

BEHAVIOR ANALYSIS: SWIS

GAINES ELEMENTARY

2014-2015

2015-2016



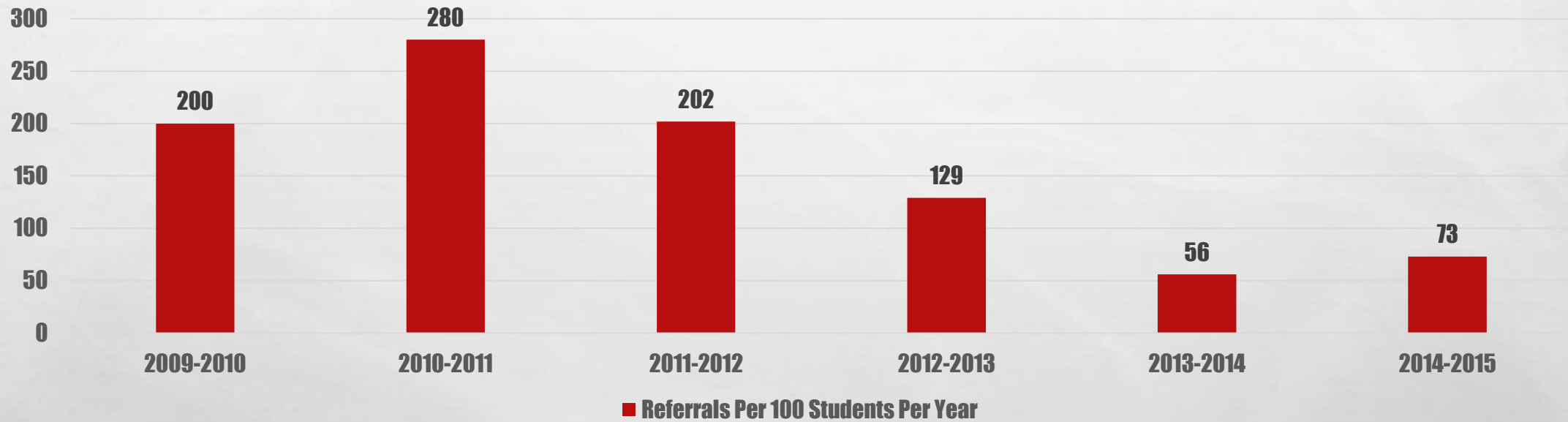
LAST 6 YEARS OF SWIS DATA

GAINES ELEMENTARY



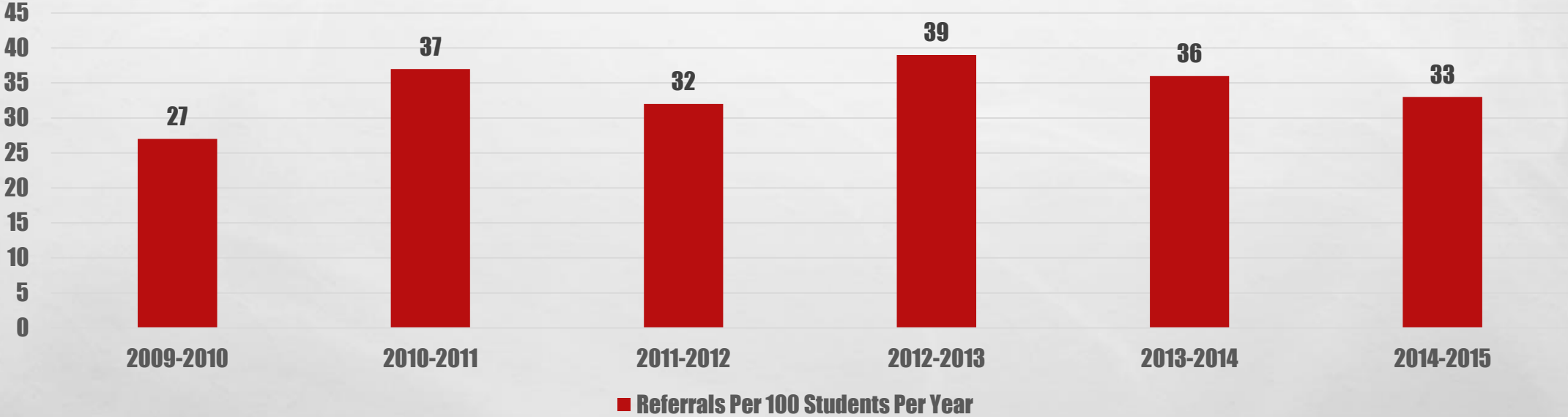
ALL REFERRALS

Referrals Per 100 Students Per Year



