Objectives

- Participants will be able to describe at least two new features of SWIS.
- Participants will be able to find at least two ways, through SWIS, to identify inequities.
- Participants will practice using the drill down feature in SWIS to create precise problem statements that can be used for solution development.

Section A

School-Wide Information System (SWIS)

What is SWIS?

The School-Wide Information System (SWIS) is a web-based decision system used to improve behavior support in schools and other educational facilities by providing school personnel and stakeholders with accurate, timely, and practical information for making decisions about school environments.

Why Is My School Adopting SWIS?

- To improve the quality of decisions about social climate and behavior
- To improve consistency in response to and documentation of problem behavior across staff, locations, time of day, and students
- Regularly monitor patterns of problem behavior across the school to identify contexts (e.g., locations, time of day) where systems can be improved to reduce problem behavior
- Consistently consider and report the WHY (perceived motivation) of the behavior
- Identify and reduce disproportionality in discipline across sub-groups represented in our school (e.g., racial, ethnic, disability, gender)

Research on Sustainability of SWPBIS

What single factor is most related to high sustainability of SWPBIS?

The frequency with which DATA are presented to all school staff

Why was SWIS developed?

**Goal**
Make schools more effective learning environments.

**Strategy**
Repeatedly giving people the right information (data) at the right time, in the right format is the single most effective way to improve decision making and achieve valued outcomes.

**Rationale**
Why behavior?
Student social behavior continues to be the most common reason why students are excluded from schools or instruction.

Collecting Referral Data in SWIS

Staff observe a problem incident.
Referral Form Completed: Paper or Electronic.
Trained user reviews and enters or accepts.

Not a consequence...
It’s DATA!

Basic features in SWIS

There is a public Demo site if anyone is interested in exploring SWIS features.

Instructions:
www.pbisapps.org > click on App Demos > click on SWIS, CICO-SWIS, and I-SWIS Demo.

Dashboard (Current Year Summary)

Summary of data for current school year:
▲ Referrals per day per month
▲ Referrals by Time
▲ Referrals by Location
▲ Referrals by Day of Week
▲ Referral by Problem Behavior
▲ Referrals by Grade
▲ Referrals by Student (screening)

Standardized Reporting Options

Core Reports
- Specific data ranges for meeting cycles
- Analyzed at least monthly

Additional Reports
- Specific reports for quarterly and/or annual reporting
- Ethnicity reports to monitor disproportionality

Sample Report: Referrals by Location

Staff will receive updates from behavior team that include a summary of SWIS data.
**Navigation Demonstration**

- Dashboard
- Core Reports
- Additional Reports
- Data Integrity
- Add Referral
- Drill Down

---

**SWIS Roles & Access**

**SWIS Roles & Access**

- **SWIS Admin**
- **SWIS Reviewer**
- **SWIS Data Entry**
- **SWIS Data Analyst**
- **SWIS IT Manager**
- **SWIS Referral Entry Only**

---

**SWIS Referral Entry Only (REO)**

**Role**

Observe and respond to student problem behavior according to school procedures.

Enter and submit an electronic referral form with incident information to be reviewed by a trained SWIS reviewer. Respond to follow-up communications as needed to finalize referral record.

**Access**

- Draft and submit major and minor referral records electronically, typically to be reviewed for approval by a trained SWIS Admin or Data Entry user.

Limit to staff with access to computers & moderate technology skills

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**SWIS User Access Level Descriptions**

<table>
<thead>
<tr>
<th>Access Level</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWIS Admin*</td>
<td>FT</td>
</tr>
<tr>
<td>Data Entry*</td>
<td>FT</td>
</tr>
<tr>
<td>Data Analyst</td>
<td>FT</td>
</tr>
<tr>
<td>Referral Entry Only</td>
<td></td>
</tr>
<tr>
<td>IT Data Manager</td>
<td></td>
</tr>
</tbody>
</table>

*Users with this access level may be added as reviewers for schools enabling Referral Workflows.*

FT: Users with this access level must be trained by a certified SWIS Facilitator.

---

**SWIS User Access to Functionality**

<table>
<thead>
<tr>
<th>Function</th>
<th>SWIS Admin</th>
<th>Data Entry</th>
<th>Data Analyst</th>
<th>IT Data Manager</th>
<th>Referral Entry Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>View SWIS Dashboard</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Enter Referrals</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Generate All Reports</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Generate Most Reports Excluding Staff Report</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Edit All School Settings</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Edit Most School Settings Excluding Custom Fields or Referral Workflow Setting</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Edit Core Data in School Settings Only</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Enrollment &amp; School Days</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
</tbody>
</table>
**What are Account Settings?**

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

- **Account Profile**
  - Name, email, password
- **Application**
  - General – Name order
  - SWIS - defaults

**What are School Settings?**

School Settings allow schools (or other educational programs) to customize a set of features within the SWIS Suite to address local decision-making needs.

