

Swift at SWIS User Training

Collecting and Analyzing Office
Discipline Referral (ODR) Data with the
School-Wide Information System (SWIS)

Training Intentions

Purpose: Introduce the purpose, features, and procedures related to implementing SWIS

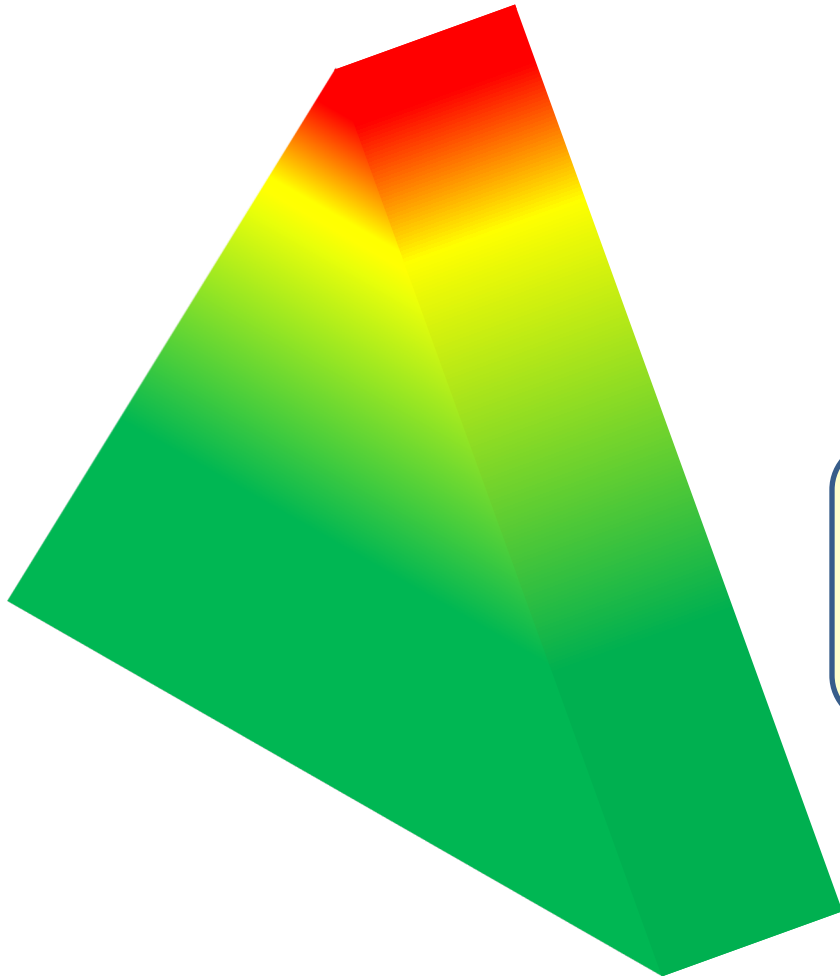
Target Audience: Individuals preparing to use SWIS to collect and analyze problem behavior data

Objectives:

- Understand purpose and benefits of using SWIS
- Demonstrate SWIS navigation & functionality
- Build fluency using the SWIS application



Continuum of Decision Making



Tertiary—intensive,
individualized
5% of student population



Secondary—targeted, small
group
15% of student population



Universal—primary prevention
provided to all students,
effective for approximately
80%

*All specialized interventions are more effective
and more durable with universal, school-wide
behavioral expectations as a foundation.*

What is SWIS?

The School-Wide Information System (SWIS) is a web-based decision system used to improve behavior support in education by providing staff with **accurate**, **timely**, and **practical** information for making decisions about the school environment/climate.

Big Ideas

Make better decisions based on data

- Respond consistently to problem behavior
- Regularly monitor patterns of problem behavior across the school
- Identify contexts (e.g., locations, grade levels, schedules) where more support is needed
- Understand why problem behaviors continue (i.e., perceived motivation or function of the behavior)
- Reduce referral disproportionality by race, ethnicity, disability, gender, and other characteristics

Why Was SWIS Developed?

Goal

Make schools more effective learning environments

Strategy

Repeatedly give people the right information, at the right time, in the right format, which is the single most effective way to improve decision making and achieve valued outcomes

Why Behavior?