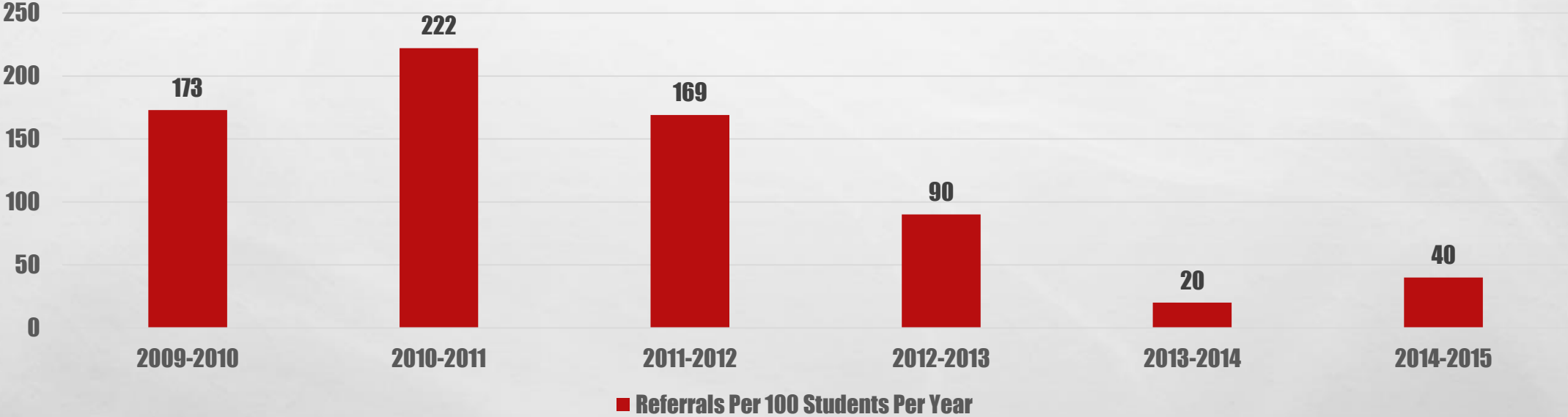
MAJORS

Referrals Per 100 Students Per Year



MINORS

Referrals Per 100 Students Per Year



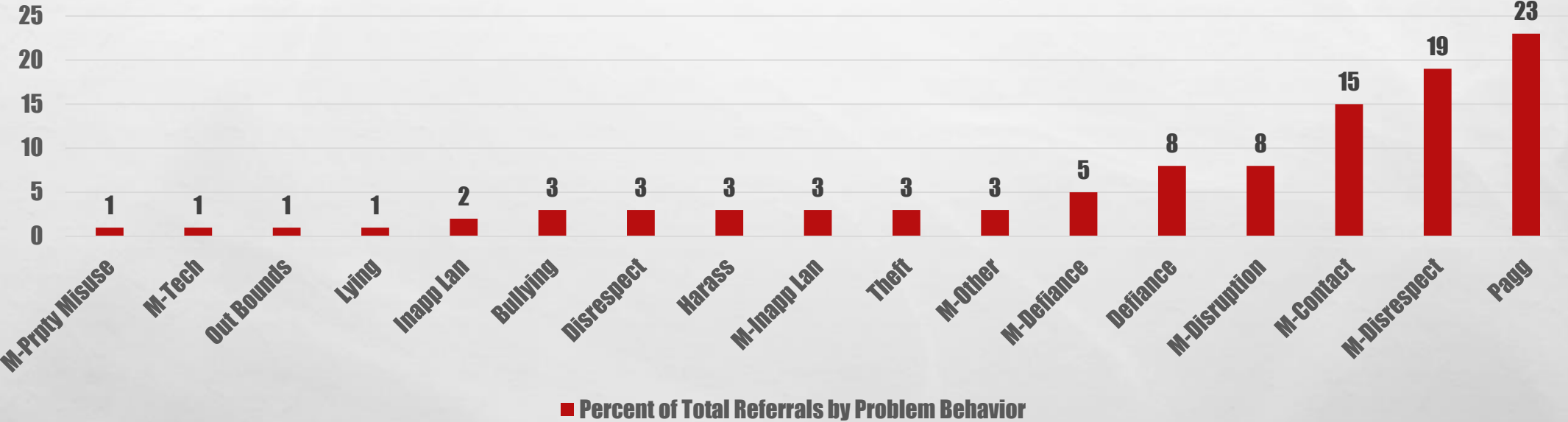
2014-2015

GAINES ELEMENTARY



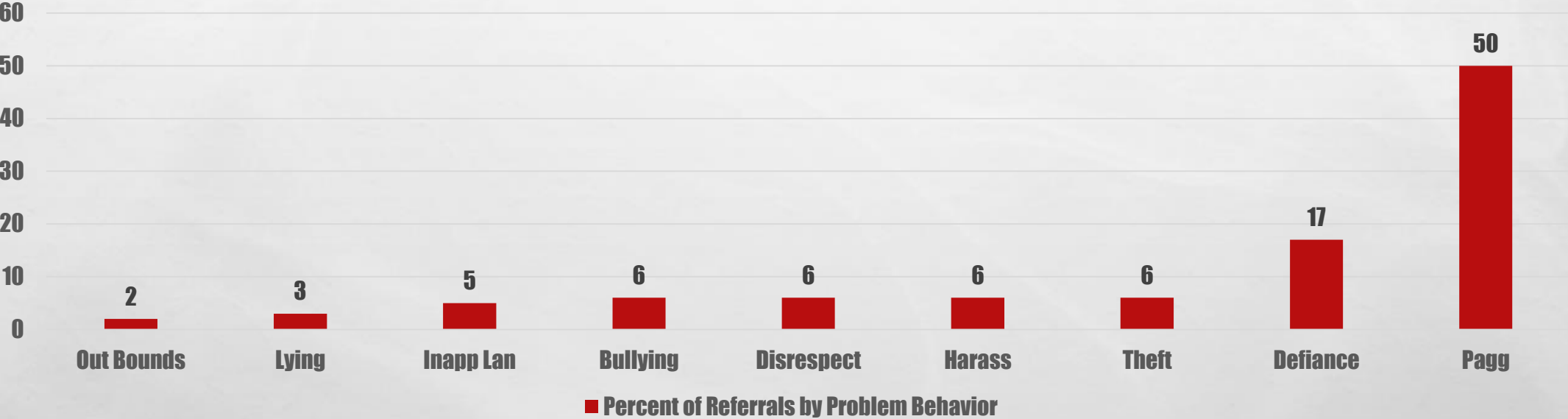
PROBLEM BEHAVIORS: ALL REFERRALS

