BEHAVIOR ANALYSIS: SWIS **GAINES ELEMENTARY** 2014-2015 2015-2016

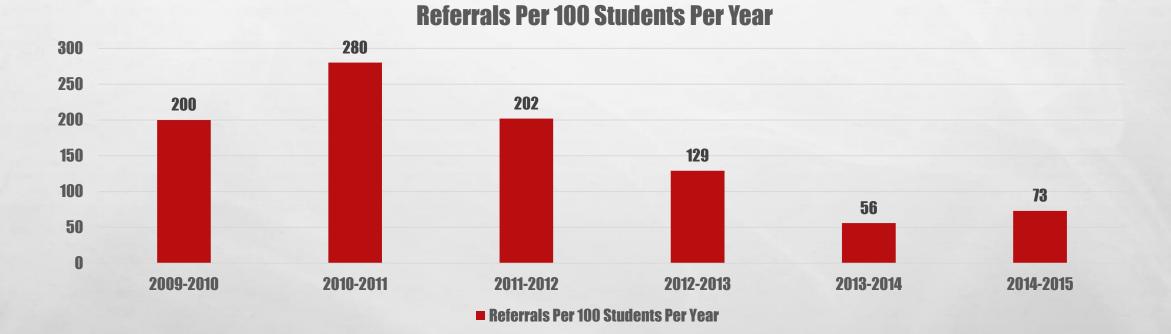
LAST 6 YEARS OF SWIS DATA

GAINES ELEMENTARY

ALL REFERRALS

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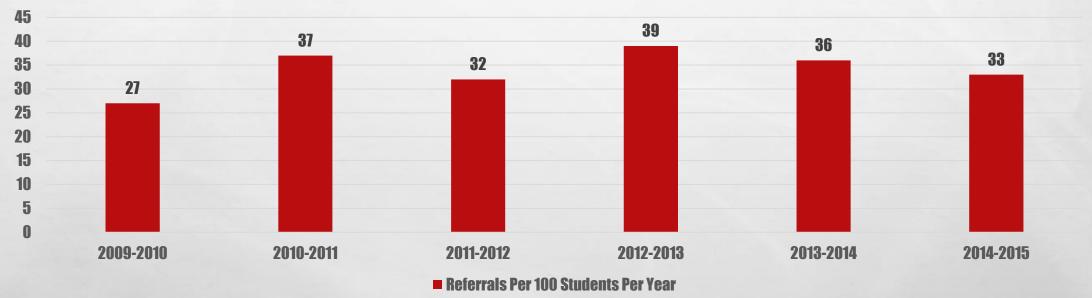
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MAJORS

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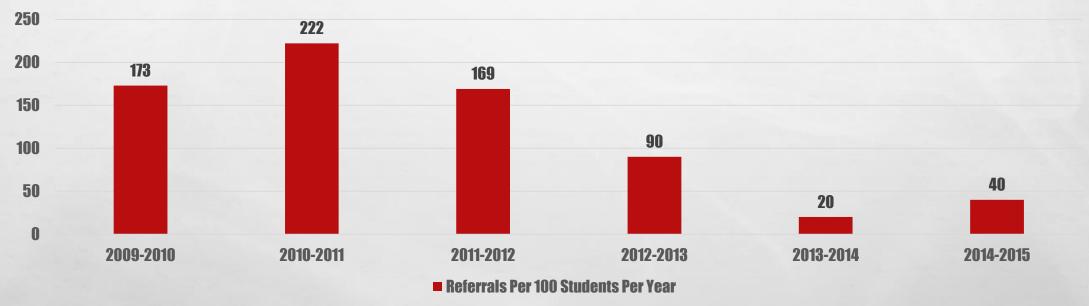
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Referrals Per 100 Students Per Year



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Referrals Per 100 Students Per Year



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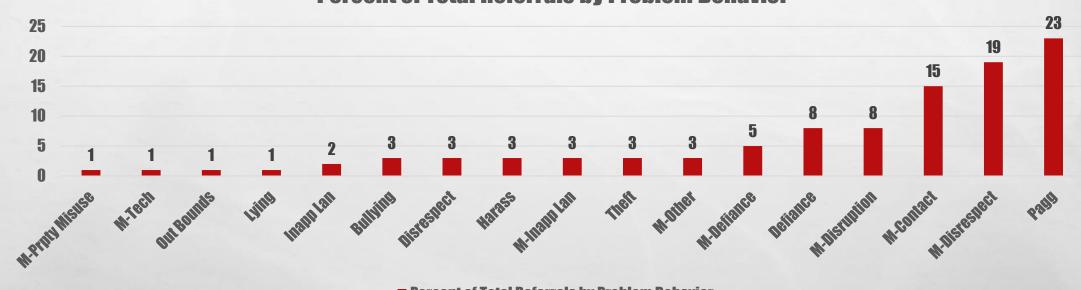
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2014-2015 GAINES ELEMENTARY