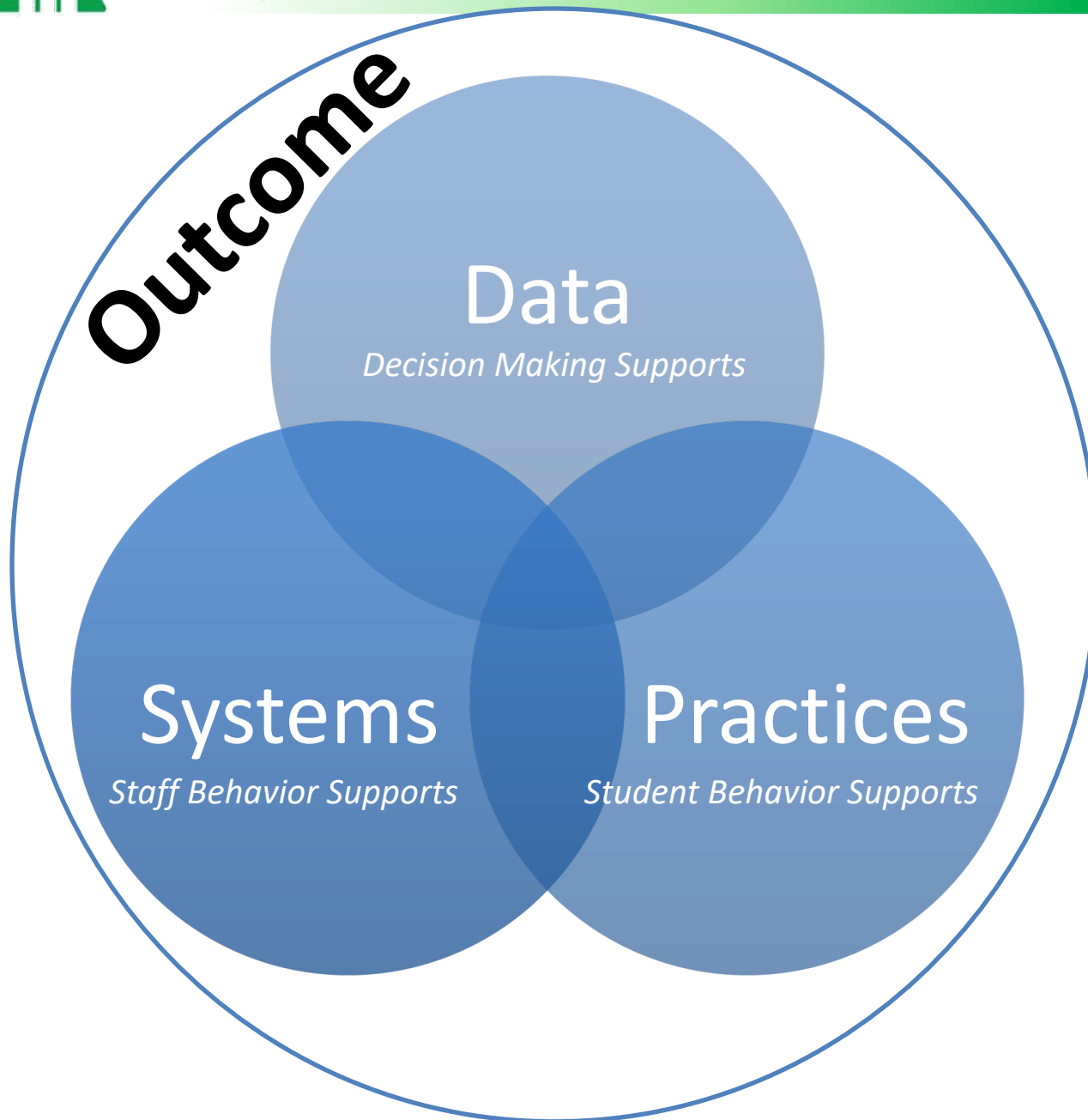
Social behavior continues to be the single most common reason why students are excluded from schools or instruction.



DATA-BASED DECISION MAKING

The value of data emerges only when analysis provides insight that directs decisions for students.

