SWISSuite

Facilitator's Guide

October 2015

PBISApps

Important Contact Information

Website: www.pbisapps.org
Email: support@pbisapps.org
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PBIS TA Center: www.pbis.org

Co-Facilitator(s)

_____

_____

My Information

Name _____

Email (PBISApps Username) _____

SWIS Certification Date _____

CICO-SWIS Certification Date _____

ISIS-SWIS Certification Date _____

My SWIS Suite Schools

District	School	S	C	I

S=SWIS; C=CICO-SWIS; I=ISIS-SWIS

The SWIS Suite Facilitator's Guide

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October 2015

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Overview

Introduction

Who should use this guide?

The purpose of the SWIS Suite Facilitator Guide is to provide certified SWIS, CICO-SWIS, and/or ISIS-SWIS facilitators with a reference for coaching and supporting schools to use the SWIS Suite as part of their comprehensive decision system. The guide is for use by facilitators during initial start-up, training, and ongoing support. Much of the information found in this manual is also available online at www.pbisapps.org.

What is PBISApps?

PBISApps is a not-for-profit group, developed and operated by Educational and Community Supports (ECS), a research unit at the University of Oregon. The PBISApps team manages a series of educational tools related to the implementation of multi-tiered systems of support (MTSS). These tools include the School-Wide Information System (SWIS) Suite, PBIS Assessment, and PBIS Evaluation. These applications have been implemented in more than 25,000 schools in the US and abroad. PBISApps has been making schools safer and more productive places for over 10 years by empowering educators to make data-based decisions as problems emerge.

What is the SWIS Suite?

The SWIS Suite – a set of four applications (SWIS, CICO-SWIS, ISIS-SWIS, and SAMI) – is a reliable, confidential, web-based information systems designed to collect, summarize, and use student behavior data for decision making. Research tells us educators can make more effective and efficient decisions when they have the right data in the right form at the right time. The SWIS Suite provides school/facility personnel with the information they need to be successful decision makers.

Information entered into the SWIS Suite is confidential and secure. The SWIS Suite protects data through the use of account-specific passwords and high-quality data protection procedures. The SWIS Confidentiality and Security Statement can be accessed at www.pbisapps.org

What is SWIS?

SWIS allows users to collect information about discipline events. The behavior data can be instantly accessed in tables, reports, and graphs allowing teams to easily monitor and analyze behavior trends at the school-wide, small group, and individual levels.

The reports available within SWIS allow teams to:

1. Review school-wide referral patterns
   a. How often do referrals occur?
   b. What problem behaviors occur most frequently in our building?
   c. Where are problem behaviors most likely to occur?
   d. When are problem behaviors most likely to occur?
   e. Which students are involved in referrals?
2. Define behavior patterns in greater detail

What is CICO-SWIS?

Check-in Check-Out (CICO-SWIS) is a web-based decision system providing school/facility personnel with an online space to enter Check-In Check-Out (CICO) point card data easily and efficiently. Teams using CICO-SWIS have a place to

1. Monitor individual student progress in the intervention
2. Review the overall integrity and fidelity of the program

What is ISIS-SWIS?

The Individual Student Information System (ISIS-SWIS) is a decision system within the SWIS Suite for students receiving more intensive supports for academic, social, or mental health services. Teams using ISIS-SWIS have a place to:

1. Identify team members
2. Store formal assessments
3. Update individual support plans

4. Assess the effectiveness of the interventions

With ISIS-SWIS, individual student support teams are organized, informed, and able to make timely decisions to benefit each student.

What is SAMI?

The SWIS Account Management Interface (SAMI) provides facilitators one location for managing the information related to the schools they support.

Facilitators using SAMI can:

1. Efficiently manage and support their assigned SWIS Suite schools

2. Update school grade levels, contact information, billing information, and subscription status

3. Add, edit, or delete school user accounts as appropriate

4. Access SWIS Suite school account(s) to support users and coach decision-making teams

SWIS Suite Account Types

There are four account types facilitators use when working with SWIS Suite schools. Each account works best for specific tasks. The table and descriptions below define each account type. Remember to log out of accounts before transitioning to a different task.

SWIS Suite Demo Account

The SWIS Suite Demo Account is publicly accessible and provides users the ability to explore the whole SWIS Suite, minus the ability to save changes. Facilitators use this account to give schools an overview of the SWIS Suite's features including navigation and reports.

To access the Demo Account

- Go to pbisapps.org

- Click on App Demos at the top of the page.

- Click the SWIS, CICO-SWIS, and ISIS-SWIS Demo button.

SWIS Suite Facilitator Training Account

Facilitators have unique accounts for training purposes. The SWIS Suite Facilitator Training Account works just like a live account, contains very little data, and can be refreshed back to its original state. Facilitators can share their access to this training account whenever appropriate as the account contains no confidential data.

To access the SWIS Suite Facilitator Training Account:

- Go to pbisapps.org.

- Click on PBIS Applications Login located in the black bar (app bar) at the top of the screen.

- Enter the username: facilitator

- Enter your unique password following the format: "firstlastname" all lowercase, no spaces

My facilitator training account password:

_____

To refresh the SWIS Suite Facilitator Training Account

- In the SWIS Suite, click Tools.

- Click Refresh Facilitator Account.

HERE'S A TIP

It is recommended you refrain from entering identifying information (e.g., real staff/student names, referrals or notes) into this non-confidential account. Refresh your SWIS Suite Training Account after each training session.

SWIS Suite School Account (Live)

Once a school meets readiness requirements and submits a completed license agreement, the PBISApps team activates the school's live account. The SWIS Suite School Account is

accessible only to the school's facilitator(s) and the trained users the facilitator assigns.

To access the SWIS Suite School Account

- Go to pbisapps.org.

- Click on PBIS Applications Login located in the black bar (app bar) at the top of the screen.

- Enter the email address and password associated with the account.

- Click Login.

- Once logged in, slide over to the left side of the app bar and click on SWIS Suite to access the school's account.

HERE'S A TIP

Logins to SWIS Suite School Accounts are unique. Your username and password is yours alone. Sharing your login for a school's account creates a potential breach of student confidentiality. For this reason, do not share your password or leave your computer unattended while logged in.

SAMI Account

The SWIS Account Management Interface (SAMI) provides facilitators one location for managing school contact and billing information, user accounts, and your own facilitator information.

To access your SAMI Account

- Go to pbisapps.org.

- Click on PBIS Applications Login located in the black bar (app bar) at the top of the screen.

- Enter the email address and password associated with the account.

- Click Login.

- Once logged in, slide over to the left side of the app bar and click on SAMI to access your personal SAMI account.

SWIS Suite Facilitator: The Role and Responsibilities

If your school, district, region, or state has committed to providing discipline information to teams, then investment must be made to build the capacity to use these tools efficiently. SWIS Suite facilitators are the key to transforming and sustaining the SWIS Suite as a functional information system influencing how your school supports student behavior.

A facilitator is certified to implement and support one or more SWIS Suite applications within their local schools. Being a facilitator means moving beyond consulting into building long-term capacity within and across local schools

Account	Purpose	Who Uses This Account?
Demo Account	Provide access to SWIS Suite features minus the ability to save. For trainings and overviews.	Anyone
Facilitator Training Account	Provide the same features as a live school account with the ability to be reset back to its original settings once training is complete. For training data entry fluency-building tasks and settings to SWIS Suite users.	Certified facilitators and anyone with whom they have shared access. ▪ Users ▪ Facilitators ▪ Interested schools
SWIS Suite School Account (Live)	Collecting and summarizing behavior data used for decision making at the building level.	Assigned facilitator and trained school users
SAMI Account	Managing contact and user information associated with a facilitator's assigned schools. Management of personal information is also accessible.	Certified facilitator only

with a focus on making everyone around them more effective. The primary roles of SWIS Suite facilitator include:

- Implement and support the SWIS Suite locally
- Maintain expertise in one or more SWIS Suite applications
- Allocate time to on-going support of SWIS Suite schools

The qualities of a successful facilitator include:

- Basic presentation and social skills
- Basic computer skills (e.g., email, internet, using electronic documents)
- Knowledge about how schools work
- Allocation of time reserved to support assigned SWIS Suite Schools

SWIS Suite Implementation Bridges the Gap
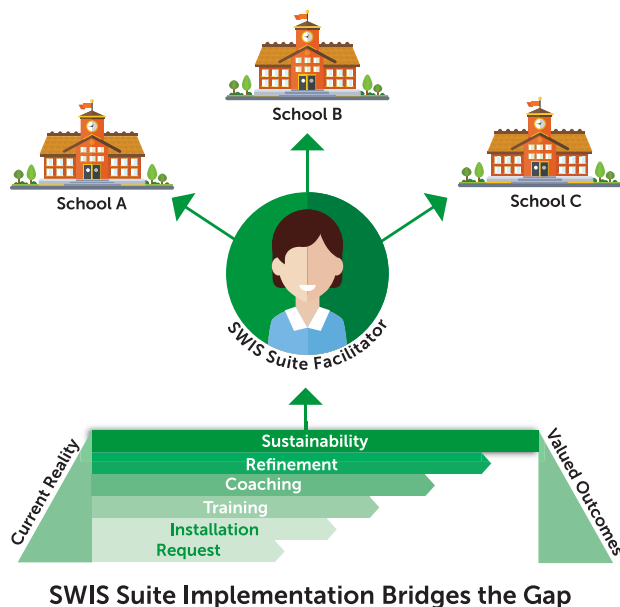
PBIS Coach as SWIS Suite Facilitator

Most facilitators support multiple schools using the SWIS Suite. Many support those same schools in the role of PBIS coach. The training and information SWIS facilitators receive provides an opportunity to influence district-level budgets and initiatives. Whenever possible, a facilitator should identify connections between their role as a facilitator and their role in district-

level planning related to school improvement and social climate.

HERE'S A TIP

Here are some ideas on ways you can facilitate schools efficiently without added stress:

- **Get Organized** – Log in to SAMI regularly to review your schools' information.
- **Start Small** – Bring on a couple of schools as you begin in your role as a SWIS Suite facilitator. Scale up strategically.
- **Revisit Your Job Description** - Embed your new facilitator role into your job description and district policies.
- **Communicate** – Make the data and related conversations visible across a wide range of stakeholders
- **Plan and Schedule** – Create standing routines for new user trainings, coaching meetings, annual readiness checks, and district reporting and decision cycles.
- **Consider Co-facilitation** – Identify the number of certified facilitators needed to sustain implementation in your district. If your district has multiple facilitators, consider how you might work together to support all schools.

Places where the role as SWIS facilitator overlaps with the role of PBIS coach might require you to:

- Advocate for district-level investment in decision systems like the SWIS Suite which allow school-based, real-time decision-making
- Communicate with district- and school-level stakeholders about challenges, successes and needed resources for continuous improvement of social climate.
- Guide decisions related to scaling up PBIS, SWIS, and data-based decision making across the district or region
- Promote the inclusion of evidence-based practices into policies and practices across the district (e.g., decision systems, coaching and facilitation capacity, funding)
- Help align initiatives by encouraging the district to

identify the overall mission and unified goals, to adopt a data-based decision-making framework, and to invest in high-quality decision systems

- Inform others of the difference between the SWIS Suite and district information systems, particularly as questions related to integrating data come up. Participate in conversations related to the investment or implementation of a data integration solution and whether it will be a good fit for the schools you support

Facilitator Certifications

SWIS Facilitator Certification

All SWIS Suite facilitators must be certified to facilitate SWIS; this provides the foundational tools upon which the entire SWIS Suite is built.

SWIS facilitator certification includes 20 hours of in-person training plus 60-90 minutes of online training and activities. During these training sessions, facilitators learn:

- Foundational theory and research behind the SWIS Suite

- How to set up school SWIS accounts, enter data, and generate and analyze reports for decision making

- How to implement, train, and support SWIS within a school/facility

- Tips for sustaining and scaling up the use of SWIS within a school and/or across a district

- Interactive certification activities to build fluency and embed learning into current knowledge

CICO-SWIS Facilitator Certification

To receive a CICO-SWIS certification, facilitators attend a 2-hour online training session with 45-60 minutes of online activities. The training session builds on the foundational components learned at the SWIS certification training to cover the specific features of the Check-In Check-Out (CICO) intervention and use of the CICO-SWIS application.

During the CICO-SWIS certification training, facilitators will learn:

- Core features and overview of the CICO intervention

- How to set up accounts, enter data, and generate and analyze reports for decision making

- How to implement, train, and support CICO-SWIS within a school

- Interactive certification activities to build fluency and embed learning into current knowledge

ISIS-SWIS Certification

To receive an ISIS-SWIS certification, facilitators attend a 7-hour, in-person training plus 1-2 hours of online training and activities. These sessions build on the components learned at initial SWIS training to cover the specific features of Tier III supports and the use of the ISIS-SWIS application.

During the ISIS-SWIS certification training, facilitators will learn:

- Core features and overview of Tier III school-wide and student-level supports

- How to set up student files, enter data, and generate and analyze reports for decision making

- How to implement, train, and support ISIS-SWIS within a school

- Interactive certification activities to build fluency and embed learning into current knowledge

HERE'S A TIP

Here are some ideas for ways you can stay connected and updated with PBISApps:

- Review newsletters and other PBISApps communications

- Attend a webinar.

- Watch new videos in the video library on PBISApps.org

- Log into both the Demo Account and your Facilitator Training Account to stay fluent with navigation

- Log into SAMI and review user activity (last login date) and school-wide reports across applications

- Communicate any bugs, feature requests, or questions to support@pbisapps.org

Maintaining Certifications

To remain an active facilitator for one or more SWIS Suite systems, the facilitator must:

1. Demonstrate attentiveness to the application (at least one activity below):

   a. Fulfill the role and responsibilities of a facilitator for at least one assigned school.

   b. Participate in a training event related to the appropriate application (e.g., webinar, conference event) at least once every three years.

