



Drilling Down from Primary to Precise Problem Statements in SWIS

SWIS Custom Graphs and Reports

This document describes the basic process for using SWIS custom graphs and custom reports to drill down from a primary to a precise problem statement. Also included are three simulations of drilling down using the SWIS Demo data.

It is important to note that the drill-down process is intended to give a more complete story about a problem. There are not strict rules about the order of steps or what level of detail the team will need before they can determine whether and when they will move to solution development.

This process is based on the Team Initiated Problem Solving (TIPS) Model. For more information about TIPS please visit www.uecs.org. Choose Materials and then select “TIPS Team Training Curriculum” from page two of the Downloads.

Drilling Down from Primary to Precise Problem Statements in SWIS

1. Identify Primary Problem Statement or Problem Area using one or more of the following:
 - a. Big 5 SWIS Reports (specific problem behavior, time, location, etc.)
 - b. Ethnicity Reports
 - c. Triangle Reports
 - d. Student/Staff reports
 - e. Other data sources
2. Isolate 1-2 problem “factors” to drill down. *Note: only identify 2 factors if they are clearly related (e.g. lunchtime and cafeteria) to avoid missing potentially valuable data during the drill-down process.*
 - a. Example A: High rates of physical aggression (problem behavior)
 - b. Example B: High rates of referrals in the hallways (location)
 - c. Example C: High rates of disruption (problem behavior) within the last two weeks (time)
3. Generate a **custom graph** that isolates the above 1-2 factor(s) and identifies an additional factor.
 - a. What? (graph type: Problem Behavior)
 - b. Where? (graph type: Location)
 - c. When? (graph type: Time)
 - d. Why? (graph types: Motivation, Admin Decision)
 - e. Who¹? (graph type: Grade)
 - f. Other factors? (Advanced Options as needed)
4. Modify the custom graph in order to “drill-down” to a precise problem statement. After reviewing each graph, there should be one additional factor to consider and select within the **Report Options** (basic and/or advanced) to gather more information.
5. (Optional): Consider whether other Advanced options would be useful to consider such as gender, extra info, ethnicity, IEP status, etc).
6. Generate a **Custom Report** that shows all the referral information based on the factors identified. Identify what additional information the report should include (e.g. staff names, student names, extra info fields). This step will allow you to pinpoint additional factors that may not have been considered.

Who is most likely to be involved?	
What is the Problem Behavior of concern?	
When is the problem behavior <u>most likely</u> to occur?	
Where is the problem <u>most likely</u> to occur?	
Why do we believe the behavior continues to occur?	
(Optional) What other factors do we believe may be impacting this problem?	
(Optional) How often is the behavior occurring?	

¹ The “Who” may take more time to identify? This may be a small list of specific students or a group of students with a common factor. In SWIS grade level can be identified the most quickly, but other custom graphs and reports can also be used to pinpoint other factors such as gender, ethnicity, IEP status, etc.

Simulation A: SWIS Demo School – Harassment

1. Identify Primary Problem Statement or Problem Area

Roger is the data analyst for his school’s behavior team. Roger reviews Quick Big 5 Report and notes that **Harassment** seems to be high. This is a behavior of concern within the district so even though it is not the behavior occurring most frequently, Roger wants to be proactive.

Roger decides to use the Referrals by Problem Behavior report to compare data for the last 2 months.

Referrals By Problem Behavior
SWIS Demo School

Select the report options.

Report Date Range 09/01/2012 through 09/30/2012 MM/DD/YYYY

Referral Type All Referrals & Minors

Multi-year Graph

Show Table

Show Graph

Advanced Options

Generate Report
Reset
Main Menu

Minor - Disruption	2	3.17%
Minor - Technology violation	2	3.17%
Harassment/ Bullying	3	4.76%
Disruption	4	6.35%
Minor - Inappropriate language	4	6.35%
Skipping	5	7.04%

Referrals By Problem Behavior
SWIS Demo School

Select the report options.

Report Date Range 10/01/2012 through 10/31/2012 MM/DD/YYYY

Referral Type All Referrals & Minors

Multi-year Graph

Show Table

Show Graph

Advanced Options

Generate Report
Reset
Main Menu

Abusive language/ inappropriate language/ profanity	7	8.14%
Physical aggression	7	8.14%
Harassment/ Bullying	8	9.30%
Skipping	9	10.47%
Disruption	12	13.95%
Defiance/ Disrespect/ Insubordination/ Non-compliance	13	15.12%
Totals	86	

Roger finds that in September there were 3 referrals for harassment/bullying (4.76% of the referrals during that time period), and in October there were 8 (9.30%). Because the issue is a “hot topic” in the district and considering how early it is in the school year, Roger decides to drill down so that he can bring a precise problem statement to the next team meeting for consideration.