—Stephen H. White,
Beyond the Numbers, 2005



Outcome:
Enhanced
social
competence
& academic
achievement

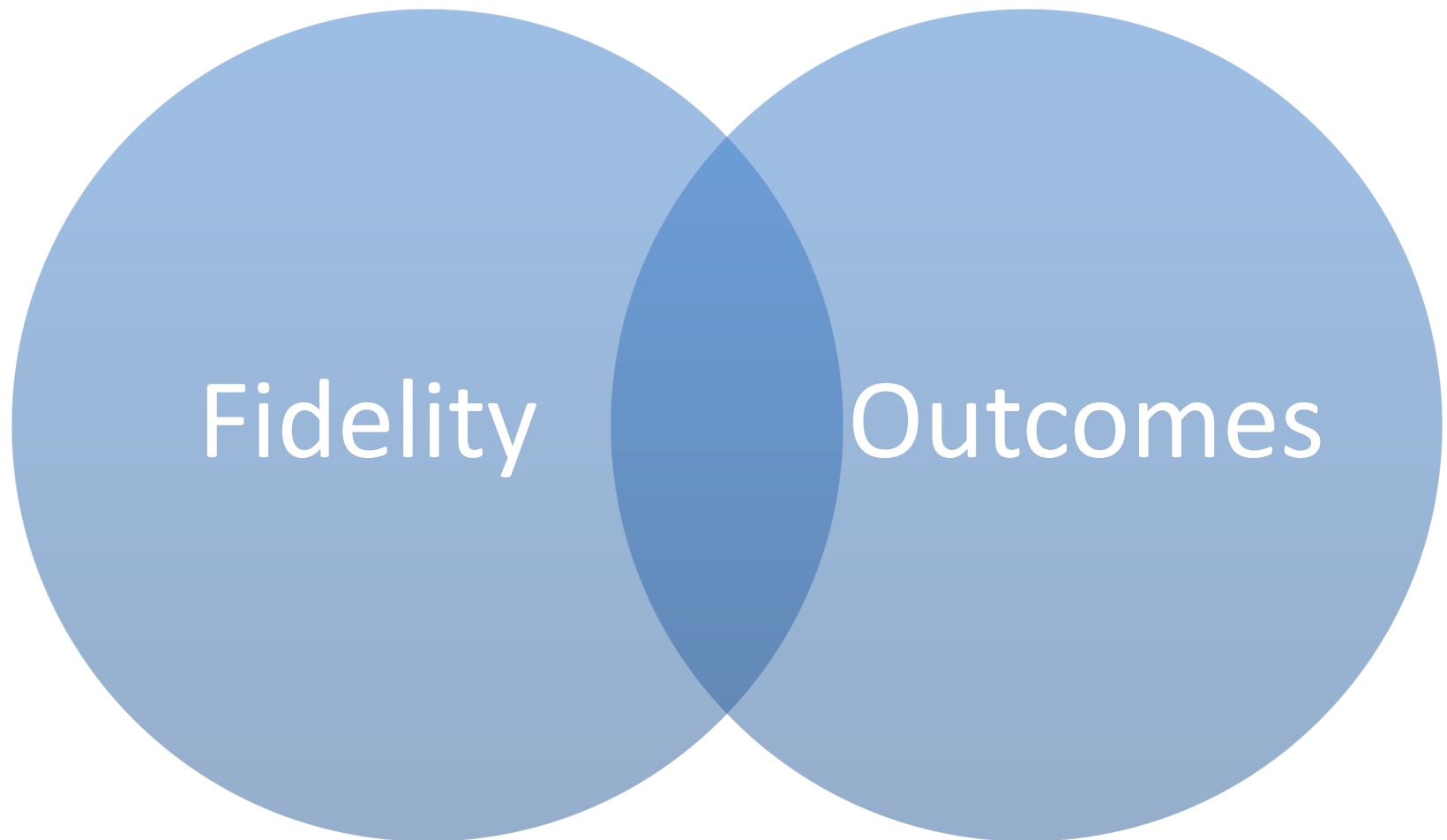
Data-Based Decision Making

Decisions are more likely to be **effective** and **efficient** when they are based upon data.