PROBLEM BEHAVIORS: ALL REFERRALS



Percent of Total Referrals by Problem Behavior

Percent of Total Referrals by Problem Behavior

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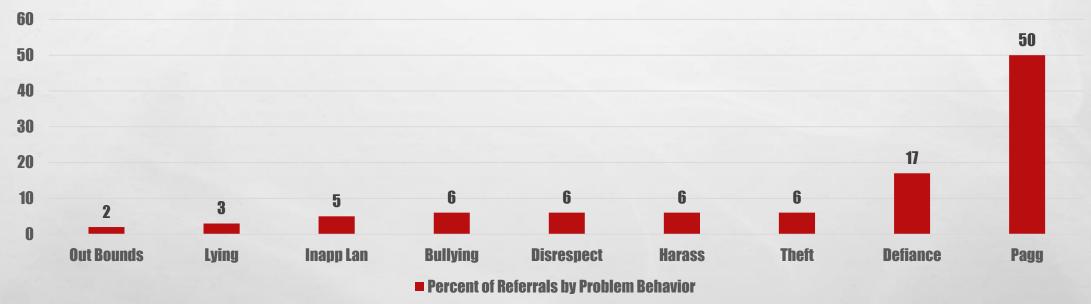
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PROBLEM BEHAVIORS: MAJORS

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Percent of Total Referrals by Problem Behavior



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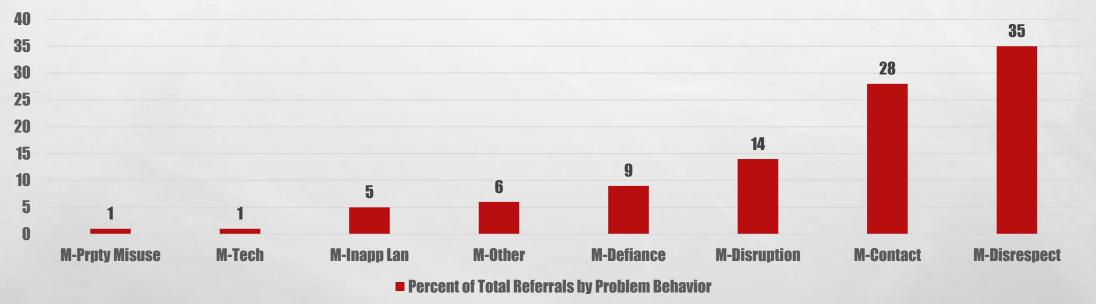
PROBLEM BEHAVIORS: MINORS

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Percent of Total Referrals by Problem Behavior



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GRADE LEVEL ANALYSIS: ALL REFERRALS

0.14 0.12 0.12 0.1 0.1 0.1 0.08 0.06 0.05 0.04 0.02 0.01 0.01 0 2 3 K 1 Δ 5 Referrals Per 100 Students Per Day by Grade

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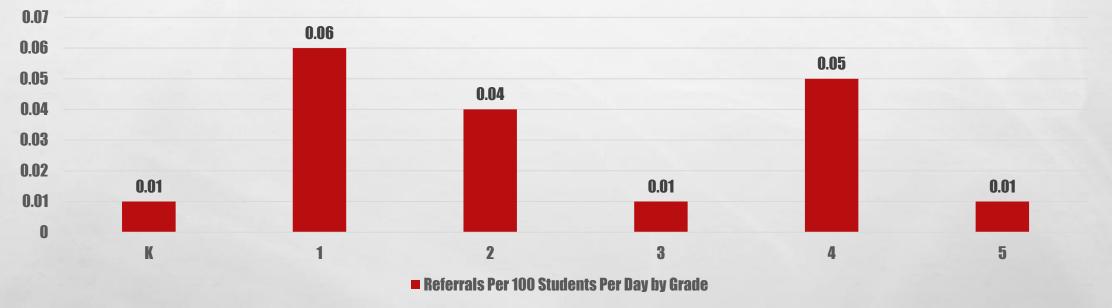
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Referrals Per 100 Students Per Day by Grade

GRADE LEVEL ANALYSIS: MAJORS

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Referrals Per 100 Students Per Day by Grade