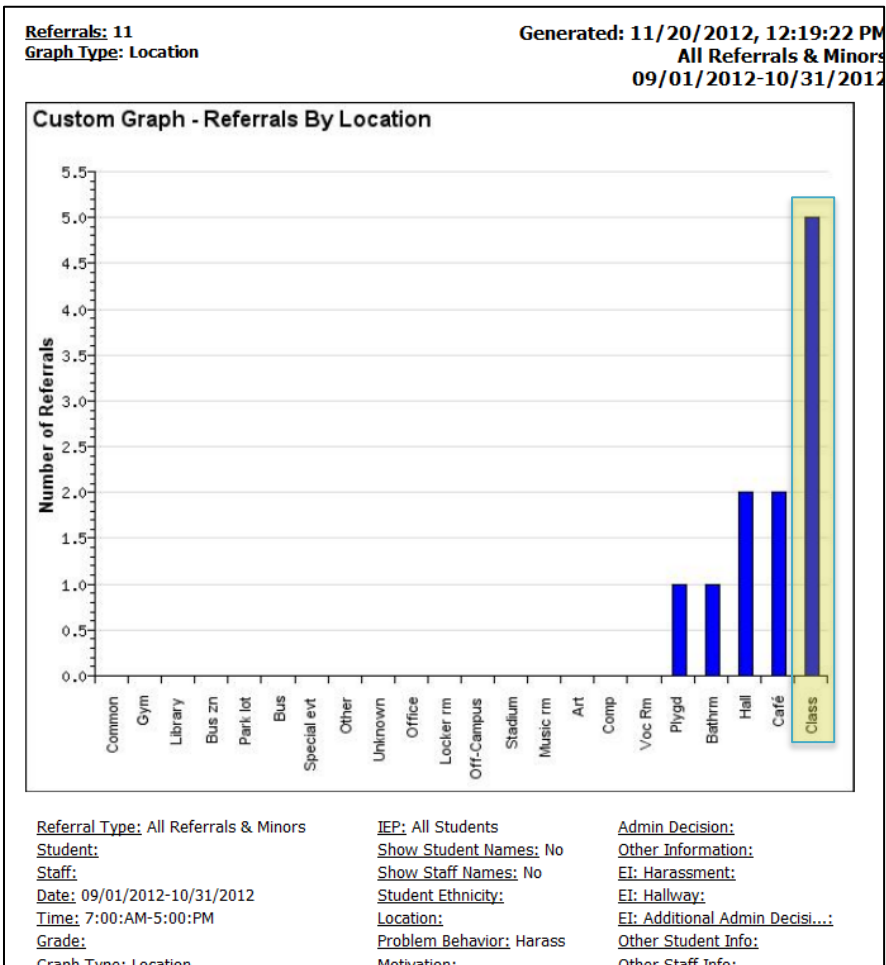
2. Isolate 1-2 problem “factors” to drill down.

Following the drill-down steps, Roger identifies his primary factor and begins to drill down in the custom reports.

What is the Problem Behavior of concern?	Harassment/Bullying
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3. Generate a custom graph that isolates the above 1-2 factor(s) and identifies an additional factor.

Custom Graph 1: Identify Location



Where is the problem most likely to occur?	Classroom ***Roger decides not to limit his drill-down to this location since there are such a small number of referrals to consider.
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4. Modify the custom graph in order to “drill-down” to a precise problem statement.