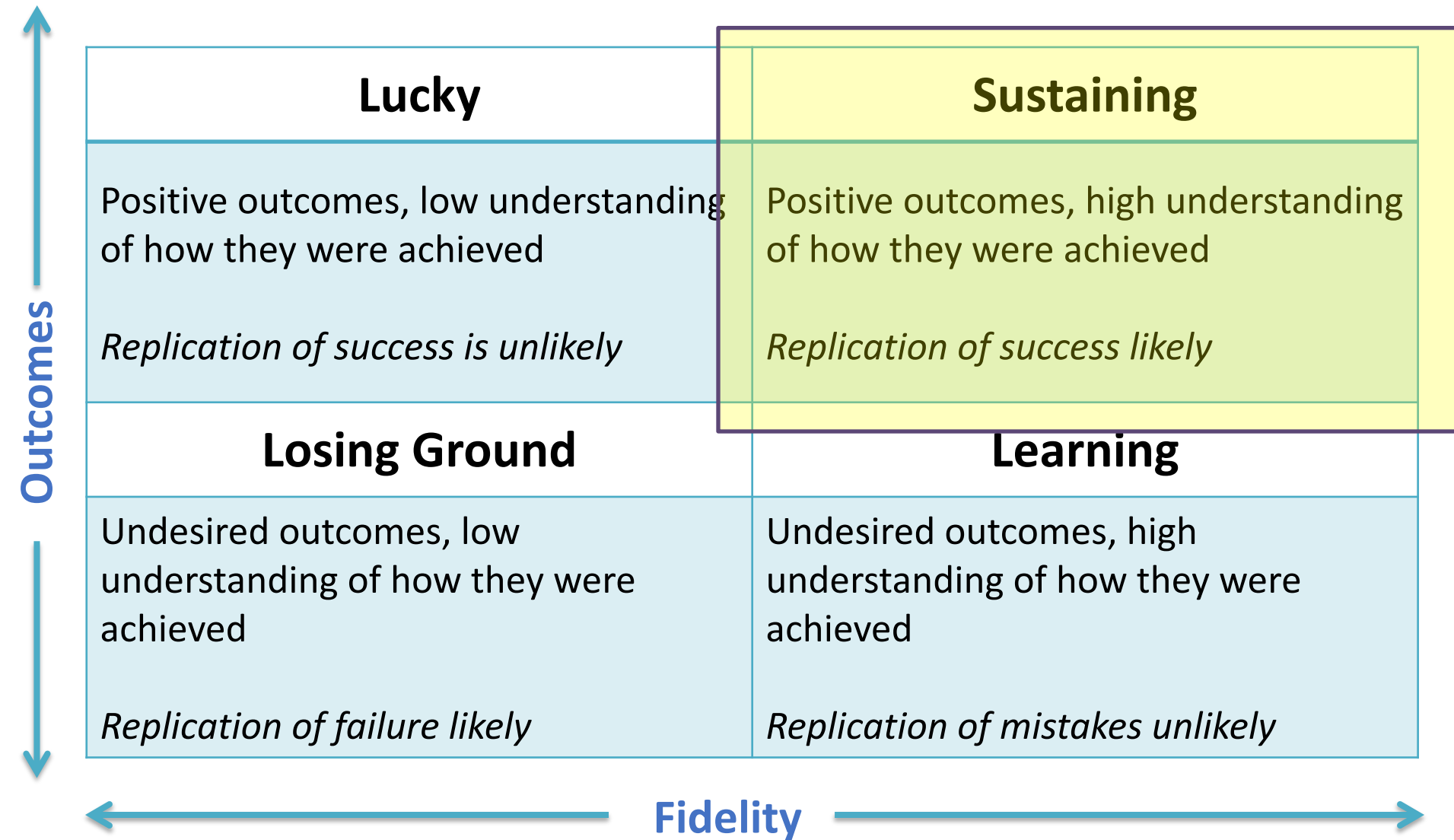
The quality of decision making depends most on the first step – defining problems to be solved.

- Precise (who, what, where, when, how often, why)
- Clear (general agreement across team)

