



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

Name: _____

School: _____

User Role/Access: _____

Training Date: _____

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

Role of SWIS Facilitator

SWIS Facilitators have the privilege and responsibility of supporting local schools as they implement and maintain SWIS through:

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

My SWIS Facilitator

Name: _____

Organization: _____

Role: _____

Email: _____

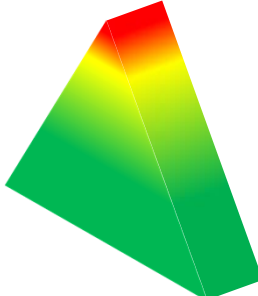
Phone 1: _____

Phone 1: _____

Fax: _____

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Continuum of Decision Making



3	Tertiary—intensive, individualized 5% of student population
2	Secondary—targeted, small group 15% of student population
1	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.

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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.

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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

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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.

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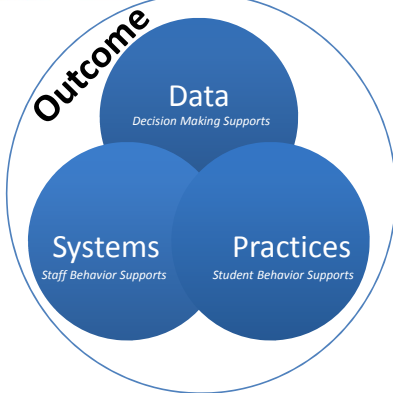
DATA-BASED DECISION MAKING

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


—Stephen H. White,
Beyond the Numbers, 2005

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Outcome:
Enhanced
social
competence
& academic
achievement


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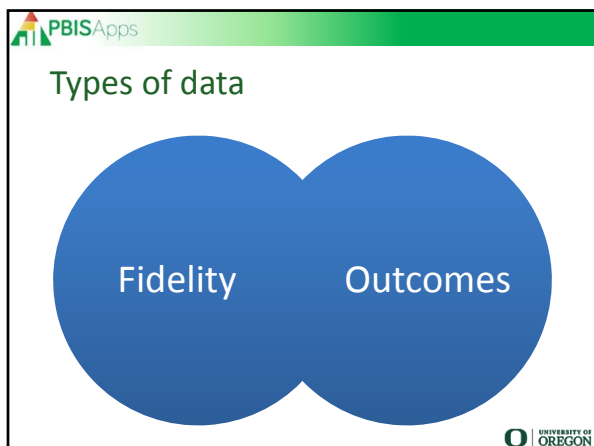
Data-Based Decision Making

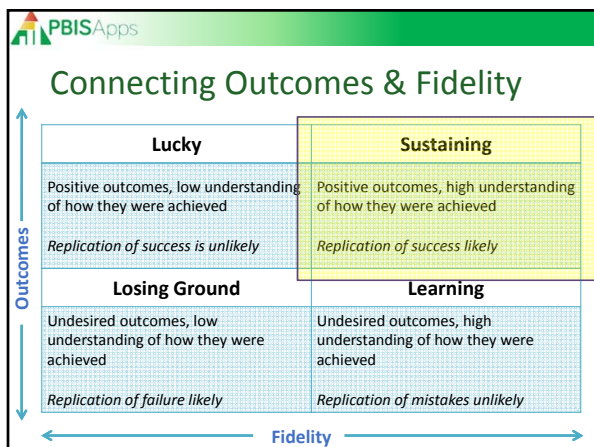
Decisions are more likely to be **effective** and **efficient** when they are based upon data.

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

- oPrecise (who, what, where, when, how often, why)
- oClear (general agreement across team)

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Data-based Decision Making

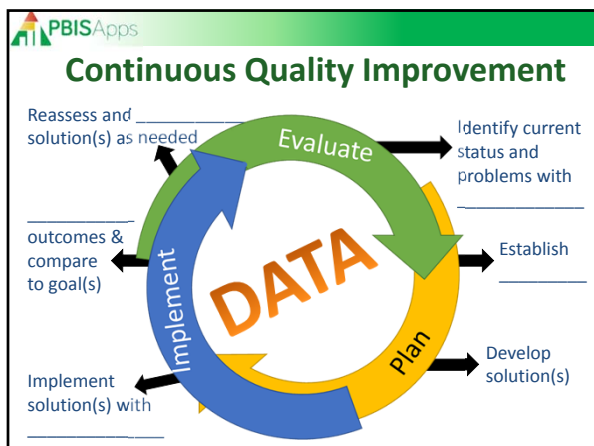
Data help us to ask the right questions, they do not provide the answers.

