

Participant Name:			
Session Date(s):		 	
User Role:		 	
SWIS Facilitator(s):		 	
Facilitator Contact Inf	ormation		



Swift at SWIS Sections

- A. Introduction to SWIS
- B. Data-Based Decision Making
- C. Roles & Access
- D. Account Set Up (Tools)
- E. Referral Data Entry & Review
- F. Basic Reporting & Analysis
- G. Drill Down Tool (Optional)



Role of the SWIS Facilitator

SWIS

SWIS Facilitators have the privilege of supporting local schools as they implement & maintain SWIS

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

Section A

School-Wide Information System (SWIS)



PBISApps

Purpose and Objectives

• Purpose: To introduce 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 SWIS to colleagues
- 2. Identify basic features of SWIS
- 3. Describe potential impact on staff procedures for responding to and documenting problem behavior incidents



The **School-Wide Information System (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 School Adopting 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 students
- Regularly monitor patterns of problem behavior across the school to identify contexts (e.g., locations, 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 school (e.g., racial, ethnic, disability, gender)

Research on Sustainability of SWPBIS



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).

Why was SWIS developed? PBISApp Rationale Goal Strategy Repeatedly giving people Why behavior? Make schools more the right information effective learning Student social (data) at the right time, in environments behavior continues to the right **format** is the be the most common single most effective way reason why students to improve decision are excluded from making and achieve valued schools or instruction. outcomes.























Section B

SWIS & Data-Based Decision Making



PBISApps

Purpose and Objectives

• **Purpose**: To describe basic principles of data-based decision making using 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?

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















Precision Statem	ent Example	
last year. These are m a large number of st	s for aggression on the pli- lost likely to occur during udents, and the aggressio new playground equipm	first recess , with n is related to
• What?	more ODRs for aggression	I
Where?	on the playground	
• Who?	a large number of student	S
• When?	first recess	
 Why? equipment 	getting access to the new	playground



	Lucky	Sustaining
	Positive outcomes, low understanding of how they were achieved Replication of success is unlikely	Positive outcomes, high understanding of how they were achieved 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
_	Replication of failure likely	Replication of mistakes unlikely













Screening: Referrals b	y Student Report 🧼 🏦 🔒 Арря
	ferrals by Student ID ept. 3-Nov. 9
Individual Issue Fewer than students in 8 the same context 6 6	System Issue 10+ students in the same context











Thoughts on Data-Based Decisions

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

- Douglas County School District (Colorado)

Activity B: Discussion

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

Section B: SWIS & Data-Based Decision Making

Reflection on Data Integrity and Confidentiality



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

standing of Positive outcomes, high understanding of how they were achieved ely Replication of success likely
ely Replication of success likely
d Learning
derstanding of Undesired outcomes, high understanding of how they were achieved
Replication of mistakes unlikely



Purpose and Objectives

- **Purpose**: To describe the roles and responsibilities associated with maintaining the SWIS account
- Learner Objectives:
 - 1. Identify the roles and responsibilities of the SWIS Admin, Data Reviewer/Entry, and Data Analyst users
 - 2. Identify the 3-5 individuals in the school who will maintain the SWIS account and data
 - 3. Identify the role and responsibilities of adopting and electronic referral process and the Referral Entry Only access



SWIS Admin Role

PBISApp

Role

Responsible for managing the SWIS account including School Settings & staff access to electronic referral entry, monitor Referrals by staff quarterly Building-level liaison regarding

SWIS implementation and related procedures

Access

Manage all SWIS Settings, identify SWIS reviewers, manage Referral Entry Only staff members, full access to all SWIS functionality (e.g., Data Entry, Person Management) Access to Referrals by Staff



SWIS Data Entry Role

Role

Review <u>paper</u> referrals for accuracy and completion, followup as needed, enter final referral 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

Two or three staff members with scheduled time each day

E11

Access

Enter <u>paper</u> referral data, full access to Person Management, access to School Profile, School Days, and Enrollment settings, access to most SWIS reports (*excluding Referrals by Staff*)



SWIS Data Reviewer

Review electronic referrals for

accuracy and completion,

reassign referrals for follow-

up/edits, approve referrals

Guide decisions about staff training or coaching needed in referring problem behavior