Percent of Total Referrals by Problem Behavior



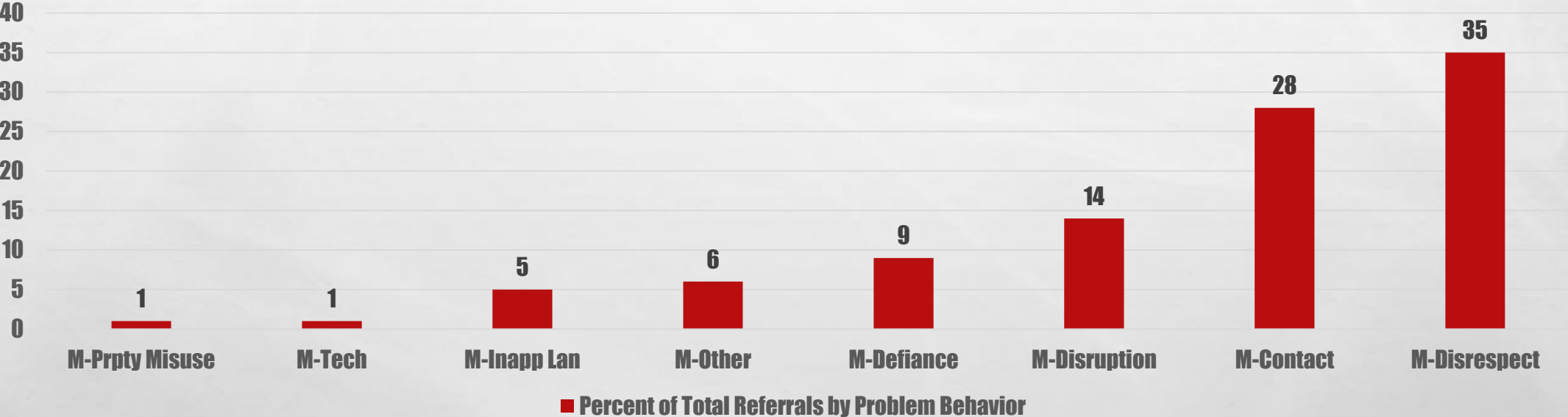
PROBLEM BEHAVIORS: MAJORS

Percent of Total Referrals by Problem Behavior



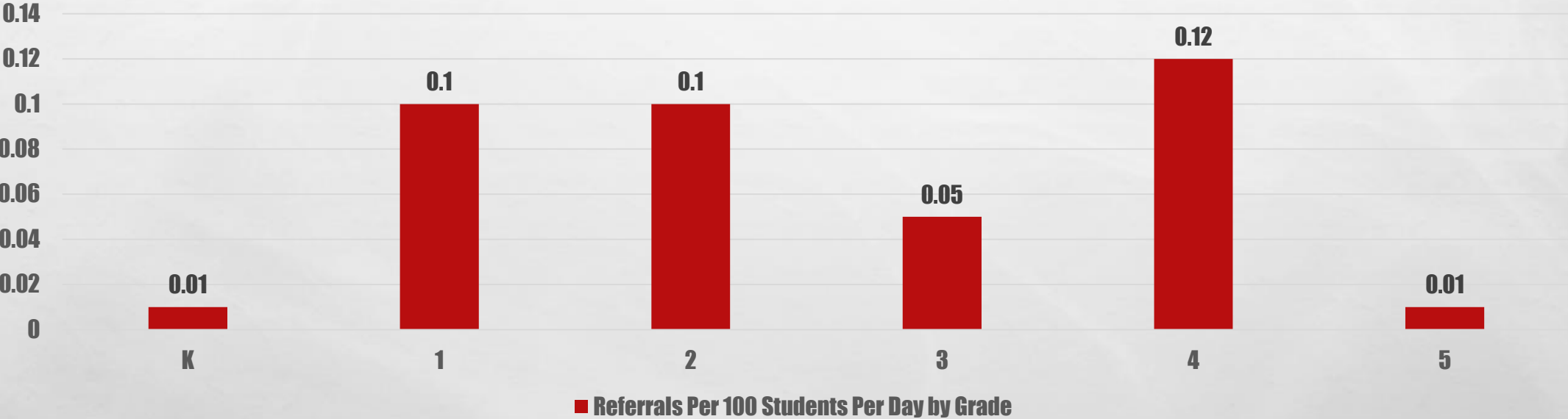
PROBLEM BEHAVIORS: MINORS

Percent of Total Referrals by Problem Behavior



