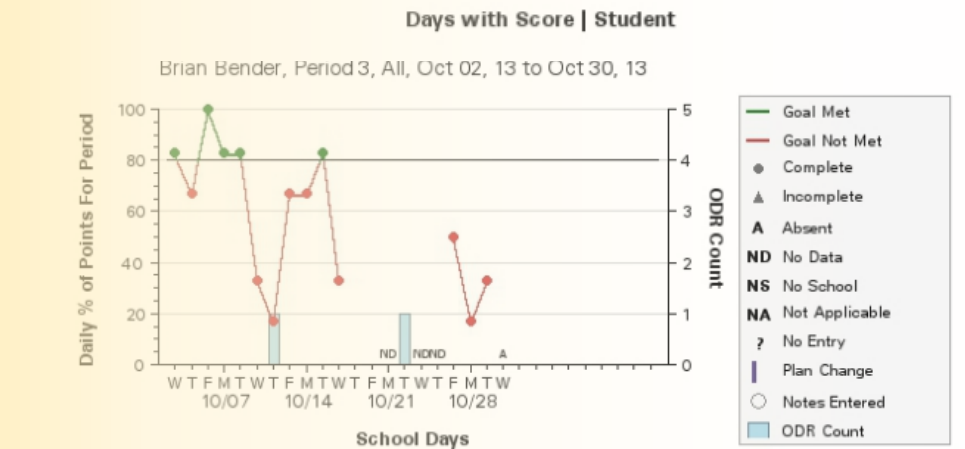
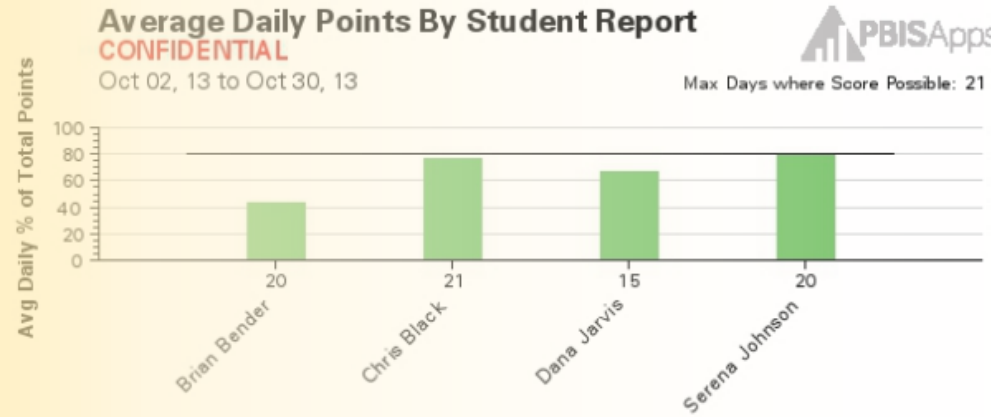
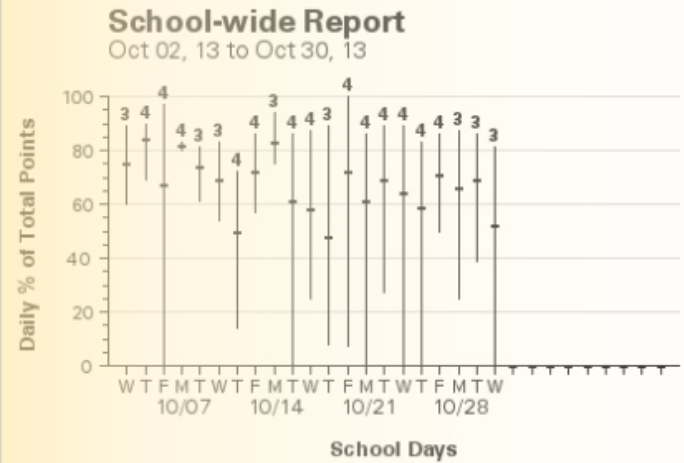


# Becoming Swift with CICO-SWIS





# Training Agenda



 Analyzing Data to Enhance Decision Making

 **Big Idea** Continuous Quality Improvement

 The Check In/Check Out (CICO) Intervention

 CICO-SWIS for Data-Based Decision Making

 **Big Idea** Fluency Activities



# Data-Based Decision Making

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

—Stephen H. White,  
*Beyond the Numbers, 2005*

# Data-Based Decision Making



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.

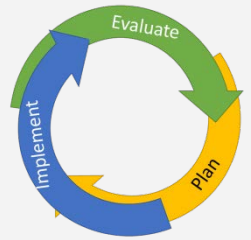
*Douglas County School District (Colorado)*

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

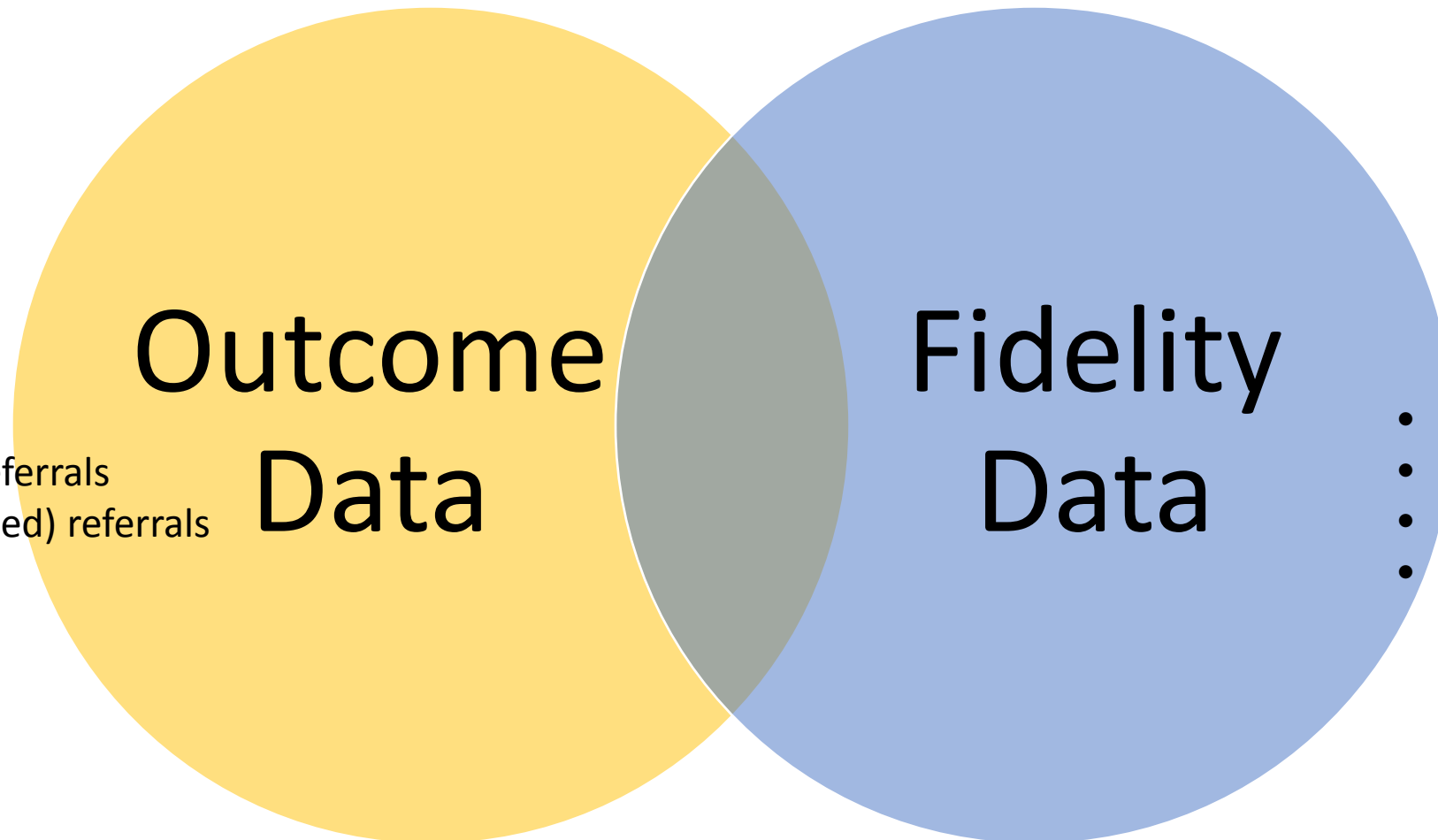
The quality of decision making depends most on the first step—defining the problem to be solved.

Big Idea

Define problems with precision and clarity.



# Decision Making for Quality Improvement

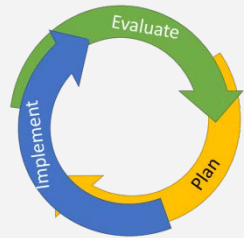


**Outcome  
Data**

**Fidelity  
Data**

- Office Discipline Referrals
- Minor (staff managed) referrals
- Absences
- Tardiness
- Climate/Culture
- School Safety

- Team assessments
- Self assessments
- Walkthrough reports
- PBIS Assessments
  - SET
  - Self-Assessment
  - BoQ
  - TIC

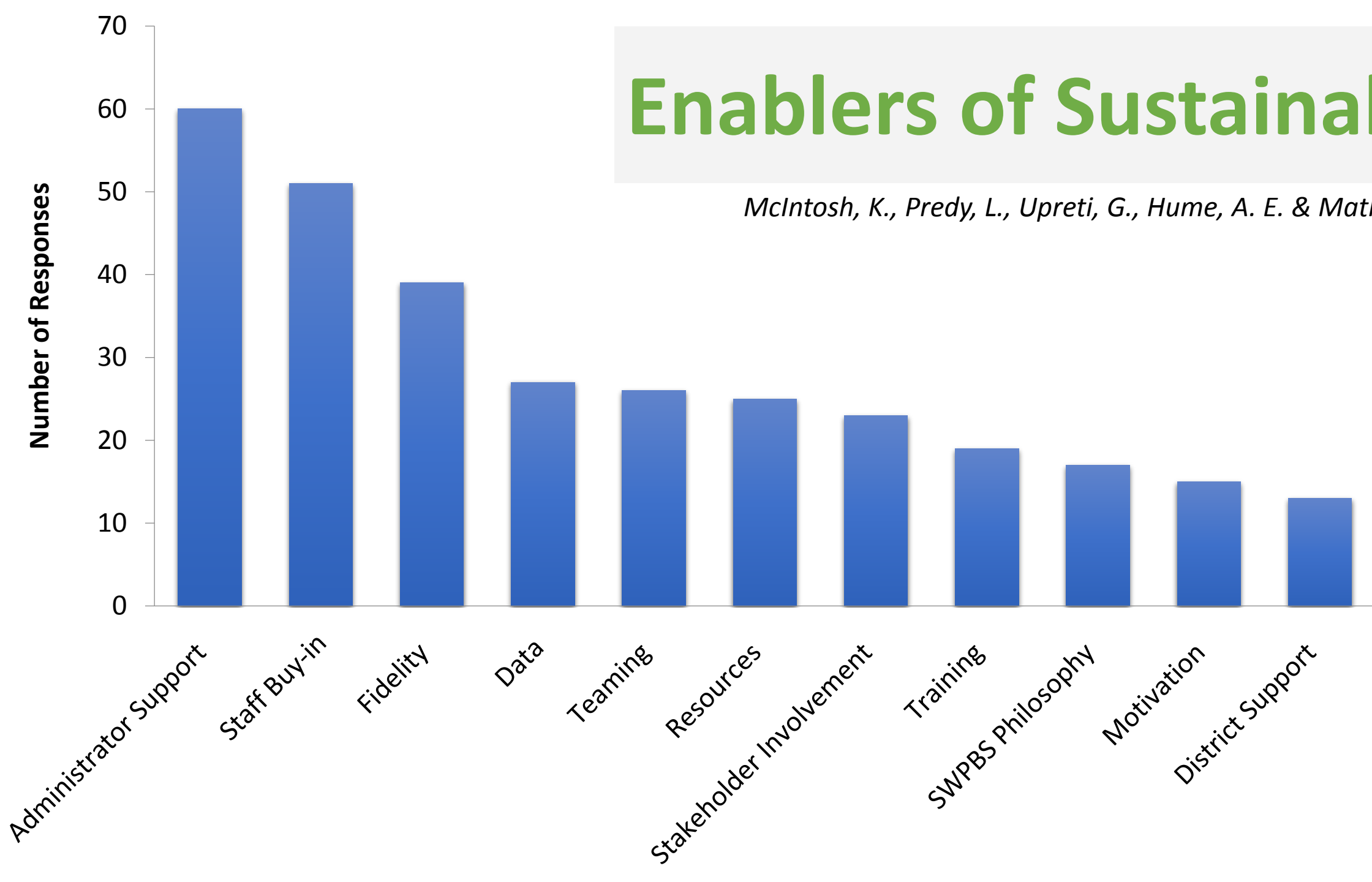


# Connecting Outcomes & Fidelity

<b>Outcomes</b>	<b>Lucky</b>	<b>Sustaining</b>
	Positive outcomes, low understanding of how they were achieved <i>Replication of success is unlikely</i>	Positive outcomes, high understanding of how they were achieved <i>Replication of success likely</i>
	<b>Losing Ground</b>	<b>Learning</b>
	Undesired outcomes, low understanding of how they were achieved <i>Replication of failure likely</i>	Undesired outcomes, high understanding of how they were achieved <i>Replication of mistakes unlikely</i>
	<b>Fidelity</b>	