Types of data



Connecting Outcomes & Fidelity



Data-based Decision Making

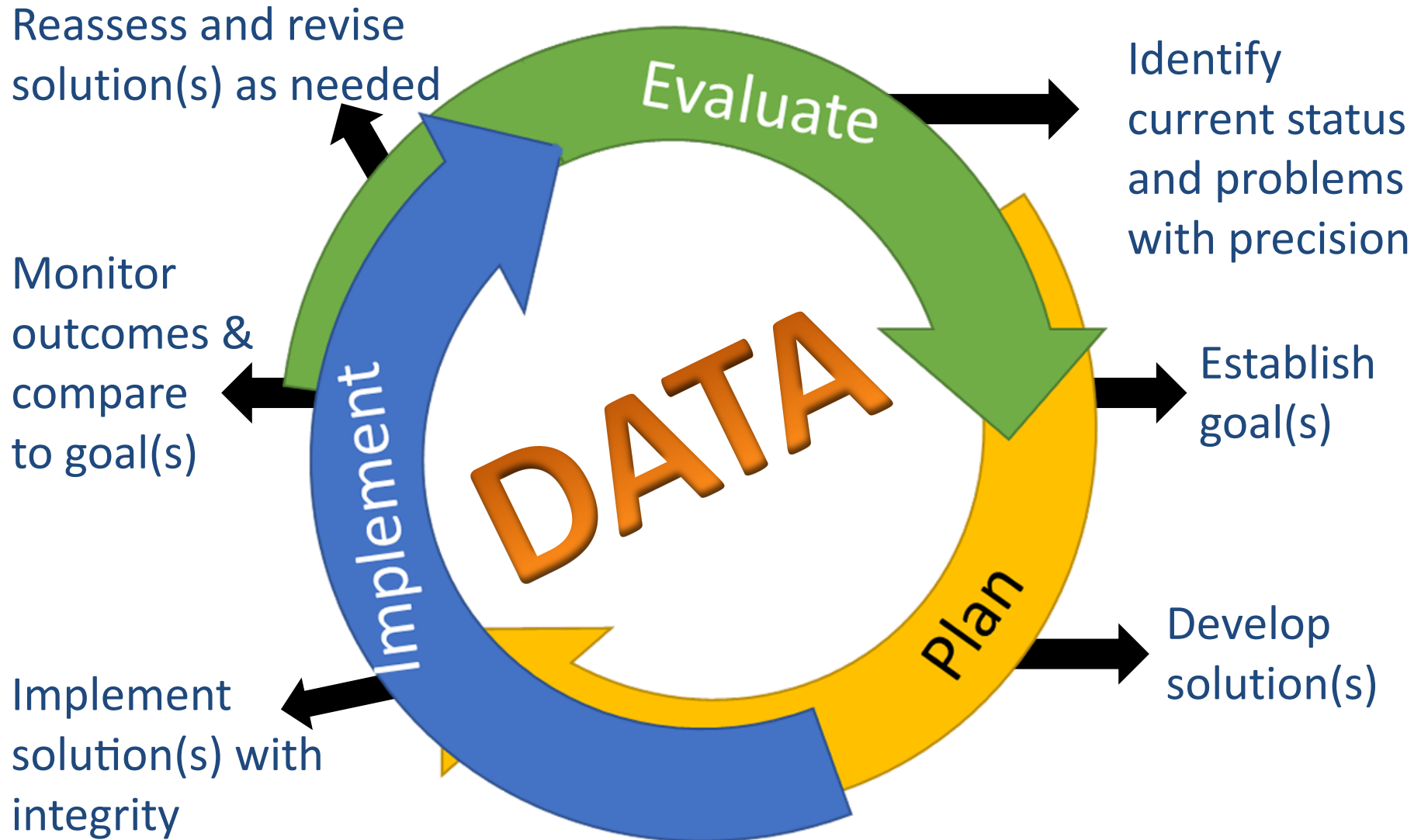
Data help us to ask the right questions, they do not provide the answers.

We use data to:

- Identify & refine problems
- Define the questions that lead to solutions

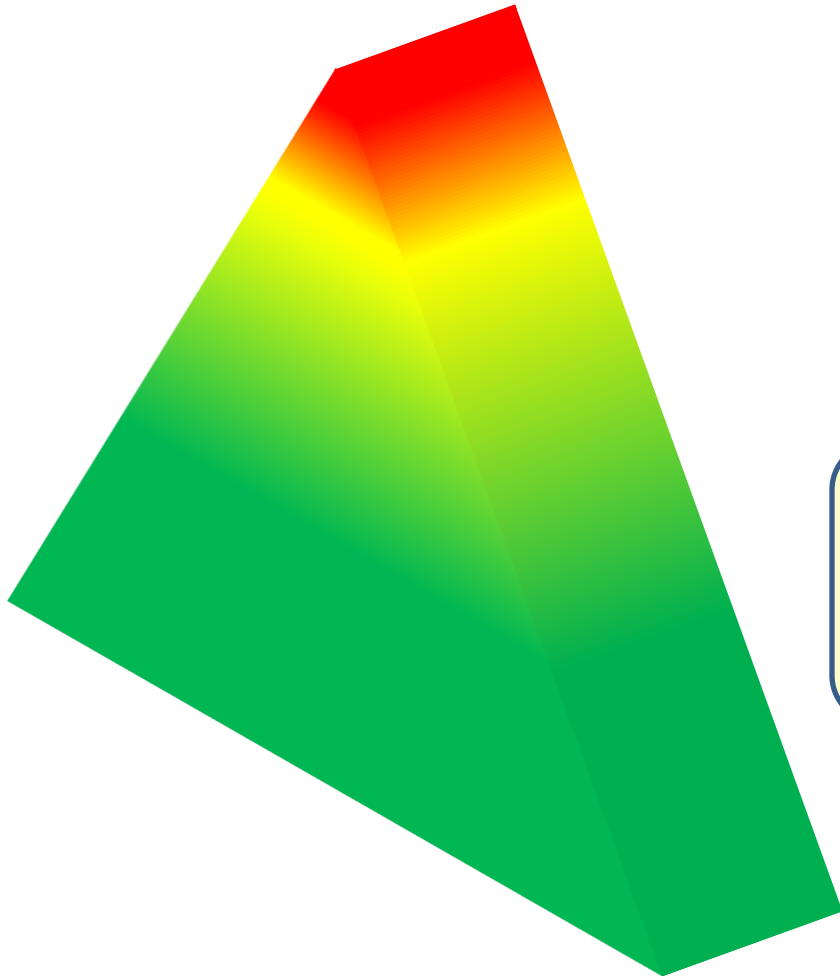
Data help place the “problem” in a **context** rather than upon the students.