Role

PBISApp

Access

Review, assign, or approve referrals submitted <u>electronically</u> Access to all data entry and data analyst functionality



Two or three staff members with scheduled time each day

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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 student-level or customized reports on request, summarize and share data with decision-makers and teams

Access

Review, assign, or approve referrals submitted <u>electronically</u> Access to all data entry and data analyst functionality



Two or three staff members with scheduled time each day

SWIS Referral Entry Only (REO) Role Access Observe and respond to student Draft and submit major and problem behavior according to school minor referral records procedures. electronically, typically to be Enter and submit an electronic referral reviewed for approval by a form with incident information to be trained SWIS Admin or Data Entry reviewed by a trained SWIS reviewer. user Hello Respond to follow-up communication as needed to finalize referral record. SWIS Limit to staff with access to computers & moderate technology skills

SWIS User A	Access Level Descriptions
Access Level	Role
SWIS Admin* FT	The role of SWIS Administrator is typically limited to one or two school/facility personnel who are responsible for managing the 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 referral 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 SWIS reports for decision-making team(s) within the school/facility or district (e.g., PBIS team leader, administrator, school psychologist, special education representative, district coach).
Referral Entry Only	The role of Referral Entry Only (REO) allows staff access to log in for the purpose of completing th electronic referral form. Referrals are then assigned to another staff member or submitted for Review by a trained user with Admin or Data Entry access.
IT Data Manager	The role of IT data manager is typically limited to one or two individuals who are responsible for managing the use of Person Import or other data integration strategies.
	nay be added as reviewers for schools enabling Referral Workflows el must be trained by a certified SWIS Facilitator



SWIS User Access to Functionality						
	SWIS Admin	Data Entry	Data Analyst	IT Data Manager	Referral Entry Only	
View SWIS Dashboard	•	•	•			
Enter Referrals	•	•			•	
Generate <u>All</u> Reports Including Staff Report	•					
Generate <u>Most</u> Reports <i>Excluding</i> Staff Report		•	•			
Edit all School Settings	•					
Edit Most School Settings <i>Excluding</i> Custom Fields or Referral Workflow Setting				•		
Edit Core Data in School Settings Only Enrollment & School Days		•				

SWIS User Access to Functionality						
	SWIS Admin	Data Entry	Data Analyst	IT Data Manager	Referral Entry Only	
Edit Person Records in Person Management	•	•		•		
Invite and Manage Referral Entry Only Users	•					
Add/Delete Reviewers	•					
Generate Student Dashboard	•	•	•			
Generate Data Integrity Tool	•	•	•	•		
Resolve Data Integrity Errors	•	•		•		
Execute Person Import	•			•		





Who Will Have Access to SWIS data?

- Direct access to log into SWIS is limited to <u>3-5 individuals</u> who are responsible for managing the account, entering and reviewing referral data, and analyzing data to share with staff (e.g., behavior team, administrator, grade-level meetings)
- Access to 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

 • Accurate Data

 • 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

 • Accurate Data

 • Maintaining the accuracy and construction of the design in the stores of the sto











Section C: Roles & Access Levels 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 SWIS data while also giving the right people access to the right information for decision-making?



Purpose and Objectives

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



What are Account Settings?

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



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Who can access School Settings?

Access to the <u>School</u> Settings is <u>limited</u> to those who need to be able to make <u>changes</u> to the school's SWIS account.

Which users are involved? SWIS Admin

- 1-2 staff members who broadly manage the SWIS Suite Account
- Control of all School Settings

Data Entry

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









What is User Management?

User Management is a tool that allow SWIS Admin users to <u>monitor</u> current school users and to set up staff with <u>Referral Entry Only</u> access to the electronic referral form. Other users are trained and managed by the SWIS facilitator in SAMI.





