2. Maintain communication with the PBIS Applications team (as needed or requested) and all assigned schools at least annually

Handling Retirement or a Role Change

When changes in employment, role, or allocation of time available to support SWIS Suite schools occur, PBISApps wants to know. Keeping employment and contact information up-to-date in SAMI is the most efficient way to ensure information stays current.

Facilitators will be marked as inactive if at least two of the following conditions are met:

- Emails, letters or other communications from PBIS-Apps are returned

- School communications indicate pattern of non-response or lack of support

- Last login date is greater than 12 months

Facilitators marked as inactive will have their certifications retired, school access removed, and contact information taken down from the PBISApps website.

Getting Recertified

Inactive facilitators may request to have their certification reactivated if circumstances change or there has been a miscommunication. To return to active status, contact the PBISApps team and request reactivation. Reactivation requirements for the following scenarios include:

For facilitators inactive less than 5 years:

1. Communicate with PBISApps team

2. Attend refresher webinar

3. Activities may be requested to demonstrate competency with facilitation role or application usage.

For facilitators inactive 5 years or more:

1. Contact PBISApps team to request a records review and planning meeting

2. Develop an individualized plan which may include

   a. attending a training

   b. completing competency activities

   c. completing additional tasks to regain foundational knowledge and skills

SWIS Suite Implementation Steps

Schools implementing the SWIS Suite follow a standard set of steps taking them from initial request to using their own behavior data for regular decision making.

1. **School Request**

   a. Evaluate new requests for adopting SWIS, CICO-SWIS, and ISIS-SWIS

   b. Plan phasing for schools looking to adopt more than one SWIS Suite system

2. **Application Implementation**

   a. Conduct initial readiness and licensing prior to user training, and team coaching

   b. Approximately 20 hours per school for the first year

3. **User Training:** Provide training, technical assistance, and updates to each authorized user to ensure data integrity and confidentiality

4. **Team Coaching:** Coach teams on data-based decision making for continuous quality improvement

5. **Systems Refinement:** Provide on-going support on improving systems, documentation, and procedures related to the quality of decision systems

6. **On-going Sustainability**

   a. Build a regular schedule for readiness reviews, check-ins, coaching sessions, new user trainings,

or other facilitation tasks to maintain the fidelity of SWIS Suite implementation across assigned schools

b. Approximately 5 hours per school per year
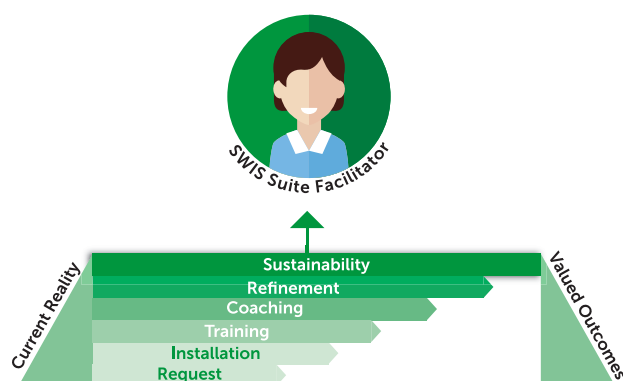
SWIS Suite Implementation Bridges the Gap

What to Consider When a School Contacts You to Use the SWIS Suite

Schools interested in implementing the SWIS Suite might contact you to be their facilitator. When a school contacts you with an interest in the SWIS Suite, here are some ideas to consider before getting started:

- How much time do I have available each month for facilitation tasks?

- How many SWIS Suite schools do I facilitate currently?

- How many of my SWIS Suite schools are getting started vs. sustaining their implementation?

- How close is the school to me geographically?

- Do I have an existing relationship with the requesting school?

- What do I know about the school's current systems for managing behavior?

- Can I offer to begin the implementation process with an understanding the school will identify and train an internal facilitator within a specific period of time?

- If I can't be a long-term facilitator, can I offer contact information or other helpful support to locate an appropriate facilitator for the requesting school?

HERE'S A TIP

Schools/Facilities adopt the SWIS Suite best in phases, one application at a time. This ensures teams fully integrate one application into their routines before introducing the next application

Readiness & Licensing

SWIS Suite Readiness

SWIS Suite applications work best embedded within a school/facility's comprehensive student support framework. The readiness evaluation ensures the foundation of the school's decision system works compatibly with the SWIS Suite before data are ever entered. Each application's readiness checklist establishes the school has:

- Support to use the application and teams to use the data for decision making

- Documentation of a comprehensive student support program

- Capacity to collect data and time allocated for data entry

- Commitment to maintaining sustainable decision systems (certified facilitator and readiness maintenance)

All schools go through an initial readiness evaluation when they get started with the SWIS Suite. Once schools have an established account, facilitators complete annual readiness evaluations.

Initial Readiness Evaluation

The initial readiness evaluation identifies the extent to which the school's decision systems support the application (i.e., SWIS, CICO-SWIS, or ISIS-SWIS). Initial readiness evaluations generally look like this:

1. **Review the SWIS Suite application's readiness checklist** – Before meeting with the school, review the checklist and prepare to look for specific documentation when deciding whether an item is marked as in place, partially in place, or not in place.

2. **Identify key stakeholders** – Select 3-5 people who will work together through the school's readiness evaluation. Key stakeholders are building personnel who:

   a. Have the authority to allocate resources toward implementation

   b. Will regularly manage the account, enter data, or generate reports

   c. Will be instrumental in adopting system changes needed to meet readiness.

3. **Evaluate the status of each readiness item** – Reviewing the readiness checklist in-person with stakeholders is ideal. Viedo or phone conference meetings can also work. Email consultation does not allow the high quality communication or in-depth discussion needed to ensure each item is embedded within the larger context and systems.

4. **Develop an action plan** – Partner with stakeholders to plan next steps for completing any readiness item marked as partially or not in place. Action planning tasks might include:

   a. Developing program documentation

   b. Training teams or school staff

   c. Scheduling review meetings

5. Finalize readiness evaluation

6. **Complete and submit the license agreement** – With all readiness items marked as in place, work with stakeholders to complete and submit the license agreement indicating which SWIS Suite application to set up.

7. **Provide staff orientation** – All school staff will need orientation around any changes to referral process and documentation made as a result of the readiness evaluation. Members of the stakeholder team may want to provide this orientation. Consider using any relevant slides from the user training materials.

> **HERE'S A TIP**
> Initial readiness evaluations require more time and effort than annual readiness evaluations. Building team consensus and implementing systems-level changes require great effort!

Annual Readiness Evaluation

It is possible for a school to meet readiness requirements and still have room for improvement. Part of the ongoing support a facilitator provides is to revisit readiness with the intent to strengthen the quality of systems and documentation over time. To maintain the decision system and meet the terms of the SWIS Suite license agreement,

regular readiness evaluations are critical.

Annual readiness evaluations are recommended. Each SWIS facilitator will identify an appropriate review cycle to meet the local context. Once an appropriate review cycle is established, it is helpful to pre-schedule readiness evaluations or identify a consistent timeframe upon which the schools can depend. Some ideas to consider when determining your review cycle include:

- How much time do I have available each month for facilitation tasks?

- How often do I communicate with administrators and teams across schools about systems change, documentation, and stakeholder turnover? What is the quality of those conversations?

- How many SWIS Suite schools do I facilitate currently?

- How many of my SWIS Suite schools are getting started vs. sustaining their implementation?

- What is the intensity of needs across the SWIS Suite schools I facilitate? By how much could each improve in terms of system quality, staff skill levels, team consistency, and staff or administrative turn-over?

Readiness Checklist Examples and Resources

SWIS Readiness Resources
All resources are available for download under User Guides and Materials on www.pbisapps.org

- **Referral Compatibility Checklist**

A tool for ensuring all necessary categories are documented on a referral form. Also included is a discussion outline to guide schools as they meet to create/adapt the referral form to meet SWIS readiness requirements.

- **Referral Form Examples**
Editable examples of referral forms compatible with SWIS

- **Referral Category Definitions**
SWIS office referral categories and definitions. The categories are mutually exclusive and have been chosen using evidence-based research. Note. Schools are not required to use all available behavior items, only those appropriate to the setting.

- **PBIS and MTSS Program Examples**
Examples of flowcharts and outlines for building program descriptions across tiers of support to assist with meeting readiness. Note. Facilitators may choose to submit the license agreement prior to finalization of the school's program description if stakeholders agree to complete the task within 3 months of submitting the license agreement.

- **Data Entry and Reporting Schedule**
Helpful for getting organized and sustaining the use of SWIS data. The schedule helps to organize data entry and reporting needs around discipline decision timelines and meeting schedules. Note: Protecting the minimal time and staffing needed for data entry and reporting is critical to sustaining the decision system; it allows staff to complete tasks without disruption which can lead to frustration, outdated reports, or staff burn-out.

CICO-SWIS Readiness Resources

All resources are available for download under User Guides and Materials on www.pbisapps.org

- **Point Card Examples**
Examples of point cards compatible with CICO-SWIS data entry for the Check-In Check-Out intervention.

- **CICO Program Description Examples**
Examples of Check-In Check-Out program descriptions compatible with CICO-SWIS readiness requirement #4. Note: Facilitators may choose to submit the license agreement prior to finalization of the school's program description if stakeholders agree to complete the task within 3 months of submitting the license agreement.

SWIS Readiness Checklist
School-wide Information System

School/Facility: **Mark Twain Elementary**   Certified SWIS Facilitator: **John Carter**   Date: **Jan. 08**

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

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

SWIS Readiness Checklist example, CICO-SWIS and ISIS-SWIS have similar.

- CICO Data Entry and Reporting Schedule

ISIS-SWIS Readiness Tips
Resources available in the ISIS-SWIS Section of User Guides and Materials at pbisapps.org

- **PBIS and MTSS Program Examples**
  Examples of flowchart and outlines for building program descriptions across tiers of support to assist with meeting readiness.

  - Tier III Support System Program Outline

  - Tier III Student Supports Flowchart

- **Data Entry and Reporting Schedule**
  A tool to organize the data entry and report needs for the student support teams. *Note: Protecting the minimal time and staffing needed for data entry and reporting is critical to sustaining the decision system; it allows staff to complete tasks without disruption which can lead to frustration, outdated reports, or staff burn-out.*

SWIS Suite Licensing

The SWIS Suite license agreement is a legal agreement between SWIS Suite schools/facilities and PBISApps (through the state of Oregon). When a school submits a license agreement, it requests a subscription to one or more SWIS Suite applications and agrees to sustain the readiness requirements until the subscription(s) are cancelled. The SWIS Suite License Agreement is available in User Guides and Materals on www.pbisapps.org.

How Many Accounts Does My School Need?

Before sitting down to sign the license agreement, consider how many SWIS Suite accounts best fit the school/facility. If the school has more than one administrative team, behavior team, school name, and/or building, discuss with stakeholders how many accounts are appropriate. Aspects to consider in these conversations include:

- **Decision making:** Consider short-term decision-making cycles (e.g., monthly, weekly). How will the teams using the data be best equipped for monitoring the learning environment and identifying problems needing attention?

- **All means all:** When school-wide decisions are made, are there groups of students excluded from team discussions? If specific groups of students are excluded in school-wide data analysis and decision making because they are considered part of a different school/program, it's time to carefully consider whether more than one account would accommodate the teams more effectively.

- **Buildings:** SWIS Suite applications report across the educational environment. These reports may or may not be as useful if the data cross over more than one distinct building.

- **Best fit:** While there may not be a clear answer on whether one or multiple accounts is ideal, the decision should be made based on the best possible fit.

It is important to come to an agreement on the number of accounts a school/facility needs up front. Entered data cannot be merged with another account or separated into two accounts. The number of license agreements submitted should match the number of accounts to be activated.

HERE'S A TIP

Here are some helpful reminders for submitting the SWIS Suite license agreement

- Send page six only.

- Complete page six electronically for legibility

- Hand-written signatures are acceptable if digital signatures are not available.

- Your signature is the final step just before submitting the agreement. Take one last look over the form to be sure all fields are complete. Incomplete forms cause the setup to take longer than expected.

- Email the completed license agreement to submit it most efficiently. Faxed and mailed forms are also accepted.

- The account will be activated within two weeks after PBISApps receives the license agreement.

License Submission Methods

- **Email:** accounts@pbisapps.org

- **Fax:** 541-346-2471

- **Mail:** PBISApps
  Attn: SWIS Accounts Manager
  1235 University of Oregon
  Eugene OR 97405-1235

Required Signature Fields

Licensee: Anyone with the authority to sign legal documents on behalf of the school may sign the SWIS Suite license agreement as a licensee. Most typically, this person is the building-level administrator. Verify and adhere to the local policies and procedures.

Data Sharing Agreement (Optional): The same person signing the licensee field has the authority to sign this agreement as well. Schools opting to share data allow their SWIS Suite data to be shared for the following purposes:

- Educational research used to identify and inform best practices. Data used for research purposes are stripped of identifying information including student, staff, or school names and id numbers.

- PBIS Evaluation use. This application allows subscribing district-, regional-, or state-level evaluation teams to generate aggregated reports for schools using the SWIS Suite and/or PBIS Assessment.

Facilitator: Only certified SWIS Suite facilitators have the authority to license a school and to sign as facilitator on the license agreement. The facilitator signature on the license agreement indicates the school meets all readiness requirements to use the application. Verify you are certified in the application the school requests before submitting the paperwork.

> ### HERE'S A TIP
> A facility with one administrative team, one behavior team, one school name, and one building will most likely utilize one account. However, a building where two "schools" share a single space - think about a K-12 school with separate school-wide teams for K-6 and 7-12 students - may find it best to activate two accounts.

Invoicing

When the new SWIS Suite account is activated, PBISApps generates an invoice using the billing information provided in license agreement.

- Discounted rates are available for sets of schools purchased together by a single payer on a single invoice.

- Bundled discounts are available for any school purchasing more than one application at the initial point of purchase.