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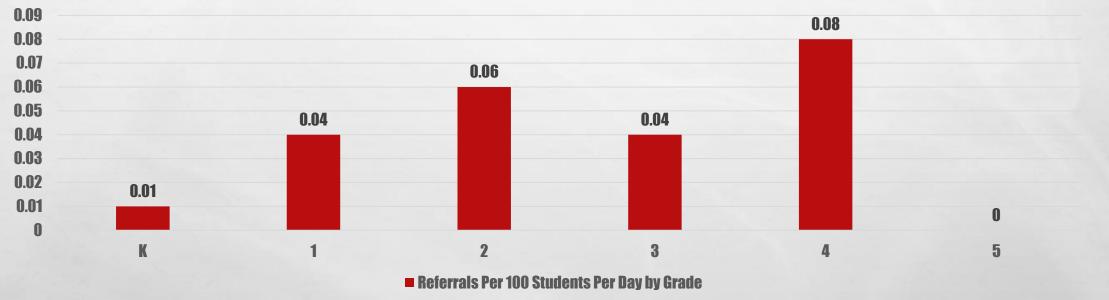
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GRADE LEVEL ANALYSIS: MINORS

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Referrals Per 100 Students Per Day by Grade

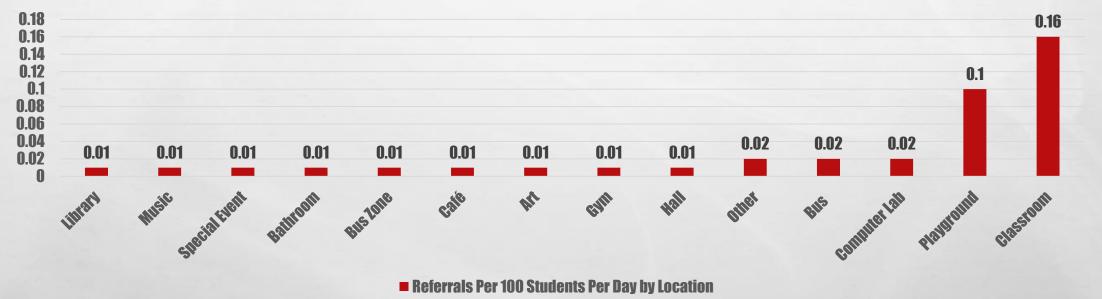


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LOCATION ANALYSIS: ALL REFERRALS

Referrals Per 100 Students Per Day by Location



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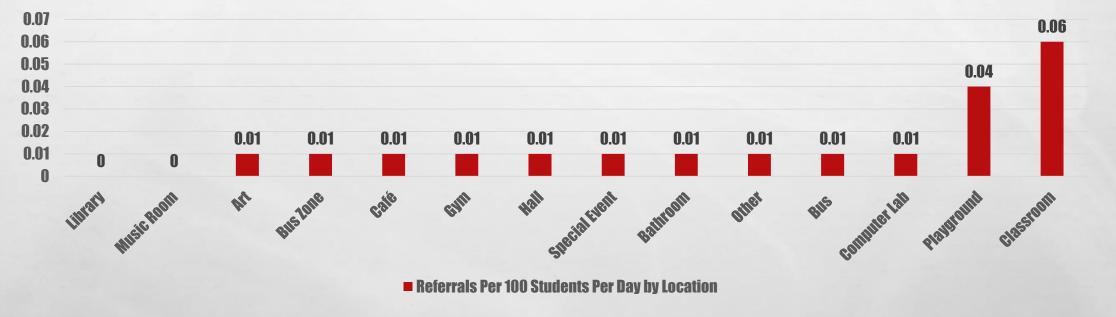
LOCATION ANALYSIS: MAJORS

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Referrals Per 100 Students Per Day by Location



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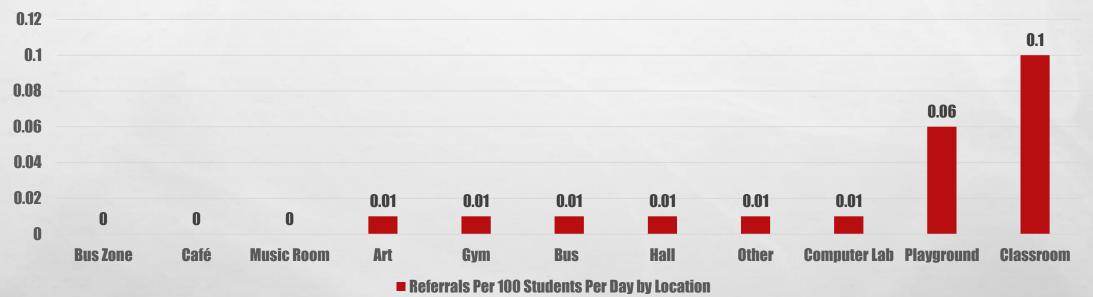
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LOCATION ANALYSIS: MINORS