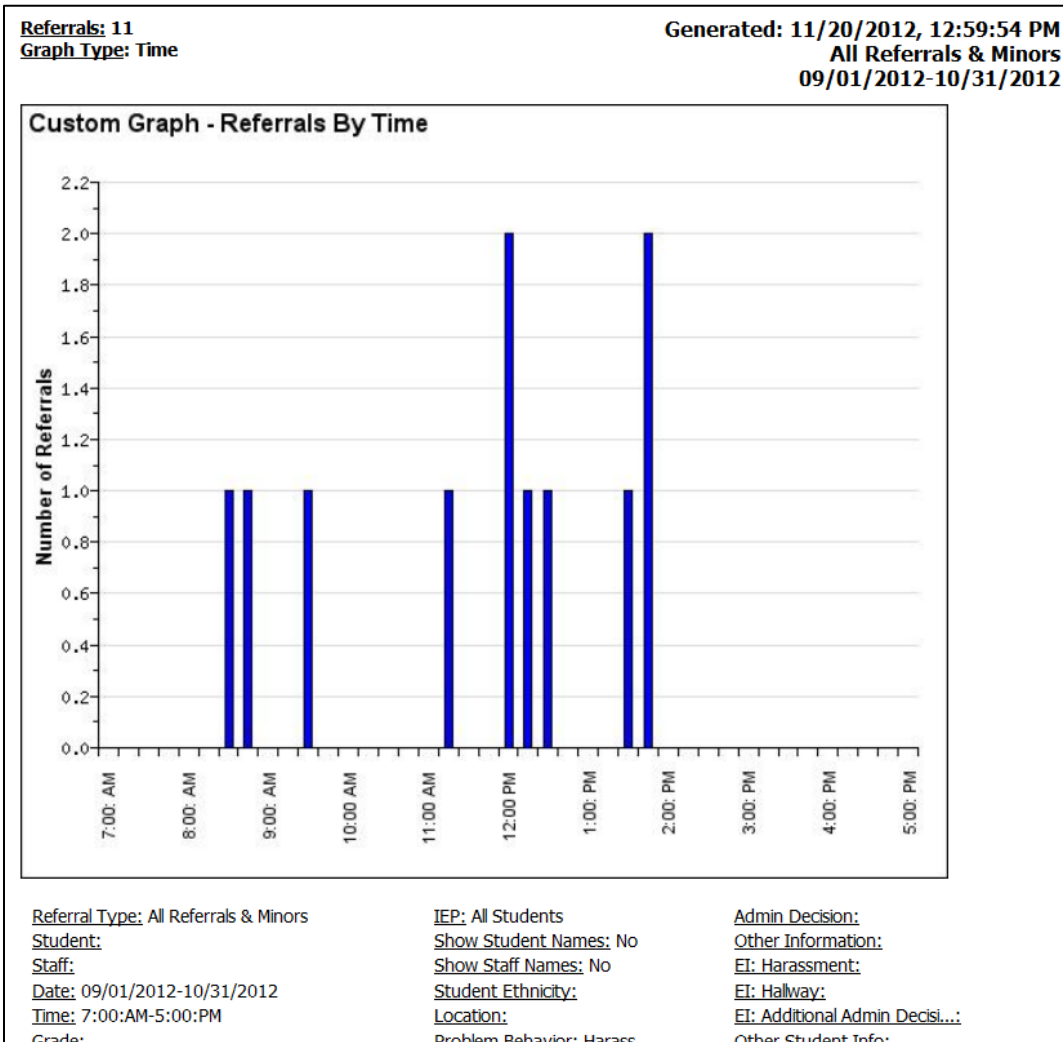
Custom Graph 2: Identify Time of Day

Custom Graph SWIS Demo School

Select the report options.

Referral Type: All Referrals & Minors
 Student:
 Staff:
 Report Date Range: 09/01/2012 through 10/31/2012 MM/DD/YYYY
 Time Range: 7:00:AM through 5:00:PM
 Grade: to
Graph Type: Time

Student Gender: Both Male & Female
 Student IEP's: All Students
 Student Ethnicity:
 Location:
 Problem Behavior: Harassment/ Bullying
 Motivation:



When is the problem behavior <u>most likely</u> to occur?	The behavior occurs throughout the school day (8:30am-1:45pm) with spikes at 12pm and 1:45pm.
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Custom Graph 3: Identify Perceived Motivation