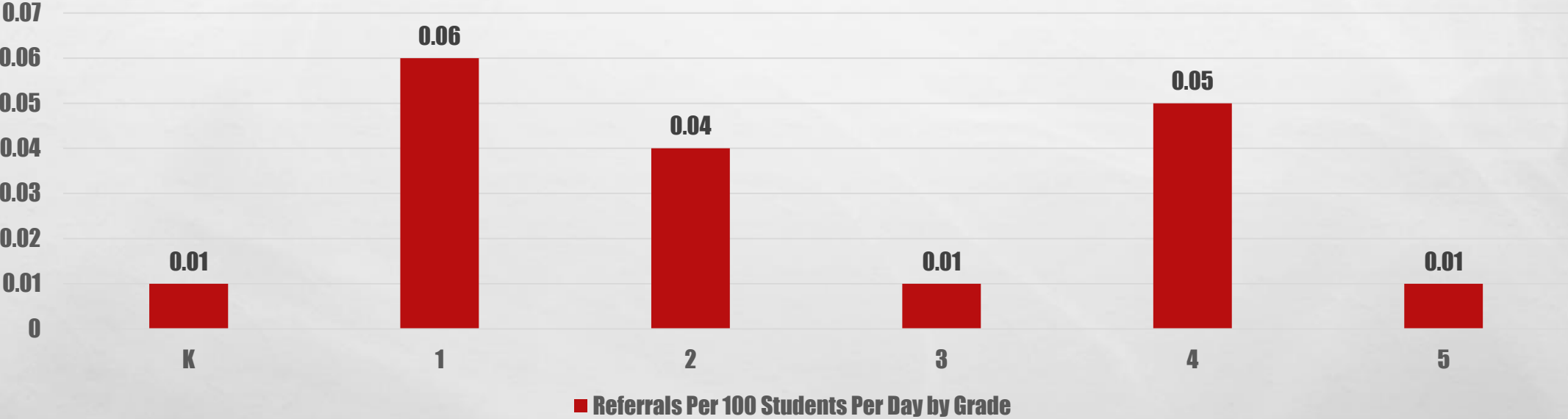
GRADE LEVEL ANALYSIS: ALL REFERRALS

Referrals Per 100 Students Per Day by Grade



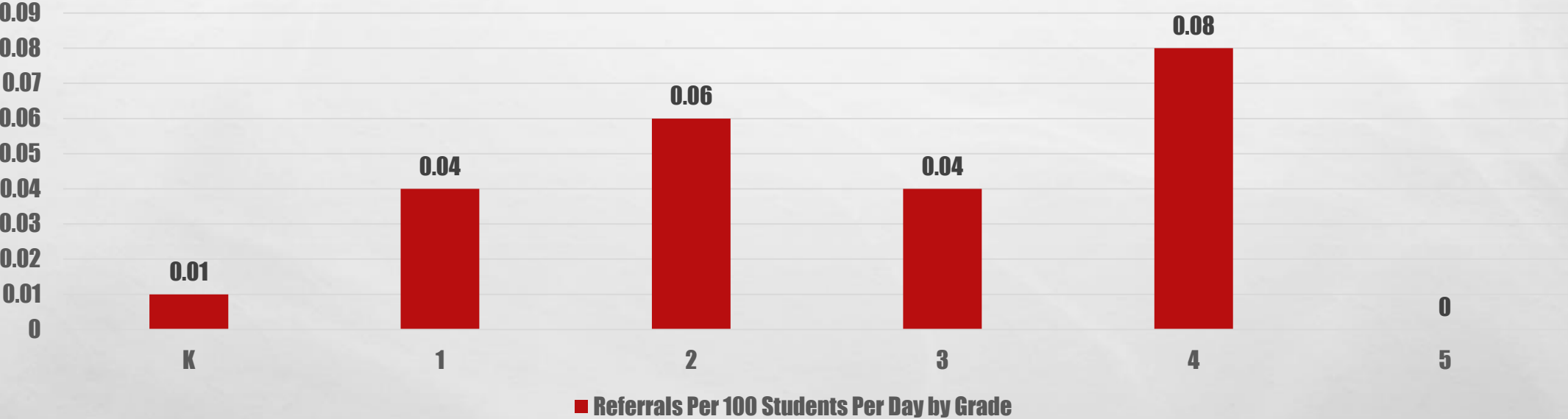
GRADE LEVEL ANALYSIS: MAJORS

Referrals Per 100 Students Per Day by Grade