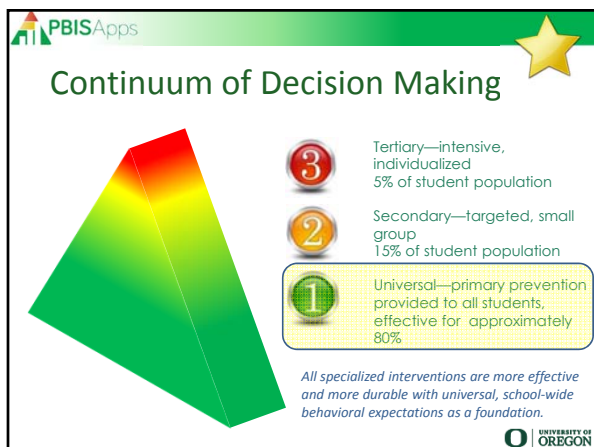
We use data to:

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

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

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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)

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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

```

graph LR
    P1((Problem)) --> S1((Solution))
    P2((Problem)) --> PS((Problem Solving))
    PS --> S2((Solution))
    S2 --> AP((Action Planning))
  
```


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.


 **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).



 **Process for requesting SWIS access**

1. Contact assigned SWIS facilitator to request a new user/access level
2. Identify role and responsibilities related to SWIS data
3. New user will complete Swift at SWIS training with the SWIS facilitator
4. SWIS Facilitator will provide new user account information (temporary password)




 **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)



Reflection

How will the data integrity be maintained and prioritized in staff communications?
(e.g., regularly review Data Integrity, regular updates and reminders at staff meetings)


How will we maintain confidentiality of SWIS data while giving the right access to the right people?
(e.g., identified roles, process for requesting reports/data)




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



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)





Data Analyst: SWIS Reporting

Go to www.pbisapps.org. Complete the following navigation activities using the Demo Account.

#	Activity	Notes
1	Generate each of the Core SWIS Reports and note any “red flags” (possible school-wide problems): <ul style="list-style-type: none"><input type="checkbox"/> Average Referrals with National Data for current year<input type="checkbox"/> Location sorted alphabetically for this month<input type="checkbox"/> Problem Behavior with Majors only for last month<input type="checkbox"/> Time for the current year<input type="checkbox"/> Day of Week for the last two weeks<input type="checkbox"/> Grade for the current year	List Red Flags:
2	Generate each of the Additional SWIS Reports: <ul style="list-style-type: none"><input type="checkbox"/> Multi-Year Average Referrals for last 2 years<input type="checkbox"/> Multi-Year Problem Behavior<ul style="list-style-type: none">What was the most frequent problem behavior last year?What is the most frequent problem behavior this year?<input type="checkbox"/> Student Dashboard for Winston Weller	
3	Extension Activity: <ul style="list-style-type: none"><input type="checkbox"/> What report(s) are used to summarize school-wide status at monthly meetings? Generate for the <i>current year</i>.<input type="checkbox"/> What report(s) are used to begin a meeting about the status of an individual student? Generate for the <i>current year</i>.<input type="checkbox"/> What report(s) are used to discuss problem behaviors by location? Generate for <i>last month</i>.<input type="checkbox"/> The administrator asks what time of day when problems are more likely to occur. Generate for the <i>current year</i>.	
4	The administrator asks which student has the most referrals this school year. <ul style="list-style-type: none"><input type="checkbox"/> What is the student’s name?<input type="checkbox"/> How many referrals has the student received?<input type="checkbox"/> What is the most common problem behavior for that student?<input type="checkbox"/> Where is the student most likely to have difficulty?<input type="checkbox"/> When is the student most likely to have difficulty?<input type="checkbox"/> The student support team is meeting about this student, what report(s) will you provide?	
5	The PBIS Tier II/III team is screening for students who may need additional supports. <ul style="list-style-type: none"><input type="checkbox"/> How many students received 3 or more <u>major</u> referrals this year?<input type="checkbox"/> How many students received 3 or more <u>minor</u> referrals this year?<input type="checkbox"/> Which students received 3 or more minor referrals in the last 2 months?<input type="checkbox"/> How many out-of-school suspensions occurred this year?	
Security Reminder: Don't forget to Log Out!		