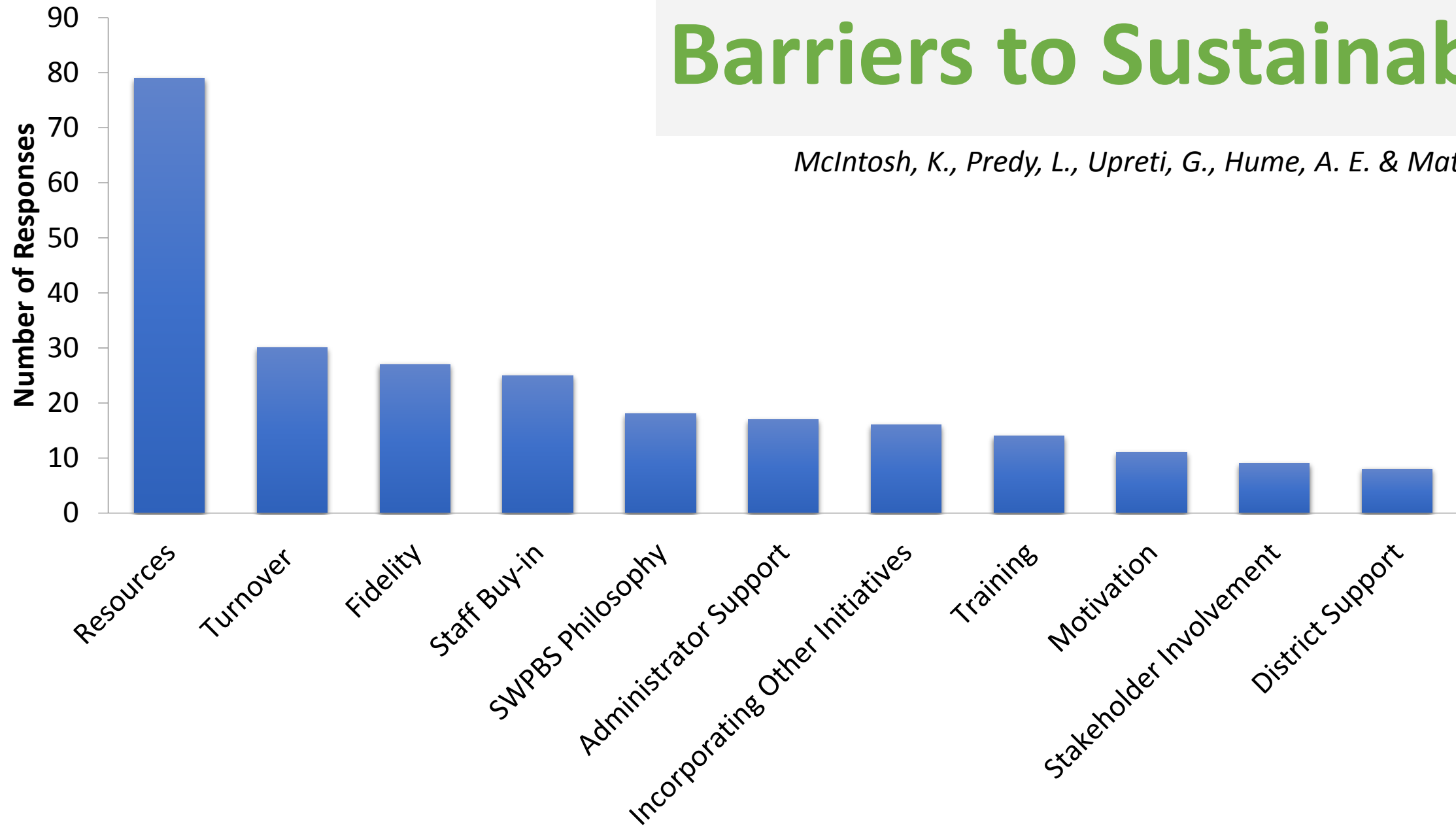
# Enablers of Sustainability

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



# Barriers to Sustainability

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





What is most related to high sustainability?

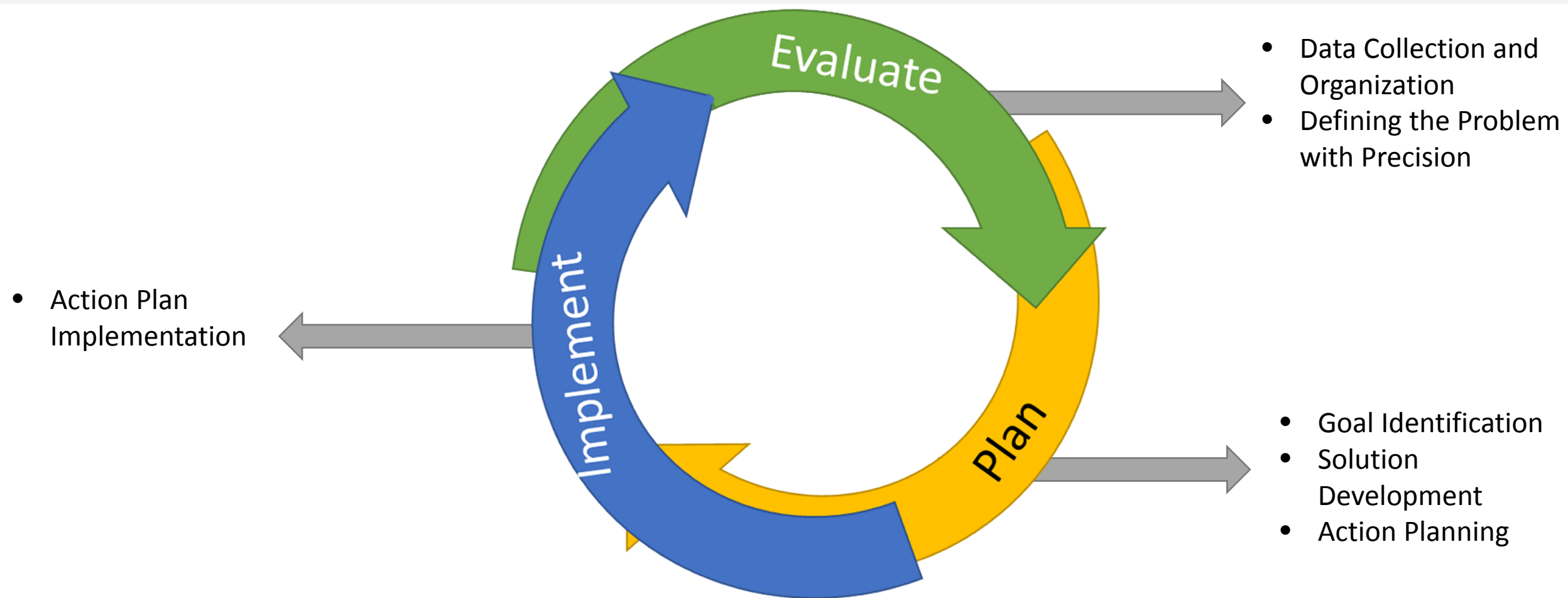
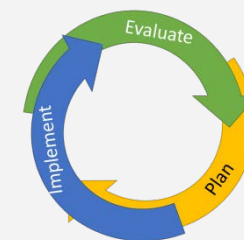


The frequency that data are presented to all schools staff.

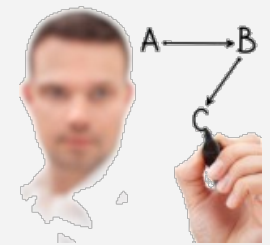




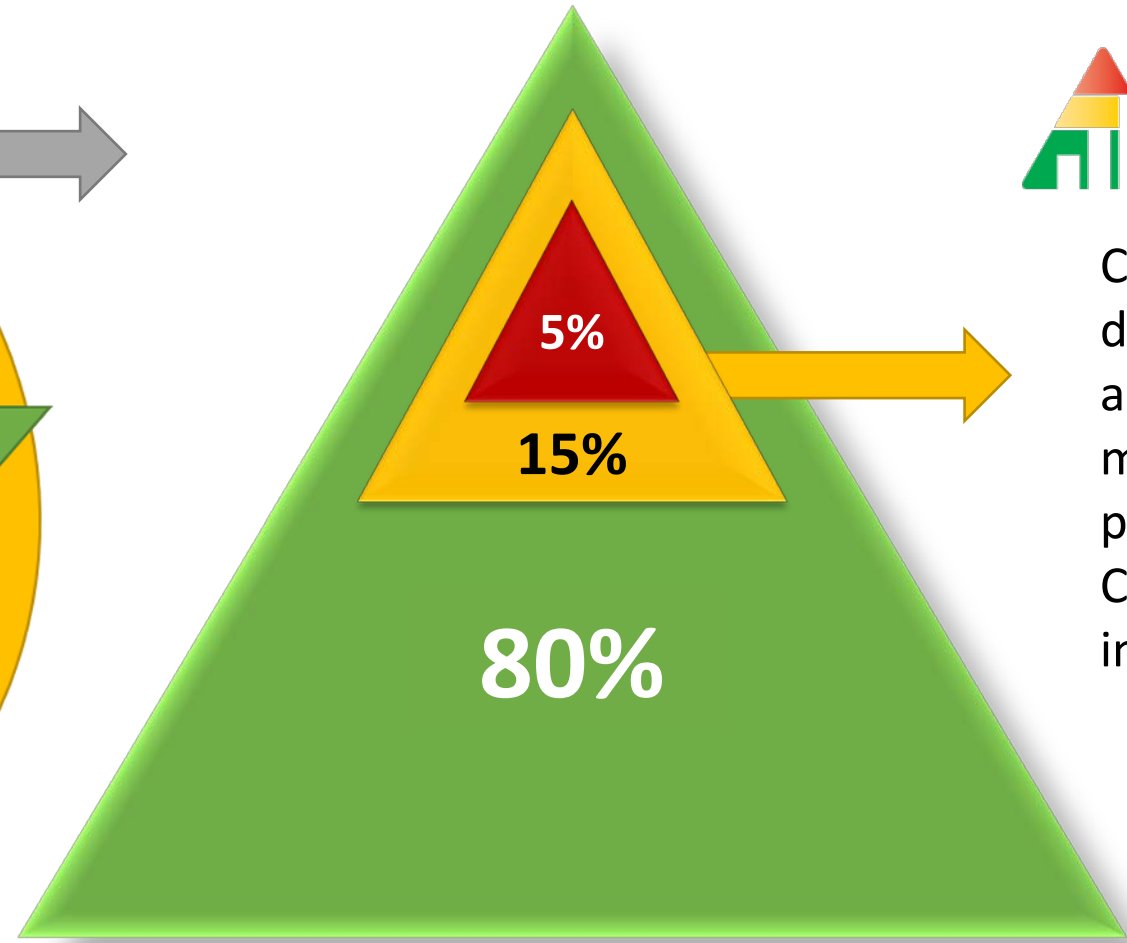
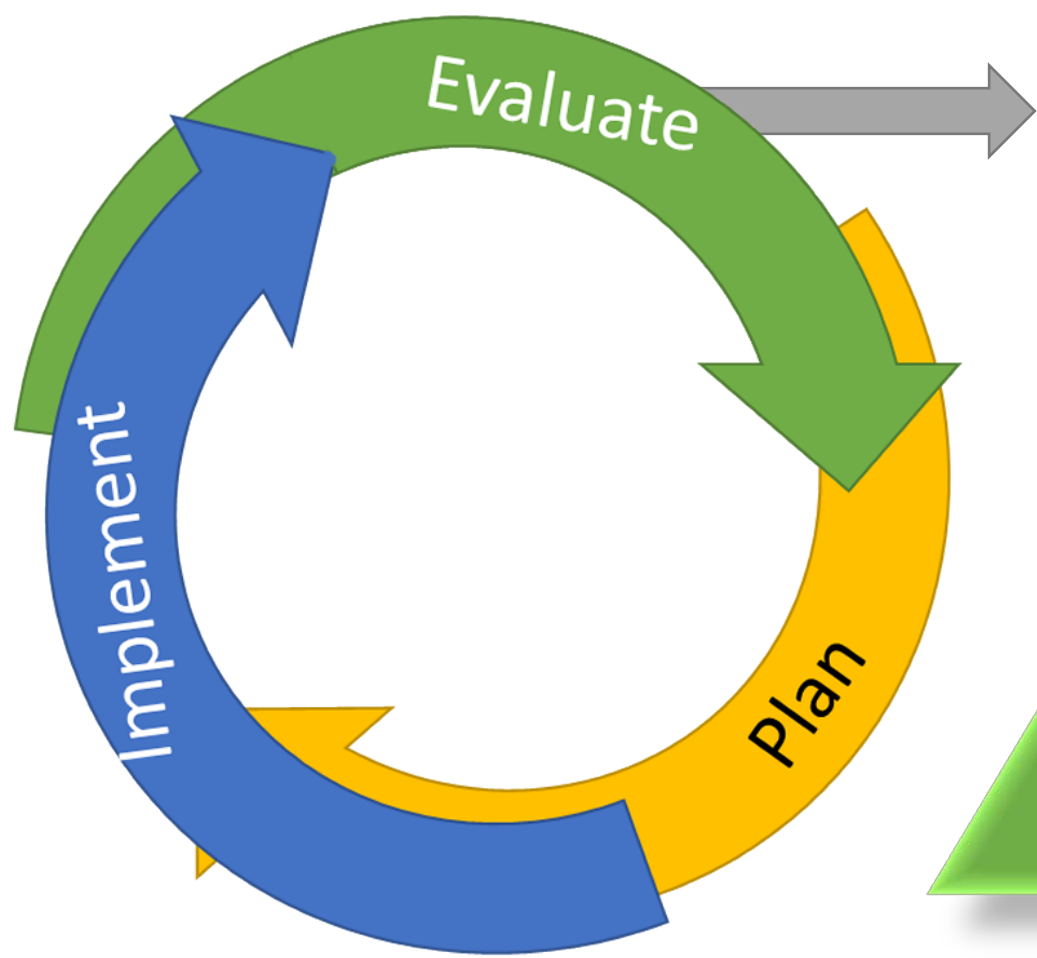
# Continuous Quality Improvement



Cycle of **Continuous** Improvement



# Where does CICO-SWIS fit?



CICO-SWIS is a decision system which assists in progress monitoring students participating in the Check In/Check Out intervention.