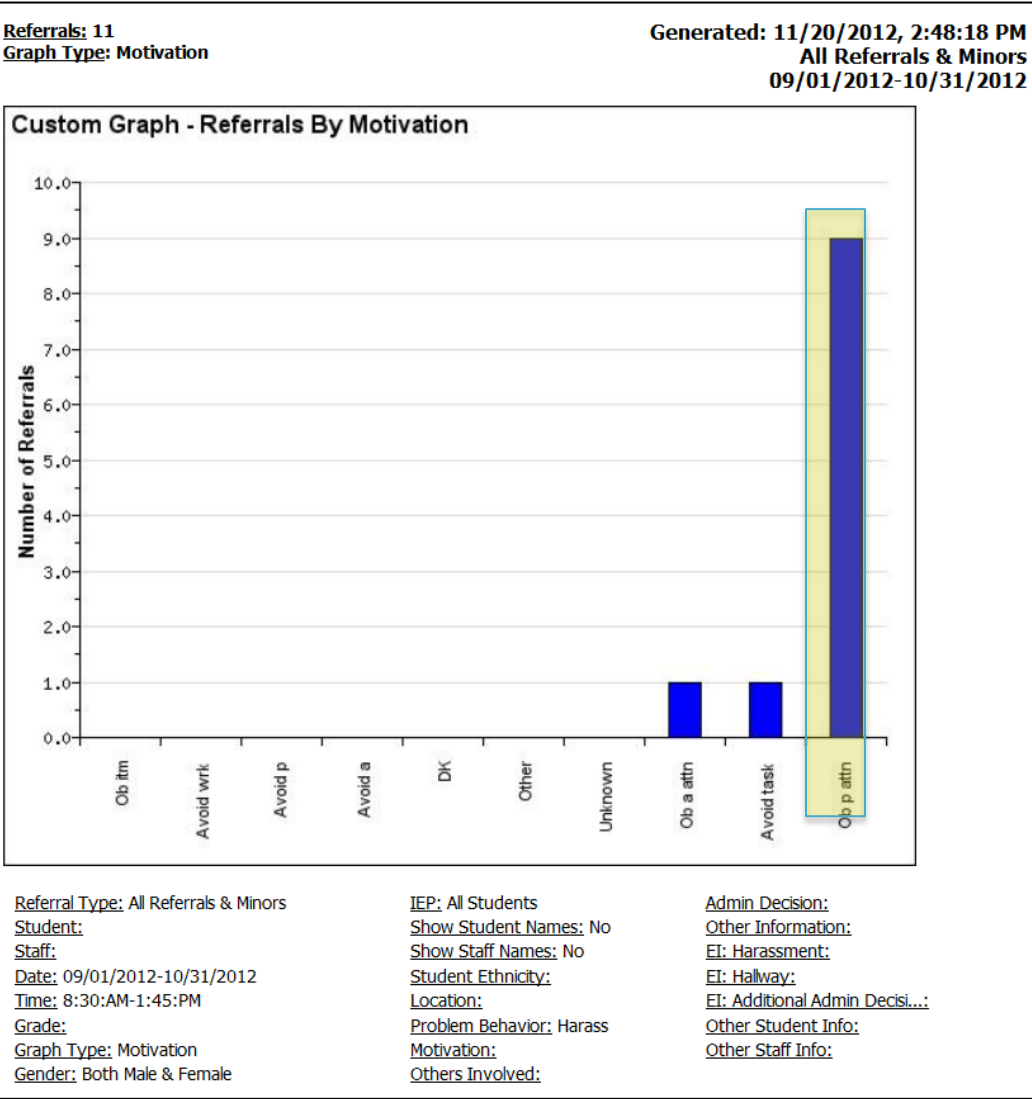
SWIS Demo School

Custom Graph

Select the report options.

Referral Type: All Referrals & Minors
Student:
Staff:
Report Date Range: 09/01/2012 through 10/31/2012 MM/DD/YYYY
Time Range: 8:30:AM through 1:45:PM
Grade: to
Graph Type: Motivation

Student Gender: Both Male & Female
Student IEP's: All Students
Student Ethnicity:
Location:
Problem Behavior: Harassment/ Bullying
Motivation:



<p>Why do we believe the behavior continues to occur?</p>	<p style="text-align: center;">To obtain peer attention</p> <p>***Roger decides not to limit the drill-down with motivation.</p>
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Custom Graph 4: Identify Current Consequence strategies

Roger wants to also identify the current consequence strategies used and whether it contributes to the “why”.