- All discounts are provided at renewal or at the initial purchase of the bundle.

Pricing

All prices are per school (regardless of size), per year. After September 1, SWIS Suite subscription fees are prorated throughout the year. There is no trial period for the SWIS Suite, however, free demos of all applications are available for preview on PBISApps.org.

All subscription fees are invoiced with payment terms of net 30 days. Invoices unpaid after 30 days will receive two notices of past due payment. Subscriptions will be suspended after 90 days pending receipt of payment. Any account's payment status is available within the SWIS Suite.

More information about pricing is available on www.pbisapps.org by going to Applications > SWIS Suite > Get SWIS > More Pricing information. For specific questions on invoicing or pricing, please contact the PBISApps Support team.

Payment

Invoices may be paid with a check or credit card. Credit card payments can be made online by visiting the Pay Invoice link at the top of PBISApps.org. Credit card information cannot be taken over the phone. Checks should be made payable to the University of Oregon.

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

User Training

A small number of building-level staff will need access to SWIS, CICO-SWIS, and/or ISIS-SWIS. Each user with access to one or more applications within the SWIS Suite must first receive the appropriate training directly from a certified SWIS Suite facilitator. Over time, it may be tempting for users to train and share access internally. The license agreement requires every user maintains a unique account and receives direct training from a certified facilitator. Communicate this expectation to users and administrators whenever new users need to be added.

Facilitators use the following materials during each user training. (These materials are available on PBISApps.org in User Guides and Materials):

- Training slides

- Activity book (one per participant)

- User's manuals (one per participant)

- (Optional) Personalized data entry examples using the school's referral forms, CICO point cards, or student file forms. Note: These are examples. Do not enter real data into demonstration or facilitator accounts.

Identifying the Users: Who Will You Train?

To maximize the appropriate use of the SWIS Suite system, it is recommended facilitators train a small team of users at each school. Each user should have clearly defined responsibilities and regularly allocated time to complete assigned tasks within the application(s). The facilitator works with the stakeholders at the school to identify how many users will be needed to perform the management, data entry, and reporting tasks. Training the right users at the start reduces confusion and frustration down the road!

SWIS User Access Levels

Action	SWIS Admin	Data Entry	Data Analyst	IT Data Manager	Reporter
View SWIS Dashboard	•	•	•		•
Enter Referrals	•	•			
Generate All Reports	•				
Generate Most Reports *No Staff Report*		•	•		•
Edit All School Settings	•			•	
Edit Core Data Only *Enrollment & School Days*		•			
Edit Person Management	•	•		•	
Generate Data Integrity Report	•	•	•		•
Resolve Data Integrity Errors	•	•	•	•	
Execute Person Import	•			•	

Who Are the SWIS Users?

The SWIS team is comprised of 3-5 individuals who divide the following responsibilities as appropriate to their role:

- **SWIS Admin** – managing school settings based on team agreements

- **Data Entry** – entering data (referrals, enrollment, days per month), maintaining student and staff records, and monitoring data integrity

- **Data Analyst/Reporter** – generating reports for decision-making teams and individuals as requested.

These users become essential experts maintaining accurate, current person and referral records within SWIS; they provide the access to the data decision-making teams need.

HERE'S A TIP

Data entry user(s) play a critical role in maintaining accurate and up-to-date information within the SWIS Suite. Those identified to enter data should be included on decision-making teams to ensure understanding across all stakeholders on how data are used and the importance of consistent and accurate reporting.

CICO-SWIS User Access Levels

Action	SWIS Admin	Data Entry	Data Analyst	IT Data Manager	Reporter
View CICO-SWIS Dashboard	•	•	•		•
Enter Data	•	•			
Generate Reports	•	•	•		•
Enroll/Unenroll Students	•	•			
Edit All School Settings	•			•	
Edit Core Data Only *Enrollment & School Days*		•			
Edit Person Management	•	•		•	
Generate Student Dashboard	•	•	•		•
Resolve Data Integrity Errors	•	•	•	•	
Execute Person Import	•			•	

Who Are the CICO-SWIS Users?

The CICO-SWIS team is comprised of 2-3 individuals who divide the following responsibilities as appropriate to their role:

- **CICO Admin** – managing school settings based on team agreements

- **Data Entry** – entering data (student enrollment, point card data), maintaining student and staff records, and monitoring data integrity.

- **Data Analyst/Reporter** – generating reports for decision-making teams and individuals as requested.

These users become essential experts maintaining accurate, current person and intervention data within CICO-SWIS; they provide the access to the data decision-making teams need.

> **HERE'S A TIP**
>
> Two primary types of teams use ISIS-SWIS data for decision making:
>
> 1. School-level coordination teams broadly monitor school-wide Tier III student support
> 2. Student-level support teams focus on the support of an individual student.
>
> Consider both teams during readiness evaluations and setting up ISIS-SWIS team members.

Who Are the ISIS-SWIS Users?

The ISIS-SWIS team is comprised of 2-3 individuals who divide the following responsibilities as appropriate to their role:

- **Coordinator** – setting up student case files, leading student-level teams, and participating in school-level coordination teams. Successful coordinators need a strong background in functional behavioral assessment, support planning, and goal development. *Note: Because coordinators identify, train, and provide access to an ISIS-SWIS student case file, it is essential the ISIS-SWIS facilitator maintains regular communication with coordinators in the school.*

- **School-Wide Read Only** – generating school-wide and student-level reports for decision-making teams and individuals as requested.

- **Full, Data Entry, or Read-Only User Access** – the user access to one or more student case files established by the ISIS-SWIS coordinator.

These users become the experts maintaining accurate, current case file data within ISIS-SWIS; they provide the access to the data decision-making teams need.

> **HERE'S A TIP**
>
> User trainings typically take the following amount of time to complete:
>
> - Swift at SWIS Training: 3 hours
> - Swift at CICO-SWIS Training: 90 minutes
> - Swift at ISIS-SWIS Training: 3-4 hours
>
> To ensure all users have time to complete the training before accessing the application, consider breaking the training across multiple meetings or training times. Be sure to plan for additional review or transitions between meetings. Be clear when you talk to your school users their training is an important investment and a required component of the SWIS Suite license agreement.

ISIS-SWIS User Access Levels

Action	SWIS Admin	Data Entry	User Type (Student Specific)			
			Full	Read Only	Data Entry	No Access
View ISIS-SWIS Dashboard	●	●	●	●	●	
Edit All School Settings	●					
Edit Person Management	●					
Setup New Student Case File	●					
Add/Edit Student Case File Measures	●		●			
Add/Edit Student Case File Team Members	●		●			
Add/Edit Student Case File Documents	●		●		●	
Enter ISIS-SWIS Data	●		●		●	
Generate School-Wide ISIS-SWIS Report	●	●				
Generate Student ISIS-SWIS Reports	●	●	●	●	●	
Generate Student Dashboard	●	●	●	●	●	
Resolve Data Integrity Errors	●					

User Training Prep: What to Do Before the Training

Scheduling 2-4 hours with a group of educators is often challenging. Thoughtful planning maximizes participation and make efficient use of training minutes.

The plan:

- Review your materials - SWIS, CICO-SWIS, and ISIS-SWIS training requirements vary (i.e., duration, content, activities). Thoroughly review the appropriate materials before scheduling user training.

- Communicate the expectations – Communicate clearly to participants:

  - Which application the training covers (SWIS, CICO-SWIS, or ISIS-SWIS)

  - Where to meet

  - When the training starts and ends

  - How to minimize external distractions

- What to bring (e.g., laptops)

- What they can expect after the training

- Prepare the training location – Whether at the school or another location, ensure the training location meets the following expectations:

- LCD projector and computer for presentation

- Computer for each participant (tablets are not sufficient)

- Internet access

- Compatible internet browsers

- Space for materials/computers

- Separation from distractions.

- Prepare the user materials - Facilitators are responsible to either bring materials or arrange for them to be printed at the school. Each participant needs a user's manual and an activity packet for the appropriate application. Materials can be downloaded at www.pbisapps.org. User's manuals may also be ordered for a fee from the PBIS-Apps team, if inventory allows.

Conducting the Training

Whether conducting an initial training for a brand new account, orienting new users who will replace or support the current team, or providing boosters for current users, the minutes set aside for training should effectively prepare each participant to fulfill their role using the application. Each participant should leave with an understanding of how his/her role fits into the larger decision system contributing to student success.

User training topics for every application include:

- Introduction to the application

- Confidentiality agreements (e.g., data-sharing, passwords, appropriate notes)

- Data-based decision making

- Basic navigation

- Account set up

- Data entry

- Report generation

- Procedures and facilitator contact information for ongoing support and problem solving

At the end of any user training:

1. Set up each user's new account using SAMI.

2. Provide users with their usernames and temporary passwords.

3. Request each user create a permanent password which will not be shared

4. *Optional* Work with appropriate stakeholders to prepare the school settings according to team agreements at readiness within the school's live account

> ## HERE'S A TIP
> Never use a school's live account for initial training. Hands-on training demonstrations and activities take place in two accounts: the SWIS Suite Demo Account and the Facilitator Training Account. For more information about these accounts, see page 4.
>
> Access to the school's live account should only be provided after users have completed the user training. A convenient time to hand out login information to each user would during the last 10-15 minutes of the training. This lets users start to familiarize themselves with their school's account and reinforces the information covered during the training.

Two weeks after the user training:

- Confirm users have logged into the live account (verify in SAMI).

- Confirm with stakeholders the roles and responsibilities related to account management, data entry, and report generation are clearly understood.

- Provide problem-solving assistance where needed.

- Provide guidance to the team on best practices for building fluency in navigation, data entry, tools, or report generation

After the Training: Ongoing User Support

Once users have built fluency with the application and performing tasks related to their role, they should need minimal support. Some ways facilitators can provide on-going support to their schools include semi-annual or quarterly communications on the following topics:

- Efficiency tips

- Prompts to check data integrity

- Reminders on the importance of current and accurate data for decision making

- Relaying new information or changes coming to PBISApps

- Ideas for using reporting options such as drill down, ethnicity reports, CICO-SWIS School-Wide report, or the ISIS-SWIS School-Wide report

> ## HERE'S A TIP
> Sometimes users have questions and they will look to you as their primary contact. If school users contact you with a support or coaching question and you aren't sure how to respond, spend 10-15 minutes looking through your available resources: pbisapps.org website, user's manual, facilitator guide, training notes). If after 15 minutes, you haven't found the information you need, contact the PBISApps support team for guidance. Over time, you will build your repertoire of support responses, but the PBISApps team is always ready to provide facilitators with assistance.

Notes

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Coaching Decision- Making Teams

Once school users receive training to use the SWIS Suite applications and start to enter data, decision-making teams can immediately start using data in their regular meetings. SWIS facilitators coach teams to utilize the right information at the right time leading to improved decision making and more effective learning environments.

Coaching Step 1: Identify Decision-Making Teams and Assigned Member Roles

During readiness evaluations, facilitators learn which teams utilize SWIS Suite data as part of their decision-making process. As schools need help with this step, encourage them to:

- Create or organize their teams and team members based on roles within the building for efficiency.

- Identify whether there are any missing stakeholder representation. Does the team have the representation and the authority to carry out solutions for improving the learning environment?

- Identify team member roles within the team. Who is the team lead? The minute-taker? The data analyst? Do they have all grade levels represented? Is the administrator an active member?

Team Makeup

Tier I Team Members

- Administrator
- Tier I Team Lead (meeting facilitator)
- Primary Data Analyst (person to regularly review and provide data summary to teams)
- Primary Data Entry Staff
- Minute Taker

Tier II Team Members

- Administrator
- Tier II Team Lead (meeting facilitator)
- Primary Data Analyst (person to regularly review and provide data summary to teams)
- Primary Data Entry Staff

- Minute Taker
- CICO Coordinator

Tier III Team Members

- **Coordinating Team**
  - Administrator
  - Tier III Team Lead (meeting facilitator)
  - Primary Data Analyst (person to regularly review and provide data summary to teams)
  - Minute Taker
  - Coordinators (e.g., Special Ed. Teachers, Specialists)

- **Individual Student Team**
  Include to extent possible/appropriate
  - Coordinator/Student Team Lead
  - Primary Data Analyst (person to regularly review and provide data summary to teams)
  - Primary Data Entry Staff
  - Minute Taker
  - Student representative (student, family member, community member)
  - Service providers and/or specialists
  - Teachers/Aides/Coaches
  - Others with knowledge of student, school, or services relevant to student

Coaching Step 2: Build or Improve Team Foundations

Existing team's routines and procedures may need to be updated to embed data use as each meeting's foundation. As teams look to build or improve upon their meeting foundation, help them to:

- Create team agreements and procedures to maximize meeting time
- Adopt standardized meeting minutes and agendas for consistent and thorough decision recording
- Reorganize agendas to start with evaluation data summaries to guide discussions and decision making
- Empower student and family voices in decision making

Coaching Step 3: Build or Improve Problem-Solving Routines

A key team function is to identify and solve problems to bridge the performance gap. Quality decision making depends most upon defining a problem to be solved with precision and clarity. Help teams work to embed this idea into their routines by:

- Introducing the distinction between primary problem vs. precision problem identification *Note: Precision problems answer the what, where, when, who, how often, and why questions.*

- Prompting teams to drill-down into the problem by starting with a broad summarization then moving to a strategic data analysis.

- Identifying the school's current reality, its valued outcome, and how the team will use measurable terms monitor progression.

- Reviewing solution components as needed. Note: Components include: preventions, teaching, reinforcing desired behavior, correcting errors, removing the maintaining consequence of problem, safety procedures.

- Considering both implementation fidelity and outcome data during discussions.

- Encouraging teams to implement the smallest change for the biggest effect.

