

PBIS/SWIS QUESTION

With the end of the first quarter, what are the SWIS expectations?

1. Correct errors on the Data Integrity Report.
2. Complete a first quarter review of SWIS data.

The example provided below was utilized at an administrator data drill down training. It takes you through the process of looking deep into SWIS data to establish goals and action plans. If you need assistance completing a data drill down Tina Searle or myself (Tina J.) are willing to work with your school team. It can be confusing so please don't hesitate to ask.

SWIS Drill Down Sample

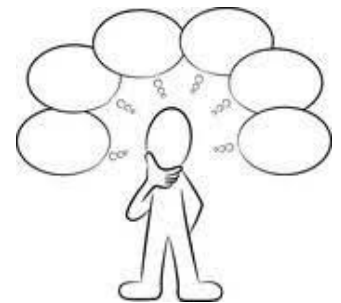
Red Flag Item

- From the SWIS Dashboard click on **View report**.
- Click on **School Summary**.
 - Review data provided in the school summary to identify a **red flag item**.
 - A Red flag item is identified by analyzing Core Reports (*most common*), Additional Reports, Student Dashboard, or SWIS Dashboard (*less common/less preferred*).
 - Red flag item for RSJH: **There were 159 classroom referrals during the 2017 – 2018 school year**. I elected to use RSJH data due to the fact that they have a new administrator and I was responsible for the data utilized in this sample.



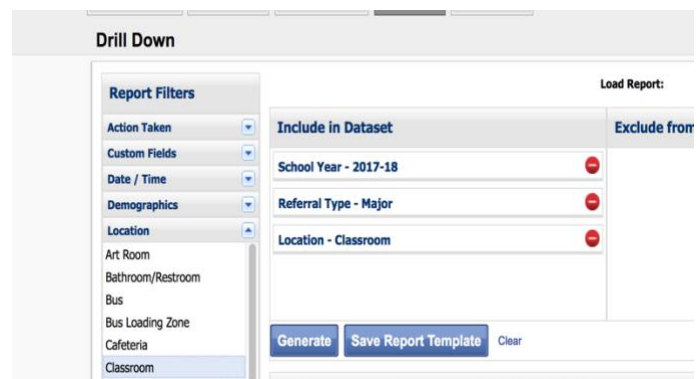
Questions

- What is the problem?
- When is it occurring?
- Where is it occurring?
- Why is it occurring?
- How often is the behavior occurring?
- Who is engaging in the behavior?
 - Is this a trend? What do I see when I look at multiple years of data?
 - Is this a system issue or a student issue?
 - Is this related to our new schedule?
 - What should I filter by first? **Remember to only examine one filter at a time.**



Where

- From the SWIS Dashboard click on **Drill Down**.
- Filter for **where** by clicking and dragging the Dataset box
 - Date/Time - 2017-2018
 - Referral - major only
 - Location - classroom
- Repeat this process for 2016 – 2017 and 2015 – 2016. Delete school year 2017-2018, add the new school year, regenerate report.



