What? When? Where? Why?							
Drill-Down Filter:	Who? What? When? Where? Why?							
Referral Summary:	Number of children involved: Is the problem best addressed through systems or with individual children: Systems (10+) Children (<10)							
Precise Problem Statement:								
Goal:								
		Solution D	evelopment					
Solution Components	What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates			
Prevention								
Teaching								
Recognition								
Extinction								
Corrective Consequence								
	What data will we look at?	Who is responsible for gathering data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?			
Data Collection								

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.

user roles.	nd <u>activities</u> were useful in preparing myself and	my colleagues for our EC-SWIS
Not at all useful	Moderately useful	Extremely Useful
Comments:		
2. The Swift at EC-SWIS training	g was delivered competently and with respect for	r learners.
Not at all useful	Moderately useful	Extremely Useful
Comments:		
2. FC CWIC will be weekel for ide	entifying child problem behavior patterns and im	proving the social climate at my
school.		

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Comments:							
. I am comfortable contacting	my facilitator for additional supports and understar	nd that my facilitator will					
_	and keep in touch with me for as long as my school That's fine						
omments:							
Optional) Name:	<u> </u>						
It's okay to share my name ar	nd contact information if that would be helpful						