- **School Profile & Contact Information**
- **Core Data**
  - Days, Enrollment, Ethnicity
- **Application**
  - General, SWIS, CICO
- **Data Integrity**

**Who can access School Settings?**

Access to the School Settings is limited to those who need to be able to make changes to the school’s SWIS account.

Which users are involved?

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

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

---

**SWIS User Access to Functionality**

<table>
<thead>
<tr>
<th>Role</th>
<th>SWIS Admin</th>
<th>Data Entry</th>
<th>Data Analyst</th>
<th>IT Data Manager</th>
<th>Referral Entry Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edit Person Records in</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person Management Users</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite and Manage Referral</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry Only Users</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add/Delete Reviewers</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Generate Student Dashboard</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Generate Data Integrity Tool</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Resolve Data Integrity Errors</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Execute Person Import</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
</tbody>
</table>

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**Section D**

**SWIS Account Set-Up (Tools)**
New Feature! Added Demographics

What is Referral Workflow?

Referral Workflow allows for a paperless referral entry option for schools. Schools can enable the feature, determine the process and workflow for the feature, and identify referral reviewers for the building.

- Enable
- Minor review
- Identify reviewers

What is User Management?

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

- Name
- Username/Email
- Role/Access to SWIS, CICO-SWIS, or i-SWIS
- Last Login Date and Time
What is SWIS Data Entry?

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

- Referral Type – major or minor
- Who – Student record, grade, IEP/504 status, observing staff, others involved
- When – date & time the incident occurred
- Where – location
- What – behavior, Action Taken, seclusion/restraint
- Why – Perceived Motivation
- Other Info – custom fields, notes

Who enters data into SWIS?

- Staff observe a problem incident
- Referral Form Completed
  - Paper or Electronic
- Trained user reviews and enters or accepts

Data Entry User

- Trained to enter data collected on paper referral forms into SWIS
- Often responsible for reviewing referrals for accuracy and completion as well as follow-up as needed (directly with staff or via an administrator)

Referral Entry Only (REO) User

- Access to enter referral data electronically
- Submit for review or assign to trained user (Admin or Data Entry) for follow-up
- Not required to complete full SWIS User training (all staff should receive introduction)
Referral Reviewer Role

- Any user(s) with SWIS Admin or Data Entry access may be given the role of “Reviewer”
- Reviewers verify referral accuracy and completion before approving data to be officially included in SWIS reports
- Reviewers follow up with staff (or an administrator) as needed to ensure data integrity

Entering Referrals Video Tutorial

A PBISApps How-To
Entering Referrals

https://www.pbisapps.org/Resources/Pages/Entering-Referrals-How-To.aspx

A PBISApps How-To
Find and Edit Referrals

https://www.pbisapps.org/Resources/Pages/Find-and-Edit-Referrals-How-To.aspx

A PBISApps How-To
Entering and Managing Referrals for Referral Entry Only Users


Referral Entry Only View

- Limited Access to Student Overview
- Time defaults to nearest 15 minutes
- Do not have “Save as Complete” as an option

New Feature!

Find Referral Option

New Feature!
Referral Management is a tool that facilitates referral workflows and the management of draft referrals. It is an efficient interface for reviewing referrals and then saving them as complete, editing them, or reassigning them as needed for follow-up work.

Draft Management
- Draft referrals allow a referral to be created and finished later
- This feature is available even if Workflows are disabled
- Referrals only visible to the user who saved them

Note: Draft referrals older than 30 days will be purged automatically.

Referral Review Management
- Workspace for managing a school’s referrals
- Non-reviewers (REO Users) can send an incomplete referral to another staff member to finish
- Reviewers (SWIS Admin or Data Entry) can view, edit, save as complete and/or re-use the referrals

Note: a referral can never be modified by anyone other than the person to which the referral is assigned.
“Drill Down” Approach

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

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

What, where, when, who, how often, why?
Be efficient, don’t “drown” by getting too specific (e.g., red heads with blue shoes)

Data Analyst and The Game of Clue

The Data Analyst is like a detective who follows clues to isolate a problem context and function until it is precise but still socially important to address

Where’s the Data?