to

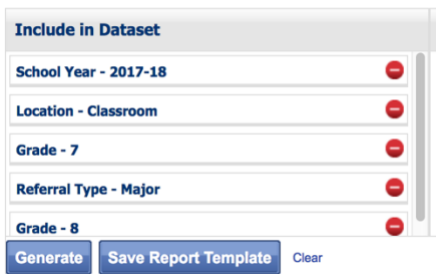
the

Questions

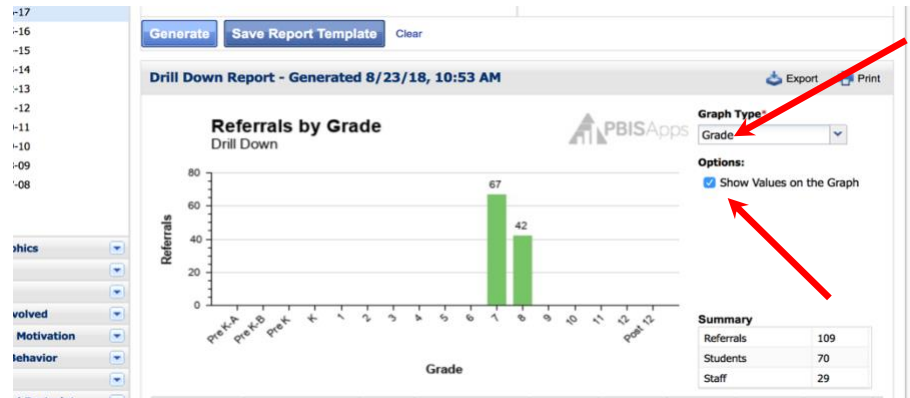
- What is the problem?
- When is it occurring?
- Where is it occurring?
- Why is it occurring?
- How often is the behavior occurring?
- Who is engaging in the behavior?
 - Did I see the same red flag in all three years?
 - How large of a jump was there between 2016 – 2017 and 2017 – 2018?
 - Is this related to our new schedule?

Who

- Filter for **who (grade)** by clicking and dragging to the Dataset box. **Only add the filter of grade.**
 - Date/Time – 2017 - 2018
 - Referral - major only
 - Location - classroom
 - Demographics – grade – 7th and 8th



- Click on graph type and sort by grade.
- Click on show values on graph.
- Repeat this process for the school years 2016-2017 and 2015 – 2016.



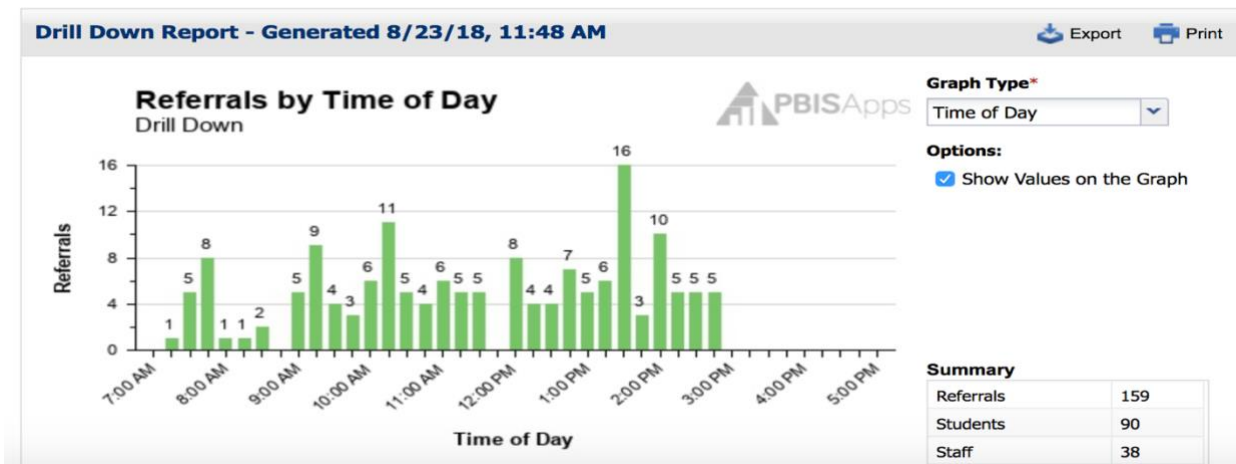
Questions

- What is the problem?
- When is it occurring?
- Where is it occurring?
- Why is it occurring?
- How often is the behavior occurring?
- Who is engaging in the behavior?
 - Does a grade level stick out?

When

- Filter for **when** by clicking and dragging to the Dataset box
 - Date/Time – 2017 - 2018
 - Referral - major only
 - Location - classroom
 - Time range
 - Set your start and end time

If your team is examining “who” by student instead of grade and a particular student “pops” the “team” is **not off the hook**. If a student’s behavior is resulting in major discipline referrals the student’s behavior must be analyzed and a Tier 2/3 PBIS intervention(s) must be implemented. Do a data drill down for the student, make a plan, **and** implement it with fidelity.