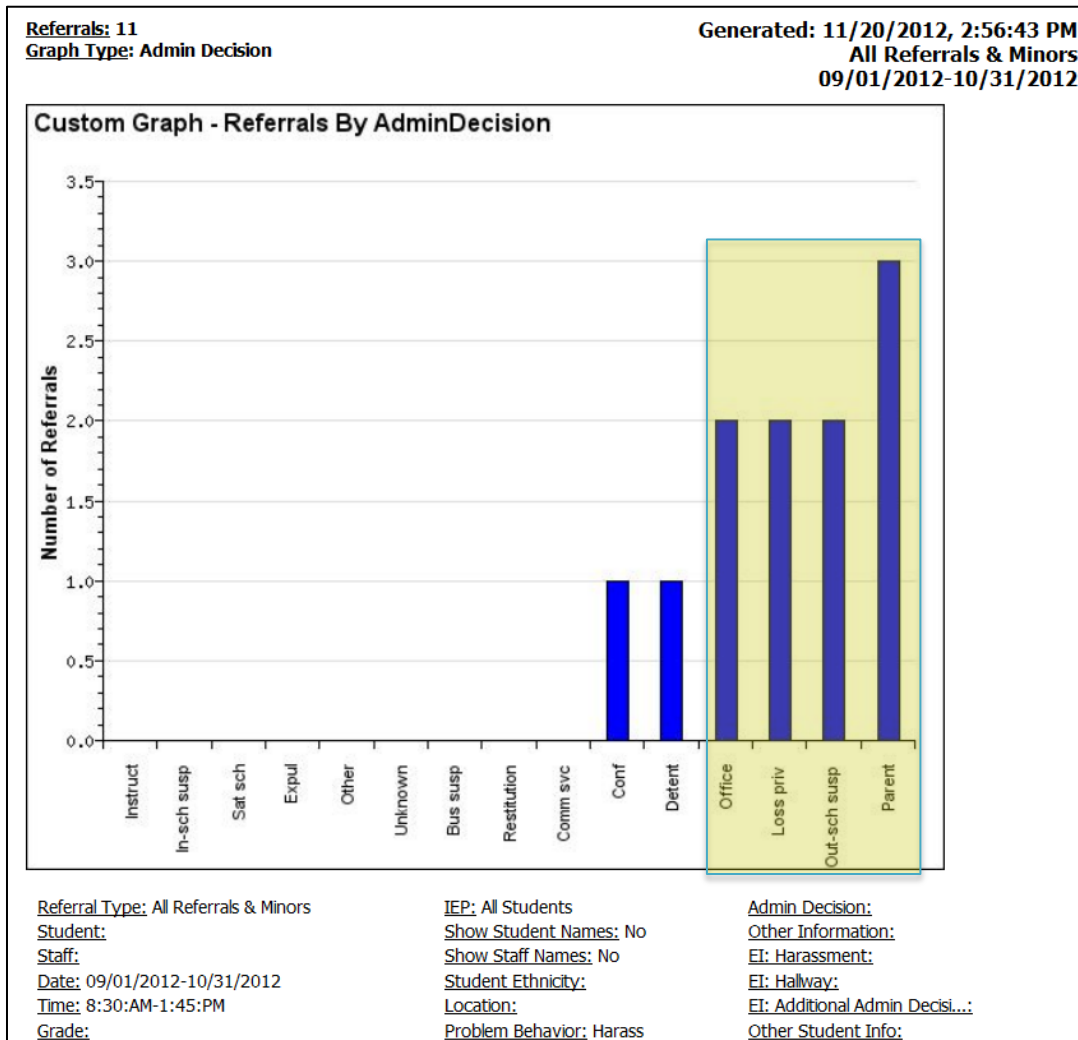
SWIS Demo School

Custom Graph

Select the report options.

Referral Type: All Referrals & Minors
Student:
Staff:
Report Date Range: 09/01/2012 through 10/31/2012 MM/DD/YYYY
Time Range: 8:30:AM through 1:45:PM
Grade: to
Graph Type: Admin Decision

Student Gender: Both Male & Female
Student IEP's: All Students
Student Ethnicity:
Location:
Problem Behavior: Harassment/ Bullying



(Optional) What other factors do we believe may be impacting this problem?

Inconclusive/possibly task avoidance as well?
 Administrative Decisions were varied but several resulted in time out of class (detention, suspension, office).

Custom Graph 5: Identify what grade levels are involved

Custom Graph
SWIS Demo School

Generate Report
Reset
Main Menu

Select the report options.

Referral Type: All Referrals & Minors

Student: [Dropdown]

Staff: [Dropdown]

Report Date Range: 09/01/2012 through 10/31/2012 MM/DD/YYYY

Time Range: 8:30:AM through 1:45:PM

Grade: [Dropdown] to [Dropdown]