Section D: 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 **School 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 school changed their grade levels. Update the account to change the grades to either K-12 or your school's grade range.	 SWIS Admin SWIS Data Entry Both Admin and D.E. All access levels except REO All access levels
2	Due to missed school days during the winter <i>(already recorded in SWIS)</i> , the school is extending the school year by 3 student contact days. Update the account to reflect the added days (pick any month you want).	 SWIS Admin SWIS Data Entry Both Admin and D.E. All access levels except REO 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 Actions Taken can be indicated on the referral c. 504 information will not be recorded in SWIS, but IEP information will be d. District ID's for both staff and students are required 	 SWIS Admin SWIS Data Entry Both Admin and D.E. All access levels except REO All access levels
4	The data entry staff prefers to view students 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?	 SWIS Admin SWIS Data Entry Both Admin and D.E. All access levels except REO All access levels
5	The school-wide team has determined that they want to track types of Harassment within SWIS. Enable harassment sub-types. (Keep default categories)	 SWIS Admin SWIS Data Entry Both Admin and D.E. All access levels except REO All access levels
6	Update SWIS to show that the school year starts in August.	 SWIS Admin SWIS Data Entry Both Admin and D.E. All access levels except REO All access levels

7	You decide that you prefer both referral entry and reports to default to Major referrals. Update your settings.	 SWIS Admin SWIS Data Entry Both Admin and D.E. All access levels except REO All access levels
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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 student in the 6th grade. His district ID is 10744 and his enrollment records indicate his race and ethnicity as White, Not Hispanic Latino. Codi has a 504.	
2	Janice Bowman is a teacher at the school. Her name recently changed to Janice Mulligan. What is the most efficient way to update SWIS?	
3	Danny Kay received a referral. This is his first referral since coming to the school. Danny's full name is: Daniel Kay Danny's District ID is: 60215 Ethnicity/Race: Hispanic/Latino, America Indian Danny has an IEP under the category of "Orthopedic Impairment"	
5	Sam Neeten moved to another school in the district. The same thing happened last year but Sam ended up re-enrolling. What should you do to update SWIS?	
6	(Everyone) Enter three new students and two new staff members. *Make up their information.	
7	John Candy and Samual Fullerton have graduated from the school. Update the status of both students.	

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 school's account, indicate that SWIS should ignore errors in all categories prior to September 1 st of last year.	
2	Open the Data Integrity tool. Are there errors related to Staff and/or Student records? If so fix at least three of these errors.	

Remember to log out as soon as you finish your SWIS-related tasks!

Section E

Referral Data Entry & Rev<u>iew</u>



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Purpose and Objectives

Purpose: To identify the procedures for entering and reviewing referral data in SWIS

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

What is SWIS Data Entry?

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- SWIS Data Entry was designed to allow schools/programs to
- collect the critical components (who, what, when, where, why) of a problem incident.
- When date & time the incident occurred Where – location

Referral Type – major or minor Who – Student record, grade, IEP/504 status, (observing) staff, others involved

- What behavior, Action Taken, seclusion/restraint
 Why – Perceived Motivation
- Other Info custom fields, notes

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Section E: Referral Data Entry & Review

Entering Referral Data into SWIS

Facilitator Training Account:Username: facilitatorPa

rname: facilitator Password: _____

Data Entry. Each person will enter the referrals on the following pages into 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 referral in under 40 seconds.

- □ Referral A
- □ Referral B
- □ Referral C1 (Use the Save & Copy button instead of the Save button)
- □ Referral C2
- □ Referral D

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 referral data are incomplete, inaccurate, or unprofessional (e.g., emotionally inflated) who will follow-up with the reporting staff member?

Minor Referral Staff Managed	Major Referral Entered into SWIS: Yes Administrator Managed Referral ID:		
Student: Sara Milton	Grade: □K□1 ⊠2 □3 □4 □	Referring Staff: 5 Joy Songbird	
Date: 2 days ago		Time: 1:10 PM	
Art Room Library Music	y Playground Cafeteria Gy Room Computer Lab Office Parking Lot		
	spect Defiance Disruption Disruption		
Inappropriate Language Tardy	g/Cheating Dress Code Violation Threat/False Alarm Arson bacco Drugs *Weapons Combu	ng Inappropriate Location Truancy Inappropriate Display of Affection stibles Alcohol	
Perceived Motivation: 🛛 Obtain P		on Dotain Item/Activity	
Others Involved: 🗌 None 🛛 Pee	rs 🗌 Teacher 🗌 Staff 🗌 Substitut	e 🗌 Other 🗌 Unknown	
Time in Office Individualized Ir	nstruction Additional Attendance/S	erence with Student 🛛 Loss of Privilege Saturday School 🗍 Bus Suspension ontact (form:) Il Suspension: (½ day increments): days	