 **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






 **SWIS Admin**



The SWIS Admin user(s) are responsible to:

- Oversee the SWIS account (data integrity, data entry procedures, reporting procedures)
- Annually review and enter Enrollment and School Days information (sometimes shared with Data Entry users)
- Communicate with administrator, team, and users when changes to School Settings have been proposed.
- Monitor data integrity (fix as needed)



 **Demonstration: Account Set Up & Management**

 **Facilitator**

Person Management

- Student Records
- Staff Records

Account Settings

School Settings

- School Profile
- Core
- Application






SWIS Admin: Account Set Up & Management

A. Log into the Facilitator Training Account. (username = facilitator password = _____)

B. Complete the following updates in the School and/or Account Settings as a SWIS Admin user.

Hint: School Settings are school-wide and Account Settings are user-specific.


#	Activity	Notes
1	School Settings: <ul style="list-style-type: none"> <input type="checkbox"/> Enter School Days for the current year. <input type="checkbox"/> Enter School Enrollment for the current year. <input type="checkbox"/> You lost a day of school this month due to inclement weather. Adjust your data accordingly. 	
2	Person Management (Student List): <ul style="list-style-type: none"> <input type="checkbox"/> Add a new student record <input type="checkbox"/> Edit a student record <input type="checkbox"/> Merge two student records together Person Management (Staff List): <ul style="list-style-type: none"> <input type="checkbox"/> Add a new staff record <input type="checkbox"/> Edit a staff record <input type="checkbox"/> Merge two staff records together 	
3	Add New Staff Record: <ul style="list-style-type: none"> <input type="checkbox"/> Don Morris Edit Student Record: <ul style="list-style-type: none"> <input type="checkbox"/> Lucy Anderson is really Lucie Sanderson Merge Student Records: <ul style="list-style-type: none"> <input type="checkbox"/> Larry Holman was accidentally entered incorrectly as Randy Holman 	
4	Edit Staff Records: <ul style="list-style-type: none"> <input type="checkbox"/> Inactivate <i>Dean Smith</i> and <i>Janice Veckler</i> <input type="checkbox"/> Archive <i>Thomas Martin</i> Edit Student Records: <ul style="list-style-type: none"> <input type="checkbox"/> Inactivate <i>Candice Warrenton</i> and <i>Janice Zimmerman</i> <input type="checkbox"/> Archive <i>Jason Miller</i> 	
<i>Security Reminder: Don't forget to Log Out!</i>		




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



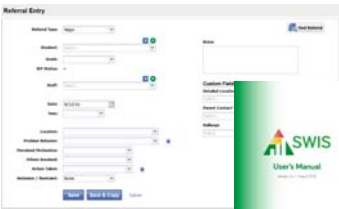

Facilitator

Enter Referral

- Major
- Minor

Find Referral

Modify Referral

Data Entry: Enter, Find, and Modify Referrals

- A. Log into Facilitator Training Account.
B. Add, find, and modify referral records.

#	Activity	Notes
1	<p>Enter Practice Referrals (attached):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Katie Cassidy <input type="checkbox"/> Marie Banks <input type="checkbox"/> Chris Black <p>Find/Revise Referrals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Marie Banks <input type="checkbox"/> Revise date to 9/2 and the time to 10:30 a.m. 	
2	<p><i>Option 1</i></p> <p>Add 5 more referrals, making up the incident data from personal experiences. <i>(Please don't use real names).</i></p> <p>Incorporate the following into at least one referral:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy referral information from one referral to the next <input type="checkbox"/> Utilize at least one custom field <input type="checkbox"/> Use either Harassment Type or Weapon Type information <input type="checkbox"/> Enter a referral for one new student to the school (make up the student information) <input type="checkbox"/> Enter a brief note regarding the incident 	<ul style="list-style-type: none"> <input type="checkbox"/> Referral 1 <input type="checkbox"/> Referral 2 <input type="checkbox"/> Referral 3 <input type="checkbox"/> Referral 4 <input type="checkbox"/> Referral 5
3	<p><i>Option 2</i></p> <p>Hand out 2-3 copies of the school's referral form</p> <ul style="list-style-type: none"> • Have participants fill out the referral forms (using fake student names and problems) • The SWIS Admin may need to change the School Settings to work with the form • Trade forms with a neighbor and enter the referrals into the Facilitator Training Account 	<input type="checkbox"/>
<i>Security Reminder: Don't forget to Log Out!</i>		