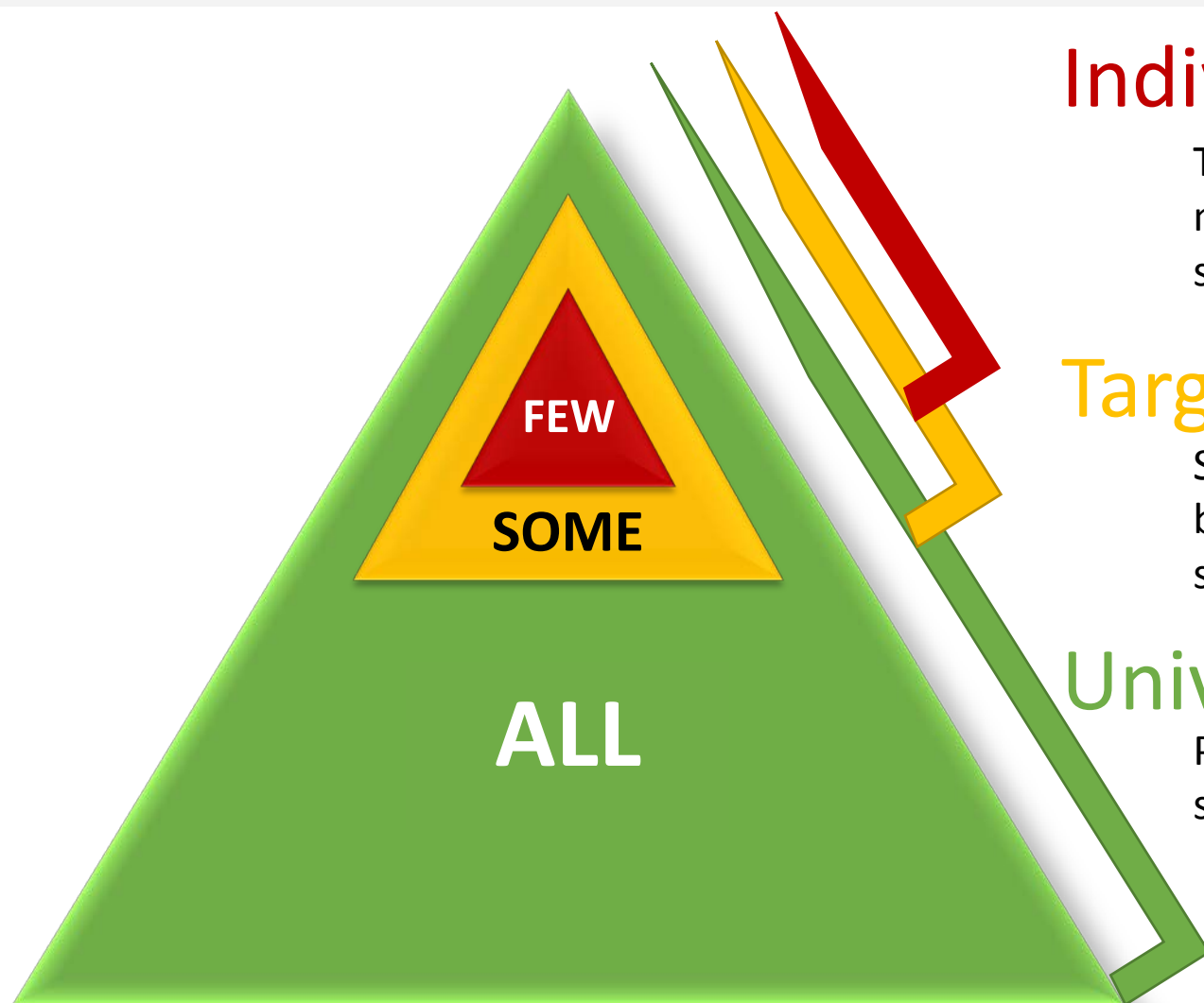
# Check In/ Check Out



*A targeted or group-based interventions for students needing additional support beyond the Universal or Tier I system.*



# Multi-Tiered Systems of Support



## Individualized, Tier III

Tertiary Prevention: Systems for students requiring more intensive & individualized supports for academic, social, or mental health services.

## Targeted, Tier II

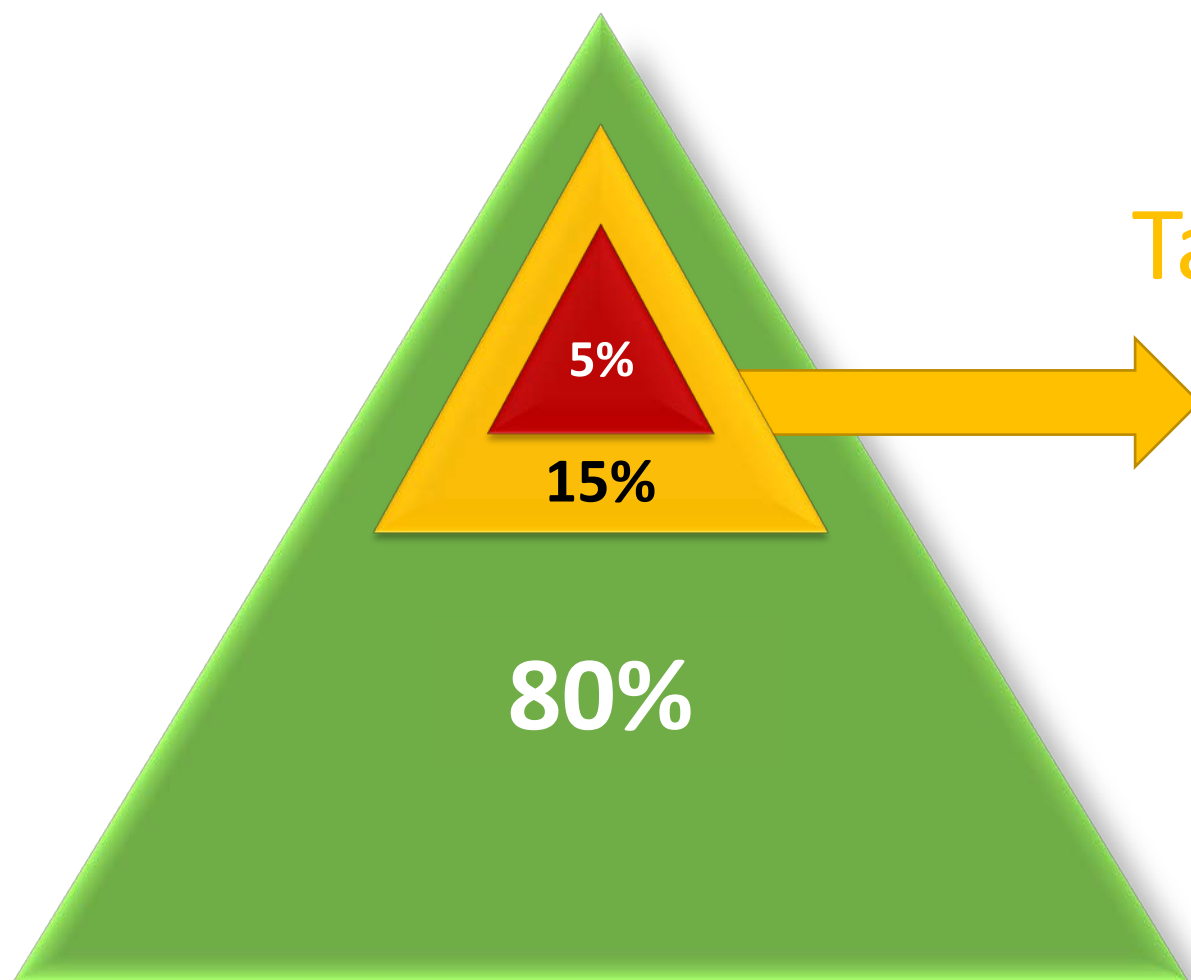
Secondary Prevention: Systems for targeted or group-based interventions for students needing additional support beyond the Universal, Tier I system

## Universal, Tier I

Primary Prevention: School-wide & Classroom-wide systems for all students and all staff in all settings.



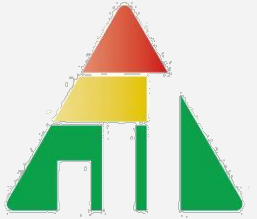
# CICO within a Multi-Tiered System



## Targeted, Tier II

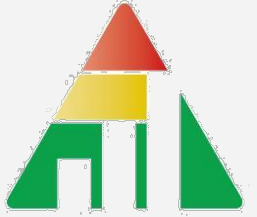
CICO is a targeted or group-based interventions for students needing additional support beyond the Universal, Tier I system

# Core Features of Tier II Interventions



- Everyone on staff is aware of the intervention
  - Easy access and quick implementation
  - Substitute teachers and regular volunteers are knowledgeable
- Readily available for rapid, responsive implementation
  - Individualization is not necessary
- Connections for home and school communication
  - Regular sharing of progress reports
- Focus on skill development with the ultimate goal of self-management

# Check In/Check Out (CICO)



Research-based intervention



Evidence that school can successfully implement



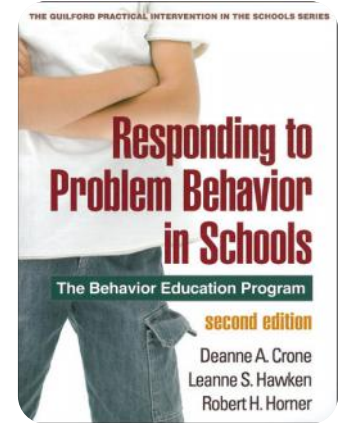
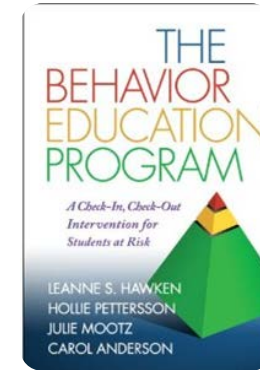
Evidence of decreased problem behavior



Effective for 60-75% of students in need of Tier II supports



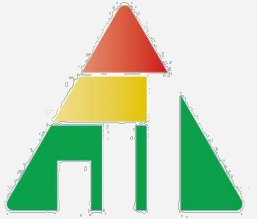
Less effective for students who do not find adult attention reinforcing




(Crone, Horner, & Hawken, 2004, pp. 9-10)



# Check In/Check Out (CICO)



 A targeted, small group intervention for students needing additional support beyond the Universal, Tier I system which provides:

 Increased time for student skill development

 Daily organization and behavioral support

 Increased structure and predictability

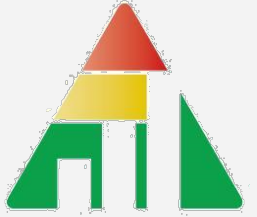
 Increased opportunity for feedback

 Systematic performance feedback

 High rates of adult attention

 Structure for data-based decision making

# CICO Research



More effective with students with attention-maintained problem behavior

(March & Horner, 2002; McIntosh, et. al., 2009; Campbell & Anderson, 2008)

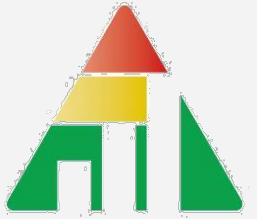
Effective across behavioral functions

(Hawken, O'Neill, & MacLeod, 2011)

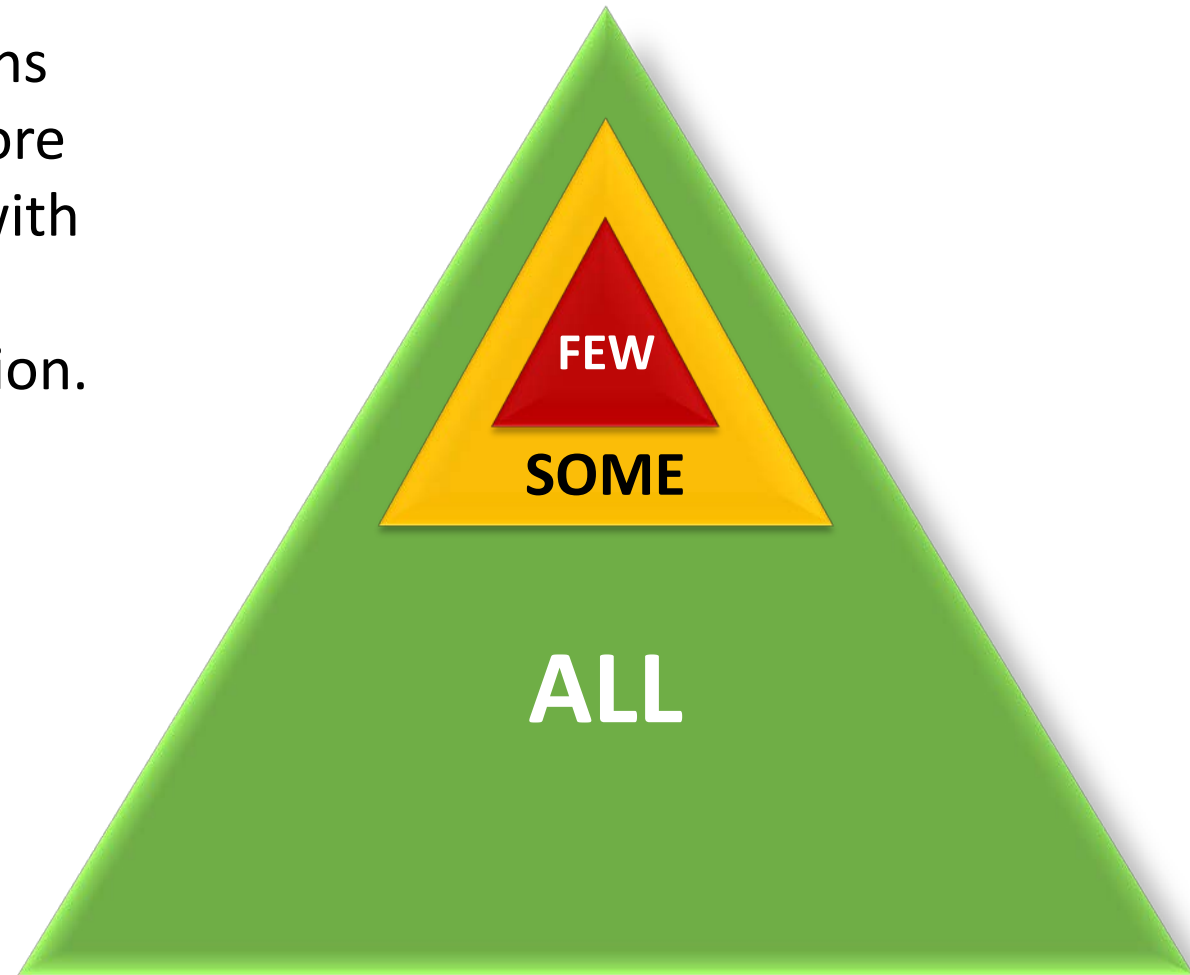
Students who do not respond to CICO may benefit from function-based, individualized interventions

(Fairbanks, et. al., 2007; March & Horner, 2002; Macleod, Hawken, & O'Neill, 2010)

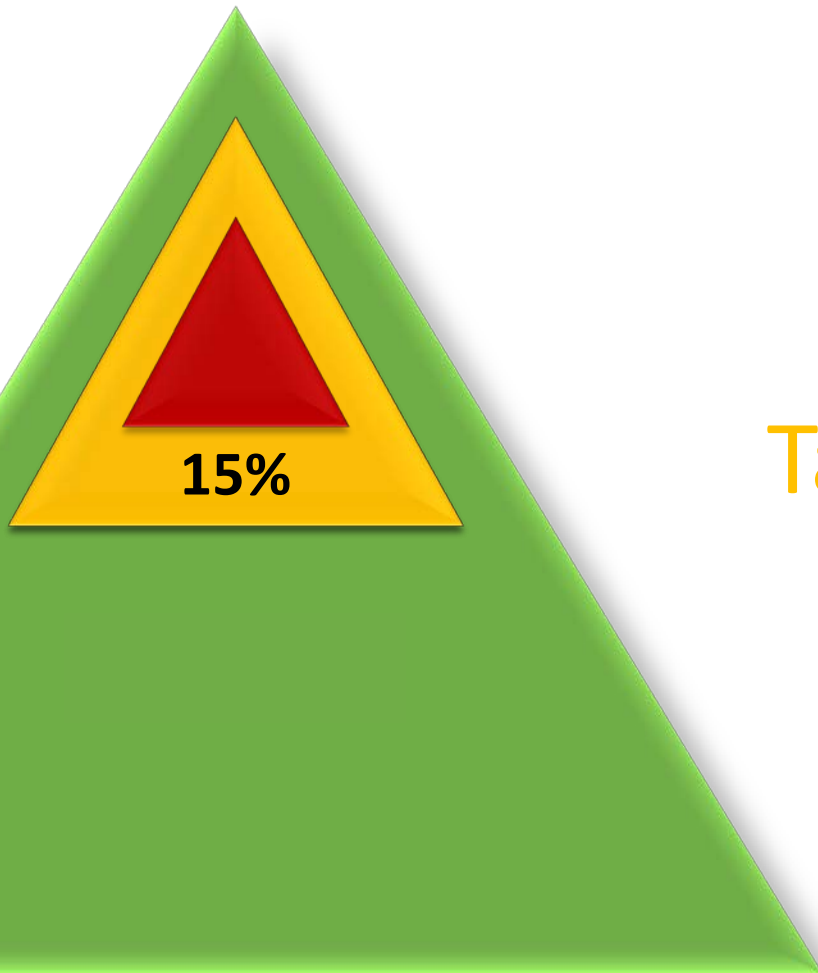
# Layered Systems of Intervention



All specialized interventions are more effective and more durable if they are done with school-wide behavioral expectations as a foundation.