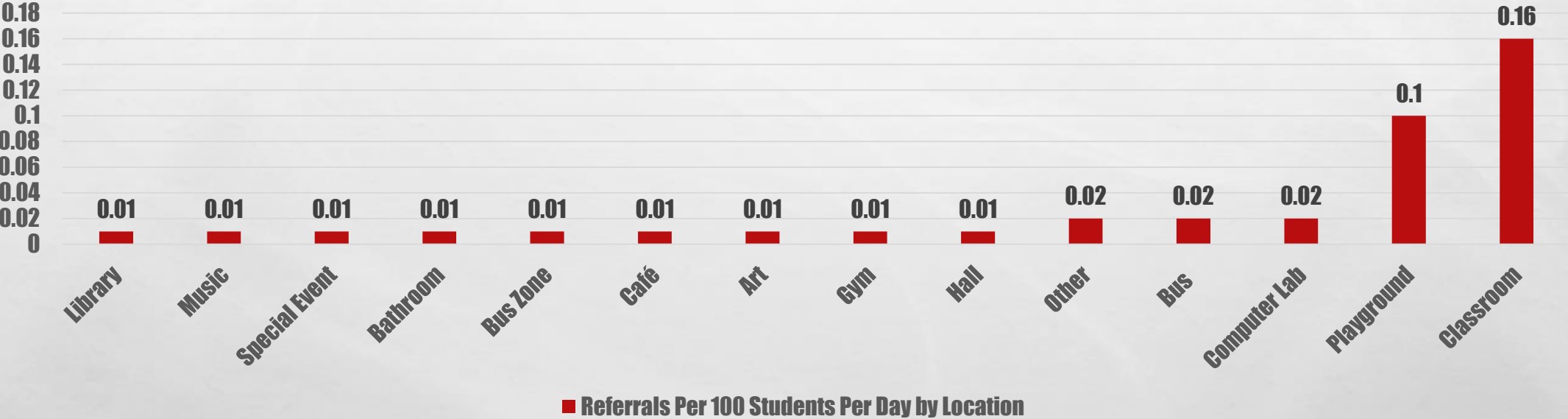
GRADE LEVEL ANALYSIS: MINORS

Referrals Per 100 Students Per Day by Grade



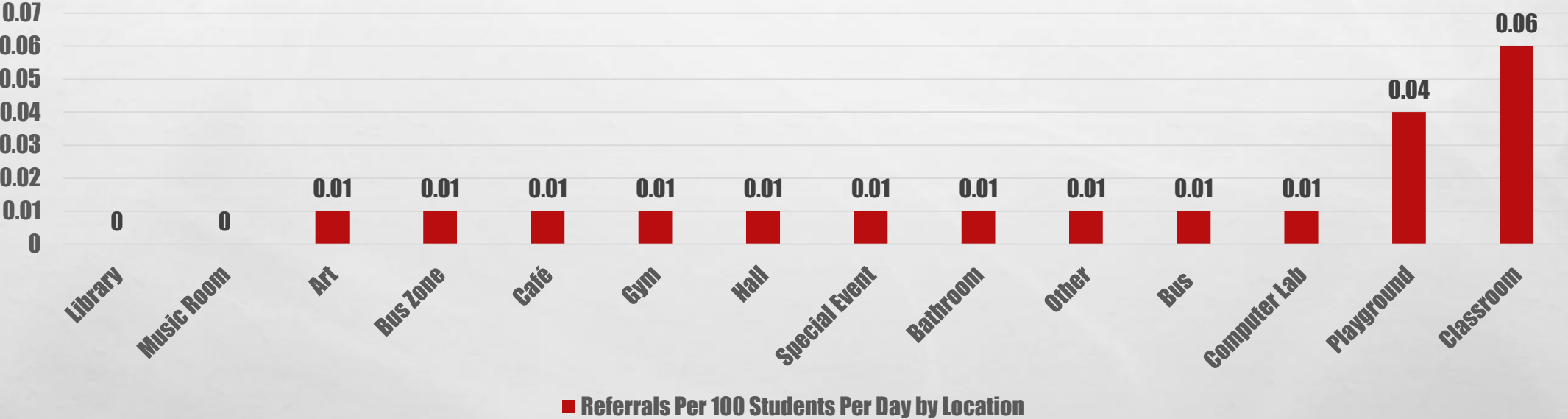
LOCATION ANALYSIS: ALL REFERRALS

Referrals Per 100 Students Per Day by Location



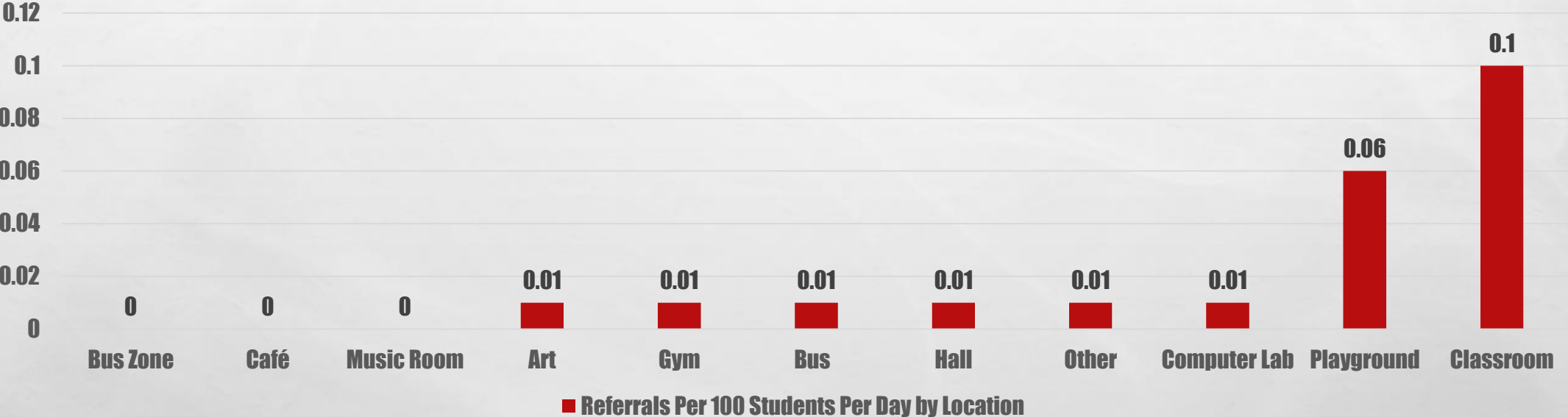