Team-Intiated Problem Solving (TIPS) Model
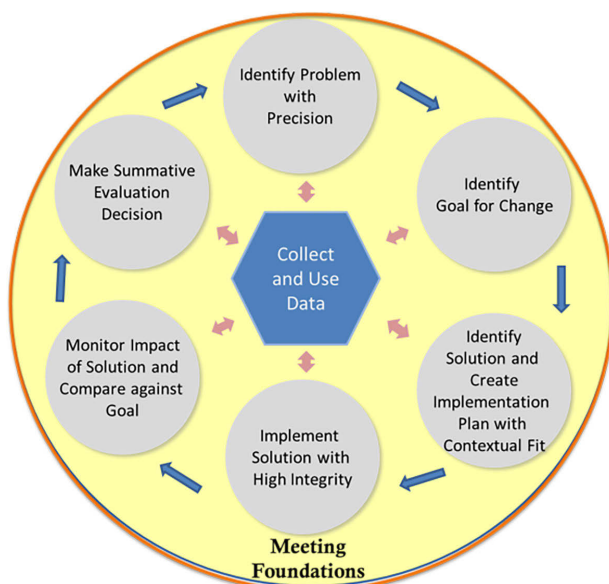
Note: The Team Initiated Problem Solving (TIPS) model is a research-based framework for supporting teams to use data for decision-making. Full TIPS implementation includes a full day of team training, activities, and coached meetings. For additional information about the TIPS model, please visit TIPS2info.blogspot.com

Coaching Step 4: Prompting Best Practices

To empower teams to take ownership of their updated meeting procedures and use of data, facilitators should set teams up for success right from the start by prompting them about new agreements ahead of each meeting.

Prompting includes:

- **Before a meeting:** Contact team facilitators, minute-takers, data analysts, and others to prompt completion of pre-meeting tasks for which they are responsible (e.g., room reservation, computer/projector set up, meeting minute procedures, review and summarization of relevant data).

- **During a meeting:** Model and prompt the use of new routines and procedures for evaluating data, identifying problems, and building solutions.

- **After a meeting:** Follow-up with facilitators, minute-takers, data analysts, and others prompt completion of post-meeting tasks for which they are responsible (e.g., clean up/edit meeting minutes, send out meeting minutes). Debrief meeting successes and challenges team members encountered using the new routines. Identify goals for next meeting to address any challenges.

Coaching Step 5: Fading

During a school's first year implementing a SWIS Suite application, facilitators offer coaching at a minimum of three team meetings with a goal of minimal participation by the third meeting. Here is what coaching during each meeting might look like:

- **Meeting 1:** Provide high levels of support and model each task related with new meeting procedures before, during, and after the meeting.

- **Meeting 2:** Provide prompts before and after the meeting related to meeting procedures. Participate as a team member during this meeting, and prompt or model as appropriate.

- **Meeting 3:** Provide minimal prompts during the meeting. Praise the team on improvements you noticed over the last few meetings.

- **Additional meetings:** Facilitators should attend at least one meeting per year to offer additional coaching. This supports team members as they adopt and refine their team foundations and problem-solving routines.

Using the SWIS Suite for Data-Based Decision Making

Decisions are more likely to be effective when they are based on data. Defining the problem to be solved with precision results in higher quality, more efficient decision making.

> ### HERE'S A TIP
> If there is more than one problem on the table for action planning, teams might need help determining which problem to address first. A team's judgment about the significance of a problem and whether to address it immediately will depend on the:
> - Severity/intensity of the behavior: How dangerous is the behavior?
> - Frequency of the behavior: How often does the behavior currently occur?
> - Tends in behaviors: Is the behavior's frequency decreasing, staying the same, or increasing?

The Research: Thomas Gilbert's Performance Gap and Cause Analysis

Teams looking to move from their current state to improved outcomes rely on data to give them consistent feedback about their efforts. Research tells us why.

The Behavior Engineering Model developed by Thomas Gilbert in 1978, identified six performance variables for bridging the gap between an organization's current reality and where it wants to be. Variables are organized as either:
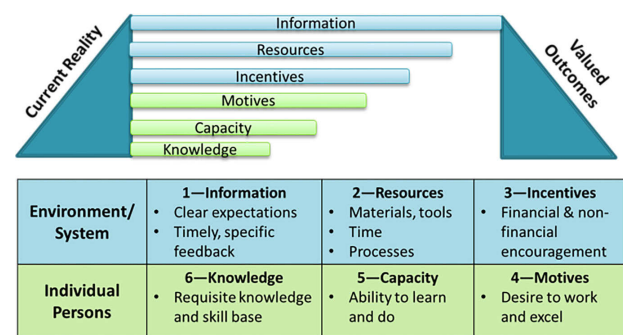
Environment/System Variables

1. Information
2. Resources
3. Incentives

Individual Person Variables

4. Motives
5. Capacity
6. Knowledge

Performance Gap & Cause Analysis

	1—Information	2—Resources	3—Incentives
Environment/ System	• Clear expectations • Timely, specific feedback	• Materials, tools • Time • Processes	• Financial & non-financial encouragement
Individual Persons	6—Knowledge • Requisite knowledge and skill base	5—Capacity • Ability to learn and do	4—Motives • Desire to work and excel

Systems-level variables are foundational and addressed prior to addressing individual performance variables. The order in which an organization addresses each variable is also important. The first variable (Information) is the key to:

1. Initiating the work needed to bridge the gap
2. Guiding improvements across all remaining variables

Data collected within the SWIS Suite fit into one of two categories:

1. **Implementation Fidelity Data:** Information collected about adult behaviors related to the systems supporting staff and the staff practices supporting students. Teams use these data to determine the current implementation level and to identify changes needed to improve or sustain that implementation.

2. **Student Outcome Data:** Information collected about student behaviors (e.g., problem behaviors, CICO points earned, individual student goals). Teams use these data to determine the impact systems and practices have on students and to identify changes needed to support students and create more effective learning environments.

Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

Using SWIS Reports in Decision Making

SWIS reports provide decision-making teams with information about the overall school social climate as well as tools to drill-down into specific problems the team identifies. Here is a list of available SWIS reports and tips for how to use each in the decision-making process.

SWIS Dashboard

The dashboard presents up-to-date snapshots of the current school year's core reports every time a user logs in to their account. Reviewing the dashboard is a quick way to check for potential problems to address.

Core Reports

Core Reports allow decision-making teams to quickly identify potential problems for a specified date range. Review Core Reports at least monthly. During these reviews, guide discussions by asking leading questions. Reports available in Core Reports and the questions to ask are as follows:

Average Referrals Per Day Per Month
- What is happening?
- What is typical?
- What is possible compared with the national average?
- What is needed?

Referrals by Location
- Where do the problems occur most frequently?
- Are there problems in one location, many locations, or clusters of locations?

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

Referrals by Time
- When do behaviors occur most frequently?
- How do these times match with the daily activities?
- How does this information match up to Referrals by Location?

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

Referrals by Day of Week
- How do these days match with the calendar
- Which days have the most frequent behavior problems?

Referrals by Grade
- Does this graph give us additional insights to answer the question: "Who is engaged in the behavior?"

Additional Reports

SWIS Additional Reports provide nuanced perspectives to the school's social climate. Teams find they may use these reports less frequently than Core Reports. Additional Reports include:

- Multi-year reports for: Average Referrals Per Day Per Month, Referrals by Location, Referrals by Problem Behavior
  - How does this year compare with previous years?
- Referrals by Staff
  - Which staff may need support in classroom management?
  - When looking at which staff have the most frequent referral rates, what do we know about their roles in the building?
- Suspension/Expulsion
- Ethnicity Reports – see Data-based Decision Making with SWIS Ethnicity Reports on page 27.
- Triangle Report displaying the proportion of students with 0-1 referrals, 2-5 referrals, or 6+ referrals
- Year-End Report displaying multiple graphs and tables providing a comprehensive representation of referral data after completion of an entire school year

> **HERE'S A TIP**
> A couple of details about a couple of reports:
> 1. Referrals by Student can be used as part of a school's universal screening process.
> 2. Referrals by Staff is a highly confidential report only available to SWIS Admin users.

Student Dashboard

The Student Dashboard provides a comprehensive overview of any one student's data in SWIS and CICO-SWIS when making decisions about the student, including levels of supports and appropriate interventions.

Drill Down

The SWIS Drill Down provides data analysts and decision-making teams the ability to take any potential problem and begin to add filters, one at a time, to pinpoint its context. Using the Drill Down, teams begin to define the problem with precision by answering:

1. What is the problem behavior?
2. Where is the problem happening?
3. When is the behavior most likely to occur?
4. Who is engaged in the behavior?
5. Why is the problem sustaining?

SWIS Drill-Down Worksheet

Red Flag Item	☐ Who? ☐ What? ☐ When? ☐ Where? Describe: _____

Drill-Down Filter	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why? Describe: _____
Drill-Down Filter	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why? Describe: _____
Drill-Down Filter	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why? Describe: _____
Drill-Down Filter	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why? Describe: _____
Referral Summary	How many **students** are related to the identified problem: _____ How many **referrals** are related to the identified problem: _____ Is the problem best addressed through systems or with individual students: ☐ Systems ☐ Students

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 the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?

SWIS Ethnicity Reports: Identifying Potential Areas of Disproportionality

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

SWIS School Ethnicity Reports provide schools with a comprehensive picture describing the extent of proportionality or disproportionality of school referrals (McIntosh, Eliason, Horner, & May, 2013). Below are descriptions of the SWIS Ethnicity Reports teams use for decision-making related to ethnic disproportionality.

> **HERE'S A TIP**
>
> The PBIS OSEP Technical Assistance Center provides two resources for using discipline data within SWPBIS to address disproportionality. These resources are available at www.pbis.org by going to School > Equity & PBIS.
>
> 1. Recommendations for Addressing Discipline Disproportionality in Education [link: https://www.pbis.org/Common/Cms/files/pbisresources/
>
> 2. Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams [link: https://www.pbis.org/Common/Cms/files/pbisresources/PBIS_Disproportionality_Data_Guidebook.pdf

Referrals by Ethnicity

The Referrals by Ethnicity report compares the percent of all enrolled students by ethnicity – the blue bar – to the percent of total referrals by ethnicity – the green bar. This report displays how the proportion of all students by racial/ethnic group compares to the proportion of all ODRs given to the same racial/ethnic group.

Teams analyzing this report look to answer the question: Is the proportion of referrals given to students from a racial/ethnic group equal to the group's proportion of the school's total enrollment?

Example: Referrals by Ethnicity Report
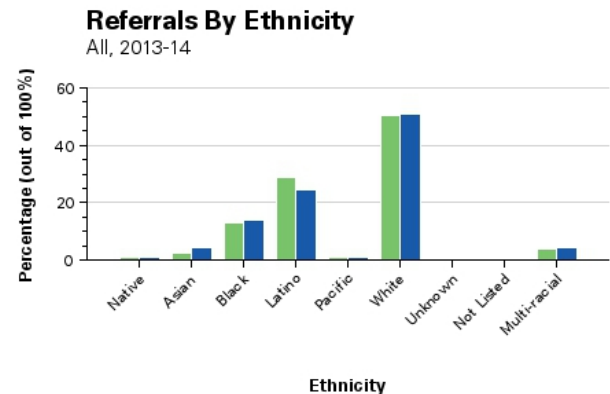
Etnicity	# of Enrolled Students	# of Referrals	% of Enrolled Students	% of Total Referrals
Native	5	5	1%	0.75%
Asian	21	17	4.2%	2.55%
Black	70	85	14%	12.76%
Latino	123	191	24.6%	28.68%
Pacific	5	6	1%	0.9%
White	255	337	51%	50.6%
Unknown	0	0	0%	0%
Not Listed	0	0	0%	0%
Multi-racial	21	25	4.2%	3.75%
Totals:	*500*	*666*	*100%*	*100%*

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

From this report:

- There are 123 Latino students enrolled in the school. Latino students make up 24.60% of the school's total population.

- There are 191 referrals from Latino students, and they account for 28.68% of the school's total referrals.

- There are 255 White students enrolled in the school. They make up 51.00% of the school's total population.

- There are 337 referrals from White students, and they account for 50.60% of the school's total referrals.

Is the proportion of referrals given to Latino students equal to the Latino proportion of the school's total enrollment?

Students with Referrals by Ethnicity

The Students with Referrals by Ethnicity report compares the percent of all enrolled students by ethnicity – the blue bars – to the percent of all students with a referral by racial/ethnic group – the green bars. This report displays how the proportion of students within a racial/ethnic group compares to the proportion of referred students within the same group. Teams analyzing this report look to answer the question: Is the proportion of referred students from a racial/ethnic group equal to the group's proportion of the school's total enrollment?

Example: Students with Referrals by Ethnicity Report
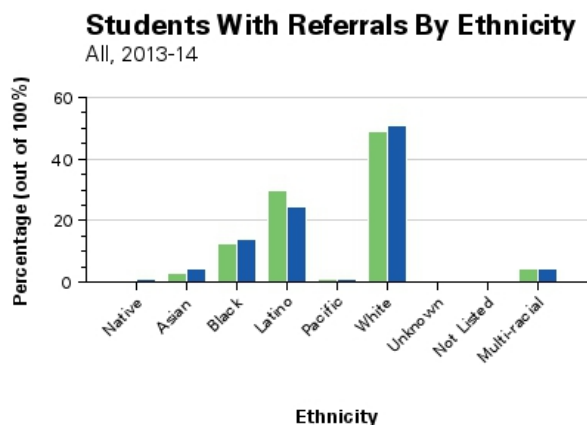
Etnicity	# of Enrolled Students	# of Students w/ Referrals	% of Enrolled Students	% of Students with Referrals
Native	5	2	1%	0.59%
Asian	21	10	4.2%	2.97%
Black	70	42	14%	12.46%
Latino	123	101	24.6%	29.97%
Pacific	5	3	1%	0.89%
White	255	165	51%	48.96%
Unknown	0	0	0%	0%
Not Listed	0	0	0%	0%
Multi-racial	21	14	4.2%	4.15%
Totals:	*500*	*337*	*100%*	*100%*

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

From this report:

- There are 123 Latino students enrolled in the school. They make up 24.60% of the school's total population.