Continuous Quality Improvement





Continuum of Decision Making



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Decision-Making Quotes

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

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

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

- Douglas County School District (Colorado)

Improving Decision Making

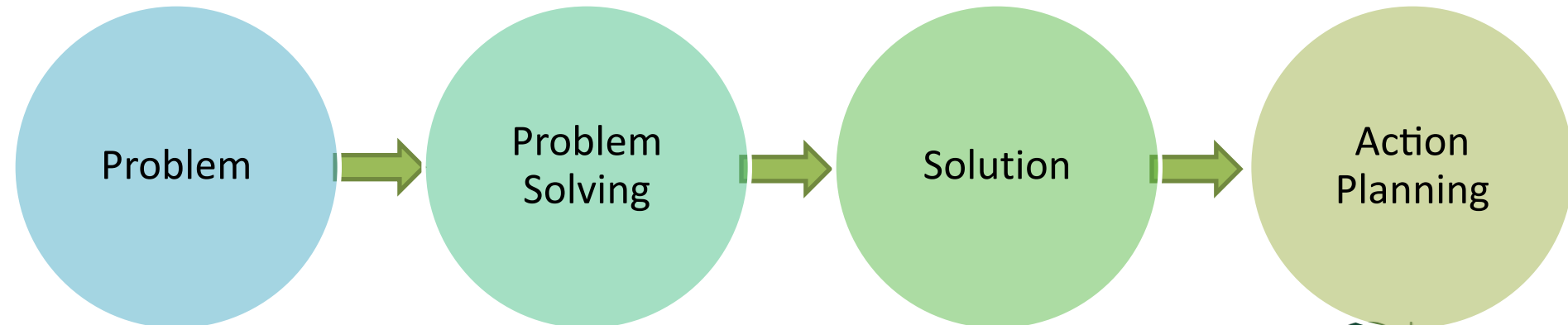
Identify the **RIGHT** data, format, time, people

Ask the **RIGHT** questions


Be **STRATEGIC** in developing solutions and action planning



Improving Decision Making



Solvable (Precise) Problems

Question	Description
<input type="checkbox"/> What	What problem behavior is occurring?
<input type="checkbox"/> How Often	Is this an ongoing problem, new problem, old problem, small-group problem, school-wide (big) problem?
<input type="checkbox"/> Where	Are there locations where the problem is more likely to occur?
<input type="checkbox"/> Who	How many students and which sub-groups are more likely to engage in the problem?
<input type="checkbox"/> When	Are there times of day or days of week when the problem is more likely to occur?
<input type="checkbox"/> Why 	<u>In the context above</u> , are students trying to access or avoid something? Is it about attention, tasks/activities, or resources (items)?

Research on PBIS Sustainability

- Schools report administrative support, staff buy-in, fidelity, and data to be enablers of PBIS implementation.
- Common barriers to PBIS sustainability are resources, turn-over, fidelity, and staff buy-in.

The frequency that data are presented to all school staff is the single factor most related to high PBIS sustainability.

McIntosh, K., Kim, J. R., Pinkelman, S., Rasplica, C., Berg, T. & Strickland-Cohen, M. K. (under review).

McIntosh, K., Predy, L., Upreti, G., Hume, A. E. & Mathews, S. (2014).

INTEGRITY AND CONFIDENTIALITY

Access to SWIS

Role	Description
SWIS Admin (1-2)	Full access to manage settings, person records, referral data, and all reports including data integrity
Data Entry (1-2)	Access to enter data and review most reports (all except staff reports) and monitor data integrity
Data Analyst (optional)	Access to review most reports (except staff reports) including data integrity
Reporter (optional)	Access to review most reports (except staff reports)

Please contact your SWIS facilitator if roles or access levels change (or need to).



Data Integrity

For data to be useful, it should match the overall perceptions of staff, students, and families.

Inaccurate data = False Assumptions = Poor Decisions

Staff training and buy-in are key to data integrity (e.g., motivation, major vs. minor)!