LOCATION ANALYSIS: MAJORS

Referrals Per 100 Students Per Day by Location



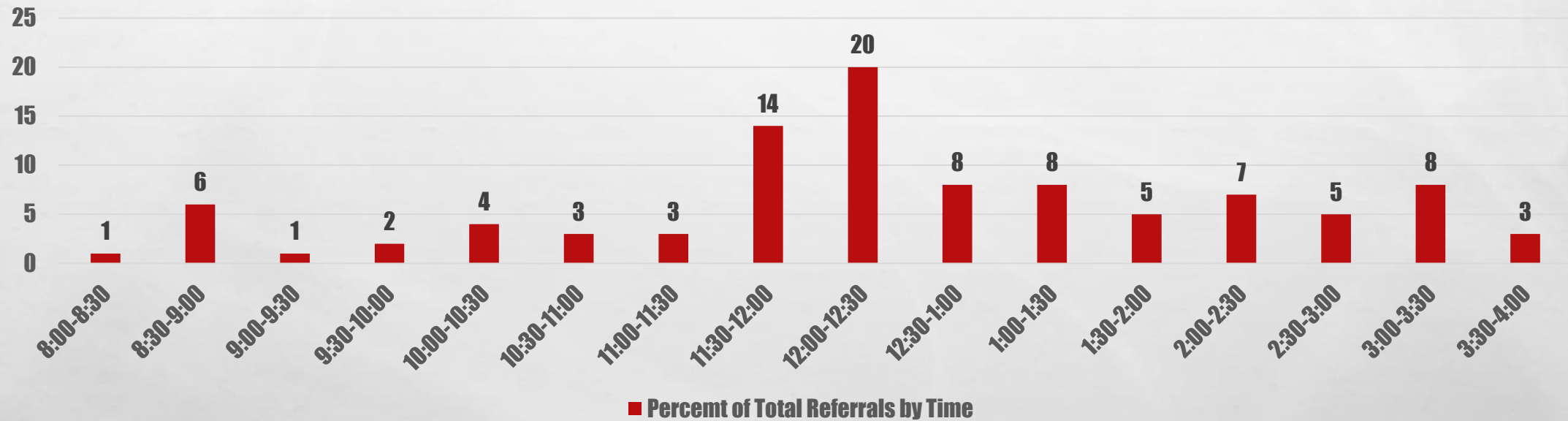
LOCATION ANALYSIS: MINORS

Referrals Per 100 Students Per Day by Location



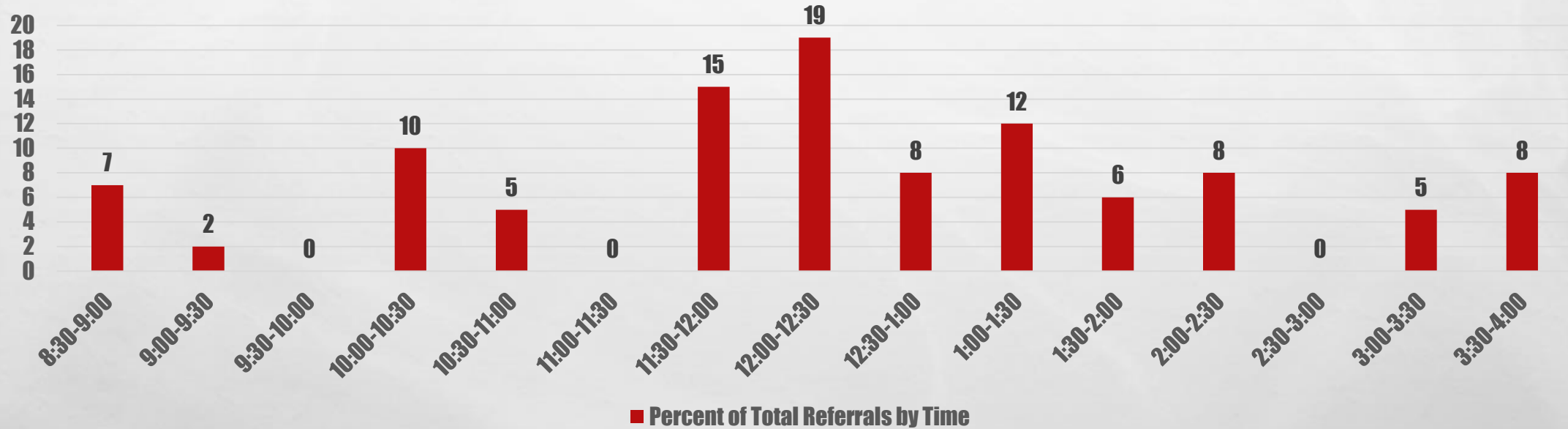