Staff Managed	Major Referral	Entered into SWIS: Yes No
Student: Anya Laramie	Grade: ☐ 6 🛛 7 🗌 8	Referring Staff: Thomas Martin
Date: Today		Time: 2:45 PM
	y Playground Cafeteria Gym Room Computer Lab Office Ass	
	spect Defiance Disruption Physic	
Inappropriate Language Tardy	bacco Drugs *Weapons Combustibles	Inappropriate Location
Perceived Motivation: Obtain P] Obtain Item/Activity] Avoid Task/Activity
Others Involved: 🗌 None 🔀 Pee	ers 🗌 Teacher 🗌 Staff 🗌 Substitute 🗌	Other 🗌 Unknown
Time in Office Individualized In Restitution Community Servic In-School Suspension (½ day incre Expulsion	nent Time Out/Detention Conference nstruction Additional Attendance/Saturda e Other Action Taken Parent Contact ments): days Out-of-School Susp	ay School Bus Suspension form: <u>phone call</u> ension: (½ day increments): days
	ent's religion by using the photographs in e "weird" and "strange" people in the pic	

Staff Managed Administrator Managed Referral ID: Student: Grade: Strade: Referring Staff: Winston Weller IK 1 2 3 4 5 Date: Time: 11:30 AM Time: 11:30 AM Location: Classroom Hallway Playground Cafeteria Gym Commons Restroom Art Room Library Music Room Computer Lab Office Assembly/Field Trip Bus Bus Loading Zone Off-Campus Parking Lot Office Assembly/Field Trip Bus Minor Problem Behavior: Disrespect Defiance Disruption Physical Contact/Physical Aggression Tardy Inappropriate Language Property Misuse Dress Code Violation Technology Violation Major Problem Behavior: Defiance/Non-Compliance Physical Aggression Disruption Disrespect Inappropriate Language Tardy Skip Class Bullying Fighting Inappropriate Location Truancy Gang Affiliation Display Bomb Threat/False Alarm Arson School Harassment (circle one): Toba	Minor Referral	🔀 Major Referral	Entered into SWIS: 🗌 Yes 🗌 No
Student: I I I I I I I I I I I I I I I I I I I			Referral ID:
Location: Classroom Hallway Playground Cafeteria Gym Commons Restroom Art Room Library Music Room Computer Lab Office Assembly/Field Trip Bus Bus Loading Zone Off-Campus Parking Lot Minor Problem Behavior: Disrespect Defiance Disruption Physical Contact/Physical Aggression Tardy Inappropriate Language Property Misuse Dress Code Violation Technology Violation Major Problem Behavior: Defiance/Non-Compliance Physical Aggression Disruption Disrespect Inappropriate Language Tardy Skip Class Bullying Fighting Inappropriate Location Truancy Forgery/Theft/Plagiarism Lying/Cheating Dress Code Violation Inappropriate Display of Affection Gang Affiliation Display Bomb Threat/False Alarm Arson Use/Possession of (circle one): Tobacco Drugs *Weapons Combustibles Alcohol *If a weapon was involved, please note the weapon type:	Winston Weller		Kathy Holland
Art Room Library Music Room Computer Lab Office Assembly/Field Trip Bus Bus Loading Zone Off-Campus Parking Lot Minor Problem Behavior: Disrespect Defiance Disruption Physical Contact/Physical Aggression Tardy Inappropriate Language Property Misuse Dress Code Violation Technology Violation Major Problem Behavior: Defiance/Non-Compliance Physical Aggression Disruption Disrespect Minor Problem Behavior: Defiance/Non-Compliance Physical Aggression Disruption Disrespect Major Problem Behavior: Defiance/Non-Compliance Physical Aggression Disruption Disrespect Mappropriate Language Tardy Skip Class Bullying Fighting Inappropriate Location Truancy Forgery/Theft/Plagiarism Lying/Cheating Dress Code Violation Inappropriate Display of Affection Gang Affiliation Display Bomb Threat/False Alarm Arson Harson Harson Use/Possession of (circle one): Tobacco Drugs *Weapons Combustibles Alcohol	Yesterday		11:30 AM
□ Tardy Inappropriate Language Property Misuse Dress Code Violation Technology Violation Major Problem Behavior: □ Defiance/Non-Compliance Physical Aggression Disruption Disrespect □ Inappropriate Language □ Tardy □ Skip Class □ Bullying □ Fighting Inappropriate Location □ Truancy □ Forgery/Theft/Plagiarism □ Lying/Cheating □ Dress Code Violation □ Inappropriate Display of Affection □ Gang Affiliation Display □ Bomb Threat/False Alarm □ Arson □ □ □ Use/Possession of (circle one): Tobacco Drugs *Weapons Combustibles Alcohol *!f a weapon was involved, please note the weapon type:	Art Room Library Music	Room Computer Lab Office Asse	