Graph Type: Grade

Advanced Options

Student Gender: Both Male & Female

Student IEP's: All Students

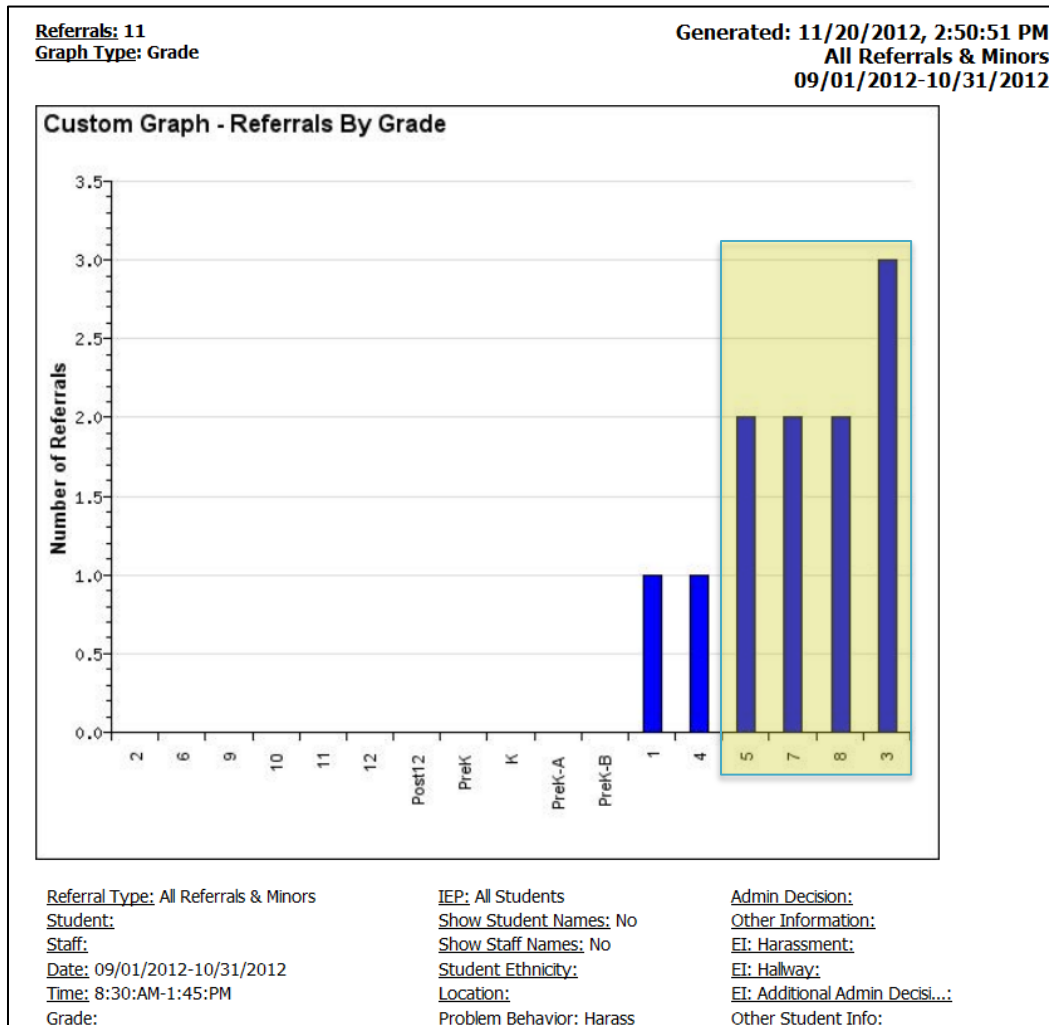
Student Ethnicity: [Dropdown]

Location: [Dropdown]

Problem Behavior: Harassment/ Bullying

Motivation: [Dropdown]

Others Involved: [Dropdown]



Who is most likely to be involved?	Across multiple grades
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5. (Optional): Consider Advanced options

Roger decides to use the custom report to look at gender, the type of harassment (Extra Info Field) and other information.

6. Generate a custom report.

Custom Report: Look at detailed referral data

Custom Report
SWIS Demo School

Generate Report
Reset
Main Menu

Select the report options.

Referral Type: All Referrals & Minors

Student: [dropdown]

Staff: [dropdown]

Report Date Range: 9/01/2012 through 10/31/2012 MM/DD/YYYY

Time Range: 8:30:AM through 1:45:PM

Grade: [dropdown] to [dropdown]

Sort By: Gender

Advanced Options

Student Gender: Both Male & Female

Student IEP's: All Students

Show Student Names:

Show Student Names and Ids:

Show Staff Names:

Show Staff Names and Ids:

Show Days Susp/Exp:

Student Ethnicity: [dropdown] Show:

Location: [dropdown] Show:

Problem Behavior: Harassment/ Bullying Show:

Motivation: [dropdown] Show:

Others Involved: [dropdown] Show:

Admin Decision: [dropdown] Show:

Other Information: [dropdown] Show:

Extra Info: Harassment: [dropdown] Show:

Extra Info: Hallway: [dropdown] Show:

Extra Info: Additional Admin Decisi...: [dropdown] Show:

Other Student Info: [dropdown] Show:

Other Staff Info: [dropdown] Show:

Custom Report
SWIS Demo School

Modify Report
Main Menu

Confidential!