- 101 of the 337 referred students in the school are Latino. This means 29.97% of all referred students in the school are Latino.

- There are 255 White students enrolled in the school. They make up 51.00% of the school's total population.

- 165 of the 337 referred students in the school are White. This means 48.96% of all referred students in the school are White.

Is the proportion of referred Latino students equal to the Latino proportion of the school's total enrollment?

Referral Risk Index (Percent of Students within Each Ethnicity with Referrals)

The Referral Risk Index report compares the proportion of referred students in a racial/ethnic group with the proportion of referred students from all other racial/ethnic groups. This report displays referral rates across groups helping teams identify racial/ethnic groups which may be disproportionately referred for problem behavior.

Example: Referral Risk Index
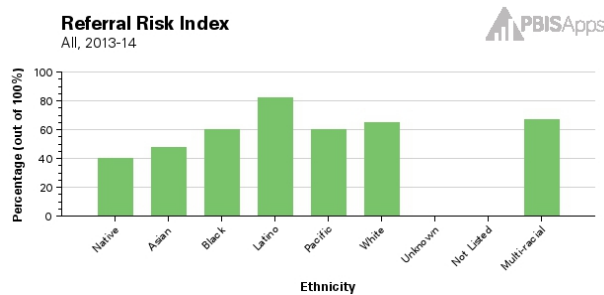
Referral Risk Index
All, 2013-14

Etnicity	# of Enrolled Students	# of Students with Referrals	% of Students Within Ethnicity With Referrals	Risk Index
Native	5	2	40%	0.4
Asian	21	10	47.62%	0.48
Black	70	42	60%	0.6
Latino	123	101	82.11%	0.82
Pacific	5	3	60%	0.6
White	255	165	64.71%	0.65
Unknown	0	0	0%	0
Not Listed	0	0	0%	0
Multi-racial	21	14	66.67%	0.67
Totals:	*500*	*337*		

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

From this report:

- There are 123 Latino students enrolled in the school. They make up 24.60% of the school's total population.

- 101 of the 123 Latino students have received a referral. This means 82.11% of the school's Latino students have been referred.

- There are 255 White students enrolled in the school. They make up 51.00% of the school's total population.

- 165 of the 255 White students have received a referral. This means that 64.71% of the school's White students have been referred.

Are ethnic groups being referred at the same rate?

Summarizing the Three Reports
Reading the three SWIS ethnicity reports together provides a three-point perspective helping teams identify whether a racial/ethnic group is disproportionately referred for problem behavior. From the example reports above we know Latino students comprise 24.60% of the school's total enrollment and:

1. 28.68% of the school's total referrals.

2. 29.97% of students referred.

3. 82.11% of all Latino students been referred while 64.71% of the school's White students have been referred.

The example team determined the school's Latino student population is at a higher risk of receiving a referral than their White peers. Using the Drill Down, the team finds Latino students most likely to receive referrals are in 4th grade. These 4th grade Latino students most frequently receive referrals between 8:30 am and 1:00 pm for defiance in the classroom. This seems to be related to avoiding tasks.

Using CICO-SWIS Reports in Decision Making

CICO-SWIS reports allow Tier II coordinating teams to evaluate the overall implementation of Check-In Check-Out as well as individual student progress toward consistently meeting the school-wide CICO goal with the long-term goal of fading supports into self-management skills. Student points can be evaluated broadly, across periods of the day, or within a single period to identify areas of progress or red flags for problem-solving. Here is a list of available CICO-SWIS report and tips for how to use each in the decision-making process.

School-Wide Report

The CICO-SWIS School-wide report provides system-level information about CICO implementation across the school per day.

- How do mean scores look compared with the goal?

- How are students responding?

- What patterns do you notice for high, mean, and low scores?

Average Daily Points by Student

The Average Daily Points by Student report displays the average percent of points each student enrolled in CICO earned for a specified date range. Compare averages with the school-wide goal.

- How is each student doing in relation to the school-wide goal?

- Which student might need more attention to gain quality improvement in outcomes?

- Which students appear to be responding well to the intervention?

Individual Student Count

The Individual Student Count report displays the percent of points an individual student during each day for a specified date range. Compare data with the student's individual goal.

- Is the student successful at this level of support?

- Do we notice any patterns?

- Does the instruction or coaching need to be adjusted or changed?

- Has the student met short-term goals necessary for achieving long-term goals?

- Has the student responded successfully to plan changes?

Individual Student Period

The Individual Student Period report displays the average percent of points an individual student earned during every period for a specified date range. Compare data in relation to the student's goal.

- What does one student's average look like throughout the day?

- In which periods was the student most successful?

- In which periods was the student least successful?

- In which periods does there appear to be gaps where data were not collected?

Individual Student Single Period

The Individual Student Single Period report displays the percent of points an individual student earned during a single period each day for a specified date range. Compare data in relation to the student's goal.

- What patterns and trends do we notice?

- What is happening in this period that sets the student up for success?

- What is happening in this period that inhibits success?

Using ISIS-SWIS Reports in Decision Making

ISIS-SWIS reports display information about the overall implementation of individualized supports for students who need intensive academic, social, or mental health supports and services. Reports give teams the information needed to identify any student requiring additional supports or plan revisions.

School-Wide Report

These reports allow school-level coordinating teams to evaluate the overall implementation of individualized supports across the school and identify any student case files that need additional attention based on data entered and the status indicated by the student-level team. Compare current data with year-to-date and student status data, as well as information pulled from other SWIS Suite applications implemented.

- Which students receive Tier III supports?

- As a school, what is our progress implementing Tier III supports?

- Are most students making progress?

- What percent of students receive Tier II or Tier III supports compared to the school's total enrollment?

- Are there pieces of information needed for any student currently receiving Tier III supports? Assessments needed? Support plan uploaded? Data entered? Fidelity checked?

Measure

The Measure report displays information about a student case file's fidelity and outcome measures per day for a specified date range. Report two measures together and/or include SWIS referral data as appropriate. Compare data in relation to the measure's established goal.

- Does the student meet the measure's goal regularly?

- What are the trends, peaks, and patterns we notice about the data?

- How do outcome data compare with staff fidelity data? With the student's other outcome measures?

- When looking at fidelity data alone: Are we implementing the student's plan the way we said we would?

Time Segment

For measures set up with time segments, the Time Segment report provides information about a fidelity or outcome measure's average or total score entered across time segments.

- How is the student doing throughout the day?

- Are there times during which the student is more successful than other times?

- During which time of the day is the student less successful?

- How do these data compare with staff fidelity data?

Single Time Segment

For measures set up using time segments, the Single Time Segment report provides information about a specific time segment related to a student's fidelity or outcome measure in a given date range. Compare data in relation to the measure's established goal.

- Does the student meet his/her goal during the period?

- What trends, peaks, and patterns we notice about the data?

- What is the student's schedule during that time?

- What are our next steps?

Resources

Glossary of PBISApps Terms

Below is a list of terms used during facilitator training and their definitions related to PBISApps and SWIS Suite implementation. Space is available at the end of the glossary to define additional terms as they come up during training.

Application: The web-based technology users access to enter, manage, and report data.

Check-In Check-Out SWIS (CICO-SWIS): A web-based application to enter CICO point card data easily and efficiently. Data are summarized across reports allowing teams to monitor individual student process and review the overall fidelity of the Tier II intervention.

Check-In Check-Out (CICO): A targeted (Tier II) intervention designed to provide supports to students who need additional support to successfully participate in social or academic activities. Students check in with adults throughout the day to increase positive child-adult interaction, increase performance feedback, and elevate reinforcement of pro-social behaviors.

Data Integration: The process of integrating data between the SWIS Suite and another information system. Data integration options require commitment from the facilitator, the school, the district, and local IT services.

Data-Based Decision Making: Within PBIS, using data for decision making is a process, philosophy, and practice which places a high value on the use of information (usually observable or quantitative) to evaluate progress, identify problems, and drive decisions about the systems and practices supporting the school's social climate.

Daily Progress Report (DPR): The DPR is a point card serving three purposes within the CICO intervention:

1. An instructional prompt for students and staff
2. Written performance feedback throughout the day
3. A data collection tool to monitor student progress.

Fidelity Data: Information collected about adult behaviors related to implementing practices supporting students to achieve social competency and academic success.

Individual Student Information System SWIS (ISIS-SWIS): A web-based application to enter and report data related to individual students receiving more intensive (Tier III) supports for academic, social, or mental health services. Teams use ISIS-SWIS to define data collection measures, upload and store documentation, and summarize data for decision making related to these supports.

Information Technology (IT): Used in reference to school, district, or PBISApps personnel who manage and support the use of technology.

Multi-Tiered Systems of Support (MTSS): A framework for organizing systems, practices, and data to achieve improvements in social, academic, and mental health outcomes for students within educational settings.

Outcome Data: Information collected about student academic performance or social behaviors. Teams utilize outcome data to measure the impact of currently implemented practices and to determine whether changes are needed to better support student success.

Positive Behavioral Interventions & Supports (PBIS): A framework for establishing the behavioral supports and the social culture students need in a school/facility to achieve social, emotional, and academic success.

Progress monitoring: The evaluation of how performance improves toward a goal or outcome. Teams may progress monitor data related to: staff implementation fidelity, student social behavior,

and/or student academic performance.

Subscription: The account granted to one or more PBIS Applications. Each application has an identified process for requesting and/or maintaining a subscription which may include readiness evaluations, licensing, and/or an annual subscription fee.

School-Wide Information System (SWIS): A web-based application for entering office discipline referral data. Data are summarized to provide information about individual students, groups of students, or the entire student body of any time period. Reports allow teams to review school-wide referral patterns and define those patterns with precision.

SWIS Suite: A reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making. Applications included in the SWIS Suite are:

- SWIS
- CICO-SWIS
- ISIS-SWIS
- SAMI

System: A set of practices and resources (e.g., coordination teams, program documentation, data collection/entry, administrative support) allowing schools to use the applications and data for continuous quality improvement.

Tier: Within MTSS, a three-tiered model (often represented by a green, yellow, and red triangle) represents the supports available to students, based on intensity of student academic, social, or mental health needs. Each tier is an additional layer of support and requires monitoring matching the intensity of student needs.

Tier I (green): Supports are implemented universally to all staff and students to create a predictable and positive social climate.

Tier II (yellow): Supports are targeted and group-based providing an increased level of supports for students who need additional instruction, structure, or feedback.

Tier III (red): Supports are individualized and intensive to meet the needs of students who do not respond to Tier I and Tier II support.

Team Initiated Problem Solving (TIPS): A team-based problem-solving model. Using the model, teams develop strong team foundations and a highly structured process to use data when identifying problems, developing solutions, and monitoring fidelity and outcomes for continuous quality improvement.

Overrepresentation: Presented as being higher or greater

Disproportionate: Unequal or out of proportion in quantity, shape, or size

Risk Index: The proportion of a group that is at risk of a particular outcome (Boneshefski & Runge, 2013)

Risk Ratio: The relative risk of a target group compared with the risk of a comparison group (Boneshefski & Runge, 2013)

Culturally Relevant: A theoretical model that addresses student achievement and helps students to accept and affirm their cultural identity (Ladson-Billings, 1995)

Culturally Responsive: A synergetic relationship between home/community culture and school culture (Ladson-Billings, 1995)

Additional terminology:

_____

_____

_____

_____

_____

_____

How to Find SWIS Suite Resources

To access resources related to the SWIS Suite:

1. Go to pbisapps.org.

2. Click Resources

3. Resources available include:

   a. Video Tutorials

   b. User Guides & Materials

   c. Training & Webinar information.

HERE'S A TIP

Resources listed in User Guides & Materials are listed across multiple pages. Use the arrows at the bottom of the page to scroll through additional resources.

How to Find SWIS Resources

To access SWIS resources:

1. Go to www.pbisapps.org.

2. Click Resources.

3. Click User Guides & Materials.

4. Under SWIS Materials, click View All Materials.

The following resources are available to help you in your SWIS facilitation process:

- **SWIS Readiness checklist:**

- **Referral form examples**

- **PBIS and MTSS Program Examples**

  - PBIS Intervention Guidelines

  - Tier I Flow Chart for Supporting Student Behavior

  - General Procedure for Dealing with Problem Behaviors

- **Referral Category Definitions**

- **Data entry & reporting schedule**

- **Swift at SWIS** (Training Materials)

- **PBIS-MTSS Data Analyst and Meeting Minute Templates**

- Tier I (PBIS) Meeting Minutes (TIPS)
- Tier I (SWIS) Data Analyst Drill Down Worksheet
- **Facilitator Implementaion Action Plan**

How to Find CICO-SWIS Resources

To access CICO-SWIS resources:

1. Go to www.pbisapps.org.
2. Click Resources.
3. Click User Guides & Materials.
4. Under CICO-SWIS Materials, click View All Materials.

The following resources are available to help you in your CICO-SWIS facilitation process:

- **CICO-SWIS Readiness checklist**
- **Point Card Examples** (DPR examples)
- **PBIS and MTSS Program Examples**
  - PBIS Intervention Guidelines
  - CICO Program Description 1
  - CICO Program Description 2
  - CICO Development and Implementation Guide
  - Check N' Connect Handbook
- **Swift at CICO-SWIS materials**
- **PBIS-MTSS Data Analyst and Meeting Minute Templates**
  - Tier 2 (CICO Team) Meeting Minutes (TIPS Adapted)
  - Tier 2 (CICO) Data Analyst Worksheet
- **Facilitator Implementaion Action Plan**

How to Find ISIS-SWIS Resources

To access ISIS-SWIS resources:

1. Go to www.pbisapps.org.
2. Click Resources.
3. Click User Guides & Materials.
4. Under ISIS-SWIS Materials, click View All Materials.

