Data-Based Decision Making with PBIS Applications:
Tools to Help Your Team Implement SWPBIS

Idaho PBN Conference
Boise State University
February 7, 2020
Bert Eliason
Session Purpose & ELOs

Purpose:
- To introduce the tools within PBIS Applications to help teams implement SWPBIS

Essential Learner Outcomes (ELOs):
- Describe generally what PBIS Applications is and what resources are available to schools (e.g., PBIS Assessment, SWIS Suite, PBIS Evaluation)
- Understand the role of PBIS Assessment in monitoring fidelity of PBIS implementation
- Understand the role of the SWIS Suite in monitoring student outcomes
- Understand the role of PBIS Evaluation for state, region, or district evaluation
- Understand basic navigation of the PBISApps website and the SWIS Suite Demo account
PBIS Applications
ECS is a research unit within the University of Oregon’s College of Education.

ECS engages in federal and state funded projects focused on PBIS to support research, teaching, dissemination, and technical assistance.

ECS is one of four co-director sites for the PBIS National Technical Assistance Center.
PBIS Applications (PBISApps) is a not-for-profit group operated by faculty and staff at the Educational and Community Supports (ECS) research unit within the College of Education at the University of Oregon.

Mission: PBIS Apps supports educators to create effective, equitable learning environments for all students through high-quality data systems and training.

It is the provider of several web-based applications:
- School-Wide Information System (SWIS) Suite
- PBIS Assessment
- PBIS Evaluation

Our applications have been implemented in more than 26,000 schools in the US and abroad.
Rationale for Data-Based Decision Making in SWPBIS
What *single* factor is most related to high sustainability of SWPBIS?

District buy-in?
Amount of money allocated to SWPBIS?
Coaching?
Percentage of higher SES students?
Longer team meetings?
Number of cool posters and caught-being-good tickets?

The frequency with which *DATA* are presented to all school staff.

---

Kent McIntosh, PhD, Jerin Kim, MS, Sterett H. Mercer, PhD, M. Kathleen Strickland-Cohen, PhD, and Robert H. Horner, PhD (2015).
Desired Outcome: Enhanced social competence & academic achievement for all students.

How do we get to our desired outcome?
All specialized interventions are more effective and more durable with universal, school-wide behavioral expectations as a foundation.
What is Data Integrity?

Data Integrity
• Maintaining the accuracy and consistency of data over its entire life cycle
• Critical aspect to the design, implementation, and usage of any system that stores, processes, or retrieves data

For data to be useful, it should reliably match overall perceptions across staff, students, and families.
Types of Information (Data)

Fidelity Data

Did we implement the systems and strategies we agreed on?

Outcome Data

Is the plan resulting in progress toward our goals?
Connecting Fidelity & Outcome Data

- **Lucky Sustaining**
  - Positive outcomes, low understanding of how they were achieved
  - Replication of success is unlikely

- **Positive outcomes, high understanding of how they were achieved**
  - Replication of success likely

- **Losing Ground Learning**
  - Undesired outcomes, low understanding of how they were achieved
  - Replication of failure likely

- **Undesired outcomes, high understanding of how they were achieved**
  - Replication of mistakes unlikely
Continuous Quality Improvement

Identify problems with precision

Establish goal(s)

Develop solution(s)

Implement solution(s) with integrity and fidelity

Monitor outcomes and compare to goal(s)

Evaluate

Reassess and revise solution(s) as needed

Implement

Plan

Establish goal(s)

Develop solution(s)

DNA
Different Applications to Meet the Data Needs

- Fidelity Data
- Outcome Data
Overview

PBIS Assessment provides surveys for PBIS teams to take as they examine their level of SWPBIS implementation fidelity and look for ways to improve systems and practices to benefit students, their families, and the overall school culture.
A major feature of SWPBIS is the commitment to ongoing assessment of implementation fidelity.

Surveys are completed online with reports immediately available as soon as a survey is submitted.