Referrals: 11
Sort By: Gender,Date,Time

Generated: 11/20/2012, 3:02:16 PM
All Referrals & Minors
09/01/2012 to 10/31/2012

Download Excel File

		Date	Student	Grade	Staff	Time	Ethnicity	Location	Problem Behavior	Motivation	Others Involved	Admin Decision	Harassment	Additional Admin Decision
1	View	10/23/2012	Cody Brand	3	Margie Rose	12:00PM	Hisp/ Latino/ White	Café	Harass	Avoid task	Peers	Out-sch susp		
2	View	10/21/2012	Keith Daniels	1	Micki Seiko	8:30:AM	White	Class	Harass	Ob p attn	Peers	Parent		
3	View	10/17/2012	Antonio Figgs	8	Thomas Martin	1:45:PM	Black/ Af Am	Class	Harass	Ob a attn	Peers	Office		
4	View	10/06/2012	Carson Meddelin	8	Jane Doe	1:45:PM	White	Class	Harass	Ob p attn	Peers	Loss priv		
5	View	10/01/2012	Scott Withers	4	Jane Doe	11:15AM	White	Hall	Harass	Ob p attn	Peers	Detent		
6	View	09/29/2012	Will Newman	3	Simon Dean	12:15PM	Asian/ White	Plygd	Harass	Ob p attn	Peers	Parent		
7	View	09/08/2012	Tim Welton	7	Steve Uhlman	9:30:AM	White	Bathrm	Harass	Ob p attn	Peers	Out-sch susp		
8	View	10/14/2012	Elaine Hartnett	3	Cathy Petterson	12:00PM	White	Café	Harass	Ob p attn	Peers	Conf		
9	View	10/13/2012	Allison Everton	7	Lori Migita	1:30:PM	White	Class	Harass	Ob p attn	Peers	Office		
10	View	10/01/2012	Serena Johnson	5	Dale Cocker	8:45:AM	White	Class	Harass	Ob p attn	Peers	Loss priv	Racial	
11	View	09/06/2012	Serena Johnson	5	Stuart Rice	12:30PM	White	Hall	Harass	Ob p attn	Peers	Parent	Gender	Individualized instruction

* = extra info value is not in defined list

Referral Type: All Referrals & Minors

Student:

Staff:

Date: 09/01/2012-10/31/2012

Time: 8:00:AM-1:45:PM

Grade:

Sort By: Gender,Date,Time

Gender: Both Male & Female

IEP: All Students

Show Student Names: Yes

Show Staff Names: Yes

Student Ethnicity:

Location:

Problem Behavior: Harass

Motivation:

Others Involved:

Admin Decision:

Other Information:

EI: Harassment:

EI: Hallway:

EI: Additional Admin Decisi...:

Other Student Info:

Other Staff Info:

Show Days Susp/Exp: No

(Optional) What other factors do we believe may be impacting this problem?	<ul style="list-style-type: none"> • Gender: 7 male students, 3 female students • Repeats: Serena received 2 of the referrals • Staff: Varied across staff members • Harassment Type: Data missing; staff training may be needed
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When Roger puts the information together he can more easily identify the precise problem statement that he wants to bring to the team. The team will determine whether this is a problem they want to address right away or if other issues are more urgent.

Who is most likely to be involved?	Ten students across several grades and gender
What is the Problem Behavior of concern?	Harassment/Bullying
When is the problem behavior <u>most likely</u> to occur?	Throughout the day with spikes at 12:00pm and 1:45pm
Where is the problem <u>most likely</u> to occur?	Primarily in the classroom, but also in unstructured settings (e.g., cafeteria, playground, bathroom)
Why do we believe the behavior continues to occur?	To obtain peer attention
(Optional) What other factors do we believe may be impacting this problem?	Staff may need additional training in order to identify and document bullying/harassment correctly. Only 2 staff members identified the type of harassment.
(Optional) How often is the behavior occurring?	There is an increasing trend from 3 incidents in September to 8 in October.

Precise Problem Statement:

During the first 2 months of the school year, we have had 11 documented incidents of harassment/bullying by 10 different students of varying grades and gender. There were 3 incidents in September and 8 in October, indicating an increasing trend. The behavior seems to occur throughout the day, but two times stood out (12pm and 1:45 pm). Five of the eleven incidents reported were located in the classroom; the others were in unstructured settings such as the cafeteria and bathroom. Staff indicated that the behavior seemed to be motivated by obtaining peer attention. Our referral form includes a place to indicate the type of harassment, but only 2 referrals included this information. This may indicate a need for staff training around identifying and documenting this type of behavior more accurately.

Simulation B: SWIS Demo School – (Major) Inappropriate Language

1. Identify Primary Problem Statement or Problem Area

The SWIS Demo School’s behavior team reviews their Quick Big 5 Report and notes that **Inappropriate Language** is the behavior occurring most frequently.

2. Isolate 1-2 problem “factors” to drill down.

What is the Problem Behavior of concern?	Inappropriate Language
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3. Generate a custom graph that isolates the above 1-2 factor(s) and identifies an additional factor.

Custom Graph 1: Identify Location

- Graph Type: Location
- Problem Behavior: Abusive language/inappropriate language/profanity

Where is the problem <u>most likely</u> to occur?	Classroom
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4. Modify the custom graph in order to “drill-down” to a precise problem statement.