TIME ANALYSIS: ALL REFERRALS

Percent of Total Referrals by Time



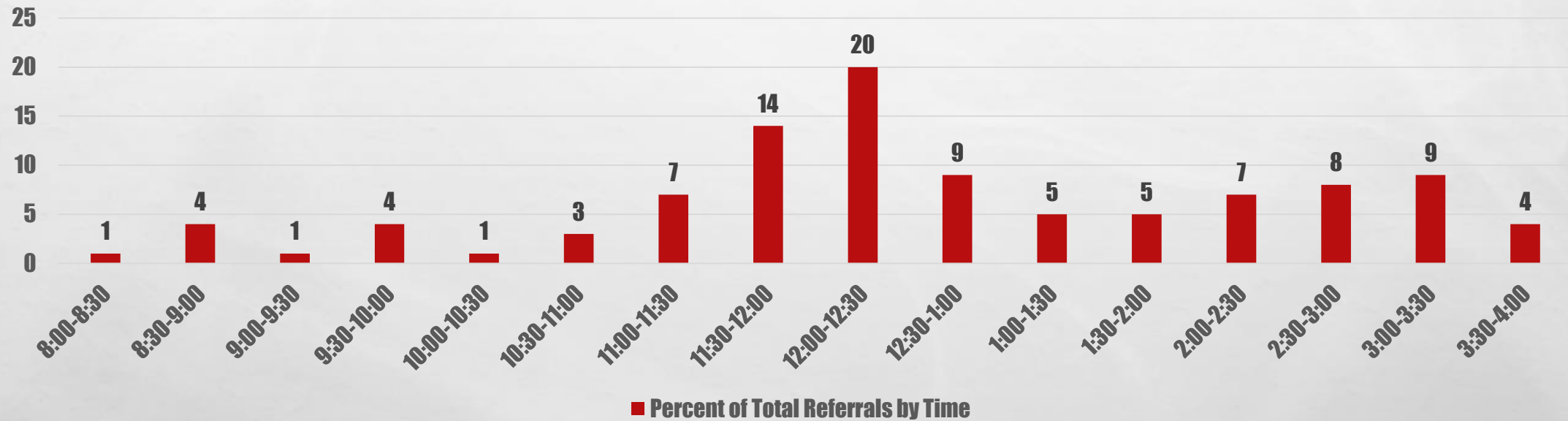
TIME ANALYSIS: MAJORS

Percent of Total Referrals by Time



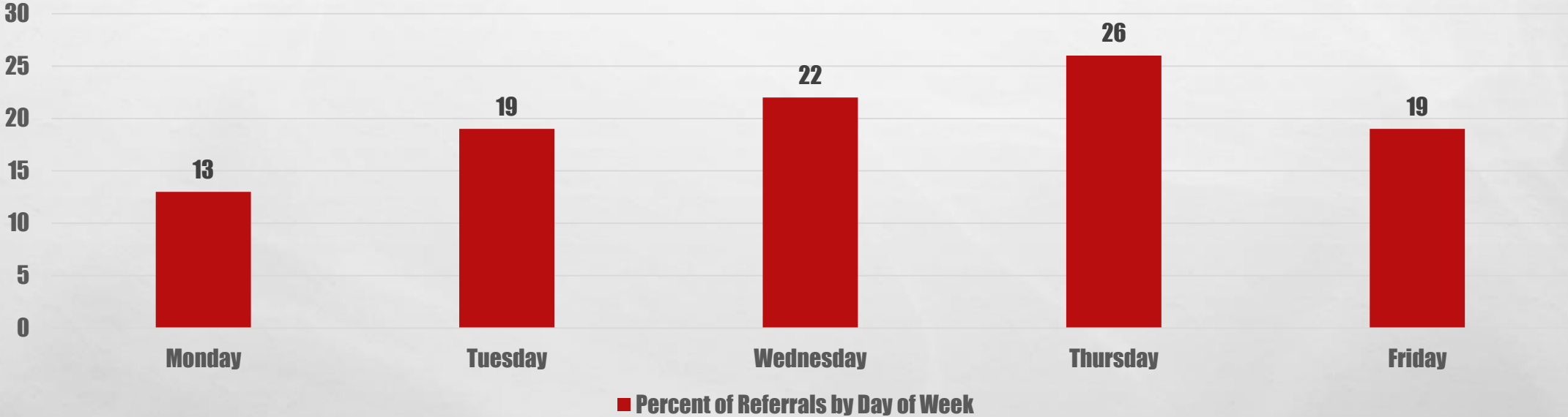
TIME ANALYSIS: MINORS

Percent of Total Referrals by Time