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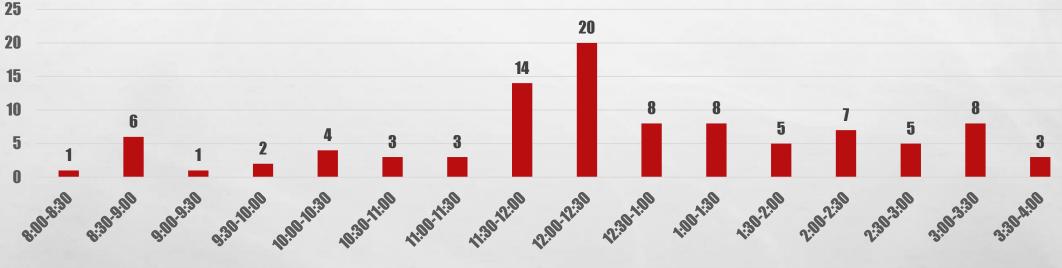
Referrals Per 100 Students Per Day by Location



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TIME ANALYSIS: ALL REFERRALS

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Percemt of Total Referrals by Time

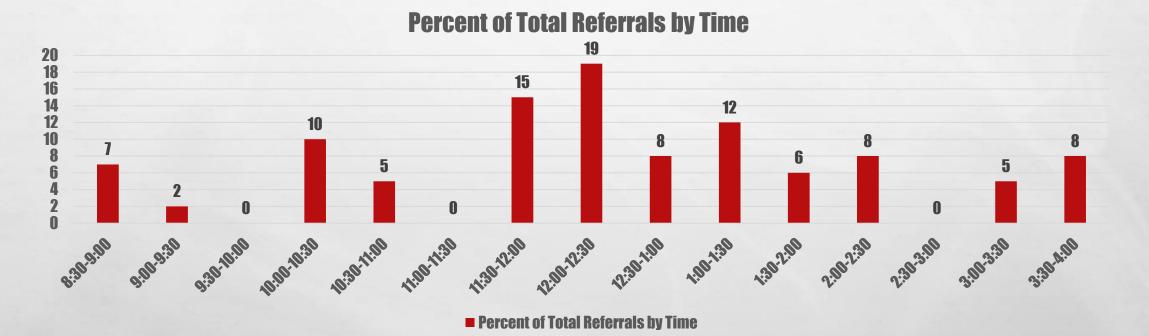
Percent of Total Referrals by Time

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TIME ANALYSIS: MAJORS

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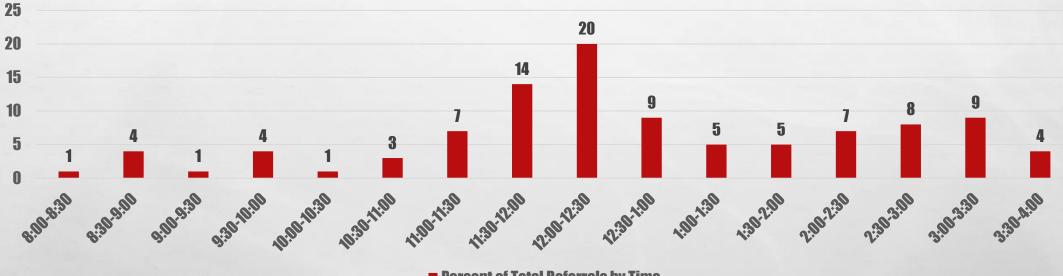


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TIME ANALYSIS: MINORS

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Percent of Total Referrals by Time

Percent of Total Referrals by Time

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DAY ANALYSIS: ALL REFERRALS

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30 26 25 22 19 19 20 15 13 10 5 0 **Tuesday** Wednesday Friday Monday Thursday Percent of Referrals by Day of Week

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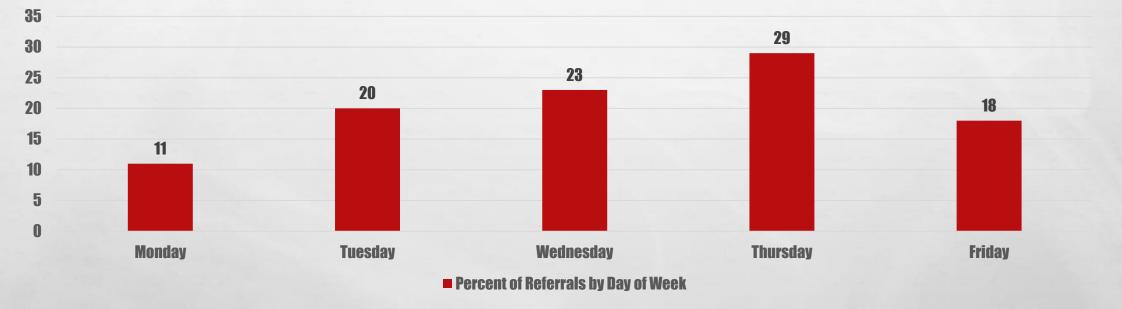
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Percent of Referrals by Day of Week