The following resources are available to help you in your ISIS-SWIS facilitation process:

- **ISIS-SWIS Readiness Checklist**
- **ISIS-SWIS Student File Set-Up Checklists**
- **PBIS and MTSS Program Examples**
  - Tier III Student Supports Flowchart
  - Tier III Support System Program Outline
- **Demo Student Files**
  - Brian Bender Documents
  - Carly Johnson Documents
  - SWIS Demo School
- **PBIS-MTSS Data Analyst and Meeting Minute Templates**
  - Tier 3 ISIS-SWIS Data Analyst Worksheet
  - Tier 3 Student Action Team Meeting Minutes (TIPS Adapted)
- **Swift at ISIS-SWIS** (Training Materials)
- **Facilitator Implementaion Action Plan**
- **Data Collection Strategies**

SWIS Suite Facilitator Roles & Responsibilities Overview

What is a SWIS Suite Facilitator?

A SWIS Suite facilitator is a change-agent who has been trained to implement and support one or more SWIS Suite applications within their local schools.

Primary Role

- Local capacity building for implementation and support of the SWIS Suite
- Maintaining expertise in one or more SWIS Suite systems (i.e., SWIS, CICO-SWIS, ISIS-SWIS)
- Allocating time to the ongoing support of assigned SWIS Suite schools

Qualities of a Successful Facilitator:

- Basic presentation and social skills
- Basic computing skills (e.g., email, internet, using electronic documents)
- Knowledge about how schools work

- Facilitator vs. Consultant role which includes long-term capacity within and across local schools and a focus on making everyone around them more effective

- Allocation of time reserved to support assigned SWIS Suite Schools

Initial Certification

- SWIS Facilitator Certification (2.5 days in person training) *SWIS Certification is required for all facilitators*

- CICO-SWIS Facilitator Certification (2 hour webinar and post-training activities)

- ISIS-SWIS Facilitator Certification (1 day in person training and post-training activities)

Certification Maintenance

To maintain a status of 'active facilitator' for one or more SWIS Suite systems, the facilitator must meet the following conditions.

1. Demonstrate attentiveness to the application (at least one activity below):

   a. Fulfilling the role and responsibilities of a facilitator for at least one assigned school.

   b. Participate in a training event related to the appropriate application (e.g., webinar, conference event) at least once every three years.

2. Maintain communication with the PBIS Applications team (as needed or requested) and all assigned schools (at least annually):

Maintenance Tips

Scheduling one hour per month for SWIS Suite professional development is the best way to stay connected and updated on new information. Possible tasks for this time might include:

- Reviewing newsletters and other PBISApps communications

- Review the website for new available resources such as videos, print materials, webinars

- Log into both the Demo Account and your Facilitator Training Account to stay fluent with navigation

- Log into SAMI and review user activity (last login date) and school-wide reports across applications

- Communicate any bugs, feature request, or questions

General Reminders

- **Organization** – log into SAMI regularly to review school assignments, active users, SWIS Suite data integrity, and summary data such as the SWIS Summary report, CICO-SWIS School-Wide Report, and ISIS-SWIS School-Wide Report.

- **Start small** and scale up strategically

- Planning for **facilitation capacity** within current role (staying up-to-date, time allocation)

- Planning for **sustainability** (embedding role into job description and district policies)

- **Communication** – keep data and related conversations visible across a wide range of stakeholders

- **Annual planning and scheduling** – standing routines for training new users, coaching meetings, annual readiness checks, district reporting and decision cycles.

- **Co-facilitation** – For districts invested in SWIS implementation across multiple schools it is important to identify the number of certified facilitators needed to sustain implementation, plan for transition of roles and turn-over. For districts with multiple facilitators a plan is needed to organize school assignments and need for access to SAMI and/or SWIS.

- **Basic Facilitation Steps** – Remember the each school implementing the SWIS Suite will follow this process:

   a. School Request

   b. School Installation

   c. User Training

   d. Team Coaching

   e. Systems Refinement

   f. Ongoing Sustainability

Guided Notes

SWIS Notes: Guided Outline & Activities

The guided notes section includes fill-in-the-blank, matching, blank spaces, and other activities based on the facilitator certification content. Most activities are directly covered in training slides and materials, but there are also check points and extension activities intended to verify understanding of the essential concepts.

These activities are designed based on the standard order of module content. Trainers may reorganize content or adjust pacing, based on group needs. Please be prepared to adjust note-taking to these changes. In addition to reviewing slides, an answer key is provided in the SWIS Facilitator Training Materials, a folder posted in the SWIS User Guides & Materials at www.pbisapps.org.

Module 1: SWIS Introduction

Purpose:

- Identify that information systems are the most efficient and effective way to close performance gaps in an organization.

Essential Learner Outcomes (ELOs)

- Explain what SWIS is, what it does, why it was developed.
- Explain that information systems are the most efficient and effective way to close performance gaps in an organization.
- Explain the goals of facilitating and how they are different than consulting.

SWIS & Systems Change
Fill in the blanks.

Systems Supporting _____ Behavior
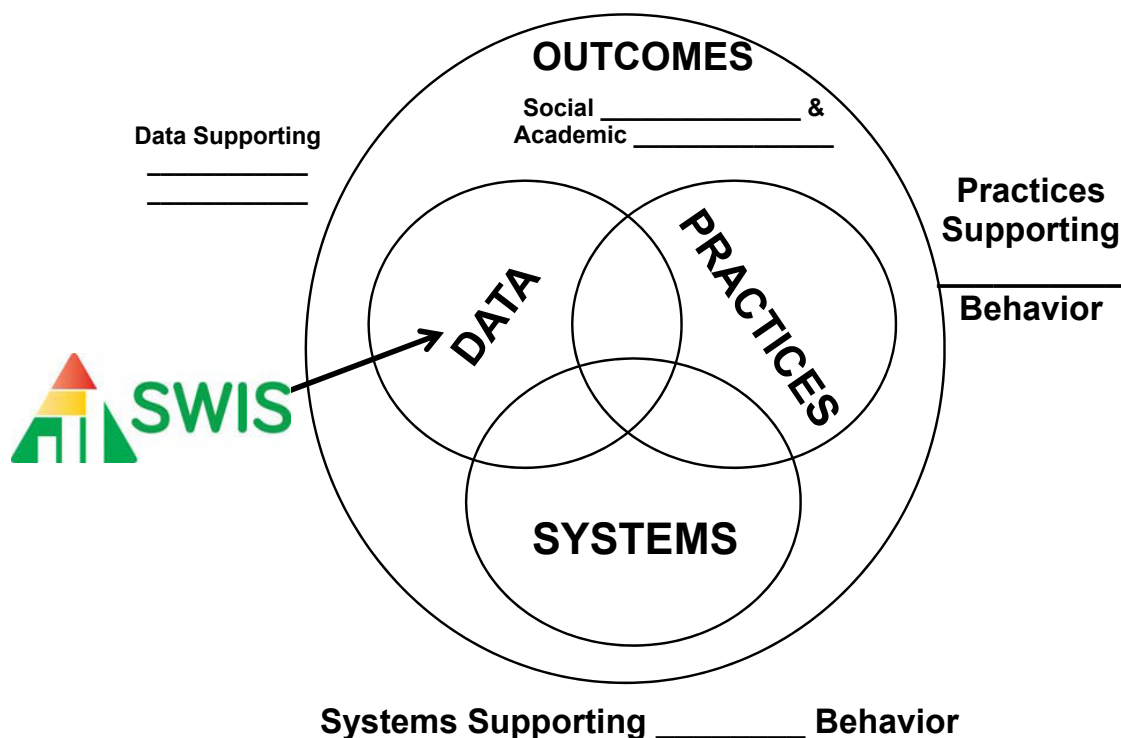
Continuum of Decision Making

Tiers may match more than one descriptor.

| Tier	Descriptor
1. Universal (tier I)	a. Intensive, individualized supports
2. Secondary (tier II)	b. Effective for approximately 80% of students
3. Tertiary (tier III)	c. Targeted, small group supports
	d. Primary prevention
	e. Approximately 5% of student population
	f. Approximately 15% of student population
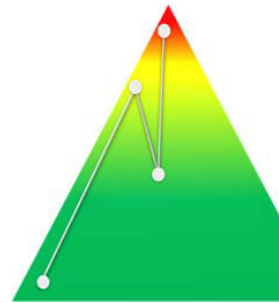
What is SWIS?

- The _____-_____ _____ _____ (SWIS) is a web-based

  _____ _____ used to improve _____

  support in schools and other educational facilities by providing school personnel with

  _____, _____, and _____ information for making

  decisions about school environments.

- The three components of SWIS are:

  - _____

    Web-based technology that is secure, subscription-based, and continuously available
    for entry, management, and reporting of data

  - _____

    Practices and resources to support collection and organization of data (e.g.,
    documentation, staff, time, training)

  - _____

    Practices and resources to support team-based analysis of data for continuous
    quality improvement (e.g., documentation, team agreements, problem-solving
    routines)

- Value & Utility of SWIS

    a. What's the goal? To make schools _____ _____

       _____ _____

    b. How? Repeatedly giving people the right _____, at the right

       _____, in the right _____ is the single most effective way to

       improve decision making and achieve **valued outcomes** (Gilbert, 1978).

    c. Why focus on behavior? Social behavior is the single most common reason students

       are _____ from education.

Performance Gap & Cause Analysis
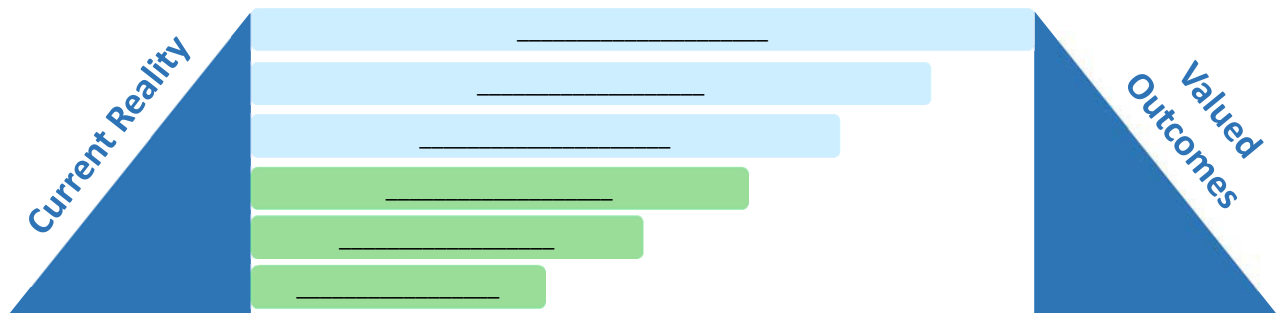
Performance Gap The difference between where an organization is and where they want to be.

Environment/ System	**1** _____ • Clear expectations • Timely, specific feedback	**2** _____ • Materials, tools • Time • Processes	**3** _____ • Financial & non-financial encouragement
Individual Persons	**6** _____ • Requisite knowledge and skill base	**5** _____ • Ability to learn and do	**4** _____ • Desire to work and excel

Hallway Noise Study

What did this team learn about collecting and using data for decision making?

_____

_____

_____

_____

_____

_____

SWIS Navigation Demonstration

Overview of SWIS navigation

Navigation	Notes
Demo Account ☐ **Access to App Demos** ☐ **SWIS Dashboard** ☐ **View Reports** ☐ **Student Dashboard** ☐ **Drill Down** ☐ **Log out**	*Demo Account: Data to explore and train on navigation and reporting options; does not allow changes to be saved*
Facilitator Training Account ☐ **Login procedures** ☐ **Person Management** ☐ **Tools (Personal Account & School Settings)** ☐ **Add Referral** ☐ **Find Referral** ☐ **Log out**	*Facilitator Training Account: Small amount of data to explore and train on tools (settings, person management) and data entry; allows changes to be saved; account can be refreshed to remove data entered*

Fidelity & Outcome Check:

- ☐ Did we do what we said we would do?
- ☐ Did you get what you needed?

Module 2: Account Setup

Purpose:

- Demonstrate *that SWIS is designed to be excruciatingly efficient and meet the decision-making needs of schools.*

Essential Learner Outcomes (ELOs)

- Explain the difference between School Settings and Account Settings.

- Use School Settings to manage:

    • School Profile & Contact Information

    • School Days & Starting Month

    • School Enrollment & Ethnicity

    • Custom referral fields (in addition to the SWIS required fields)

- Use the Data Integrity tool to fix problematic data

- Use Person Management to add and maintain student and staff records.

School Settings

- School Settings allow schools/facilities to _____ a set of features within SWIS to

    address _____ decision-making needs.

- Access to the _____ Settings is _____ to _____ to _____ people

    who need to be able to make _____ to the school's SWIS account.

- It is recommended that _____ relevant _____ be included in discussions

    related to School Settings which should be reviewed _____.

- School Settings impact which of the following users?

    a. Individual user accounts

    b. All SWIS users at the school

    c. SWIS Admin account only

(Personal) Account Settings

- (Personal) Account Settings allow an _____ _____ to update profile

    information as well as _____ application settings to accommodate data entry or

    reporting _____.

- (Personal) Account Settings impact which of the following users?

    a. Individual user accounts

    b. All SWIS users at the school

    c. SWIS Admin account only

Data Integrity

Describe what the SWIS Data Integrity tool is used for:

_____

_____

_____

_____

_____

_____

Checkpoint: What are benefits of training users to conduct quarterly Data Integrity checks?

_____

_____

_____

_____

_____

_____

Person Management

Person Management allows schools/facilities to _____ and _____ student,

staff, and non-staff person _____ that are associated with SWIS Suite data.

Content Checkpoint: Write & Talk

Build your script for helping people understand.

What are the benefits of training users to maintain up-to-date staff and student records?

_____

_____

_____

_____

_____

_____

_____

Fidelity & Outcome Check:

☐ Did we do what we said we would do?