Analyze Reports
Bring summary statement & key graphs
Team meeting begins with review
SWIS Dashboard

- Dashboard Reports
  - Overview of current school year
    - Average Referrals Per Day Per Month
    - Referrals by Time
    - Referrals by Location
    - Referrals by Day of Week
    - Referrals by Problem Behavior
    - Referrals by Grade
    - Referrals by Student
- Latest Referrals
- Data Integrity Summary

SWIS Core Reports

Core Reports are analyzed at least monthly at team meetings

Date Range: Typically the most recent one or two months

Purpose: To take the “pulse” of the school climate and identify potential problems (i.e., red flags)

Core SWIS Reports (Demonstration Prompts)

Date Range: Typically the most recent one or two months

SWIS Additional Reports

- Date Range: Varies by report and local context
- Purpose: Additional Reports provide perspectives and summaries for a more balanced perspective of school climate and problem behavior
  - Multi-Year reports: quarterly or as needed
  - Staff Report: Restricted to SWIS Admin for coaching and support
  - Suspension/Expulsion: Quarterly
  - Ethnicity Reports: Quarterly
  - Triangle & Year End: Annually for long-term action planning

SWIS Drill Down Tool

Section G
“Drill Down” Approach

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

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Where’s the Data?

Analyze Reports

Bring summary statement & key graphs

Team meeting begins with review

SWIS Drill Down Worksheet

The SWIS Drill Down Worksheet is a tool used by Data Analysts to:

- Record the steps followed during Drill Down
- Identify potential filters that were too narrow or too broad (to back-track)

Looking for Red Flags

SWIS Core Reports

Helps check the current vital signs of the school

Helps identify areas for further inquiry

Referrals By Location

Questions to ask about Referrals by Location

- Where are the problems occurring?
- Are there problems in:
  - one or many locations?
  - clusters of locations?
Questions to ask about Referrals by Problem Behavior

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

The most frequently used filter, aside from “date range”, is “student” (Eliason & Morris, 2015)
- Why do you think this is?
- How do we make sure that our Tier 1, School-Wide, problem solving efforts stay at the Tier 1, SW level?

Minority students are more likely to experience
- lower achievement gains
- more reactive and exclusionary disciplinary consequences
- higher special education placements
- higher dropout rates

We know that the achievement gap can’t be explained away by poverty alone.
- Poverty plays a role, but racial disproportionality remains, even when controlling for poverty
- Anyon et al., 2014
- Skiba et al., 2002; 2005
- Wallace et al., 2008
Disproportionality in School Discipline (Losen & Skiba, 2010)

A 5-point Intervention to Enhance Equity in School Discipline

1. Use effective instruction to reduce the achievement gap
2. Implement SWPBIS to build a foundation of prevention
3. Collect, use, and report disaggregated student discipline data
4. Develop policies with accountability for disciplinary equity
5. Teach neutralizing routines for vulnerable decision points

Why use a foundation of SWPBIS?

1. Proactive, instructional approach may prevent problem behavior and exposure to biased responses to problem behavior
2. Increasing positive student-teacher interactions may enhance relationships to prevent challenges
3. More objective referral and discipline procedures may reduce subjectivity and influence of cultural bias
4. Professional development may provide teachers with more instructional responses

SWIS: Risk Indices

1. Use effective instruction to reduce the achievement gap
2. Implement SWPBIS to build a foundation of prevention
3. Collect, use, and report disaggregated student discipline data
4. Develop policies with accountability for disciplinary equity
5. Teach neutralizing routines for vulnerable decision points
Your Turn!

Activity: Drill Down 2 Instructions

- Count off in 3's
- Identify your assigned red flag from below:
  1. Location: Hallway
  2. Problem Behavior: Inappropriate Language
  3. Demographics (Student Sub-Group): Grades 6-8
- Log into the SWIS Demo Account
- Open the Drill Down Tool
- Change the Dates to last School Year but on your worksheet indicate dates for the last 4 weeks.
- Record your steps carefully using the SWIS Drill Down Worksheet

Activity: Drill Down 3 Instructions

- Generate the SWIS Ethnicity Reports in the Demo Account
- Identify the ethnic or racial group that seems to be at the highest risk for disproportionate behavior referrals. Record this as the Red Flag (Who)
- Drill Down using the following steps:
  Who (race/ethnicity, gender, grade), Where, When, What, Why
  Add at least 3 filters but it’s okay to decide that there is not a clear enough pattern
- Record your steps carefully using the SWIS Drill Down Worksheet

Practice Summarizing

- Write down your precise problem statement on your worksheet
- Work with a neighbor or two (make sure you had different red flags)
- Share your red flag and your precise problem
  - Context first – what, where, when, who
  - Function – perceived motivation (you might also include Action Taken patterns)
  - How often – number of students, number of referrals, number of weeks (you might divide the number of referrals by the number of weeks)
  - (Optional) Share any graphs or other useful information

Review A Sample Summary

- What do you like about this summary?
- What would you change or add?
- Does this summary “tell the story” by itself or would it require explanation?
- How will (or might) the summary be shared while maintaining confidentiality of the data?
Wrapping Up

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774-559-3236

Facilitator

References