Example A (Comprehensive)

SWIS Office Discipline Referral Form

Student Katie Cassidy Grade 8 Staff Karla Benton Date 2 days ago Time 10am

Location

- ☐ Classroom ☐ Cafeteria Restroom ☐ A ☐ B ☐ C ☐ Library
☐ Hallway ☐ East ☒ West ☐ Bus ☐ Loading Zone ☐ Common areas ☐ Special Event/Field Trip
☐ Playground ☐ Gym ☐ Other: _____

Problem Behaviors Circle the most intrusive. Check one to three secondary behaviors if applicable.

MINOR

- ☐ Defiance/ disrespect/ non-compliance
☐ Disruption
☐ Physical contact
☐ Tardy
☐ Inappropriate lang.
☐ Property misuse
☐ Dress code
☐ Technology
☐ Other: _____

MAJOR

- ☐ Defiance/ insubordination/ non-compliance
☐ Disrespect
☐ Physical aggression
☐ Disruption
☐ Abusive lang./ inappr. lang./ profanity
☒ Tardy
☐ Skipping
☐ Harassment
 ☐ disability ☐ race
 ☐ ethnicity ☐ religion
 ☒ gender ☐ sexual
 ☐ physical ☐ other

- ☐ Bullying
☐ Fighting
☐ Inappropriate location/ out of bounds area
☐ Truancy
☐ Forgery/ theft/ plagiarism
☐ Technology violation
☐ Property damage
☐ Lying/ cheating
☐ Dress code
☐ Inappropriate display of affection
☐ Other: _____
- ☐ Tobacco
☐ Drugs
☐ Weapons
 ☐ Knife : < 6"
 ☐ Knife : > 6"
 ☐ gun
 ☐ other: _____
- ☐ Gang Display
☐ Bomb threat/ false alarm
☐ Arson

Perceived Motivation

- ☒ Obtain Peer Attention ☐ Obtain Items/ activities ☐ Obtain Adult Attention ☐ Other
☐ Avoid Peer Attention ☐ Avoid Tasks/ activities ☐ Avoid Adult Attention ☐ Unknown

Others involved:

- ☐ No One ☒ Peers ☐ Teacher ☐ Staff ☐ Substitute ☐ Unknown ☐ Other: _____

Restraint/ Seclusion:

- ☒ None ☐ Restraint ☐ Seclusion ☐ Restraint & Seclusion

Action(s) Taken Circle the most severe. Check one to three secondary behaviors, if applicable.

- ☒ Time out/ detention ☐ Out-of-sch. Susp. days ☐ Additional attendance ☐ Expulsion days
☐ Confer. w/ student ☒ Parent contact ☐ Bus suspension ☐ Alternative Placement
☐ In-sch. susp. days ☐ Time in office ☐ Restitution ☐ Action Pending
☐ Loss of privileges ☐ Individual instruction ☐ Community service ☐ Other: _____

Notes

Office Referral Form

Name: <u>Marie Banks</u> Date: <u>Today</u> Time: <u>11:30am</u> Teacher: <u>Dean Smith</u> Grade: K 1 2 3 4 5 <u>6</u> Referring Staff: <u>Nanna Bean</u>	<b style="text-align: center;">Location <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input checked="" type="checkbox"/> Library <input type="checkbox"/> Other _____
--	---

Minor Problem Behavior	Major Problem Behavior	Perceived Motivation
<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Physical Contact <input type="checkbox"/> Tardy <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misues <input type="checkbox"/> Dress Code <input checked="" type="checkbox"/> Electronic Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Abusive Language <input type="checkbox"/> Harassment <input type="checkbox"/> Fighting <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Property Damage <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Other _____	Get: <input checked="" type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity Avoid <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity
Action Taken		
<input type="checkbox"/> Time Out/Detention <input checked="" type="checkbox"/> Conference with Student <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact <input type="checkbox"/> Individualized Instruction	<input type="checkbox"/> In-School Suspension (____hours/days) <input type="checkbox"/> Out-of-School Suspension (____hours/days) <input type="checkbox"/> Action Pending <input type="checkbox"/> Other _____	