☐ Did you get what you needed?

Module 3: Data Collection

Purpose:

- Demonstrate how SWIS is designed to provide efficient data entry.

Essential Learner Outcomes (ELOs)

- Assist with preparation of a data entry form that is compatible with SWIS.

- Use Data Entry to add and maintain referral records.

- Establish custom fields for entering data not already required in SWIS.

- Inform SWIS users about the different roles (i.e., SWIS Admin, Data Entry, Data Analyst, Reporter) associated with the application and the different elements they have access to.

Referral Data Entry

Describe the purpose of the referral form.

Navigation	Notes
Referral Type	
Student	
Grade	
IEP Status	
Staff	
Date	
Time	
Location	
Problem Behavior *Subtypes	
Perceived Motivation	
Others Involved	
Action Taken *Subtypes	
Seclusion/Restraint	
Notes	
Custom Fields	
Save & Copy	

Edit Referral & View History

Observations & Notes:

_____

_____

_____

_____

_____

_____

Content Checkpoint: Write & Talk
Build your script for helping people understand.

What possible procedures might be needed to ensure data entry staff members have what they need to enter/maintain data? (e.g., missing information, student with IEP, observations about data patterns)

_____

_____

_____

_____

_____

Fidelity & Outcome Check:

    ☐ Did we do what we said we would do?

    ☐ Did you get what you needed?

Module 4: Data-Based Decision Making

Purpose:

- Demonstrate the value of data-based decision making

- Demonstrate how SWIS can assist with data-based decision making

Essential Learner Outcomes (ELOs)

- Navigate the SWIS Dashboard to locate the reports which answer the critical wh- questions (how often, when, where, what, and who).

- Navigate between Core Reports and Additional Reports in SWIS.

- Navigate the Student Dashboard to generate individual student data and reports.

- Explain what data-based decision making is, its usefulness, and its value in closing performance gaps.

- Explain the "October Catch" and navigate the Referrals by Student report to identify students who may benefit from more supports.

- Identify a precise problem statement and craft one with answers to critical wh- questions.

- Share with colleagues how SWIS can help with data-based decision making?

- Use the SWIS Dashboard to identify an area of concern and use the Drill Down tool to build a precise problem statement.

- Guide problem-solving teams in solution development and action planning.

SWIS Reports

What reporting options does SWIS provide?

Reporting Options:	Purpose/Notes:
Dashboard/Core	
Additional	
Student Dashboard	
Drill Down	
Data Integrity Tool	

Why Use Data for Decision Making?

- Decisions are more likely to be _____ and _____ when they are based on _____.

- The _____ of decision making depends most on the first step, defining the problem to be solved with _____ and _____.

Student-Centered Decision Making

- Students are NOT labeled as _____, _____, or _____; students are supported with the appropriate _____ of supports for _____.

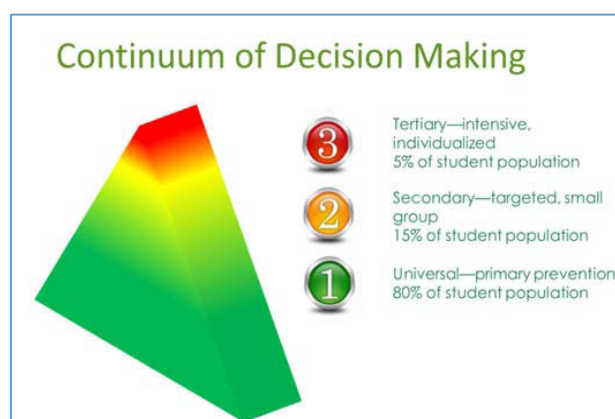- As intensity of support increases so does the _____ and _____ of progress monitoring.

Figure 1: M4-16

Building a Decision System

Analyzing data in layers to "drill down"

_____

_____

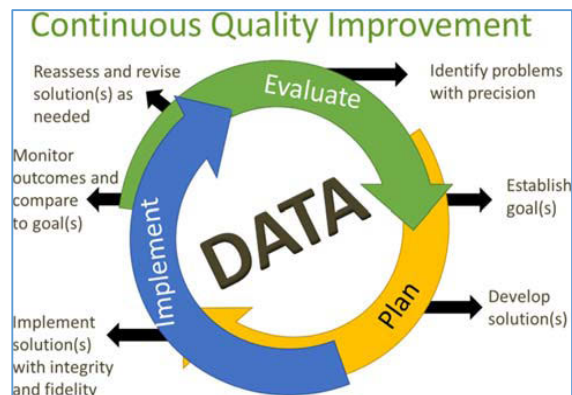_____

Using SWIS Data to Solve problems.

_____

_____

_____

Figure 2: M4-19

Content Checkpoint: Write & Talk
Build your script for helping people understand.

What is data-based decision making?
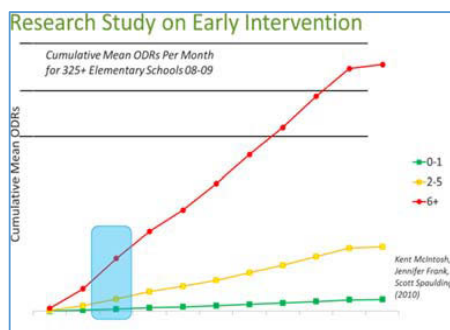
_____

_____

_____

Why is it useful?

_____

_____

_____

Universal Screening & "October Catch"

SWIS Data can be used for decision making in the following ways:

Universal Screening (e.g., fall/spring)	**Progress Monitoring** for ongoing decision making (e.g., daily, weekly, monthly)	**Summative Evaluation** to prevent previous problem patterns (e.g., quarterly, annually)
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

In the 2010 study by McIntosh, Frank, and Spaulding, what can we learn about waiting (too long) to provide additional layers of supports to students?

What does PBISApps mean by the "October Catch"?

Primary vs. Precision Problem Statements

	Primary Problem Statement	Precise Problem Statement
What is it?		
Example		

Match the Question to the (most) appropriate SWIS report.
Questions and Reporting tools may be used more than once

Question	Reporting Tool
1. What?	a. Referrals by Time
2. Where?	b. "Can we reframe the question?"
3. When?	c. Data Drill Down
4. Who?	d. Referrals by Problem Behavior
5. Why?	e. Referrals by Grade
6. Who is the Culprit/Perp.?	f. Referrals by Location
	g. Referrals by Student
	h. Referrals by Staff

Precision Statement Example

◢ There are **more ODRs for aggression on the playground** than last year. These are most likely to occur during **first recess**, with **a large number of students**, and the aggression is related to **getting access to the new playground equipment**.

- **What?** more ODRs for aggression
- **Where?** on the playground
- **Who?** a large number of students
- **When?** first recess
- **Why?** to get access to the new playground equipment

Figure 3: M4-41

Content Checkpoint: Write & Talk
Build your script for helping people understand.

How can SWIS help with data-based decision making?

Defining Goals

1. Define the problem with precision.

2. Define the _____ of the problem (current status, level, amount).

3. Define what would be considered "_____".

4. Use the _____ to guide the _____.

Solution Components

Component	Description	My Example(s)
Prevention	How can we avoid the problem context? Ex. Schedule change, curriculum change	_____ _____ _____
Teaching	How can we define, teach, and monitor what we want? Ex. Teach/model appropriate behavior, use problem behavior as negative example.	_____ _____ _____
Recognition	How can we systematically reward positive behavior?	_____ _____ _____
Extinction	How can we prevent problem behavior from being rewarded?	_____ _____ _____
Consequences	How can we systematically correct problem behavior?	_____ _____ _____
Evaluation	How will we collect and use data to evaluate: • Implementation fidelity? • Impact on student outcomes?	_____ _____ _____

SWIS Drill-Down Worksheet

Red flag item:	☐ Who? ☐ What? ☐ When? ☐ Where?
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?
Referral Summary:	How many students are related to the identified problem: _____ How many referrals are related to the identified problem: _____ Is the problem best addressed through systems or with individual students: ☐ Systems ☐ Students
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 the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

SWIS Drill-Down Worksheet Example

Red flag item:	☐ Who? ☐ What? ☒ When? ☐ Where? *In September there is a spike of problem behaviors between (time range) 8am-9:30am.*
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☒ Where? ☐ Why? *Classroom*
Drill-Down Filter:	☒ Who? ☐ What? ☐ When? ☐ Where? ☐ Why? *Grades 4-5*
Drill-Down Filter:	☐ Who? ☒ What? ☐ When? ☐ Where? ☐ Why? Problem Behaviors: M-Defiance
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☒ Why? *Perceived Motivation: Task Avoidance*
Referral Summary:	How many students are related to the identified problem: <u> 10 </u> How many referrals are related to the identified problem: <u> 10 </u> Is the problem best addressed through systems or with individual students: ☒ Systems ☐ Students
Precise Problem Statement:	In September there were a group of ten 4th and 5th grade students referred for minor defiance in the classroom during the morning classroom period (8am-9:30am) in order to avoid tasks.
Goal:	By the end of November the team would like to see less than 5 referrals per month from 4th and 5th graders in the classroom before first recess (9:30am).

Solution Development					
Solution Components	**What are the action steps?**	**Who is Responsible?**	**By When?**	**How will fidelity be measured?**	**Notes/Updates**
Prevention	*Recommend teachers start with easy/fun warm-up task*	*4 & 5ᵗʰ grade level teams*	*Ideas shared by 10/6*	*NB to visit and check with teachers*	*NB to resend sample ideas*
Teaching	*Reteach respect in the classroom*	*4 & 5ᵗʰ grade level teams*	*10/6*	*Self-report to NB via email*	*NB to resend sample lessons*
Recognition	*Increase verbal and tangible reinforcement for task engagement and respect in the mornings.*	*4 & 5ᵗʰ grade level teams*	*10/10*	*NB to visit and check with teachers*	*RB to add extra praise tickets to 4/5ᵗʰ teacher boxes.*
Extinction					
Corrective Consequence					

	What data will we look at?	**Who is responsible for gathering the data?**	**When/How often will data be gathered?**	**Where will data be shared?**	**Who will see the data?**
Data Collection	*SWIS data (saved drill-down filters)*	*All staff*	*Fidelity – NB to gather* *Outcome – referrals*	*4 & 5ᵗʰ grade level team mtg* *PBIS Team mtg*	*4 & 5ᵗʰ grade level teams* *PBIS team*

Fidelity & Outcome Check:

☐ Did we do what we said we would do?
☐ Did you get what you needed?

Module 5: Facilitation, Readiness & Licensing

Purpose:

- Readiness and Licensing allows facilitators to assist schools/facilities in meeting the practical and legal requirements that allow them to implement SWIS effectively.

Essential Learner Outcomes (ELOs)

- Guide an organization in meeting readiness requirements by using the SWIS Readiness Checklist.

- Assist an organization in licensing SWIS by completing the license agreement and sending it to PBIS Applications.

- Inform colleagues about how organizations using SWIS benefit from having a knowledgeable facilitator.
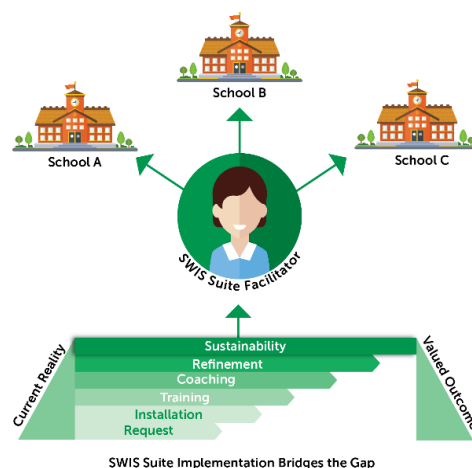
Facilitator Tasks

After initial certification training, facilitators should:

- _____ role of SWIS facilitator into _____ _____ and

  _____

- Build _____ and _____ for maintaining contact with PBISApps

  Team and _____ SWIS network

- Plan for _____-_____ hours **per year** for SWIS professional development

School Request and Installation includes:

- Introducing the need for _____ _____ through presentation, demonstration,

  and conversation

- Work with new schools/facilities to get ready, up, and running with SWIS

- Plan for _____-_____ hours **per school, per** _____ for SWIS _____ with

  schools/facilities

Ongoing tasks, beyond installation include:

1. _____

2. _____

3. _____

4. _____

    *Sustainability requires approximately _____ per school per year.

Qualities of a Successful Facilitator

_____

_____

_____

_____

_____

_____

Readiness

Match the SWIS Readiness Requirement to the correct number

#	Requirement
1	a. SWIS compatible referral form & definitions
2	b. Small number of people identified to be trained as users
3	c. Agreement to ongoing coaching
4	d. Administrator support of SWIS implementation
5	e. Program documentation for managing disruptive behavior
6	f. Agreement to maintain certified facilitator and SWIS readiness
7	g. Supporting team who consistently meets at least monthly
8	h. Protected time and staffing for SWIS data entry
9	i. Agreement to maintain updated technology (e.g., browsers)

True   False   The readiness checklist, examples, and supporting documents are available at www.pbisapps.org.

Readiness Checklist Notes

SWIS Readiness Checklist
School-wide Information System

School/Facility: _____ Certified SWIS Facilitator: _____ Date: _____

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

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

Sample Readiness Journey (Mark Twain)

SWIS Readiness Checklist
School-wide Information System

School/Facility: **Mark Twain Elementary** Certified SWIS Facilitator: **John Carter** Date: **3 wks ago**

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

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

Sample Readiness Journey (Truman)

SWIS Readiness Checklist
School-wide Information System

School/Facility: **Truman Elementary** Certified SWIS Facilitator: **Mark Green** Date: **Today**

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

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

Licensing

- The license agreement is completed _____ readiness tasks are in place. (before, during, after)

- Which of the following describe page 6 of the license agreement?