PBIS Assessment is absolutely free and requires only that someone in the district attend a webinar to learn how to coordinate the surveys.
### Available Assessments

<table>
<thead>
<tr>
<th>All Tiers</th>
<th>Tier 1 (Universal/Primary)</th>
<th>Tier 2 (Targeted/Secondary) &amp; Tier 3 (Intensive/Tertiary)</th>
<th>Tiered Fidelity Inventory (TFI)</th>
<th>Progress Monitoring Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tiered Fidelity Inventory (TFI)</td>
<td>Team Implementation Checklist (TIC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Benchmarks of Quality (BoQ)</td>
<td>Monitoring Advanced Tiers Tool (MATT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-Assessment Survey (SAS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Early Childhood Benchmarks of Quality (ECBoQ)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tiered Fidelity Inventory (TFI)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Benchmarks for Advanced Tiers (BAT)</td>
<td></td>
</tr>
</tbody>
</table>

**Outcome Tool:** School Safety Survey (SSS) & **School Climate Surveys***

*Student, Staff, Family
*English & Spanish
Fidelity Across Tiers with the TFI

SWPBIS Tiered Fidelity Inventory
version 2.1

September 2019

Citation for this Publication

Tier 1: Universal SWPBIS Features

**Feature** | **Possible Data Sources** | **Scoring Criteria**
--- | --- | ---
**Subscale: Teams**
11. Team Composition: Tier 1 teams include Tier 1 system coordinators, school administrators, and individuals able to provide portfolio review, monitoring, or implementation coaching.
- School organizational chart
- Tier 1 system meeting minutes
0 - Tier 1 team does not exist or does not include coordinator, school administrator, or individuals

12. Team Operating Procedures: Tier 1 team meets at least monthly and has an agenda, minutes, and defined roles and responsibilities.
0 - Tier 1 team does not meet monthly or has no minutes, no defined roles, or responsibilities.

**Scoring Criteria:** 0 = Not implemented; 1 = Partially implemented; 2 = Fully implemented

Tier 2: Targeted SWPBIS Features

**Feature** | **Possible Data Sources** | **Scoring Criteria**
--- | --- | ---
**Subscale: Teams**
13. Team Composition: Tier 2 (or combined Tier 2 and Tier 3) teams include Tier 2 system coordinator and individuals able to provide portfolio review, monitoring, or implementation coaching.
- School organizational chart
- Tier 1 team meeting minutes
0 - Tier 2 team does not exist or does not include coordinator, school administrator, or individuals

14. Team Operating Procedures: Tier 2 team meets at least monthly and has an agenda, minutes, and defined roles and responsibilities.
- School organizational chart
- Tier 1 team meeting minutes
0 - Tier 2 team does not meet monthly or has no minutes, no defined roles, or responsibilities.

**Scoring Criteria:** 0 = Not implemented; 1 = Partially implemented; 2 = Fully implemented

Tier 3: Intensive SWPBIS Features

**Feature** | **Possible Data Sources** | **Scoring Criteria**
--- | --- | ---
**Subscale: Teams**
15. Team Composition: Tier 3 (or combined Tier 3 and Tier 4) teams include Tier 3 system coordinator and individuals able to provide portfolio review, monitoring, or implementation coaching.
- School organizational chart
- Tier 1 team meeting minutes
0 - Tier 3 team does not exist or does not include coordinator, school administrator, or individuals

16. Team Operating Procedures: Tier 3 team meets at least monthly and has an agenda, minutes, and defined roles and responsibilities.
- School organizational chart
- Tier 1 team meeting minutes
0 - Tier 3 team does not meet monthly or has no minutes, no defined roles, or responsibilities.

17. Team Operating Procedures: Tier 3 team meets at least monthly and has an agenda, minutes, and defined roles and responsibilities.
0 - Tier 3 team does not meet monthly or has no minutes, no defined roles, or responsibilities.

18. Team Operating Procedures: Tier 3 team meets at least monthly and has an agenda, minutes, and defined roles and responsibilities.
0 - Tier 3 team does not meet monthly or has no minutes, no defined roles, or responsibilities.