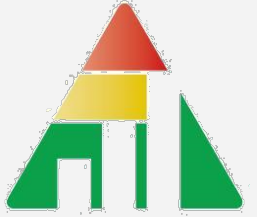
# Where does CICO fit?



## Targeted, Tier II

CICO is a targeted or group-based interventions for students needing additional support beyond the Universal, Tier I system

# CICO Intervention Overview



Increased structure

Prompts for correct behavior provided throughout the day

Systematic linking of a student with at least one positive adult

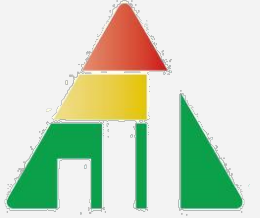
Increased opportunity for feedback

Performance feedback related to student behavior

High rates of adult attention

Inappropriate behavior is less likely to be ignored or reinforced

# CICO Intervention Overview



Increased predictability



Student is set up for success



Each day begins with a positive contact



“Blow-out” days are preempted



Each class/period begins with a positive contact

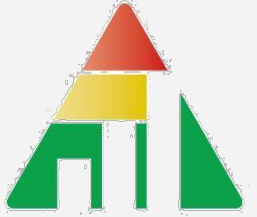


Systematic communication link between school and home



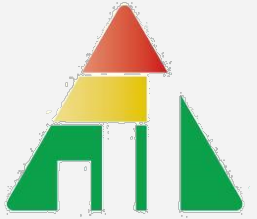
Student agrees to participate and is taught their role in the intervention

# CICO Intervention Overview



- Increased time for student skill development
  - Increased ability to self-monitor progress/performance
  - Organized to fade into a self-management system
- Elevated recognition for appropriate behavior
  - Adult attention delivered at the start and end of the day
  - Adult attention delivered during each targeted period
- Program can be applied in all supervised school locations (e.g., classroom, playground, cafeteria)

# Systems Change



## Outcomes

- *Social Competence*

## Systems

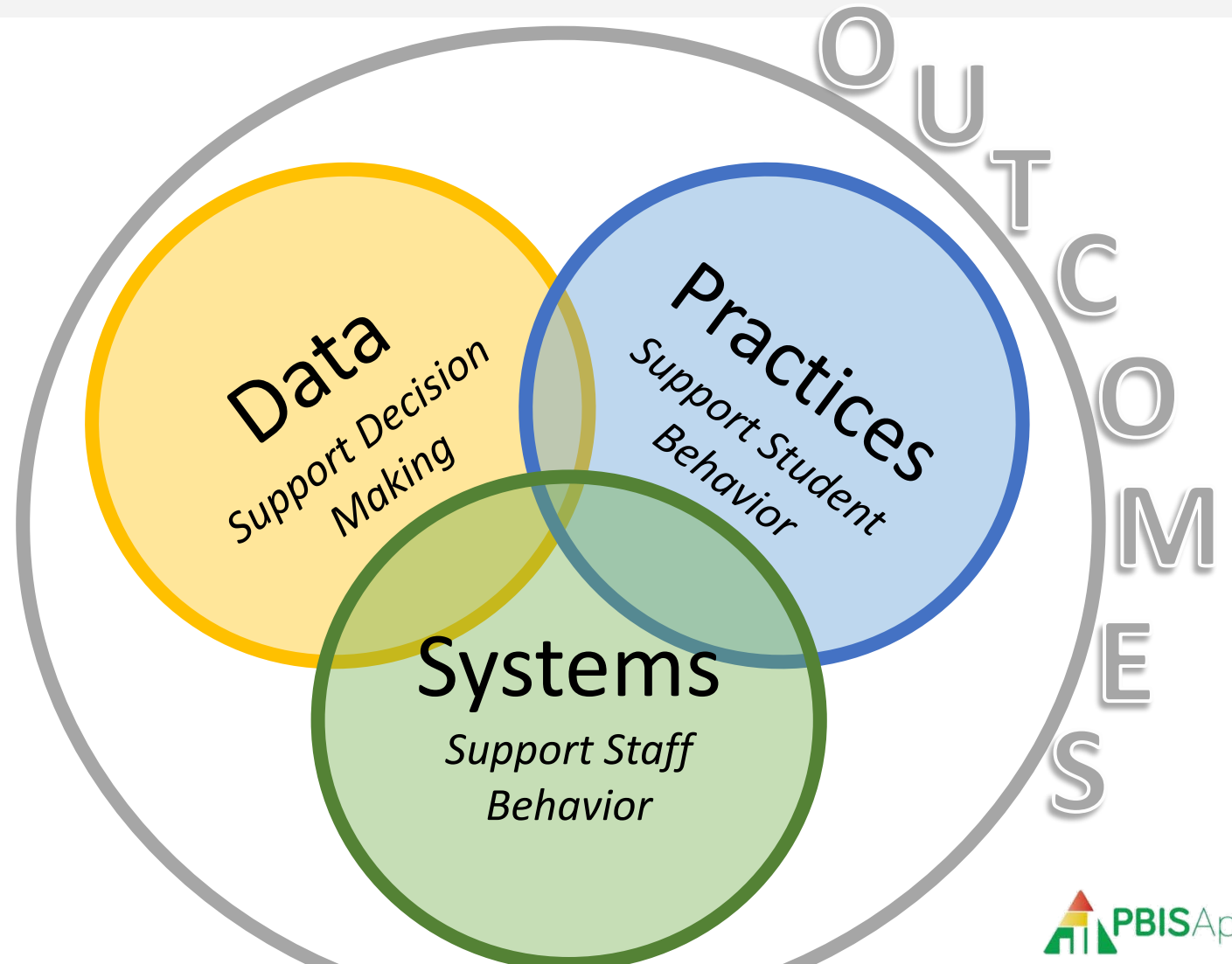
- *Administrative support, team-based leadership, data-based decision making systems*

## Practices

- *Define & teach procedures, Daily Progress Report for progress monitoring, sharing of progress reports with home, acknowledgement of appropriate behaviors, systematic correction of behavior errors, data-based decision making*

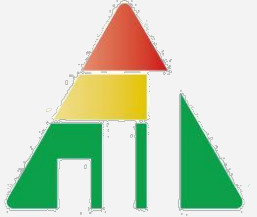
## Data

- *Data entry, report generation, data-based decision making*



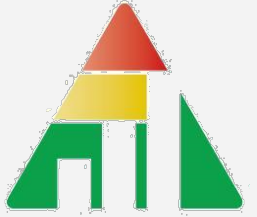


# CICO Program Logistics



- School-wide PBIS implemented and solid
  - School-wide behavioral expectations defined and taught
  - Systems and practices for acknowledging appropriate behavior
  - Consistent system and practices for responding to behavior errors
- Process for identifying and matching appropriate students to the intervention
  - Screening of behavioral data, nomination process, etc.
  - Student finds adult attention reinforcing and is not in crisis

# CICO Program Logistics



## Daily Progress Report (CICO Point Card)

- Built upon the school-wide behavioral expectations

  - Same expectations for all

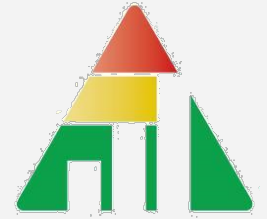
- Generalizable across varying student schedules

- Staff are taught their role in accepting, completing, & returning the card

## Sharing Student Progress with Family

- Can be the Daily Progress Report or another structured way

# CICO Daily Progress Report



Built upon 3-5 school-wide expectations

Generalizable across student schedules

Three point rating scale

Defined number times for feedback (10 or less)

## CICO-SWIS Daily Progress Report

Name: \_\_\_\_\_  
 Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Parent/Guardian Signature:  
 \_\_\_\_\_

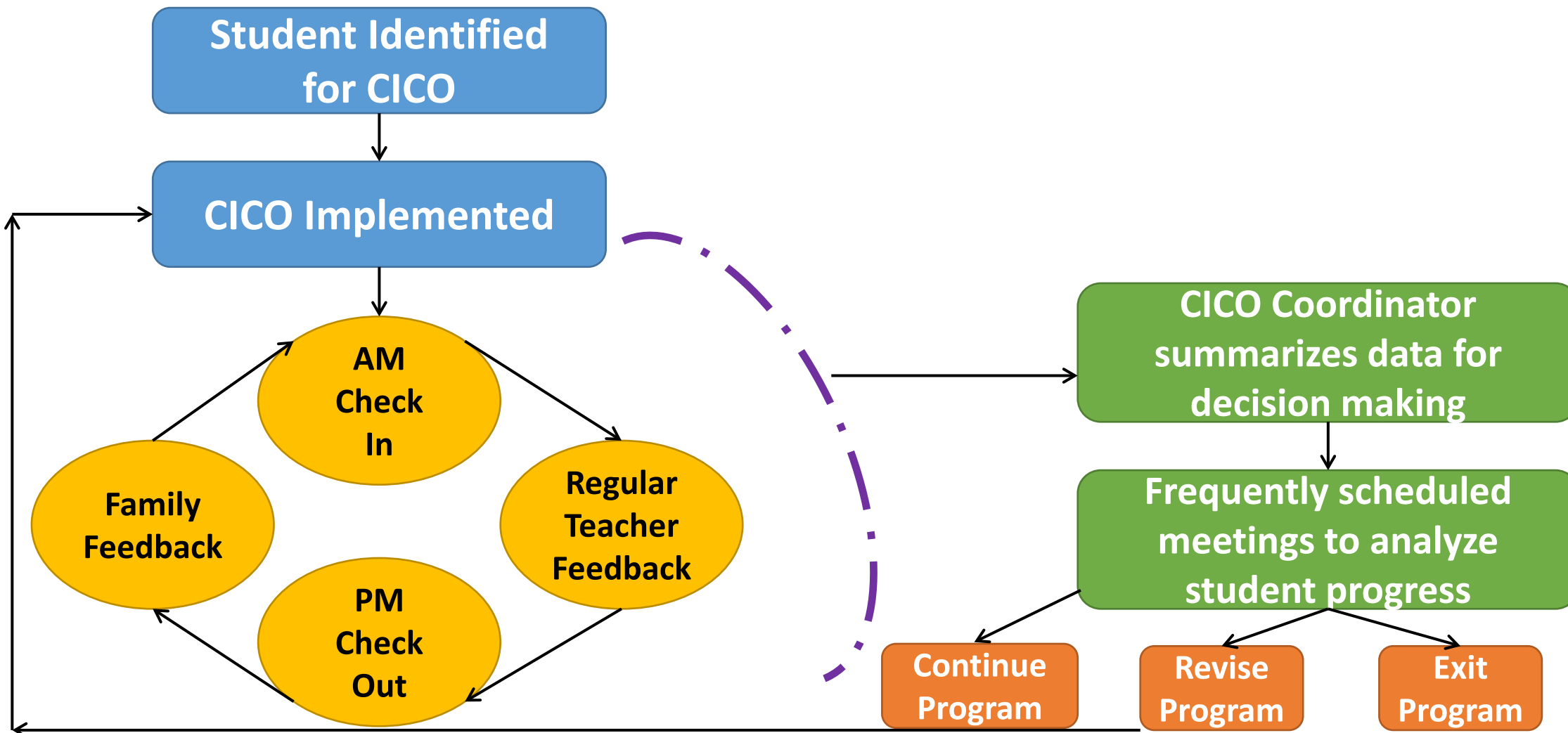
**Rating Scale**

2 = Met all expectations (Great job!)  
 1 = Met some expectations (Good work)  
 0 = Met few or no expectations (Room for improvement)