The SWIS Data Integrity tool will assist users in identifying duplicate or missing information



Confidentiality

- Data about staff and students are highly confidential.
- Regularly review district confidentiality policies about student data.
- Confidential passwords/accounts
- Log out after use (10 minute time-out)

NAVIGATING SWIS REPORTS

Data Analyst Role

Data Analyst



The data analyst(s) are responsible to:

- Generate the SWIS Core Reports at least monthly
- Identify and drill down to gather 1-2 precise problem statements the team may need to address
- Provide a summary and relevant graphs to the team before/during the regularly scheduled meeting
- Monitor data integrity (fix as needed)
- Generate ad hoc reports upon request (e.g., grade level meetings, parent-teacher conferences, district reports)

Demonstration: SWIS Reports



Demo Account

SWIS Dashboard

Core SWIS Reports (monthly review)

- Average Referrals
- Location
- Problem Behavior
- Time
- Student
- Day of Week
- Grade

Additional Reports (quarterly or annual review)

Student Dashboard (as needed)

Drill Down (identifying problems)

Data Integrity (quarterly or monthly)



Demo Account

Activity: SWIS Reporting

Generate each of the Core SWIS Reports and note any “**red flags**” (possible school-wide problems):

Average Referrals – with National Data for current year

Location – sorted alphabetically for this month

Problem Behavior – with Majors only for last month

Time – for the current year

Day of Week – for the last two weeks

Grade – for the current year

Activity: SWIS Reporting

Generate each of the Additional SWIS Reports:

Multi-Year Average Referrals – for last 2 years

Multi-Year Problem Behavior

What was the most frequent problem behavior **last year**?

What is the most frequent problem behavior **this year**?

Student Dashboard – for Winston Weller

Extension Activity: SWIS Reporting

What kind of report(s) are used to summarize school-wide status at monthly meetings?

- ☐ Generate this information for the *current year*.

CORE REPORTS

What report(s) are used to begin a meeting about the status of an individual student?

- ☐ Generate this information for *Mark Banks*.

**STUDENT
DASHBOARD**

What report(s) are used to discuss problem behaviors by location?

- ☐ Generate this information for *last month*.

LOCATION

The administrator asks the time of day when problems are most likely to occur.

- ☐ Generate this information for the *current year*.

TIME

Activity: SWIS Reporting

The administrator asks which student has the most referrals this school year.

- ☐ What is the student's name?
- ☐ How many referrals has the student received?
- ☐ What is his/her most common problem behavior?
- ☐ Where is the student most likely to have difficulty?
- ☐ When is the student most likely to have difficulty?
- ☐ The student support team is meeting about this student, what report(s) will you provide?

Activity: SWIS Reporting

The PBIS Tier II/III Team is screening for students who may need additional supports.

- ☐ How many students received 3 or more major referrals this year?
- ☐ How many students received 3 or more minor referrals this year?
- ☐ Which students received 3 or more minor referrals in the last 2 months?
- ☐ How many out-of-school suspensions have occurred during the current year?

ACCOUNT SET UP & MANAGEMENT

Person Management, Account Settings, School Settings

Managing the SWIS Account (Tools)

Person Management

- Add/update/modify student records
- Add/update/modify staff records

Account Settings

- Personal preferences

School Settings

- Core Settings
- Application Settings



Demonstration:

Account Set Up & Management



Facilitator

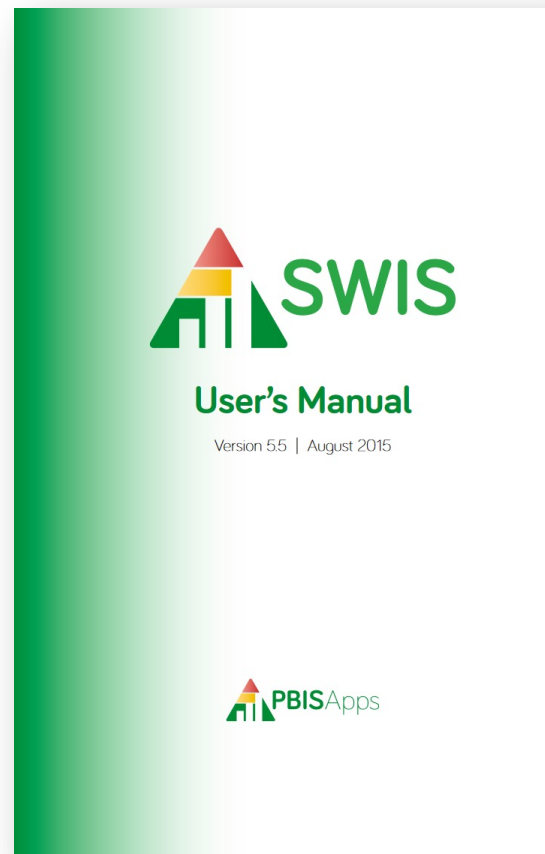
Person Management

- Student Records
- Staff Records

Account Settings

School Settings

- School Profile
- Core
- Application



Activity: Account Set Up



Facilitator

School Settings:

- ☐ Enter School Days for the current year
- ☐ Enter School Enrollment for the current year
- ☐ You lost a day of school this month due to inclement weather. Adjust your data accordingly.