DAY ANALYSIS: MAJORS

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Percent of Referrals by Day of Week



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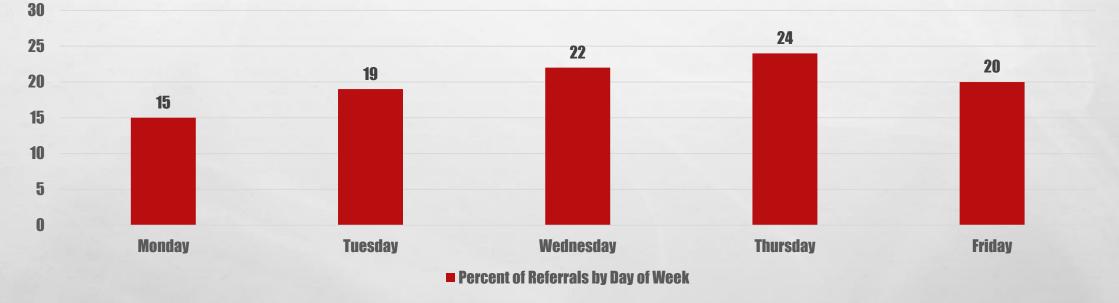
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DAY ANALYSIS: MINORS

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Percent of Referrals by Day of Week



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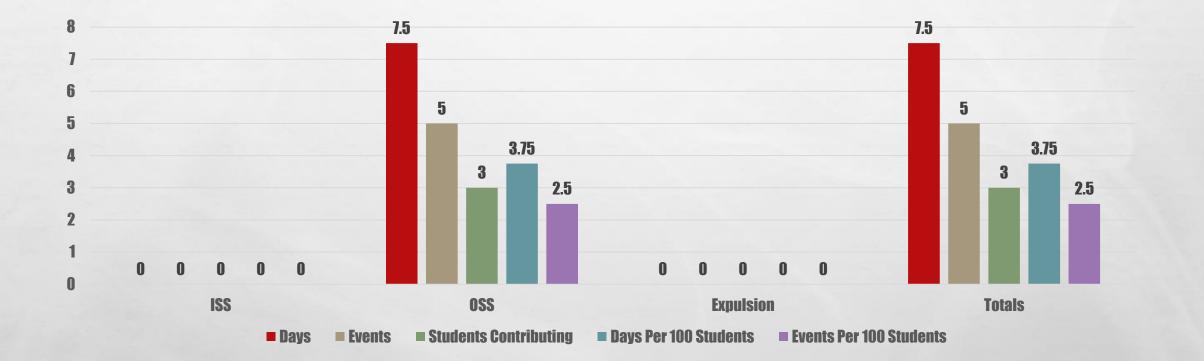
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SUSPENSION/EXPULSION REPORT

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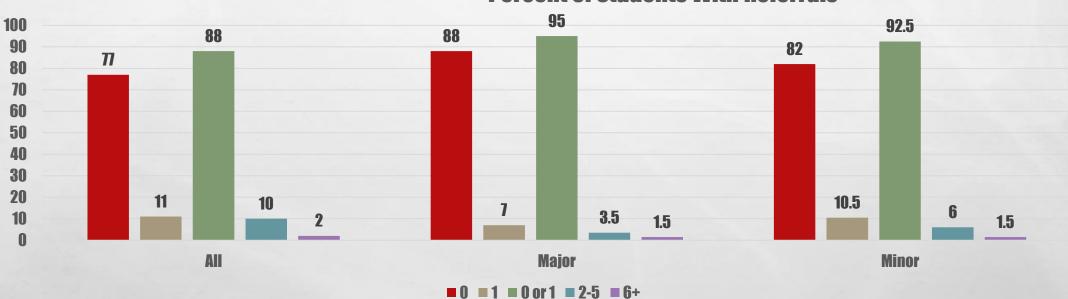
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WHOLE SCHOOL ANALYSIS: REFERRALS



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Percent of Students With Referrals