**Scoring Criteria:** 0 = Not implemented; 1 = Partially implemented; 2 = Fully implemented
Overall (Total Score)

Scale (Breakdown by Tier)
TFI Report Options

Subscale (Breakdown by Tier & Subscale)

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Exemplar

- Teams
- Implementation
- Evaluation
- Teams
- Interventions Tier 2
- Evaluation
- Teams
- Resources Tier 3
- Support Plan
- Evaluation

Percentage Implemented

0% 20% 40% 60% 80% 100%
Items (Breakdown by specific items)

Use the items to build an action plan for areas that can be improved.
School Climate Surveys

School Climate Survey Suite
Administration Manual

School Climate Survey: Elementary (11 items)

<table>
<thead>
<tr>
<th>Scale</th>
<th>Item #s Included in Subscale</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate</td>
<td>1-11</td>
<td>A survey to provide schools with an overall understanding of how elementary students perceive school climate along four dimensions: school connectedness, school safety, school orderliness, and peer and adult relations.</td>
</tr>
</tbody>
</table>

School Climate Survey: Middle/High (9 items)

<table>
<thead>
<tr>
<th>Scale</th>
<th>Item #s Included in Subscale</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate</td>
<td>1-9</td>
<td>A survey to provide schools with an overall understanding of how middle and high school students perceive school climate along six dimensions: teaching and learning, relationships, and safety.</td>
</tr>
</tbody>
</table>

School Climate Survey: School Personnel (29 items)

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Item #s Included in Subscale</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Connectedness (SC)</td>
<td>1-6</td>
<td>Staff feel socially connected to their colleagues.</td>
</tr>
<tr>
<td>Structure for Learning (SFL)</td>
<td>7-11</td>
<td>Staff feel supported for their teaching practices.</td>
</tr>
<tr>
<td>School Safety (SS)</td>
<td>13-16</td>
<td>Staff feel physically safe in their work environment.</td>
</tr>
<tr>
<td>Physical Environment (PE)</td>
<td>17-20</td>
<td>Staff feel comfortable and healthy in their work environment.</td>
</tr>
<tr>
<td>Peer/Adult Relations (PARR)</td>
<td>25-26</td>
<td>Staff feel respected and valued by peers and adults.</td>
</tr>
<tr>
<td>Parental Involvement (PI)</td>
<td>27-29</td>
<td>Staff feel that parents and students are involved in the education process.</td>
</tr>
</tbody>
</table>

School Climate Survey: Family (21 items)

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Item #s Included in Subscale</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning (TLL)</td>
<td>1-3</td>
<td>Parents’ perceptions of the degree to which their student enjoys and is successful at school.</td>
</tr>
<tr>
<td>School Safety (SS)</td>
<td>4-8</td>
<td>Parents’ perceptions of their student’s safety at school.</td>
</tr>
<tr>
<td>Interpersonal Relationships (IPR)</td>
<td>9-16</td>
<td>Parents’ perceptions of the degree to which their student is supported and treated fairly by adults and peers within the school.</td>
</tr>
<tr>
<td>Institutional Environment (IE)</td>
<td>16-19</td>
<td>Parents’ perceptions of the maintenance and resources of their student’s school.</td>
</tr>
<tr>
<td>Parent Involvement (PI)</td>
<td>19-21</td>
<td>Parents’ perceptions of the degree to which they are involved in their student’s education.</td>
</tr>
</tbody>
</table>
School Climate Survey: Student

School Climate Survey: Elementary

Please answer all of the questions or your answers won't be recorded, but you can mark "I prefer not to answer" if you don't want to answer a question about you.

Demographics

What is your gender or gender identity?
- Female
- Male
- Other
- I prefer not to answer

What is your ethnicity?
- Hispanic or Latina/o
- Not Hispanic or Latina/o
- I prefer not to answer

What is your race? (Mark all that apply)
- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White
- Other
- I prefer not to answer

Beyond that, is there another ethnic group with which you identify?
- Ethnic Group: _____________________________
- I prefer not to answer.