Questions

- What is the problem?
- When is it occurring?
- Where is it occurring?
- Why is it occurring?
- How often is the behavior occurring?
- Who is engaging in the behavior?
 - Are the referral times related to passing periods?
 - Are the referral times related to teachers completing hall duty instead of being in their classrooms?
 - Referrals are logged to the closest 15 minutes? Are these referrals happening at the beginning, middle or end of class?

Motivation/WHY

- Filter for **why** by clicking and dragging to the Dataset box
 - Date/Time – 2017 - 2018
 - Referral - major only
 - Location - classroom
- Click on graph type and sort by perceived motivation.

Include in Dataset

School Year - 2017-18	+
Referral Type - Major	+
Location - Classroom	+



Questions

- What is the problem?
- When is it occurring?
- Where is it occurring?
- Why is it occurring?
- How often is the behavior occurring?
- Who is engaging in the behavior?
 - Are the referral times related to passing periods?
 - Are the referral times related to teachers completing hall duty instead of being in their classrooms?
 - Referrals are logged to the closest 15 minutes? Are these referrals happening at the beginning, middle or end of class?
 - Who is making the referrals?
 - What is the motivation of the students?

Staff – This step will require going back to the SWIS Dashboard.

- Administrative access is required to run the additional report staff.
- Filter for **who (staff)** going back to the **Dashboard** and selecting view reports.
 - Click on View Reports
 - Click on **Additional Reports**
 - **Select Staff**
 - Set date range to August 21, 2017 through May 23, 2018
 - Set referral type to major
 - Set minimum referral to 1
 - Select show names

The screenshot shows a web-based report interface. At the top, it says 'Report' with a printer icon. Below that, 'Report Type: Referrals By Staff' and 'Generated: Aug 23, 2018, 12:39:24 PM'. There are buttons for 'Generate', 'Reset', and 'Print'. Below this is an 'Options' section. It has 'Start*' and 'End*' date pickers set to 8/21/17 and 5/23/18 respectively. 'Referral Type*' is a dropdown menu set to 'Major'. There are 'Min Referrals*' and 'Max Referrals' spinners, both set to 1. There are checkboxes for 'Show Names' (checked) and 'Show Values on the Graph' (unchecked). At the bottom is a 'Graph Options' dropdown menu.

Questions

- What is the problem?
- When is it occurring?
- Where is it occurring?
- Why is it occurring?
- How often is the behavior occurring?
- Who is engaging in the behavior?
 - Who has the most referrals? Are classroom teachers referring students?
 - Who is sending students to the office from a classroom if administration has the most referrals?
 - Did we train teachers how to write substitute plans that address our block schedule?
 - Are teachers starting class with a Bell Ringer? Are substitutes starting class with a Bell Ringer?
 - The motivating factor is to gain attention? Are teachers switching activities? Are teachers providing student movement? Are teachers utilizing the learning time well?

Referral Summary

- Is it a problem?
 - How often is the behavior occurring?
 - Who is engaging in the behavior?
- Is it best addressed through systems or individual students?
 - How often is the behavior occurring?
 - Who is engaging in the behavior?

Solution Development

- The components are; prevention, teaching, recognition, extinction, and corrective consequence.
 - What are the action steps?
 - Who is responsible?
 - When will the action steps take place?
 - How will fidelity be measured?

Data Collection

- What data will we look at/gather?
- Who will gather the data and how often will it be gathered?
- When will we share the data?
- Who will we share the data with?

Using Data to Build Solutions

- **Prevention:** How can we avoid the problem context?
 - Who, When, Where
 - Schedule change, curriculum change, etc
- **Teaching:** How can we define, teach, and monitor what we want?
 - Teach appropriate behavior
 - Use problem behavior as negative example
- **Recognition:** How can we build in systematic reward for desired behavior?
- **Extinction:** How can we prevent problem behavior from being rewarded?
- **Consequences:** What are efficient, consistent consequences for problem behavior?
- How will we collect and use data to evaluate (a) implementation fidelity, and (b) impact on student outcomes?

“Torture the data, and it will confess to anything.” – Ronald Coase