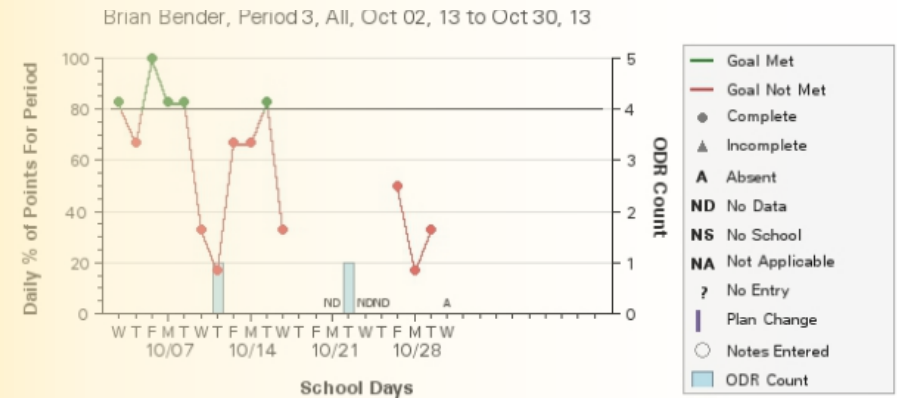
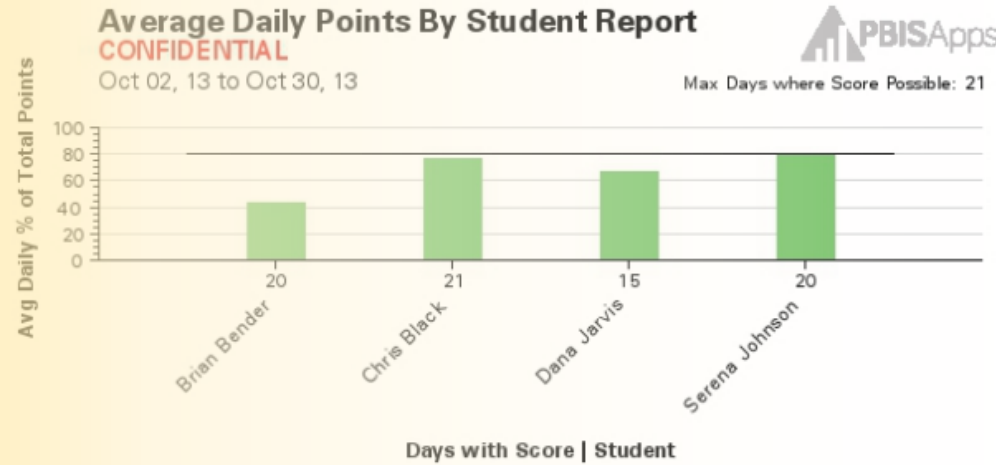
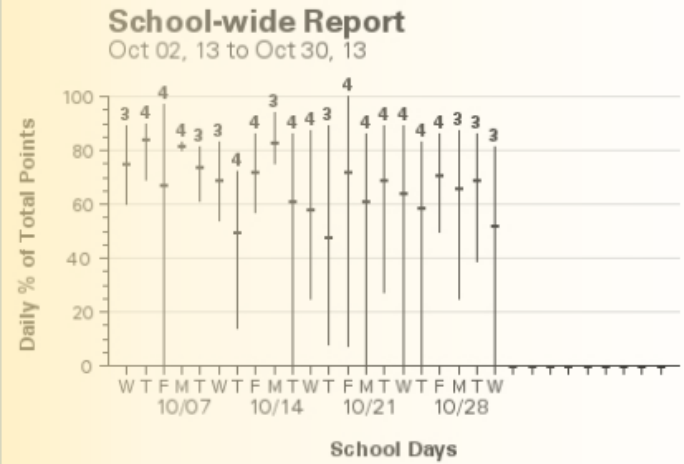
CICO-SWIS Goal: \_\_\_\_%  
 Points Earned: \_\_\_\_\_  
 Points Possible: \_\_\_\_\_  
 Goal Met: \_\_\_\_ YES \_\_\_\_ NO

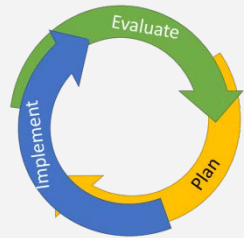
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							

# CICO Cycle









# Supporting Student Success with CICO-SWIS





# CICO-SWIS Dashboard

-  CICO Enrolled Students
-  Enroll Students
-  Unenroll Students
-  Update Students
-  Student Success (Last 4 Weeks)
-  CICO-School-wide Report

**CICO Enrolled Students**

Search:  Filter:  Enrolled |  Unenrolled

Enroll Update Unenroll

Student	District ID	% Goal
Brian Bender	75262	80%
Chris Black	239964	80%
Dana Jarvis	34957	80%
Serena Johnson	78434	80%

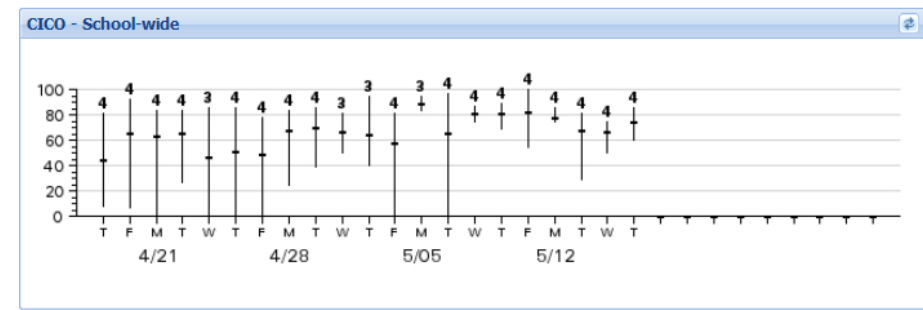
No Student Selected

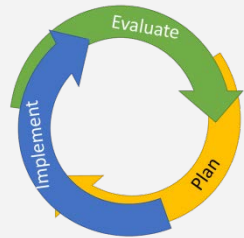
● Enrolled ● Unenrolled

Welcome to SWIS 5, Demo User

**Student Success (Last 4 Weeks)**

Student	Avg % of Points
Brian Bender	46.08%
Chris Black	76.16%
Dana Jarvis	64.48%
Serena Johnson	78.27%



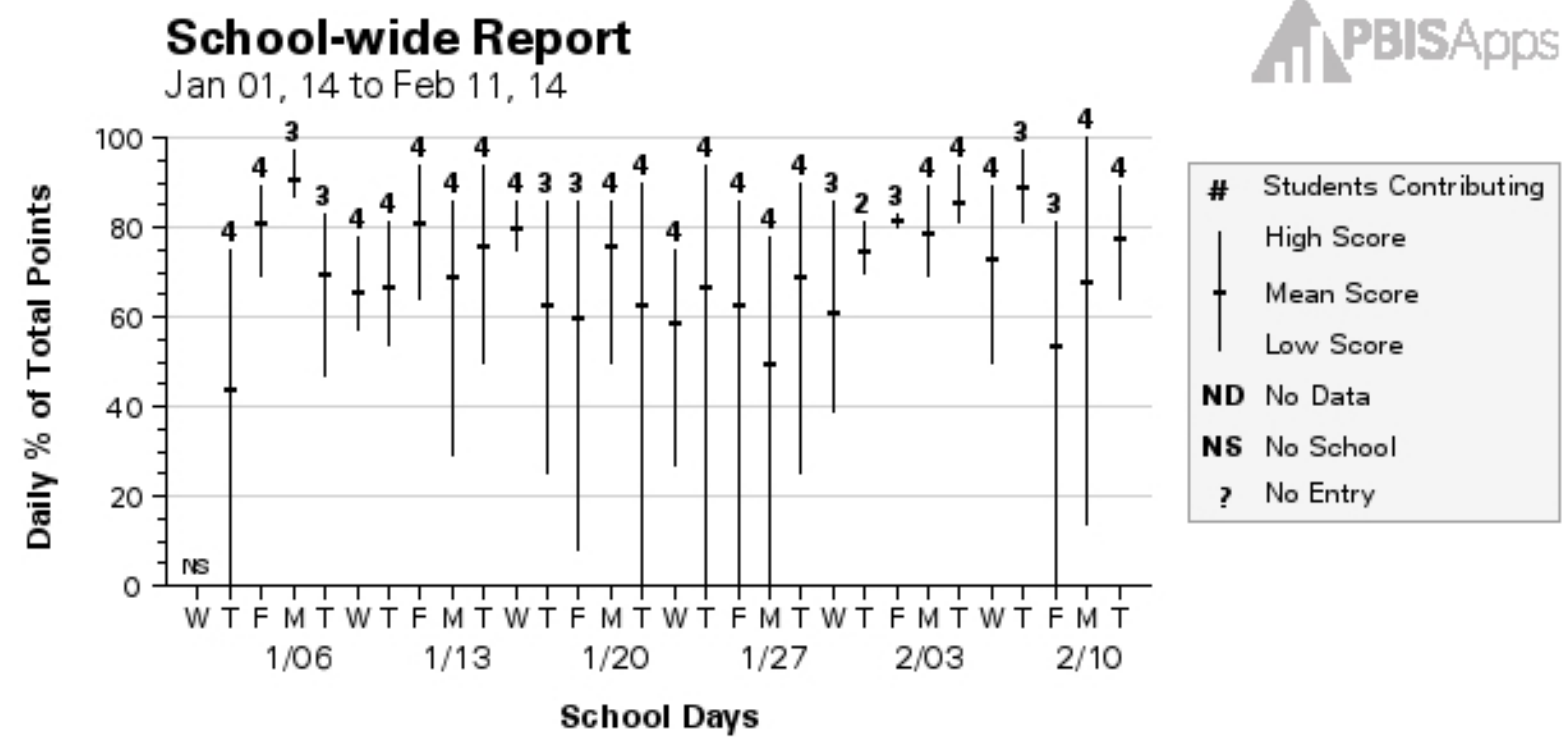


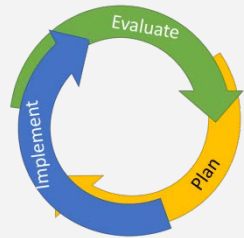
# School-wide Report



The School-wide Report helps evaluate:

- How are we doing with implementation?
- How are students responding?





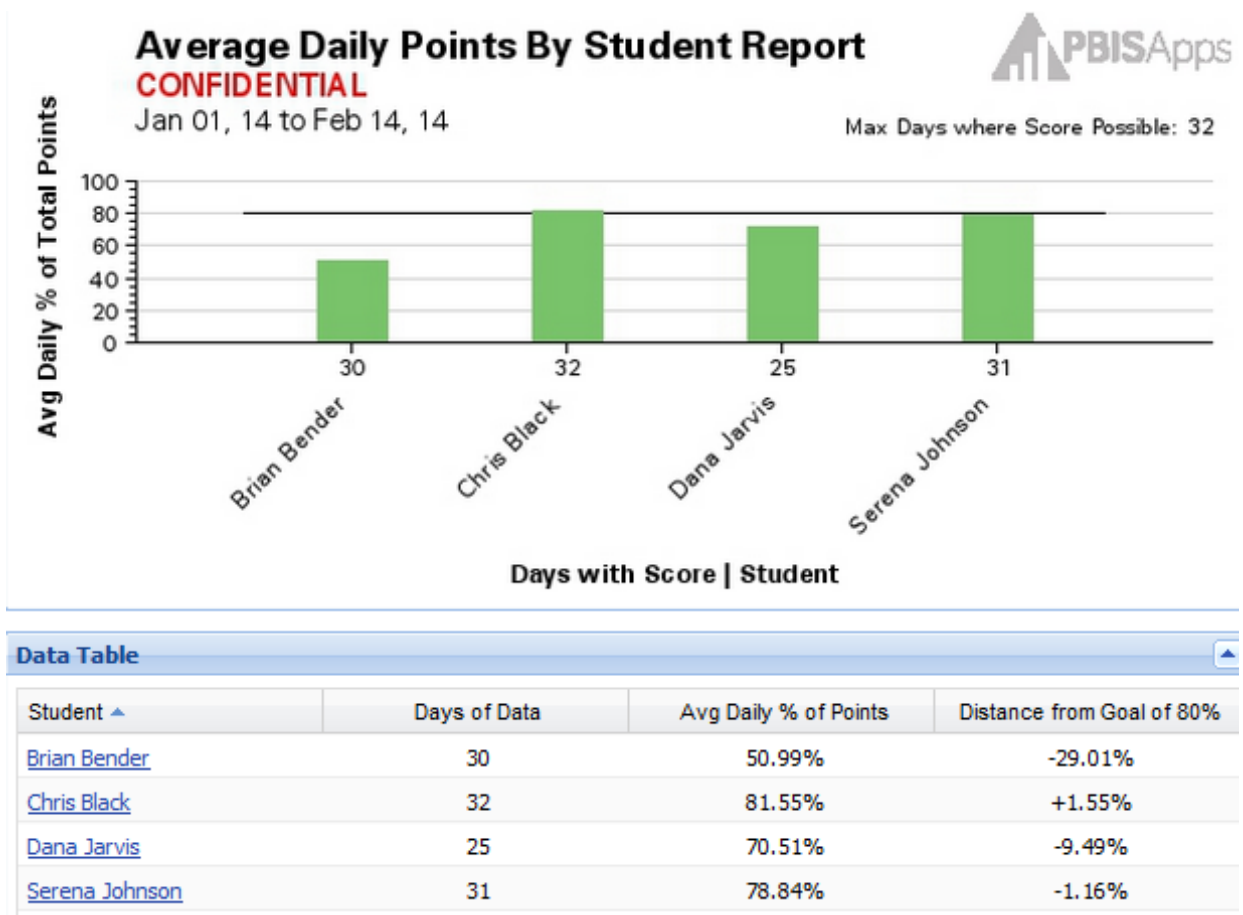
# Average Daily Points By Student



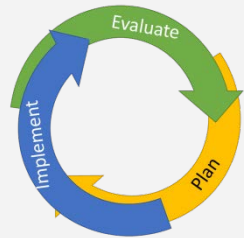
The Average Daily Points By Student Report helps evaluate:



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







# Student Count Report



The Student Count Report helps evaluate:

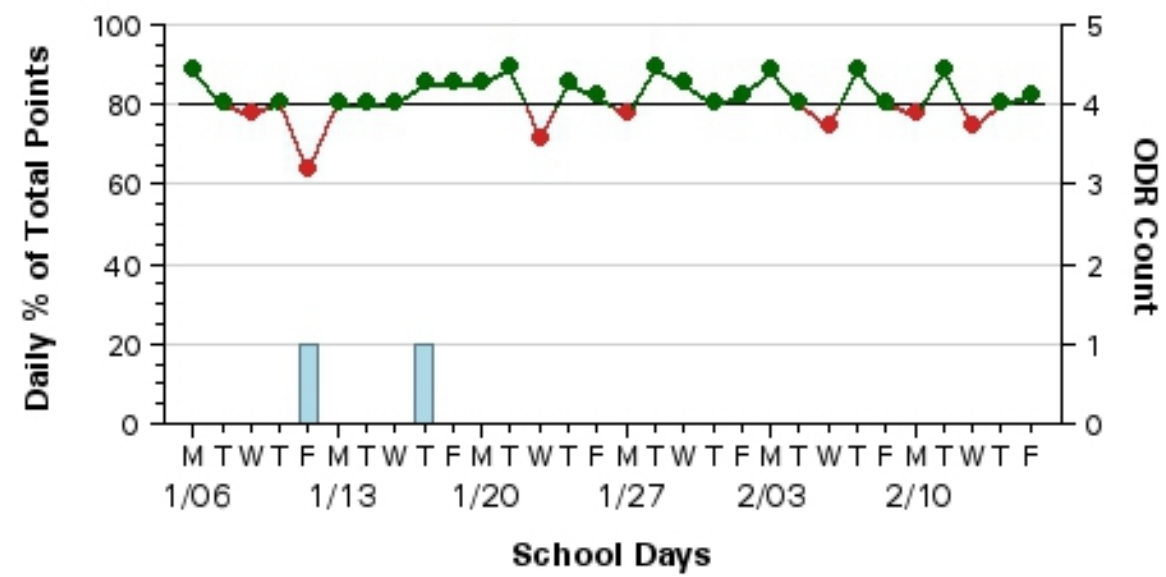


What is one student's pattern over time?