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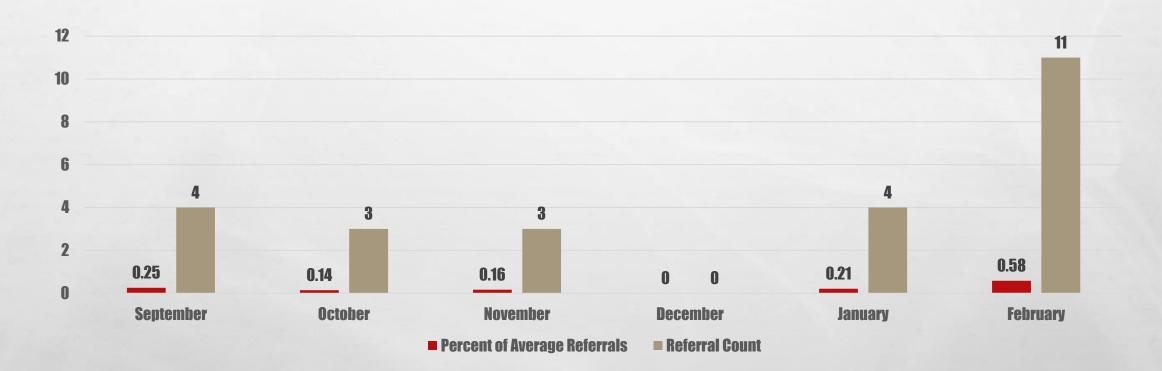
2015-2016 GAINES ELEMENTARY

MONTH ANALYSIS: ALL REFERRALS

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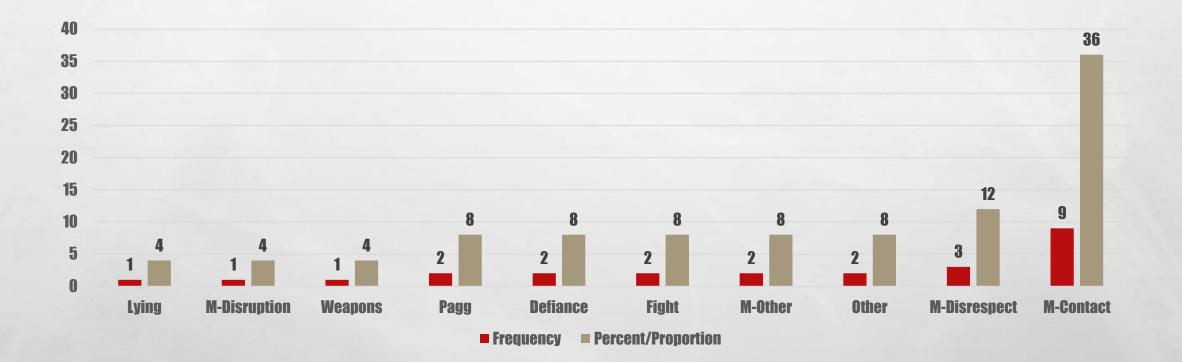
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BEHAVIOR ANALYSIS: ALL REFERRALS



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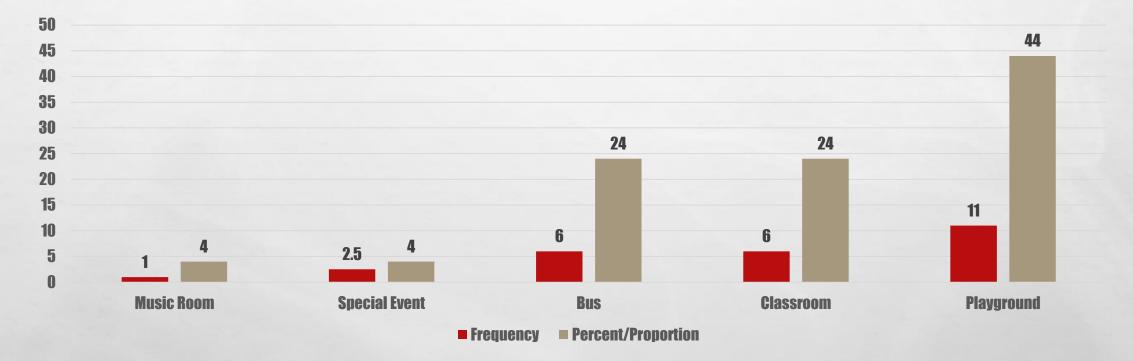
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LOCATION ANALYSIS: ALL REFERRALS