Others involved in incident:
 ☒ None
 ☐ Teacher
 ☐ Substitute
 ☐ Unknown

 ☐ Peers
 ☐ Staff ☐ Other _____

Other Comments: texting during free study period

☐ I need to talk to the students' teacher

☐ I need to talk to the administrator

Parent Signature: _____

Date: _____

Major Office Discipline Referral Form

Name: Chris Black **Grade:** 3 **Date:** Today
Referring Staff: Joe Binder **Time of incident:** 1:30pm
Others involved: ☐ No One ☐ Peers ☒ Teacher ☐ Staff ☐ Substitute ☐ Unknown

Check 1-2 behaviors as applicable. Circle the primary behavior.

Major Problem Behavior:

- ☒ Defiance/Disrespect
- ☐ Physical Aggression
- ☐ Disruption
- ☒ Abusive Language
- ☐ Tardy
- ☐ Harassment
- ☐ Fighting
- ☐ Electronic Violation
- ☐ Dress Code
- ☐ Other: _____

Location:

- ☐ Classrooms
- ☐ Hall
- ☐ Playground
- ☐ Cafeteria
- ☐ Bathroom
- ☐ Bus Loading Zone
- ☐ Commons
- ☐ Don't know
- ☒ Other: Office

Perceived Motivation

- ☐ Attention from peers
- ☒ Attention from adults
- ☐ Obtain item/activity
- ☐ Avoid peers
- ☐ Avoid adults
- ☐ Avoid work/activity
- ☐ Don't know
- ☐ Other: _____

**Please avoid using "don't know" or "other" whenever possible. Thanks. ~PBIS Team*

Action(s) Taken:

- ☐ Time Out/Detention ☐ Conference w/ student ☐ In-School Susp. ____ days
- ☒ Loss of Privilege(s): No access to student store for 1 week ☐ Out-of-School Susp. ____ days
- ☐ Parent Contact ☐ Other: _____

What happened? Chris asked to check out early and redeem points at student store and became upset when access was not given, yelling unkind and inappropriate words toward teacher.

Follow up Agreement

Name: Chris **Date:** Today

1. What rule(s) did you break? (Circle) ☐ Be Safe ☒ Be Respectful ☐ Be Responsible
2. What will you do differently next time? (Continue on back as needed)

If the student store isn't open I will take a deep breath and wait until next time.

Student Signature: Chris Black **Adult Signature:** Joe Binder

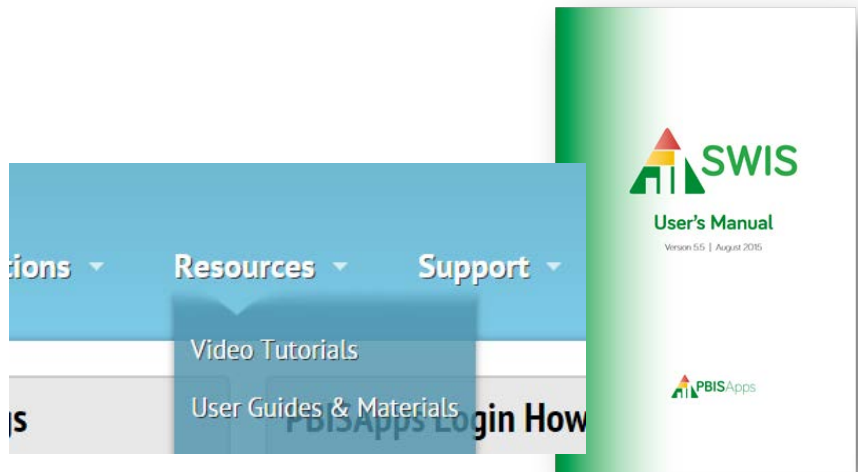
SWIS Implementation Discussions & Agreements

1. How will we ensure that data stay accurate and up-to-date?
2. How will we establish a communication system that maximizes efficiency?
3. How will data entry staff access necessary information to complete tasks (e.g., student records, IEP status)?
4. How will we ensure that data are available and incorporated into our meeting and decision cycles?
5. Who will be responsible to check data integrity regularly (e.g., weekly, monthly, quarterly)?