Major Problem Behavior: Defiance/Non-Compliance Physical Aggressio Disruption Disrespect Inappropriate Language Tardy Skip Class Bullying Fighting Inappropriate Location Truancy Forgery/Theft/Plagiarism Lying/Cheating Dress Code Violation Inappropriate Display of Affection Gang Affiliation Display Bomb Threat/False Alarm Arson Use/Possession of (circle one): Tobacco Drugs *Weapons Combustibles Alcohol *If a weapon was involved, please note the weapon type:	Minor Problem Behavior: 🗌 Disres	spect Defiance Disruption Physic	al Contact/Physical Aggression
□ Inappropriate Language □ Tardy □ Skip Class □ Bullying □ Fighting □ Inappropriate Location □ Truancy □ Forgery/Theft/Plagiarism □ Lying/Cheating □ Dress Code Violation □ Inappropriate Display of Affection □ Gang Affiliation Display □ Bomb Threat/False Alarm □ Arson □ □ Use/Possession of (circle one): Tobacco □ Drugs *Weapons Combustibles Alcohol *If a weapon was involved, please note the weapon type:	🗌 Tardy 🔲 Inappropriate Language	Property Misuse 🗌 Dress Code Violatio	on 🔲 Technology Violation
□ Inappropriate Language □ Tardy □ Skip Class □ Bullying □ Fighting □ Inappropriate Location □ Truancy □ Forgery/Theft/Plagiarism □ Lying/Cheating □ Dress Code Violation □ Inappropriate Display of Affection □ Gang Affiliation Display □ Bomb Threat/False Alarm □ Arson □ □ Use/Possession of (circle one): Tobacco □ Drugs *Weapons Combustibles Alcohol *If a weapon was involved, please note the weapon type:			
Avoid Peer(s) Avoid Adult Avoid Task/Activity Others Involved: None Peers Teacher Staff Substitute Other Unknown Action Taken: Alternative Placement Time Out/Detention Conference with Student Loss of Privilege Time in Office Individualized Instruction Additional Attendance/Saturday School Bus Suspension Restitution Community Service Other Action Taken Parent Contact (form: conference In-School Suspension (1½ day increments):	 ☑ Inappropriate Language □ Tardy □ Forgery/Theft/Plagiarism □ Lying □ Gang Affiliation Display □ Bomb □ Use/Possession of (circle one): To *If a weapon was involved, please note 	Skip Class Bullying Fighting g/Cheating Dress Code Violation Inap Threat/False Alarm Arson bacco Drugs *Weapons Combustibles	Inappropriate Location Truancy propriate Display of Affection Alcohol
Others Involved: None Peers Teacher Staff Substitute Other Unknown Action Taken: Alternative Placement Time Out/Detention Conference with Student Loss of Privilege Time in Office Individualized Instruction Additional Attendance/Saturday School Bus Suspension Restitution Community Service Other Action Taken Parent Contact (form: conference) In-School Suspension (½ day increments):	Perceived Motivation: 🗌 Obtain P	eer Attention 🗌 Obtain Adult Attention 🗌	Obtain Item/Activity
Action Taken: Alternative Placement Time Out/Detention Conference with Student Loss of Privilege Time in Office Individualized Instruction Additional Attendance/Saturday School Bus Suspension Restitution Community Service Other Action Taken Parent Contact (form: conference) In-School Suspension (½ day increments): days Out-of-School Suspension: (½ day increments):	🖂 Avoid Pe	eer(s) 🗌 Avoid Adult	Avoid Task/Activity
	Action Taken: Alternative Placem	ent 🛛 Time Out/Detention 🗌 Conference Instruction 🗌 Additional Attendance/Saturda e 🗌 Other Action Taken 🖾 Parent Contact	with Student Loss of Privilege y School Bus Suspension (form: <u>conference</u>)
			udys
Notes:Winston and another student got into an argument during a basketball game on the playground. The	Notes: Winston and another stud	ent got into an argument during a basketb	all game on the playground. The
disagreed about a foul and became physically aggressive. Both students pushed, shoved, threw the ball at the	—		
other person, and used inappropriate language. Both students will lose recess privileges the for 5 days.			