What grade are you in?
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- I prefer not to answer

Survey Questions

1. I like school.
   - Never
   - Sometimes
   - Often
   - Always

2. I feel like I do well in school.
   - Never
   - Sometimes
   - Often
   - Always

3. My school wants me to do well.
   - Never
   - Sometimes
   - Often
   - Always

4. My school has clear rules for behavior.
   - Never
   - Sometimes
   - Often
   - Always

5. Teachers treat me with respect.
   - Never
   - Sometimes
   - Often
   - Always

6. Good behavior is noticed at my school.
   - Never
   - Sometimes
   - Often
   - Always

7. I get along with other students.
   - Never
   - Sometimes
   - Often
   - Always

8. I feel safe at school.
   - Never
   - Sometimes
   - Often
   - Always

9. Students treat each other well.
   - Never
   - Sometimes
   - Often
   - Always

10. There is an adult at my school who will help me if I need it.
    - Never
    - Sometimes
    - Often
    - Always

11. Students in my class behave so that teachers can teach.
    - Never
    - Sometimes
    - Often
    - Always

12. The behavior in my class allows the teachers to teach.
    - Strongly Disagree
    - Somewhat Disagree
    - Somewhat Agree
    - Strongly Agree

13. Students are frequently recognized for good behavior.
    - Strongly Disagree
    - Somewhat Disagree
    - Somewhat Agree
    - Strongly Agree

14. School is a place at which I feel safe.
    - Strongly Disagree
    - Somewhat Disagree
    - Somewhat Agree
    - Strongly Agree

15. I know an adult at school that I can talk with if I need help.
    - Strongly Disagree
    - Somewhat Disagree
    - Somewhat Agree
    - Strongly Agree
School Climate Survey: Family

Please answer all of the questions or your answers won’t be recorded, but you can mark “I prefer not to answer” if you don’t want to answer a question about you.

Demographics
Please indicate the grade of your student or students. (mark all that apply)
☐ K 0-4 5-6 7-8 9-10 11-12 I prefer not to answer.

Is your student enrolled in any of these programs? (mark all that apply)
☐ Special Education Program or an Individualized Education Program (IEP)
☐ Gifted Program or Honors/Advanced Placement Courses
☐ Not applicable, not sure, I prefer not to answer.

What is your gender identity? (mark all that apply)
☐ Female ☐ Male ☐ Non-binary, transgender or other
☐ I prefer not to answer

What is your ethnicity? (mark all that apply)
☐ Hispanic or Latino/a ☐ Not Hispanic or Latino/a
☐ I prefer not to answer

What is your race? (mark all that apply)
☐ American Indian or Alaskan Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Pacific Islander
☐ White
☐ I prefer not to answer

Beyond that, is there another ethnic group with which you identify? ☐ Other Group:
☐ I prefer not to answer

Survey Questions
Teaching and Learning
1. Teachers at my student’s school have high standards for achievement.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

2. Teachers at my student’s school work hard to make sure that students do well.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

3. Teachers at my student’s school promote academic success for all students.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

School Safety
4. My student’s school sets clear rules for behavior.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

5. My student feels safe at school.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

6. My student feels safe going in and out from school.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

7. School rules are consistently enforced at my student’s school.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

8. School rules and procedures at my student’s school are fair.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

Interpersonal Relationships
9. My student feels successful at school.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

10. My student is frequently recognized for good behavior.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

11. I feel comfortable talking to teachers at my student’s school.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

12. Staff at my student’s school communicate well with parents.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

13. I feel welcome at my student’s school.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

14. All students are treated fairly at my student’s school.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

15. Teachers at my student’s school treat all students with respect.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

Institutional Environment
16. My student’s school building is well-maintained.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

17. My student’s textbooks are up to date and in good condition.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

18. Teachers at my student’s school keep their classrooms clean and organized.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

Parent Involvement
19. I attended parent/teacher conferences at my student’s school.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

20. I am actively involved in activities at my student’s school.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

21. I frequently volunteer to help in special projects at my student’s school.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree
SCS School Personnel Reporting Options

School Climate Survey: School Personnel
- Total Scores By Survey Date -
  School Years: 2017 - 2018

Survey Date   | Number of Respondents | Total Average
---------------|-----------------------|----------------
11/30/2017    | N=35                  | 2.95           
12/20/2018    | N=41                  | 2.94           

School Climate Survey: School Personnel
- Mean Scores By Subscale -
  Demonstration School Exemplar: 2017 - 2018

Survey Date   | Grade K | Grade 5 | Grade 7 | Grade 9 | Grade 11 | Grade 12 | No Response
---------------|---------|---------|---------|---------|----------|----------|----------------
11/30/2017    | 3.85    | 3.55    | 2.92    | 2.91    | 3.13     |          |                
12/20/2018    | 2.83    | 3.11    | 2.91    | 2.90    | 2.95     |          |                