Custom Graph 2: Identify Grades

- Graph Type: Grade
- Location: Classroom
- Problem Behavior: Abusive language/inappropriate language/profanity

Who is most likely to be involved?	6th-8th Graders
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Custom Graph 3: Identify Time

- Graph Type: Time
- Grades: 7-8
- Location: Classroom
- Problem Behavior: Abusive language/inappropriate language/profanity

When is the problem behavior <u>most likely</u> to occur?	1:00pm-2:30pm
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Custom Graph 4: Motivation

- Graph Type: Time
- Time: 1:00pm-2:30pm
- Grades: 7-8
- Problem Behavior: Abusive language/inappropriate language/profanity
- Location: Classroom

Why do we believe the behavior continues to occur?	Avoid Task
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5. (Optional): Consider Advanced options

6. Generate a custom report.

Custom Report:

- Sort by: Date
- Problem Behavior: Abusive language/inappropriate language/profanity
- Grades: 7-8
- Show: Names, ethnicity, Additional Admin. Decision,

Note: The team decided not to use all the drill-down information for the custom report in order to be sure that they did not miss any other trends or factors (e.g. gender, referring staff, ethnicity, etc.). If they decide to

Who is most likely to be involved?	6 th -8 th Graders
What is the Problem Behavior of concern?	Inappropriate Language
When is the problem behavior <u>most likely</u> to occur?	1:00pm-2:30pm
Where is the problem <u>most likely</u> to occur?	Classroom
Why do we believe the behavior continues to occur?	Avoid Task
(Optional) What other factors do we believe may be impacting this problem?	
(Optional) How often is the behavior occurring?	5-6 referrals per month

Precise Problem Statement: We have a high occurrence of inappropriate language occurring in the 6th-8th grades. The problem seems to occur more frequently in the classroom and the referring staff members have indicated that students want to avoid work.

Simulation C: SWIS Demo School – Minor Disrespect

1. Identify Primary Problem Statement or Problem Area

The SWIS Demo School’s behavior team reviews their minor Referrals by Problem Behavior and notes that **Minor Disrespect** is the behavior occurring most frequently.

2. Isolate 1-2 problem “factors” to drill down.

What is the Problem Behavior of concern?	Minor Disrespect
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3. Generate a custom graph that isolates the above 1-2 factor(s) and identifies an additional factor.

Custom Graph 1: Identify Location

- Graph Type: Location
- Problem Behavior: Minor-Defiance/Disrespect/Non-compliance

Where is the problem <u>most likely</u> to occur?	Classroom
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4. Modify the custom graph in order to “drill-down” to a precise problem statement.

Custom Graph 2: Identify Grades

- Graph Type: Grade
- Location: Classroom
- Problem Behavior: Minor-Defiance/Disrespect/Non-compliance

Who is most likely to be involved?	4th Graders
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Custom Graph 3: Identify Time

- Graph Type: Time
- Grades: 4
- Location: Classroom
- Problem Behavior: Minor-Defiance/Disrespect/Non-compliance

When is the problem behavior <u>most likely</u> to occur?	Morning (8:45am-10:30am)
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Custom Graph 4: Motivation

- Graph Type: Time
- Time: 8:45pm-10:30am
- Grades: 4
- Location: Classroom
- Problem Behavior: Minor-Defiance/Disrespect/Non-compliance

Why do we believe the behavior continues to occur?	Avoid Task
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5. (Optional): Consider Advanced options

6. Generate a custom report.

Custom Report:

- Grade: 4
- Time: 8:45pm-10:30am
- Sort by: Date
- Problem Behavior: Minor-Defiance/Disrespect/Non-compliance
- Location: Classroom
- Show: Names, ethnicity, Additional Admin. Decision,

Who is most likely to be involved?	15 students
(Optional) How often is the behavior occurring?	4-5 referrals per month

Who is most likely to be involved?	Group of 4th Graders
What is the Problem Behavior of concern?	Minor Disrespect
When is the problem behavior <u>most likely</u> to occur?	Morning (8:45am-10:30am)
Where is the problem <u>most likely</u> to occur?	Classroom
Why do we believe the behavior continues to occur?	Avoid Task
(Optional) What other factors do we believe may be impacting this problem?	
(Optional) How often is the behavior occurring?	4-5 referrals per month

Precise Problem Statement: There is a consistent pattern of minor disrespect involving 4th graders during morning instruction. Since the beginning of the school year, the problem has occurred 4-5 times per month across 15 separate students. Staff have identified that the motivation seems to be work avoidance.