Minor Referral	🔀 Major Referral	Entered into SWIS: Yes No	
Staff Managed	Administrator Managed Referral ID:		
Student: Justin Burbanks	Grade: □ K □ 1 □ 2 ⊠ 3 □ 4 □ 5	Referring Staff: Kathy Holland	
Date: Yesterday		Time: 11:30 AM	
	y 🛛 Playground 🗌 Cafeteria 🗌 Gym 🗌 Room 🔲 Computer Lab 🗌 Office 🔲 Asso 🗌 Parking Lot		
	spect Defiance Disruption Physic		
Inappropriate Language Tardy	bacco Drugs *Weapons Combustibles	Inappropriate Location Truancy	
Perceived Motivation: Obtain P Avoid Pe] Obtain Item/Activity] Avoid Task/Activity	
Others Involved: 🗌 None 🔀 Pee	ers 🗌 Teacher 🗌 Staff 🗌 Substitute 🗌	Other 🗌 Unknown	
Time in Office Individualized In Restitution Community Service	nent 🛛 Time Out/Detention 🗌 Conference nstruction 🔲 Additional Attendance/Saturda e 🔲 Other Action Taken 🖾 Parent Contact ments): days 🗌 Out-of-School Suspo	ay School Bus Suspension	
disagreed about a foul and became	t got into an argument during a basketball e physically aggressive. Both students push ate language. Both students will lose reces	ned, shoved, threw the ball at the	

Minor Referral	Major Referral	Entered into SWIS: Yes No
Student: Keri Floyd	Grade: ☐ 9 ☐ 10 ⊠ 11 ☐ 12	Referring Staff: Kathy Holland
Date: 4 days ago	_	Time: <i>8:50 AM</i>
Art Room Library Mus	vay Playground Cafeteria Gym ic Room Computer Lab Office A us Parking Lot Locker Room	
	espect 🗌 Defiance 📄 Disruption 📄 Phy ge 📄 Property Misuse 📄 Dress Code Viola	
Inappropriate Language Tarc	Tobacco Drugs *Weapons Combustible Dete the weapon type:	Inappropriate Location Truancy
Perceived Motivation: Obtain		☐ Obtain Item/Activity X Avoid Task/Activity
Others Involved: 🛛 None 🗌 Pe	eers 🗌 Teacher 🗌 Staff 🗌 Substitute 🛛	Other 🗌 Unknown
Time in Office Individualized Restitution Community Servi In-School Suspension (½ day incr	ment Time Out/Detention Conferen	rday School Bus Suspension act (form:) spension: (½ day increments): days

Section F

SWIS Basic Reporting & Analysis



PBISApps

Purpose and Objectives

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

Learner Objectives:

- 1. Describe the role of a data analyst
- 2. Identify the functionality of SWIS Core and Additional Reports
- 3. Practice generating Core and Additional reports in the SWIS Demo account
- 4. Briefly introduce the Student 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)

What is a Data Analyst?