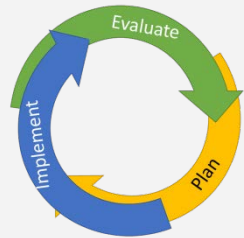
## Individual Student Count Report

**CONFIDENTIAL**

Chris Black, All, Jan 06, 14 to Feb 14, 14



- Goal Met
- Goal Not Met
- Complete
- ▲ Incomplete
- A** Absent
- ND** No Data
- NS** No School
- NA** Not Applicable
- ? No Entry
- Plan Change
- Notes Entered
- ODR Count



# Student Period Report



The Student Period Report helps evaluate:



What does one student's average day look like?

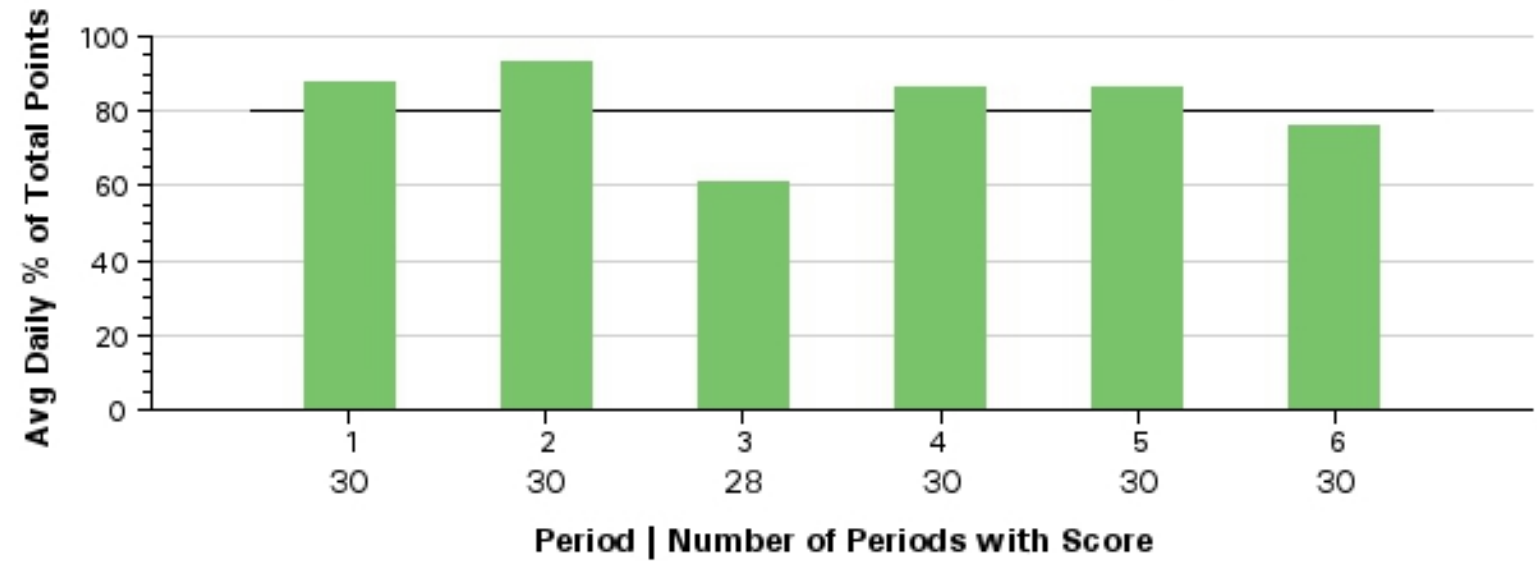
## Individual Student Period Report

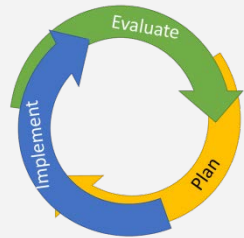
**CONFIDENTIAL**

Chris Black, Jan 06, 14 to Feb 14, 14



Max Days where Score Possible: 30





# Student Single Period Report



The Student Single Period Report helps evaluate:

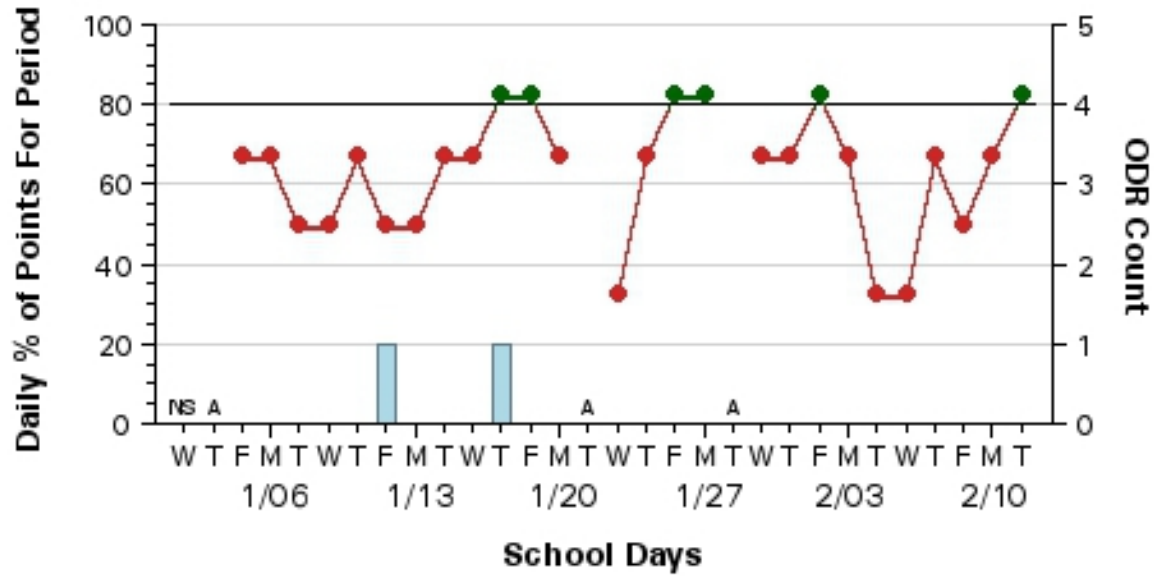


What is one student's pattern over time in a single period?

## Individual Student Single Period Report

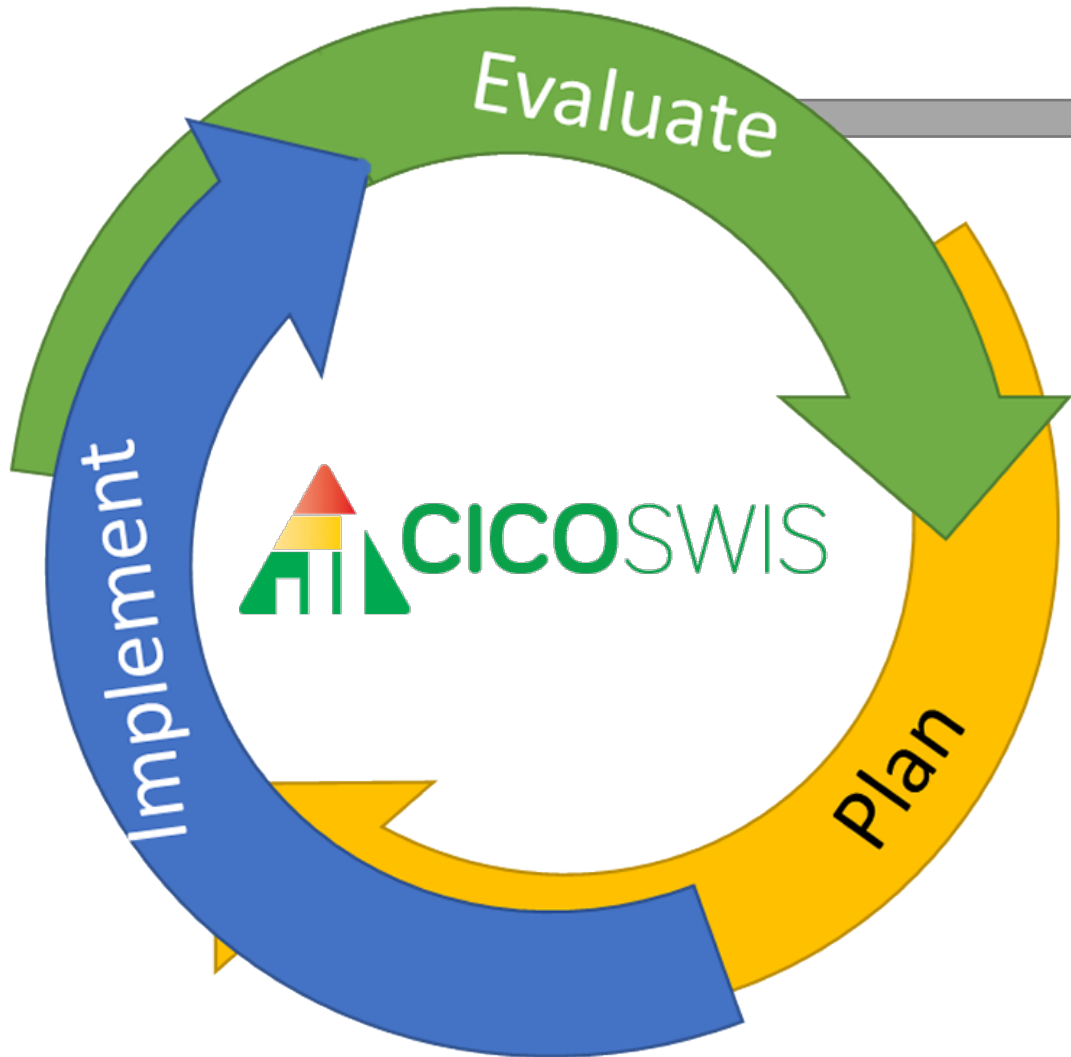
**CONFIDENTIAL**

Chris Black, Period 3, All, Jan 01, 14 to Feb 11, 14



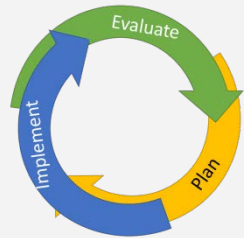
- Goal Met
- Goal Not Met
- Complete
- ▲ Incomplete
- A** Absent
- ND** No Data
- NS** No School
- NA** Not Applicable
- ⊙ No Entry
- ▬ Plan Change
- Notes Entered
- ▭ ODR Count

# Continuous Quality Improvement for Students

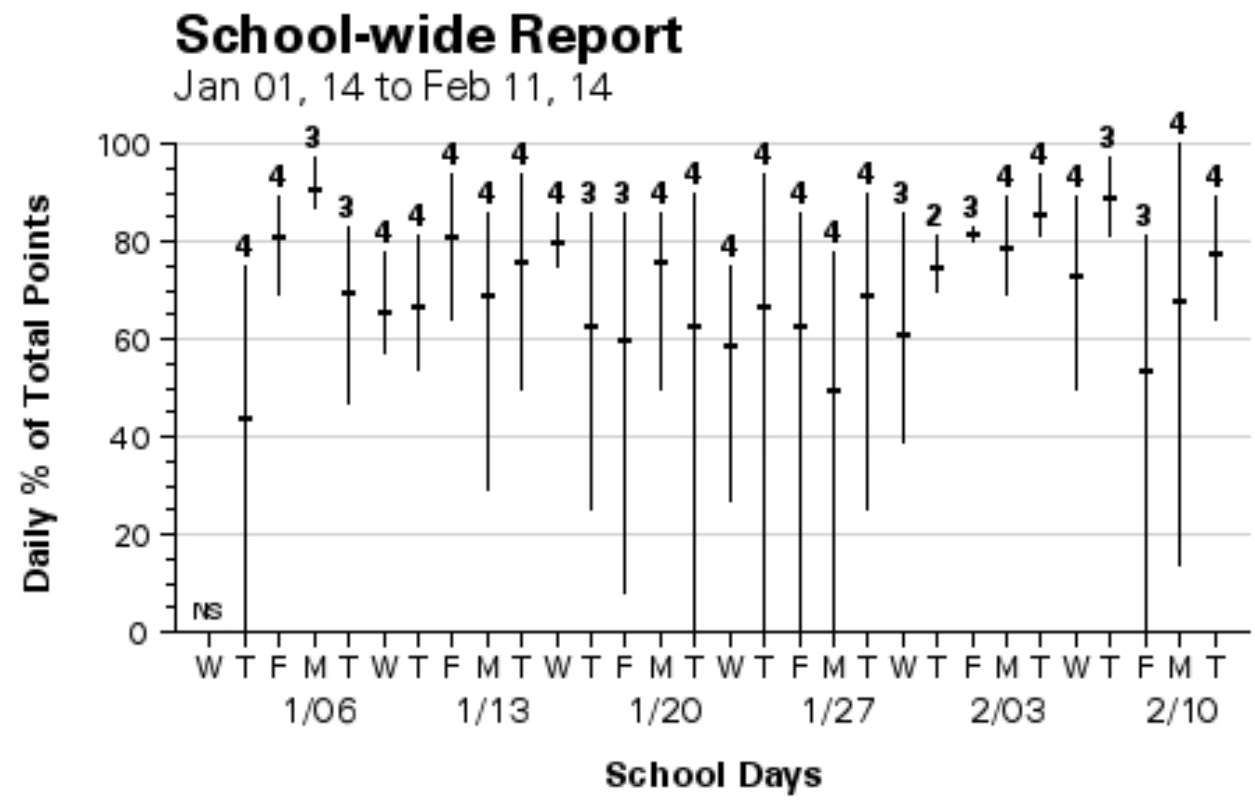


Brian Bender & Dana Jarvis





# School-wide Report

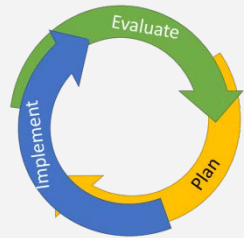


#	Students Contributing
—	High Score
+	Mean Score
—	Low Score
<b>ND</b>	No Data
<b>NS</b>	No School
<b>?</b>	No Entry

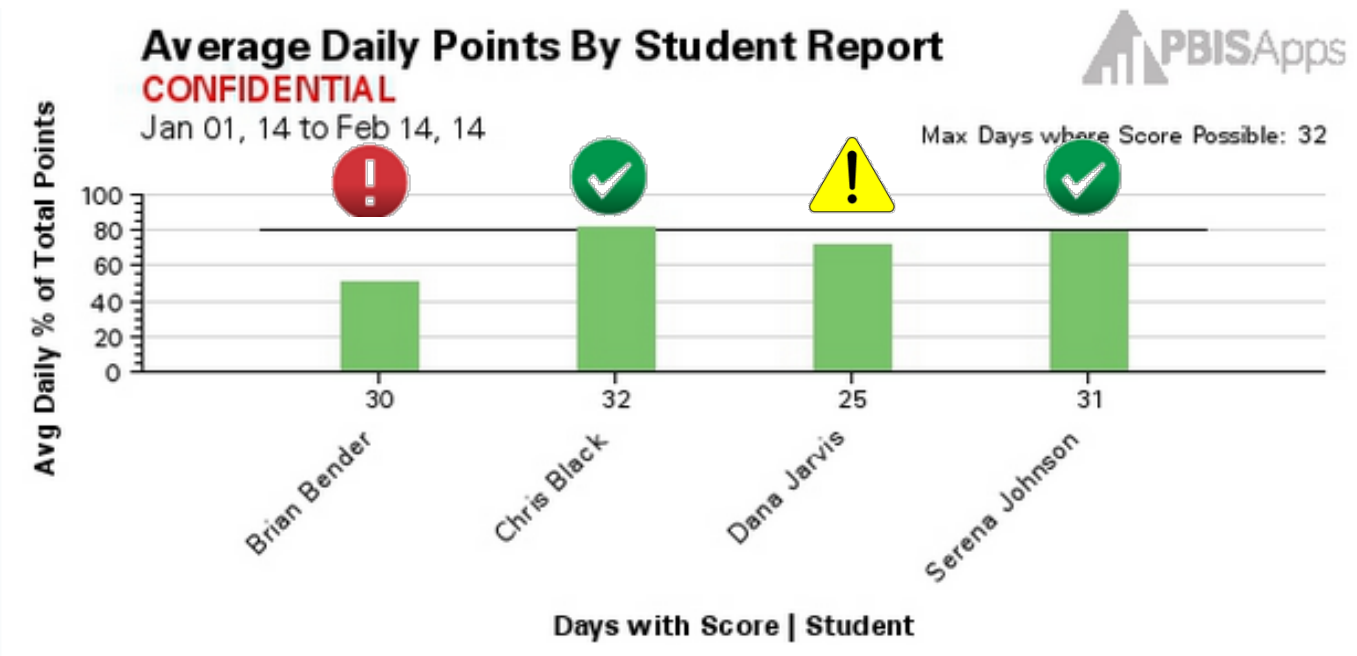
## Guiding Questions

What are the school-wide patterns for:

- High Score
- Mean Score
- Low Score
- Students contributing



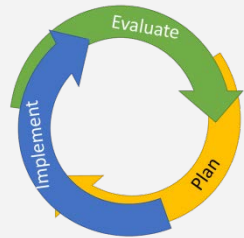
# Average Daily Points By Student



Student	Days of Data	Avg Daily % of Points	Distance from Goal of 80%
<a href="#">Brian Bender</a>	30	50.99%	-29.01%
<a href="#">Chris Black</a>	32	81.55%	+1.55%
<a href="#">Dana Jarvis</a>	25	70.51%	-9.49%
<a href="#">Serena Johnson</a>	31	78.84%	-1.16%

## Guiding Questions

- How is Serena doing in relation to the school-wide goal?
- How is Brian doing in relation to the school-wide goal?
- Who will we focus our energy on for quality improvement?

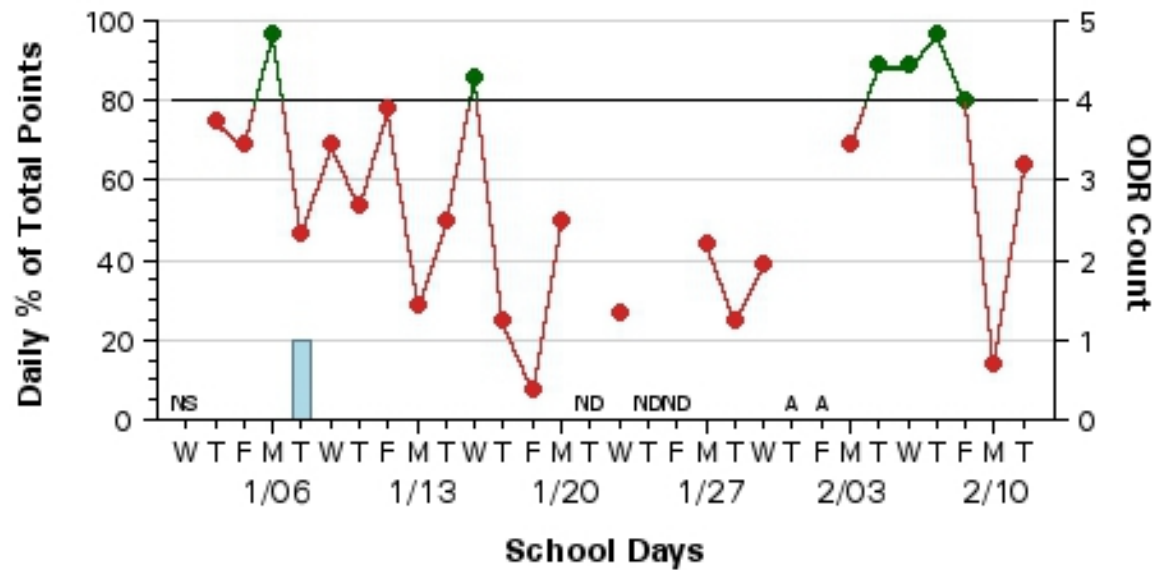


# Student Count Report

## Individual Student Count Report

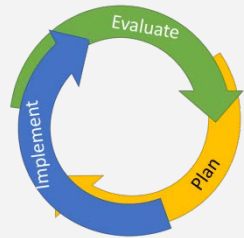
**CONFIDENTIAL**

Brian Bender, All, Jan 01, 14 to Feb 11, 14

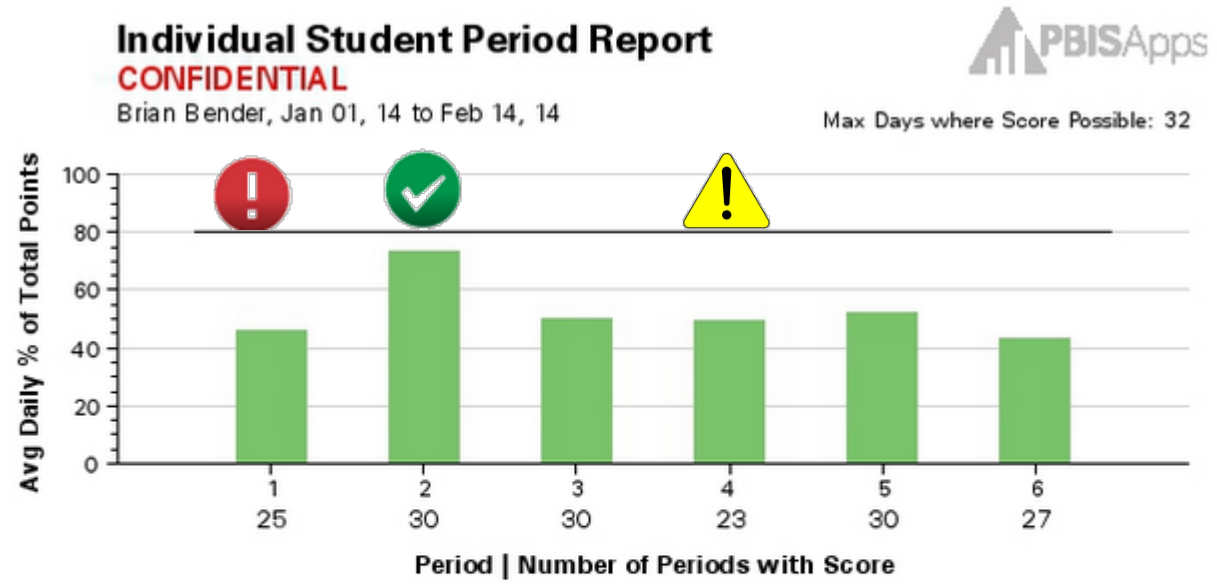


## Guiding Questions

- *What can we learn from Brian's last 4 weeks of data?*
- *What patterns are evident?*



# Student Period Report



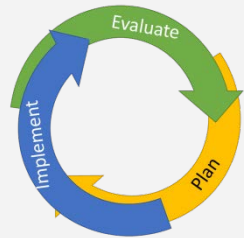
**Data Table**

Period	Num Periods with Score	Avg Daily % of Total Points	Distance from Goal of 80%
1	25	46.00%	-34.00%
2	30	72.78%	-7.22%
3	30	50.00%	-30.00%
4	23	49.28%	-30.72%
5	30	52.22%	-27.78%
6	27	42.59%	-37.41%

## Guiding Questions

- For the last 4 weeks:
  - which period(s) was Brian most successful in?
  - which period(s) was Brian least successful in?
  - which periods appear to have gaps in the data?





# Student Single Period Report

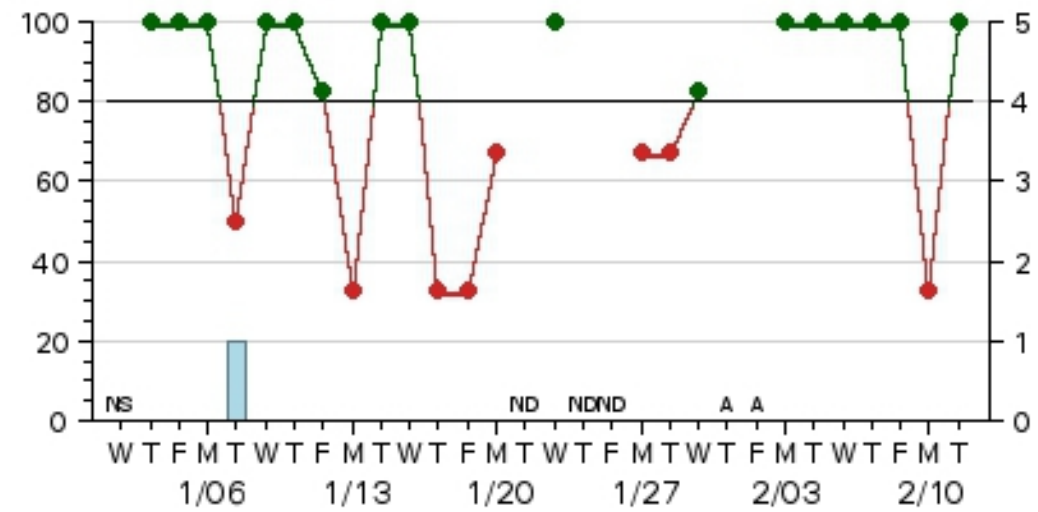
## Individual Student Single Period Report

**CONFIDENTIAL**

Brian Bender, Period 2, All, Jan 01, 14 to Feb 11, 14



Daily % of Points For Period



School Days

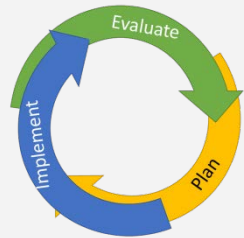
ODR Count

## Period 2

### Guiding Questions

Period 2 was Brian's best period.

- What patterns do we see in the data from that period?
- What is happening in this period that sets him up for success?
- What is happening in this period that inhibits success?
- What are our takeaways?

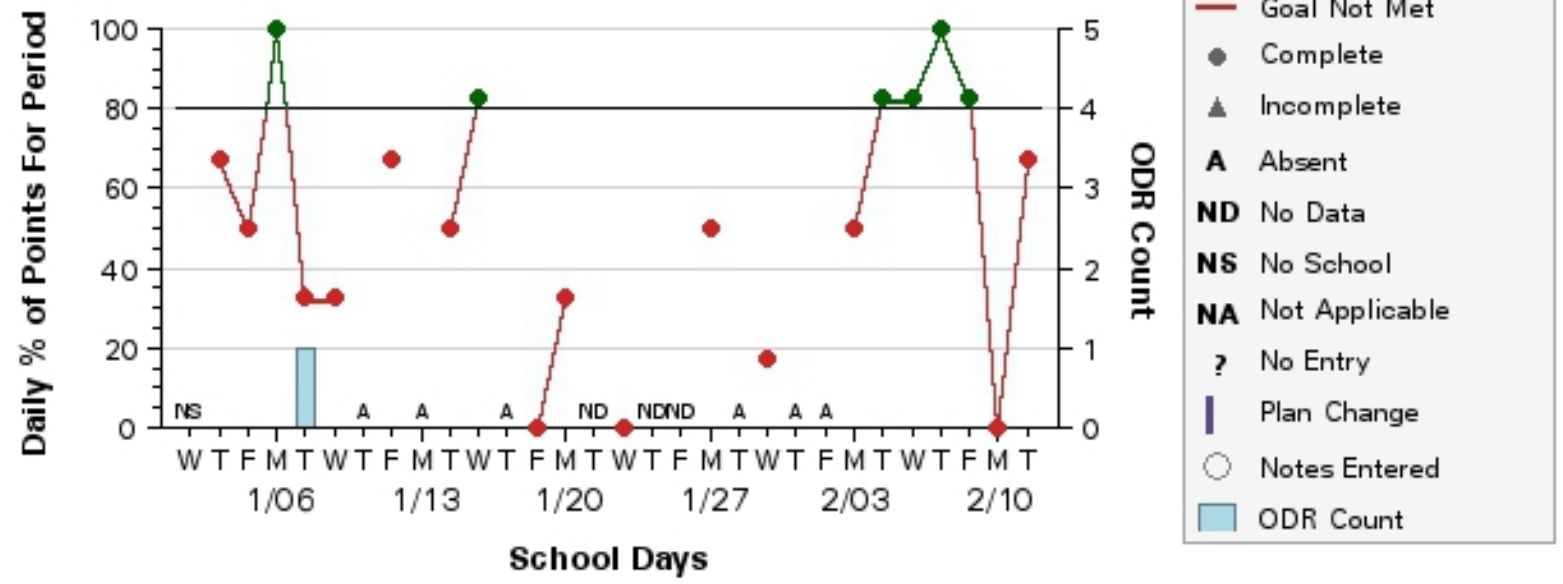


# Student Single Period Report

## Individual Student Single Period Report

**CONFIDENTIAL**

Brian Bender, Period 1, All, Jan 01, 14 to Feb 11, 14

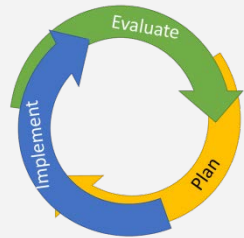


### Period 1

#### Guiding Questions

*Period 1 was Brian's worst period.*

- *What patterns do we see in the data from that period?*
- *What is happening in this period that sets him up for success?*
- *What is happening in this period that inhibits success?*
- *What are our takeaways?*