School Climate Survey: School Personnel
- Mean Scores By Subscale -
  School Years: 2017 - 2018

Survey Date   | Overall | Staff Connectedness | Structure for Learning | School Safety | Physical Environment | Parent/Adult Relations | Parental Involvement
---------------|---------|--------------------|------------------------|---------------|----------------------|-----------------------|-----------------------
11/30/2017    | 2.95    | 3.06               | 3.1                    | 3.49          | 3.03                 | 2.63                  | 2.28                  
12/20/2018    | 2.94    | 3.02               | 3.12                   | 3.29          | 3.08                 | 2.67                  | 2.33                  

N=Number of respondents
The SWIS Suite – Outcome Data

The SWIS Suite is a reliable, confidential, web-based information system to collect, summarize, and use student outcome data for decision making.

The three SWIS applications, SWIS, CICO-SWIS, and I-SWIS, align with the PBIS framework and provide the needed data for both universal screening as well as progress monitoring.

1. Universal—primary prevention provided to all students, effective for approximately 80% of student population.
2. Secondary—targeted, small group 15% of student population.
3. Tertiary—intensive, individualized 5% of student population.

All specialized interventions are more effective and more durable with universal, school-wide behavioral expectations as a foundation.
I-SWIS is a decision system for students requiring more intensive and individualized academic, social, or mental health supports.

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

The School-Wide Information System (SWIS) is a web-based decision system designed to help school/facility personnel use office referral data to monitor progress of school-wide and individual student interventions.
A school/site needs to work directly with a certified facilitator to get access to the application(s).

**Subscription Fees:**
- One application - $350/year
- Two applications - $460/year
- Three applications - $570/year

*prorated each month*
School-Wide Information System (SWIS)

- SWIS allows school staff to enter office discipline referrals online.

- The data are summarized to provide information about individual students, groups of students, or the entire student body over any time period. As a result, the user can:
  - Review school-wide referral patterns
  - Define behavior patterns in greater detail
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
Core SWIS Reports

Average Referrals Per Day Per Month

Referrals by Location

Referrals by Problem Behavior

Referrals by Time

Referrals by Grade

Referrals by Day Of Week

Referrals by Student

CONFIDENTIAL
SWIS Additional Reports

1. **Average Referrals Per Day Per Month - Multi-Year**
   - Graph showing referrals by location - multi-year.

2. **Referrals by Problem Behavior - Multi-Year**
   - Graph showing referrals by problem behavior.

3. **Students With Referrals By Ethnicity**
   - Graph showing students with referrals by ethnicity.

4. **Referral Risk Index**
   - Graph showing referral risk index.

5. **Referral Risk Ratio**
   - Graph showing referral risk ratio.

6. **Triangle Data Report**
   - Data table showing data by school year.

7. **Data Table**
   - Table showing enrollment, 0 CDRRs, 1-2 CDRRs, 3-4 CDRRs, 5-9 CDRRs, 10 or more CDRRs.

8. **Suspension/Expulsion**
   - Data table showing suspension/expulsion data.
The **Student Dashboard** provides a set of reports for an individual student (parent-teacher conference, consideration for additional supports, school transcript).
Check-In Check-Out (CICO-SWIS)

- CICO-SWIS allows school staff to enter CICO point card data online.

- The data are summarized to provide:
  - Overall integrity and use of CICO across students
  - Individual student progress data (average, by period, by single period)
CICO-SWIS Reports

PBISApps
I-SWIS allows school staff to enter individual student support data online.

The data are summarized to provide:

- Overall integrity and use of Tier III supports across the school (how many students, overall status, consistent data collection)
- Individual student progress data (fidelity of plan implementation, student behavioral outcomes, student academic outcomes, related notes)
PBIS Evaluation is a web-based application that aggregates and summarizes data from the SWIS Suite and PBIS Assessment across all schools within a state, region, or district.

The data provided in PBIS Evaluation address the three evaluation questions:

- Which schools are actively engaged in SWPBIS implementation?
- Are schools implementing SWPBIS with fidelity?
- Is the implementation having an effect on student behavior?
Contact Information

Bert Eliason
beliason@uoregon.edu
training@pbisapps.org