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

SWIS Core Reports

- SWIS Additional Reports
 SWIS Student Dashboard
 SWIS Data Integrity tool
- SWIS Drill Down tool







What do Data Analysts do?

- Generate 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 <u>ad hoc</u> reports upon request (e.g., grade-level teams, parent-teacher conference)





Activity: SWIS Basic Reporting & Analysis APPISAPP

- •Let's explore the SWIS Reports together!
- As we look through a sample of the reports we'll complete the worksheet provided in your packet.
- Let's stay together so we end up with similar or the same information in our worksheets.

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Swift @ SWIS Activity Packet July 2021

SWIS Addi	tional Repo	orts (Prompt	s)	
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Section F: SWIS Basic Reporting & Analysis

Exploring SWIS Reports

In the SWIS Demo Account, explore the SWIS Core Reports and respond to each item below.

1. Generate the Average Referrals Per Day Per Month report. For the current* school year, describe the levels, trends, and peaks for **Major** Referrals.

*Use previous year if there are fewer than 2 months with data.

School Year	
Trends	
Peaks	
Levels	

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

Date Range	
Behavior(s)	

3. What campus location have staff recently observed and reported problem behaviors (All Referrals)? You will use this as a "red flag" in the next activity (Drill Down 2).

Date Range	
Location(s)	

4. Identify how many students have received 2-5 referrals and how many have received six or more referrals (All Referrals) *in the last three months.*

2-5 Referrals: _______ students

5. Which grade level(s) have recently been referred most often for problem behavior *in the last three months*?

Date Range: _____

Grade Level: _____

SWIS Drill Down Tool



PBISApps

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

Learner Objectives:

Purpose and Objectives

- Identify potential "red flags" from Core and Additional SWIS reports
 Locate and use the SWIS Drill Down worksheet to record the data
- analysis steps taken3. 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

PBISApps

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)

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



What do Data Analysts do? 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)





SWIS Drill Down Worksheet

Databound, or	Who? Owher? Owher? Of	ess preferred). Reminder: Add filters one at a time
Red flag item:	Who? UWhat? UWhen? UV	Date Range:
Drill-Down Filter(s):	Who? What? When? D	Where? Why2
Drill-Down Filter(s):	Whe? What? When? 1	
Drill-Down Filter(s):	Who? What? When? (1)	
Drill-Down Filter:	Who? What? When?	Where? Why?
Referral Summary:	Number of students involved: Number of referrals included:	with individual students:
Precise Problem Statement:		

The 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)

















Big Idea About Sharing Data

PBISApps

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 student behavior (i.e., students, families, parent group)?

Tell the story Help paint the picture with data: What, where, when, who, how often, why?





Section G: SWIS Drill Down & Analysis

Exploring SWIS Drill Down Tool

Drill Down 1 – Everyone will record the same information from the Harbor Haven simulation.

Red flag	Who? What? When? Mere? Playground/Common areas (2 filters)			Date Ran	Date Range:	
item:				The	last 6 weeks	
Drill-Down Filter(s):	Who? What? When? Where? Why?					
Drill-Down Filter(s):	Who? What?	Who? What? When? Where? Why?				
Drill-Down Filter(s):	Who? What?	? When? W	here? Why?			
Drill-Down Filter:	Who? What?	? When? W	here? Why?			
Referral Summary:	Number of students involved: Is the problem best addressed through systems or with individual students: Number of referrals included: Systems (10+)				through systems udents (<10)	
Statement:						
		Solution D	evelopment			
Statement:	What are the action steps?	Solution D Who is Responsible?	evelopment By When?	How will fidelity be measured?	Notes/Updates	
Statement: Goal: Solution		Who is			Notes/Updates	
Solution Components		Who is			Notes/Updates	
Statement: Goal: Solution Components Prevention		Who is			Notes/Updates	
Statement: Goal: Solution Components Prevention Teaching		Who is			Notes/Updates	
Statement: Goal: Solution Components Prevention Teaching Recognition		Who is			Notes/Updates	
Goal: Solution Components Prevention Teaching Recognition Extinction Corrective		Who is			Notes/Updates	