Discussion & Resources

Resources and Support

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



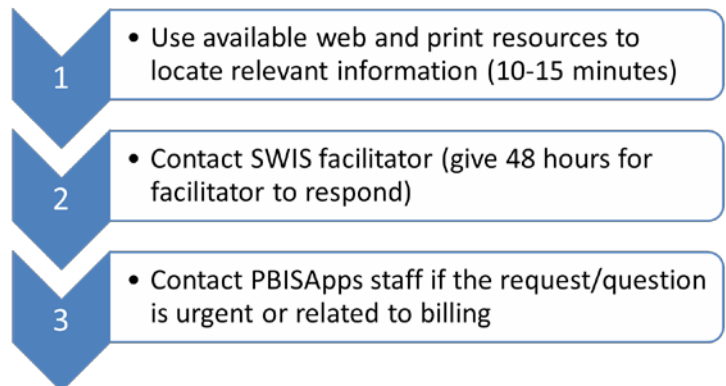
Technical Assistance

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

Technical Assistance Procedures



Big Ideas

- **The SWIS data system will support decision making about supporting students**
- **The confidentiality and integrity of data directly impacts the quality of decision making**
- **Your role in maintaining SWIS integrity is important!**
- **Keep in touch with your facilitator!**

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SWIS DRILL DOWN

Data Analyst

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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)?

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SWIS Drill Down

- Building precise problem statements requires isolating a “red flag” and following the trail.
- Think of the game of Clue and using the information you have to narrow down the who, what, where, when, how often, and why.
- The SWIS Drill Down tool is the PBISApps version of Clue.



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School-Wide Focus

The Drill Down process can be used for:

- School-wide patterns and concerns (most common)**
- Classroom patterns and concerns (use cautiously)
- Grade-level or sub-group concerns (use cautiously)
- Individual Student concerns (use Student Dashboard first)

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Drill Down Steps

- Identify a Red Flag 

Start with just 1 red flag

 - Examples:** specific location, problem behavior, time of day, sub-group of students (e.g., 6th grade, male students)
 - Non-examples:** multiple red flags, individual student/staff names
 - Goal:** Choose a school-wide concern to be able accurately build the context supporting problem behavior

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SWIS Reports

SWIS - Core Reports | SWIS - Additional Reports | CICO - Reports | Saved Reports

CICO Reports

- School wide
- Average Daily Points
- Student Count
- Student Period
- Student Single Period

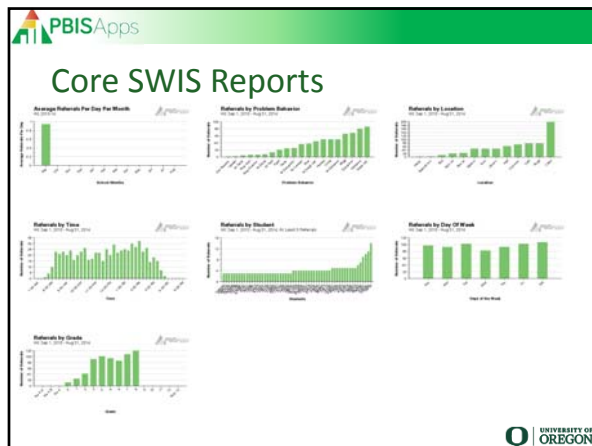
SWIS Reports

Core Reports

- School Summary
- Average Referrals
- Location
- Problem Behavior
- Time
- Student
- Day Of Week
- Grade

Additional Reports

- Average Referrals Multi Year
- Location Multi Year
- Problem Behavior Multi Year
- Staff
- Suspension/Expulsion
- Ethnicity
- Triangles
- Year End Report



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Drill-Down Worksheet

SWIS Drill-Down Worksheet

Red flag item:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where?
Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?
Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?
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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: <input type="checkbox"/> Systems <input type="checkbox"/> Students

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PBISApps

Drill Down Steps

2. Start “drilling down” the (referral) data

Choose a date range and 1 red flag to:

- **Answer** the next W/H context question (i.e., who, what, where, when, how often)
- **Goal:** Within a given time range, we want to be sure that we’re using the red flag to lead us to the next clue (i.e., w/h question).

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PBISApps

Data Drill Down

The screenshot shows the PBISApps Data Drill Down interface. It includes a 'Drill Down' section with filters for 'Include in Dataset' and 'Exclude from Dataset'. A green callout box says: 'Choose the Report Filters one at a time. Start with the date range and 1 red flag.' An orange callout box says: 'Change the graph type to change the lens of analysis.' The main chart is 'Referrals by Grade' showing a distribution across grades. The University of Oregon logo is in the bottom right corner.