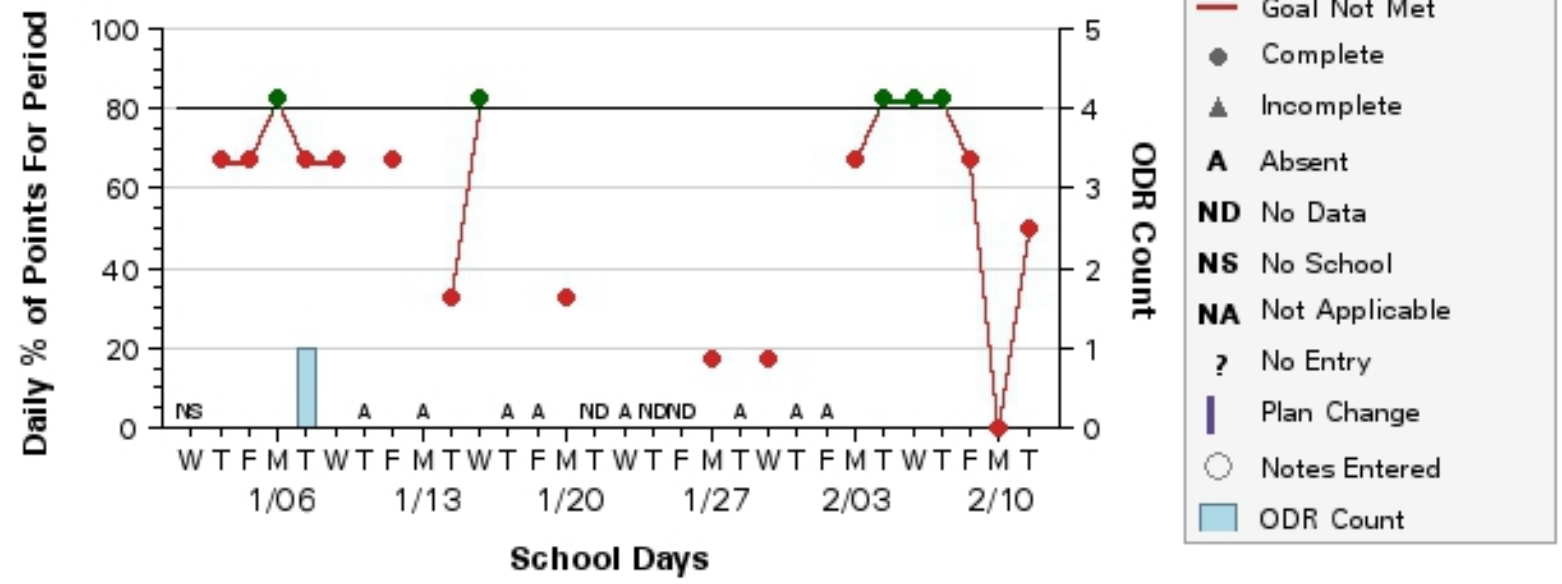


# Student Single Period Report

## Individual Student Single Period Report

**CONFIDENTIAL**

Brian Bender, Period 4, All, Jan 01, 14 to Feb 11, 14



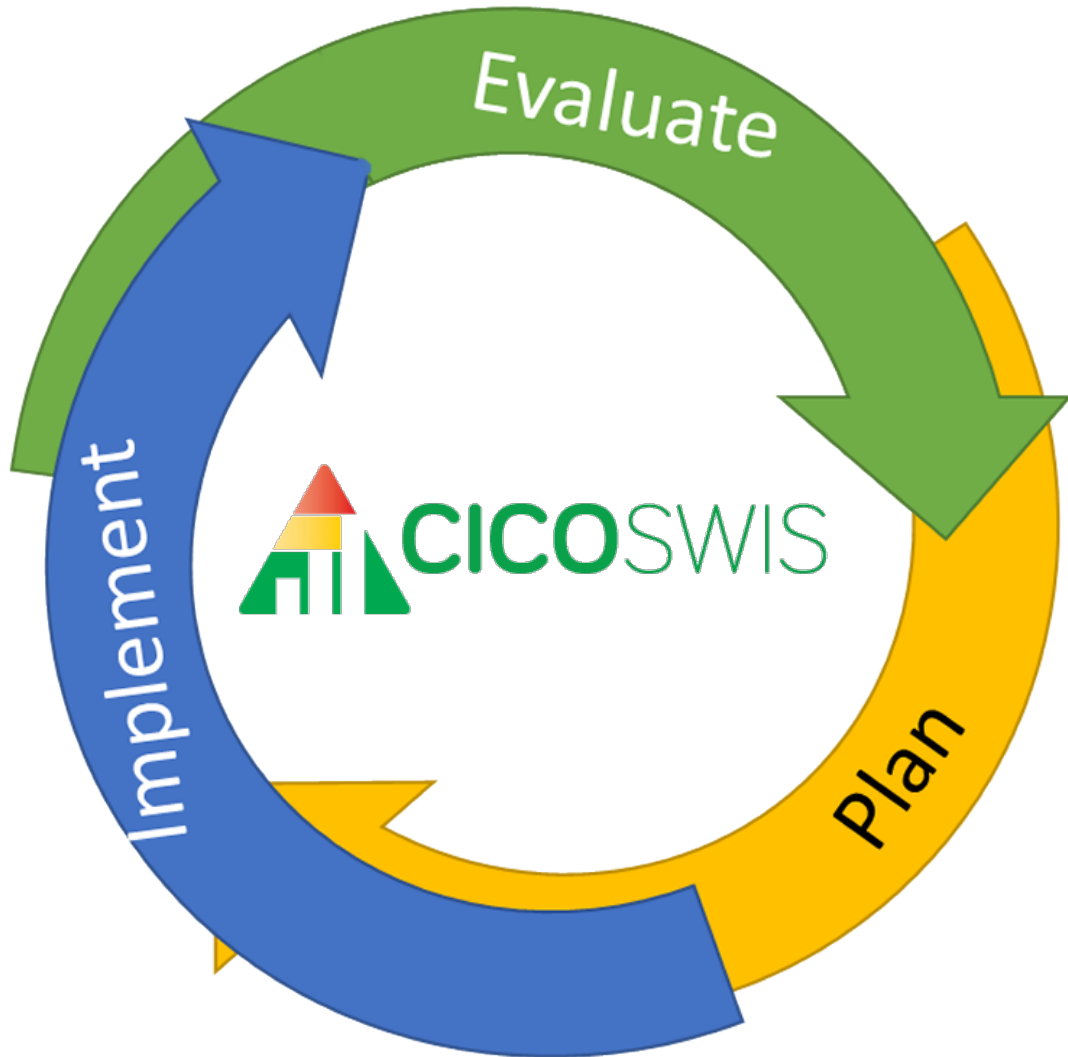
### Period 4

#### Guiding Questions

Period 4 has the most gaps in the data.

- What is causing the gaps in the data?
- Is it a student issue?
- Is it a teacher issue?

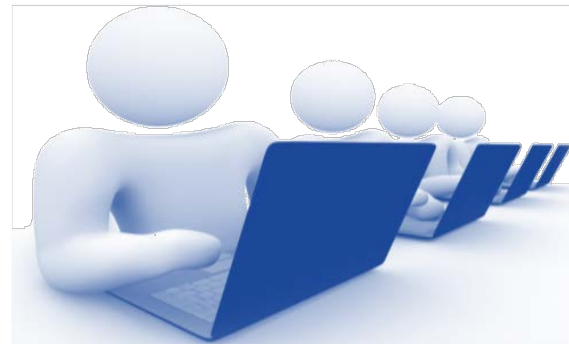
# Continuous Quality Improvement for Students



*After evaluating school-level & student-level data the Tier II team would plan for quality improvement and keep/revise implementation of the intervention.*



# PBIS Applications



# Swift at CICO-SWIS Fluency Activities

## *Activities: Report Generation and Data Analysis*

- Generate the **School-wide Report** for the dates April 1-30, 2014. Provide a brief summary statement for your Tier II team about the report data.
- Generate an **Average Daily Points** report for the dates April 1-30, 2014. Which of the following students:
  - Is meeting or exceeding the school-wide goal?
    - a) Brian Bender   b) Chris Black   c) Dana Jarvis   d) Serena Johnson
  - Has the lowest average daily percentage of points?
    - a) Brian Bender   b) Chris Black   c) Dana Jarvis   d) Serena Johnson
  - Has the most gaps in their data?
    - a) Brian Bender   b) Chris Black   c) Dana Jarvis   d) Serena Johnson
  - Would you focus your meeting minutes on?
    - a) Brian Bender   b) Chris Black   c) Dana Jarvis   d) Serena Johnson



### Application Demos

[SWIS, CICO-SWIS, & ISIS-SWIS Demo »](#)

# Swift at CICO-SWIS Fluency Activities

## *Activities: Report Generation and Data Analysis*

- For the student you will focus your meeting minutes on, which report will show you their data trends over time?
  - a) Student Count    b) Student Period    c) Student Single Period
  
- Generate Brian Bender's **Student Count** report for the dates April 1-30, 2014.
  - How many days was the student absent?
  - How many days were there of no data?
  - What is the ratio of days the goal was met to days the goal was not met?
  - Were there any referrals for this time period? If so, how many?
  - Were there any plan changes for this time period? If so, what were they?
  - Were there any notes for this time period? If so, what were they?



### Application Demos

[SWIS, CICO-SWIS, & ISIS-SWIS Demo »](#)

# Swift at CICO-SWIS Fluency Activities

## *Activities: Report Generation and Data Analysis*

- Which report will show you a student's data for their various check-in periods?  
a) Student Count   b) Student Period   c) Student Single Period
  
- Generate Brian Bender's **Student Period** report for the dates April 1-30, 2014.
  - Which period demonstrates the most success?
  - Which period demonstrates the least success?
  - Which period has the most gaps in data?
  
- Which report will show you the data for each individual period above?  
a) Student Count   b) Student Period   c) Student Single Period



### Application Demos

[SWIS, CICO-SWIS, & ISIS-SWIS Demo »](#)



# Swift at CICO-SWIS Fluency Activities

## *Activities: Report Generation and Data Analysis*

- Generate Brian Bender's **Student Single Period** report for the dates April 1-30, 2014 for:
  - Period 1 – his least successful period
  - Period 2 – his most successful period
  - Period 4 – his period with the most gaps in data
  
- What questions are you left with after reviewing each graph?
  
- Provide a brief summary statement for your Tier II team about the report data.
  
- What might your next steps be to support Brian in CICO?



### Application Demos

[SWIS, CICO-SWIS, & ISIS-SWIS Demo »](#)

# Swift at CICO-SWIS Fluency Activities

## *Activities: Defining Period Groups and Expectations*

- ❑ Make the necessary changes in School Settings to allow data entry compatible with the Daily Progress Report shown here.

**CICO-SWIS Daily Progress Report**

Name: _____ Date: ____/____/____ Parent/Guardian Signature: _____	<b>Rating Scale</b> 2 = Met all expectations (Great Job!) 1 = Met some expectations (Good work) 0 = Met few or no expectations (Room for improvement)	CICO-SWIS Goal: ____% Points Earned: _____ Points Possible: _____ Goal Met: ____ YES ____ NO
---	--	---

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							



**Facilitator Training Account**  
**Login to Your Training Account**

Username:

Password:

# Swift at CICO-SWIS Fluency Activities

## *Activities: CICO Enrollment*

- ❑ Enroll the following students in CICO-SWIS with their specific goals and enrollment dates:
  - Weller, Winston
    - CICO Goal = 80%
    - Enrollment Date = 3 weeks ago
  - Newton, Nick
    - CICO Goal = 75%
    - Enrollment Date = 2 weeks ago
  - Sanderson, Lucy
    - CICO Goal = 80%
    - Enrollment Date = 1 week ago



*Remember: the earliest date that data is available should be used as a student's enrollment date.*



**Facilitator Training Account**  
**Login to Your Training Account**

Username:

Password:

# Swift at CICO-SWIS Fluency Activities

## *Activities: Data Entry*

- Enroll a student of your choice into CICO-SWIS with the enrollment date of last Monday. Use the provided Daily Progress Reports and enter a week's worth of data.
  - Which days did the student meet his/her goal?
  - Which days did the student not meet his/her goal?
  - Were there any plan changes during this time? If so, what were they?
  - Were there any notes during this time? If so, what were they?



**Facilitator Training Account**  
**Login to Your Training Account**

Username:

Password:

# Resources and Support

## User Guides & Materials

## Video Tutorials

## Support

The screenshot shows the 'User Guides & Materials' page on the PBISApps website. The page has a blue header with the PBISApps logo and navigation links: 'Applications', 'Resources', 'Support', and 'About Us'. Below the header, there are sub-navigation links: 'Overview', 'Video Tutorials', 'User Guides & Materials', and 'Training & Webinars'. The main content area is titled 'User Guides & Materials' and includes an 'Overview' section with a paragraph of text. Below this is a 'Printed Materials' section with a sub-header and a paragraph. There are two tables: 'Featured Materials' and 'Latest Materials'. The 'Featured Materials' table has three rows with columns for material name, date, and a 'View All Materials' button. The 'Latest Materials' table has three rows with columns for material name, date, and a 'View All Materials' button. At the bottom, there are four columns, each representing a different material type: 'SWIS Materials', 'CICO-SWIS Materials', 'ISIS-SWIS Materials', and 'PBIS Assessment Materials'. Each column has a book icon, a 'User's Manual (PDF)' button, and a 'View All Materials' button.

The screenshot shows the 'Video Tutorials' page on the PBISApps website. The page has a blue header with the PBISApps logo and navigation links: 'Applications', 'Resources', 'Support', and 'About Us'. Below the header, there are sub-navigation links: 'Overview', 'Video Tutorials', 'User Guides & Materials', and 'Training & Webinars'. The main content area is titled 'Video Tutorials' and includes a 'Featured Videos' section with five video thumbnails. Below this is a 'Recently Added' section with five video thumbnails. At the bottom, there are four columns, each representing a different video type: 'SWIS Videos', 'CICO-SWIS Videos', 'ISIS-SWIS Videos', and 'PBIS Assessment Videos'. Each column has a film reel icon and a 'View All Videos' button.

The screenshot shows the 'Support' page on the PBISApps website. The page has a blue header with the PBISApps logo and navigation links: 'Applications', 'Resources', 'Support', and 'About Us'. Below the header, there are sub-navigation links: 'Support Home' and 'Submit Payment'. The main content area is titled 'Support' and includes a search bar with the text 'Have a Question? Ask or enter a search term here.' and a 'SEARCH' button. Below the search bar, there are two columns: 'Browse by Topic' and 'Contact Us'. The 'Browse by Topic' section has three sub-sections: 'General', 'SWIS (School-Wide Information System)', and 'CICO-SWIS (Check In, Check Out)'. Each sub-section has a 'VIEW ALL' button and a list of articles. The 'Contact Us' section has a paragraph of text, a 'Post a Public Question' button, an 'Email Us' button, and a 'Chat Unavailable' button. At the bottom, there is a 'Phone & Fax' section with a paragraph of text and a 'Mailing Address' section with a paragraph of text.