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

r						
-	is identified by an SWIS Dashboard		-	-	-	
Red flag	Who? What?	When? W	here?	Date Ran	ge:	
item:						
	Who? What	Who? What? When? Where? Why?				
Drill-Down Filter(s):						
Drill-Down Filter(s):	Who? What	Who? What? When? Where? Why?				
	Who? What	? When? W	here? Why?			
Drill-Down Filter(s):						
riter(s).	Who? What	? When? W	here? Why?			
Drill-Down Filter:						
Referral	Number of studen	its involved:		m best addressed	through systems	
Summary:	Number of referra	als included:		idual students: ems (10+) 🛛 St	udents (<10)	
Precise Problem Statement:						
Goal:						
	Solution Development					
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 – Ethnicity 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 and SWIS Dashboard		-	-	-
Red flag	🛛 Who? 🗌 What	? When? W	<u>here?</u>	Date Ran	ge:
item:				L	ast year
Drill-Down Filter(s):	Who? What? When? Where? 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	Number of studen	ts involved:		m best addressed idual students:	through systems
Summary:	Number of referra	als included:			udents (<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 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 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: _____



PBIS Tier I Team SWIS Summary Update

Data Analyst: Katie Von Datageek

Every month the PBIS team analyzes our referral data and selects one or two problems to address. We look for patterns in context, behavior, and perceived motivation to prioritize and build solutions. Thank you so much for your consistency in following the behavior protocols and submitting referrals. Your data help everyone to be more efficient and effective!



Summary (Where, What, When)

Averages: Our Avg Referrals for September was 5.5 which is near the 75th percentile nationally

Locations: Classroom (36%), Common (15%), Playground (14%), Hallway (14%), Café (12%)

Behaviors: Language (22%), Defiance (21%), Harassment (19%)

Date/Time: Small increase on Fridays, peaks from 9am-9:30am and 1pm-2pm



Date: 10/19/2017



Summary (Who)

Grade: 3rd (20%), 7th (20%), 8th (17%), 5th (17%)

Students 2-5 Referrals: 20 students since school started

Students 6+ Referrals: 6 students since school started





Update on Old/Previously Identified Problem: Grades 6-8 Defiance

Precise Statement: In September we identified that 12 students in grades 6-8 were referred (16 referrals) for defiance between August 22^{nd} and September 18^{th} (4 weeks = 4/week). Referrals were primarily in the classroom but also in common areas. There were not clear patterns by time of day and the behavior in this context seems to be maintained by avoiding tasks.

Update: In the last 4 weeks there have been 9 referrals (almost 50% reduction) in this context across 5 students (more than 50% reduction). Note of interest, the perceived motivation for the latest referrals show both task avoidance and obtaining peer attention.

Recommendation: Identify individual students and work directly with grade level teams or individual teachers.



Potential New Problem: Hallway Tardiness across 6th Grade Latino Students

Since the beginning of the school year there have been 31 referrals submitted by 22 staff members for tardiness (mostly major) in the hallway, especially during lunch period (12:30pm - 1:30pm). All referrals were for Latino students (18 male and 13 female) in the 6th grade. Latino students are one of our subgroups vulnerable to disproportionality. The perceived motivation was almost exclusively reported as "Obtain peer attention".

Notes/Recommendation: I expanded the date range from our typical 4 weeks once I noticed that this might be related to ethnicity/race. Given that this was a large group of staff and students I recommend including the district sub-committee on ethnic/racial disproportionality. They may have suggestions for solution development.

Additional Graphs of interest from SWIS Drill Down



Wrapping Up Swift at 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 \bullet) to indicate

1. Swift at SWIS <u>materials</u> and <u>activities</u> were useful in preparing myself and my colleagues for our SWIS user roles.

Not at all useful	Moderately useful	Extremely Useful
<u>/</u>		

Comments:

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

Not at all useful	Moderately useful	Extremely Useful
Comments:		>

3. SWIS will be useful for identifying student 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 SWIS. I would recommend a similar arrangement for your next Swift at 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 SWIS.

Uncomfortable	That's fine	Great!
A		

Comments:

(Optional) Name: _____

 $\hfill It's$ okay to share my name and contact information if that would be helpful

 \Box 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