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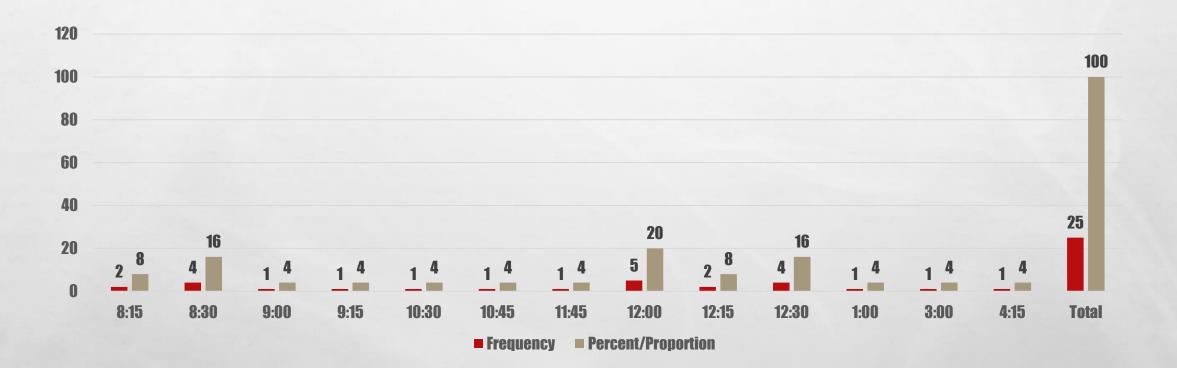
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TIME ANALYSIS: ALL REFERRALS

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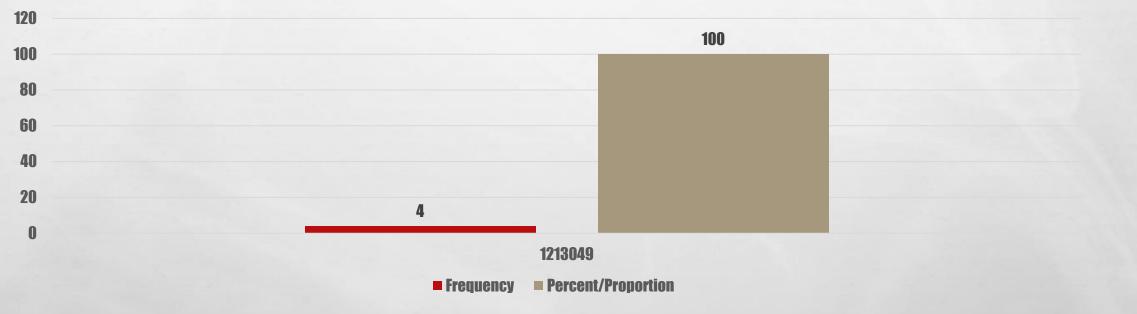
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STUDENT ANALYSIS

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Students With at Least 3 Referrals



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DAY ANALYSIS: ALL REFERRALS

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Tuesday Wednesday Thursday Friday Monday **Frequency** Percent/Proportion

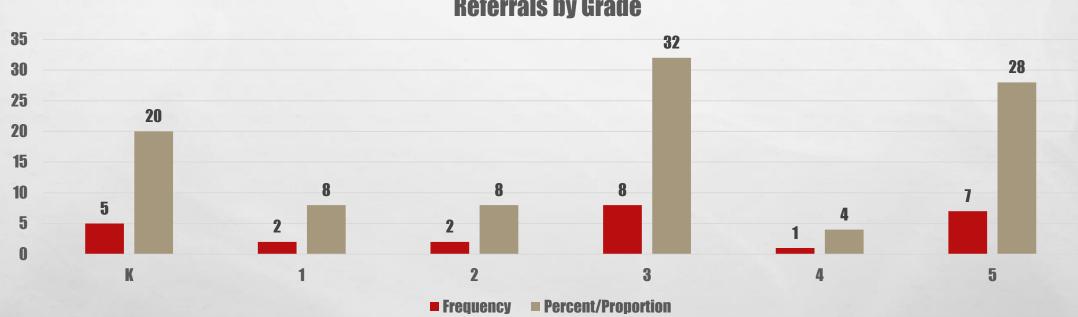
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Referrals by Day of Week

GRADE LEVEL ANALYSIS: ALL REFERRALS



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Referrals by Grade

KEY NOTICINGS

- TOTAL REFERRALS
 - 2009 TO 2012 = 682 AND 2012 TO 2015 = 258
- TOTAL MAJORS
 - 2009 TO 2012 = 96 AND 2012 TO 2015 = 108
- TOTAL MINORS
 - 2009 TO 2012 = 564 AND 2012 TO 2015 = 150

- DECREASED 424 REFERRALS IN LAST 3 YEARS COMBINED
- DECREASE IN TOTAL REFERRALS YET MAJORS INCREASED BY 12 IN LAST 3 YEARS COMBINED