Activity: Account Set Up



Facilitator

Person Management (Student List):

- ☐ Add a new student record
- ☐ Edit a student record
- ☐ Merge two student records together

Person Management (Staff List):

- ☐ Add a new staff record
- ☐ Edit a staff record
- ☐ Merge two staff records together

Activity: Account Set Up



Facilitator

Add New Staff Record:

- ☐ Don Morris

Edit Student Record:

- ☐ Lucy Anderson is really Lucie Sanderson

Merge Student Records:

- ☐ Larry Holman was accidentally entered incorrectly as Randy Holman

Activity: Account Set Up



Facilitator

Edit Staff Records:

- ☐ Inactivate *Dean Smith* and *Janice Veckler*
- ☐ Archive *Thomas Martin*

Edit Student Records:

- ☐ Inactivate *Candice Warrenton* and *Janice Zimmerman*
- ☐ Archive *Jason Miller*

ENTERING REFERRALS IN SWIS

Data Entry Role

Data Entry



The Data Entry user(s) are responsible to:

- Enter referral data into SWIS each day (or on alternating days)
- Communicate with referring staff or administrator when referrals are incomplete or do not align with procedures/policies
- Monitor data integrity (and fix as needed)
- Manage (i.e., enter, modify) student and staff person records

Demonstration: Data Entry



Facilitator

Enter Referral

- Major
- Minor

Find Referral

Modify Referral

Referral Entry

Referral Type: Major

Student: Select...

Grade: Select...

IEP Status: --

Staff: Select...

Date: 8/12/16

Time: Select...

Location: Select...

Problem Behavior: Select...

Perceived Motivation: Select...

Others Involved: Select...

Action Taken: Select...

Seclusion / Restraint: None

Find Referral

Notes

Custom Fields

Detailed Location: Select...

Parent Contact*: Select...

Hallways: Select...

Save Save & Copy Cancel



User's Manual

Version 5.5 | August 2015

Activity: Data Entry



Facilitator

Enter Practice Referrals:

- ☐ Katie Kassidy
- ☐ Marie Banks
- ☐ Chris Black

Find/Revise Referrals:

- ☐ Marie Banks
 - ☐ Revise date to 9/2 and the time to 10:30 a.m.

Activity (Option 1): Data Entry

Add 2 more referrals, making up the incident data from personal experiences (*please don't use real names*).

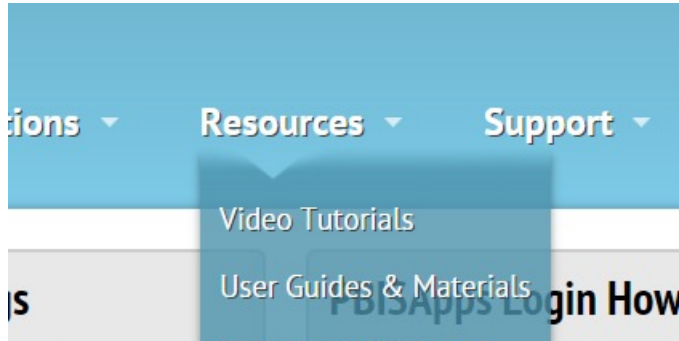
Incorporate the following into at least one referral:

- Copy referral information from one referral to the next
- Utilize at least one custom field
- Use either Harassment Type or Weapon Type information
- Enter a referral for one student who is new to the school (make up the student information)
- Enter a brief note regarding the incident

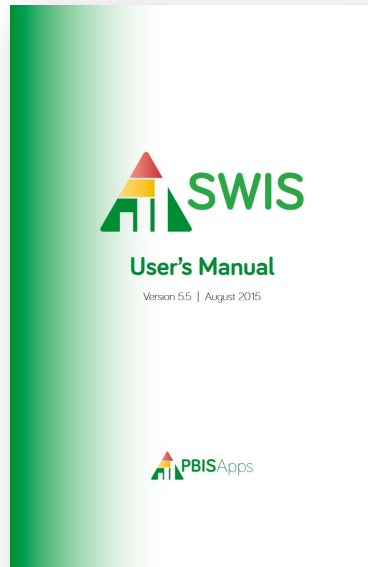
TECHNICAL ASSISTANCE

Contact Procedures

Resources and Support



- Video Tutorials
- User Guides & Materials (e.g., SWIS User's Manual)
- Support Articles



Technical Assistance

For technical support, please contact me, your SWIS facilitator, not the PBIS Applications staff.

The facilitator provides:

- ✓ Training for all users
- ✓ Technical assistance
- ✓ Team coaching
- ✓ Annual readiness reviews