PBISApps

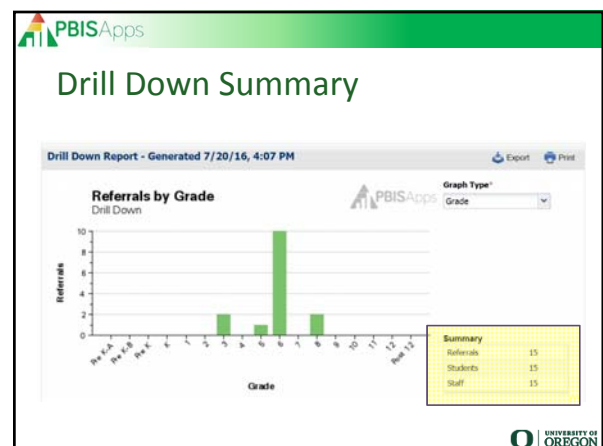
Drill Down Steps


3. Keep “drilling down” and check the status

Choose one context filter at a time:

- **Answer** each W/H context question one at a time to make sure we’re connecting the right dots
- Check the **Summary** for numbers
- Consider **ethnic implications** of including or excluding specific sub-groups or individuals!
- **Goal:** Identify a system-level issue that includes at least 10 students doing the same thing in the same context


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 **System vs. Small Group/Individual**


<p>System-Level Problem</p> <ul style="list-style-type: none"> ▲ The context is supporting the problem ▲ At least 10 students are involved ▲ At least 10 referrals ▲ At least 2 staff members agree 	<p>Small Group/Individual Problem</p> <ul style="list-style-type: none"> ▲ We have a specific group or student that needs more instruction or support ▲ The context is supporting most students, so systems and practices are effective
--	--


It's okay to be doing well and move to another red flag!



 **Problem Context** 

- **What?** more ODRs for aggression
- **How often?** average of 3 referrals per day
- **Where?** on the playground
- **Who?** a large number of students
- **When?** first recess
- **Why?** ???





 **Drill Down Steps**

4. Identify the Perceived Motivation (Why)

Within the identified context filter:

- **Answer** each W/H context question one at a time to make sure we're connecting the right dots
- Check the **Summary** for numbers
- Consider **ethical implications** of including or excluding specific sub-groups or individuals!
- **Goal:** Identify a system-level issue that includes at least 10 students doing the same thing in the same context






 **Drill Down Steps**

5. Summarize the problem

Put all the clues together:


- **Include** each W/H question in a clear statement that provides both the context and the perceived motivation of the problem.



 **Solvable (Precise) Problem** 


There are **more ODRs for aggression on the playground** than last year (**average of 3 ODRs per day**). 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
- **How often?** average of 3 referrals per day
- **Where?** on the playground
- **Who?** a large number of students
- **When?** first recess
- **Why?** Get access to the new playground equipment


 **Activity: Drill Down**

Use the SWIS Drill Down Worksheet to conduct two Drill-Downs:

1. Identify a Red Flag
2. Start "drilling down" the (referral) data
3. Keep "drilling down" and continually check the "Summary" for numbers of students and referrals.
4. Identify the Perceived Motivation (Why)
5. Summarize the problem




Referral Summary: How many referrals are related to the identified problem: _____ Is the problem best addressed through systems or with individual students: <input type="checkbox"/> Systems <input type="checkbox"/> 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					




Follow-Up Coaching Options

Which of the following options might be most helpful?


- Schedule time to do the first (real) drill-down together
- Email/fax your first drill-down worksheet before meeting for feedback and tips
- Briefly meet before team meeting to review the drill-down summaries





Training Evaluation

- ☐ Did we accomplish our objectives?
 - Understand purpose and benefits of using SWIS
 - Demonstrate SWIS navigation & functionality
 - Build fluency using the SWIS application
- ☐ Was this a good use of your time?
- ☐ Are you comfortable taking on this role?



SWIS Drill-Down Worksheet

Red flag item:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where?				
Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?				
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Goal:					
Solution Development					
Solution Components	What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates
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Recognition					
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	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?
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SWIS Drill-Down Worksheet

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