  ☐ Designed for electronic completion

  ☐ Submitted electronically, by fax, or by mail

  ☐ Can be signed and submitted by anyone in the school

  ☐ Replaces all previous license agreements

  ☐ Includes the option Data Sharing Agreement

  ☐ Must be signed and submitted by the facilitator

  ☐ Asks for the list of users identified to be trained

  ☐ Requires school and billing information be identified

- Once submitted, please allow _____ for activation.

- After activation, communications will be sent out to the following:

  • _____ (notification email)

  • _____ (invoice)

  • _____ (welcome letter)

True	False	The subscription fee is based on (a) number of schools, (b) number of applications bundled per school, and (c) date at the time that the invoice is generated.
True	False	Schools should sign up for all SWIS Suite applications at the same time because it's easier to install everything at once rather than to phase over time.
True	False	Signatures on the license agreement may be completely electronically or hand-written. Everything else must be completed electronically.

(Optional) Available Resources
Match the resources to the <u>most appropriate</u> audience(s).

Who?	What?
1. Certified Facilitator	a. SWIS Suite Facilitator Guide
	b. www.pbisapps.org
2. School User	c. Demo Account
	d. PBISApps Support Staff
	e. User's Manuals
	f. Webinars
	g. User Guides & Materials

Content Checkpoint: Write & Talk
Build your script for helping people understand.

What is the role of a SWIS facilitator?

_____

_____

_____

What are the SWIS Readiness Requirements?

_____

_____

_____

How will you know when a school/facility is SWIS ready?

_____

_____

_____

What is your role as a SWIS facilitator in the readiness & licensing process?

_____

_____

_____

What does it mean to have a school/facility licensed?

_____

_____

_____

Fidelity & Outcome Check:

- ☐ Did we do what we said we would do?
- ☐ Did you get what you needed?

Module 6: Training & Setting Up Users

Purpose:

- Conduct the Swift at SWIS training in order to prepare and assist users as they build fluency with the features of SWIS and incorporate SWIS into their role of data entry and/or data review.

Essential Learner Outcomes (ELOs)

- Plan and conduct a Swift at SWIS training with an organization's users.

- Provide follow-up support and coaching to users and teams.

- Navigate SAMI to modify a school's profile information (i.e., address), modify contacts (i.e., paying institution), and request a facilitator change.

- Navigate SAMI to add, modify, or remove users for an organization.

Content Checkpoint: Looking Back and Moving Forward

Thinking about the next 6-12 months.

What does implementation or scaling up of Positive Behavioral Interventions & Supports (PBIS) or other Multi-Tiered Systems of Support (MTSS) look like?

What does implementation of SWIS within the district or organization look like?

What roadblocks or challenges to moving forward with SWIS implementation do you anticipate?

What ideas can you implement to address these roadblocks?

How can you incorporate the facilitator tasks into your current position?

Swift at SWIS User Training

Training materials
- Swift at SWIS Training Outline
- SWIS User's Manual
- Swift at SWIS Activity Book
- Swift at SWIS Slides

PBISApps.org
- Demo Account
- Facilitator Training Account
- Support
- Resources

The Swift at SWIS Training is designed to be conducted by a _____ SWIS

_____.

The Swift at SWIS Training provides school-level SWIS users with a _____-_____, comprehensive training

on the _____ of the _____ application within the school or facility.

Each staff member with access to SWIS MUST complete the _____ at _____ training

_____ to receiving their account login information.

Preparing for Swift at SWIS
Notes
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Delivering the Swift at SWIS
Notes

After the Swift at SWIS
Notes

SWIS Roles & Responsibilities

What SWIS access would be most appropriate for the following individuals?

Context		Access Needs/Level	
1.	Team Leader who will monitor data weekly and bring reports to the school-wide PBIS team meetings	a.	No access needed (contact current user)
2.	School administrator who is part of the PBIS teams (both PBIS & Tier II/III teams) and works closely with a few students who receive individualized supports	b.	Reporter/Data Analyst
3.	District staff working on annual evaluation reports across the district	c.	Data Entry
4.	Two office support staff who will alternate entering referral data into SWIS	d.	SWIS Admin
5.	Another SWIS Facilitator in the district who sometimes assists with coaching and support	e.	Facilitator/SAMI
6.	Grade 4 teacher who has parent-teacher meetings next week and would like reports for each student (one-time request)		

SWIS Account Management Interface (SAMI)

SAMI is an application available to _____ _____ for managing their currently licensed

_____ _____.

SAMI allows facilitators to more _____ support a school's SWIS _____

and _____.

SAMI is a facilitator's _____ _____!

User access type varies based upon:

- _____ included in the subscription (e.g., SWIS, CICO-SWIS, ISIS-SWIS)
- Size, grade levels, and _____ of school
- Facilitator capacity for _____ and _____
- SWIS implementation at the district, regional, or state level
- Role and _____ assigned to the user

Fidelity & Outcome Check:

- ☐ Did we do what we said we would do?
- ☐ Did you get what you needed?

Module 7: SWIS & Ethnicity Data

Purpose:

- Be able to assist schools in reviewing and discussing the SWIS Ethnicity reports to identify potential areas of disproportionality.

Essential Learner Outcomes (ELOs)

- Describe the importance of considering ethnic disproportionality across behavioral data.

- Navigate and coach the use of the three SWIS Ethnicity reports for decision making.

Equity *in* Education

To ensure an _____ education for all students, there exists a need to review outcome data for various

racial/ethnic groups.

_____ of minority students in a school's discipline data may indicate that a school's current systems

and practices are not meeting the _____ of minority students.

Evaluating discipline data among _____ groups is a way for schools to work toward _____

student _____ for all students.

It's the Same Logic…

Notes

_____

_____
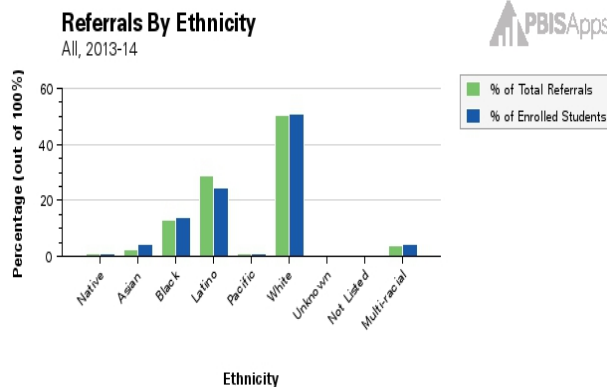
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SWIS School Ethnicity Reports

Graph 1: Referrals by Ethnicity

Percentage of All Enrolled Students by Ethnicity Compared to Percentage of Total Referrals by Ethnicity

Blue bar	
Green bar	

Referrals By Ethnicity
All, 2013-14

Legend: % of Total Referrals, % of Enrolled Students

Y-axis: Percentage (out of 100%)
X-axis: Ethnicity (Native, Asian, Black, Latino, Pacific, White, Unknown, Not Listed, Multi-racial)

What does it compare?

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Value?

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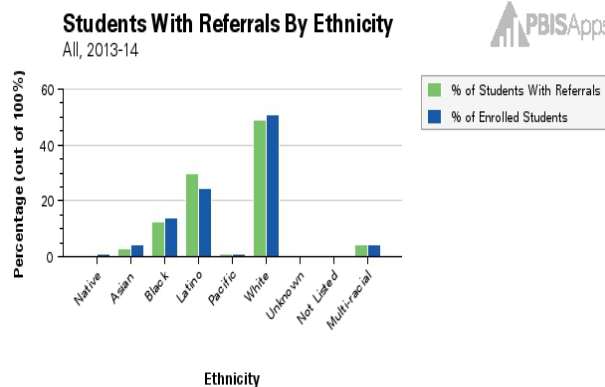
Graph 2: Student with Referrals by Ethnicity

Percentage of All Enrolled Students by Ethnicity Compared to Percentage of Students with Referrals by Ethnicity

Blue bar	
Green bar	

Students With Referrals By Ethnicity
All, 2013-14

What does it compare?

_____

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Value?

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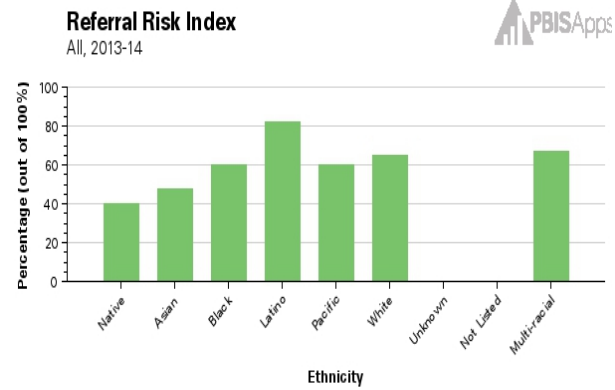
Graph 3: Students Within Each Ethnicity With Referrals

Percentage of Students Within each Ethnic Group Who have Referrals – Referral Risk Index

Referral Risk Index
All, 2013-14

What does it compare?

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_____

_____

_____

_____

_____

Value?

_____

_____

_____

_____

_____

What does the Referral Risk Index indicate?

_____

_____

_____

_____

_____

_____

	# of Enrolled Students	# of Students With Referrals	% of Students Within Ethnicity With Referrals	Risk Index
Native	5	2	40.00%	0.4
Asian	21	10	47.62%	0.48
Black	70	42	60.00%	0.6
Latino	123	101	82.11%	0.82
Pacific	5	3	60.00%	0.6
White	255	165	64.71%	0.65
Unknown	0	0	0.00%	0
Not Listed	0	0	0.00%	0
Multi-racial	21	14	66.67%	0.67
Totals:	500	337		

Three-Point Perspective
Notes

Fidelity & Outcome Check:

- [ ] Did we do what we said we would do?
- [ ] Did you get what you needed?

CICO-SWIS Notes
The CICO Intervention
What are the critical features of the Check-In Check-Out Intervention?

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Why does CICO work?

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Implementing Check-In Check-Out

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CICO Self-Assessment and Action Plan

Check-In/Check-Out Self-Assessment and Action Plan

School: _____ Date: _____

Instructions: As a team, review each of the following essential elements for Check-In/Check-Out (CICO) and record their current status. For all elements that are rated as "In Progress" or "Not in Place" establish an action plan.

CICO Element	In Place	In Progress	Not In Place	_What_ work needs to be completed?	**Who** will help complete the work?	**When** will the work be completed by?
1. Faculty and staff commitment for CICO • Is problem behavior a major concern? • Is staff willing to commit 5 minutes per day? • Is CICO a reasonable option?						
2. Tier II team defined and CICO coordinator identified						
3. School-wide PBIS in place						
4. Student identification process for CICO • What is the student nomination process? • How are students enrolled in CICO?						
5. Daily CICO progress report card • A standardized point card based upon the school-wide expectations						

The CICO-SWIS Application
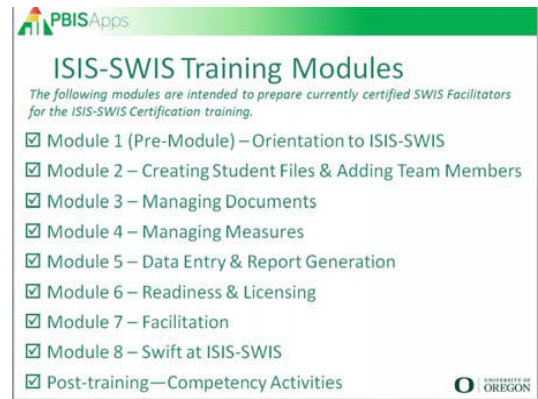**Navigation Demonstration**
Overview of CICO-SWIS navigation

Navigation	Notes
Demo Account • **Access to App Demos** • **CICO-SWIS Dashboard** • **View Reports** • **Student Dashboard** • **Log out**	*Demo Account: Data to explore and train on navigation and reporting options; does not allow changes to be saved.* _____ _____ _____ _____ _____
Facilitator Training Account • **Login procedures** • **Person Management** • **School Settings** • **CICO-SWIS Template** • **Enrollment** • **Person Management** • **Data Entry (e.g., points, plan changes, notes)** • **Log out**	*Facilitator Training Account: Small amount of data to explore and train on tools (settings, person management) and data entry; allows changes to be saved; account can be refreshed to remove data entered* _____ _____ _____ _____ _____

CICO-SWIS Readiness & Licensing

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Training Users: Swift at CICO-SWIS

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Coaching Teams: Data-Based Decision Making

Coaching Teams

- Coach 2-3 CICO/Tier II team meetings
- Prompt key team members (facilitator, data analyst, minute taker)
  - o Before the meeting
  - o During the meeting
  - o After the meeting

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ISIS-SWIS Notes

ISIS-SWIS Training Modules

The following modules are intended to prepare currently certified SWIS Facilitators for the ISIS-SWIS Certification training.

☑ Module 1 (Pre-Module) – Orientation to ISIS-SWIS
☑ Module 2 – Creating Student Files & Adding Team Members
☑ Module 3 – Managing Documents
☑ Module 4 – Managing Measures
☑ Module 5 – Data Entry & Report Generation
☑ Module 6 – Readiness & Licensing
☑ Module 7 – Facilitation
☑ Module 8 – Swift at ISIS-SWIS
☑ Post-training—Competency Activities

Module 1: Orientation to ISIS-SWIS

Module 2: Creating Student Files & Adding Team Members

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Module 3: Managing Documents

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Module 4: Managing Measures

Module 5: Data Entry & Report Generation

Module 6: Readiness & Licensing

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Module 7: Facilitation

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Module 8: Swift at ISIS-SWIS

Action Planning Tool

Build an action plan for next steps

	Task/Topic	Target Date	Completion Date
Embedding Facilitator Roles & Responsibilities into job description			
Pbisapps.org and SWIS Suite navigation			
Introduce need for quality decision systems in schools			
Readiness & Licensing			
User Training			
Team Coaching/Data-based decision making			

	Task/Topic	Target Date	Completion Date
District Scale-Up Planning			