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TOTAL MINORS DECREASED 415 REFERRALS IN LAST 3 YEARS COMBINED

KEY NOTICINGS

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- ALL REFERRALS
 - PHYSICAL AGGRESSION, INAPPROPRIATE CONTACT, AND DISRESPECT ARE ALL SIGNIFICANTLY MORE THAN OTHER BEHAVIORS IN THE LAST 2 YEARS
- KINDERGARTEN 3RD AND 5TH ACCOUNT FOR AT LEAST 20%
- CLASSROOM AND PLAYGROUND MOST COMMON AT ALL LEVELS IN LAST TWO YEARS
- LARGEST AMOUNT OF REFERRALS HAPPENING DURING MORNING TRANSITION AND LUNCH OR RECESS TIME
 - AFTERNOONS HAVE HIGHER VOLUME OF REFERRALS THAN MORNINGS

KEY NOTICINGS

- MONDAYS AND FRIDAYS HAVE LESS REFERRALS THAN MIDDLE OF THE WEEK IN LAST 2 YEARS
- O REFERRALS IN DECEMBER THIS YEAR

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- TYPICALLY CHARACTERIZED AS A ROUGH MONTH
- SHARP PEAK OF 11 REFERRALS IN FEBRUARY
 - MORE THAN DOUBLE ALL OTHER MONTHS THIS YEAR

REFLECTIONS: NEXT STEPS?

- CHANGE IN WAYS WE OPERATE REFERRALS HAVE CAUSED A DRAMATIC DECREASE OF REFERRAL COUNTS IN RECENT YEARS AS WELL AS INCONSISTENCIES BETWEEN GRADE LEVELS AND THE NUMBER OF REFERRALS
 - STAFF REFRESHER ON REFERRAL PROCESS AND WHEN TO FILL OUT REFERRALS TO MAKE SURE WE ARE MAINTAINING CONSISTENCY BUILDING WIDE
- MAJORITY OF PROBLEM BEHAVIORS ALL RELATED TO SOME TYPE OF INAPPROPRIATE TOUCHING OR VERBAL ABUSE OF OTHERS
 - LACK OF RECESS AND LACK OF PLAY WHERE THESE SOCIAL SKILLS ARE DEVELOPED
 - INCREASE TIME OF PLAY AND SOCIAL TIME TO BUILD SOCIAL STAMINA

- PROVIDE FREQUENT BRAIN BREAKS, SOCIAL TIME, GROUP ACTIVITIES AND TEAM BUILDING TIME
- CARLA AND DANIELLE TO TEACH WHOLE CLASS MINI LESSONS ON A MONTHLY BASIS DISCUSSING PROPER SOCIAL SKILLS AND PEER BEHAVIOR

REFLECTIONS: NEXT STEPS?

- CLASSROOM TIME IS WHERE THE GREATEST TIME IS SPENT FOR ALL STUDENTS
 - LARGER NUMBER OF REFERRALS IN CLASSROOMS IS NOT SURPRISING GIVEN THE AMOUNT OF TIME SPENT THROUGH INCLUSION AND MAINSTREAM EDUCATION
- PLAYGROUND REFERRALS ARE HIGH

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- UNSTRUCTURED TIME MORE CHAOTIC
 - WITH LESS PLAY TIME/SOCIAL TIME SOCIAL SKILLS ARE LACKING
- AIDES NEED REFRESHER ON REFERRAL PROCESS TO MAINTAIN BUILDING CONSISTENCY
- SOCIAL WORKER CLASSROOM LESSONS TO DISCUSS PLAYGROUND BEHAVIOR (MONTHLY)

REFLECTIONS: NEXT STEPS?

- MOST REFERRALS HAPPENING IN MORNING AND DURING LUNCH OR RECESS
 - BOTH UNSTRUCTURED AND LESS SUPERVISED TIMES
- HIGH NUMBER OF MAJORS FROM 10:00 TO 10:30
 - SNACK TIME? ANOTHER UNSTRUCTURED TIME OF DAY IN MANY CLASSROOMS
- RULES AND PROCEDURES SHOULD BE PRACTICED AND REPEATED
 - REVIEW LUNCHROOM AND RECESS PROCEDURES AND EXPECTATIONS WITH STUDENTS
 - TEACHERS AND STAFF SHOULD REINFORCE THESE EXPECTATIONS YEAR-ROUND
- POST RECESS AND LUNCHROOM RULES CLEARLY IN VIEWABLE LOCATION(S)
 - ALL CLASSROOMS SHOULD HAVE RULES AND EXPECTATIONS POSTED AND PRACTICED FOR LESS STRUCTURED TIMES