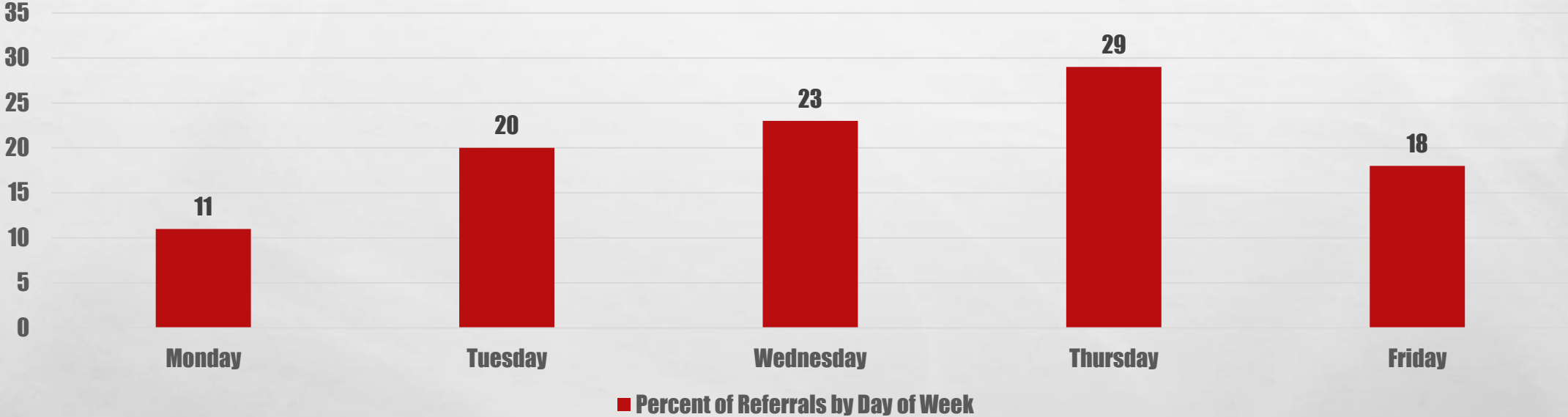
DAY ANALYSIS: ALL REFERRALS

Percent of Referrals by Day of Week



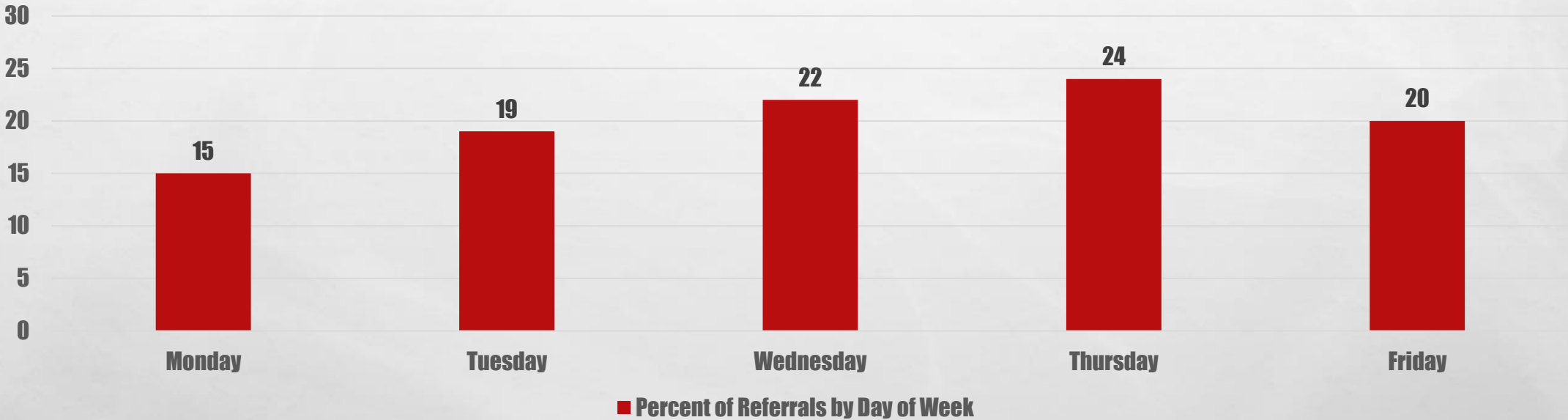
DAY ANALYSIS: MAJORS

Percent of Referrals by Day of Week

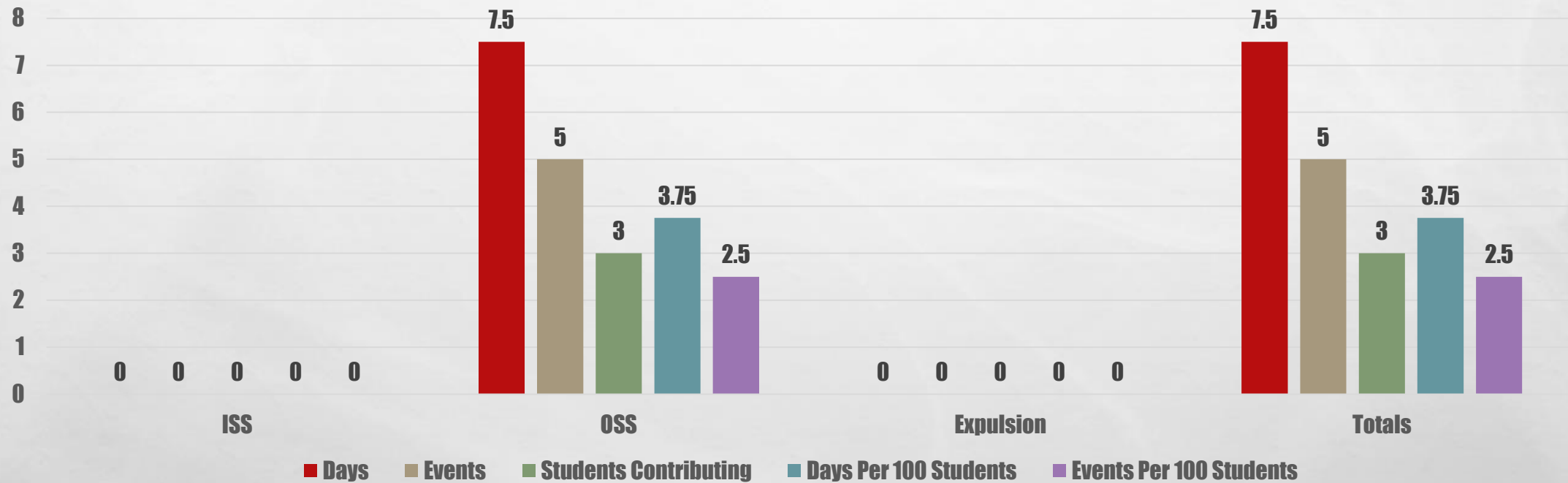


DAY ANALYSIS: MINORS

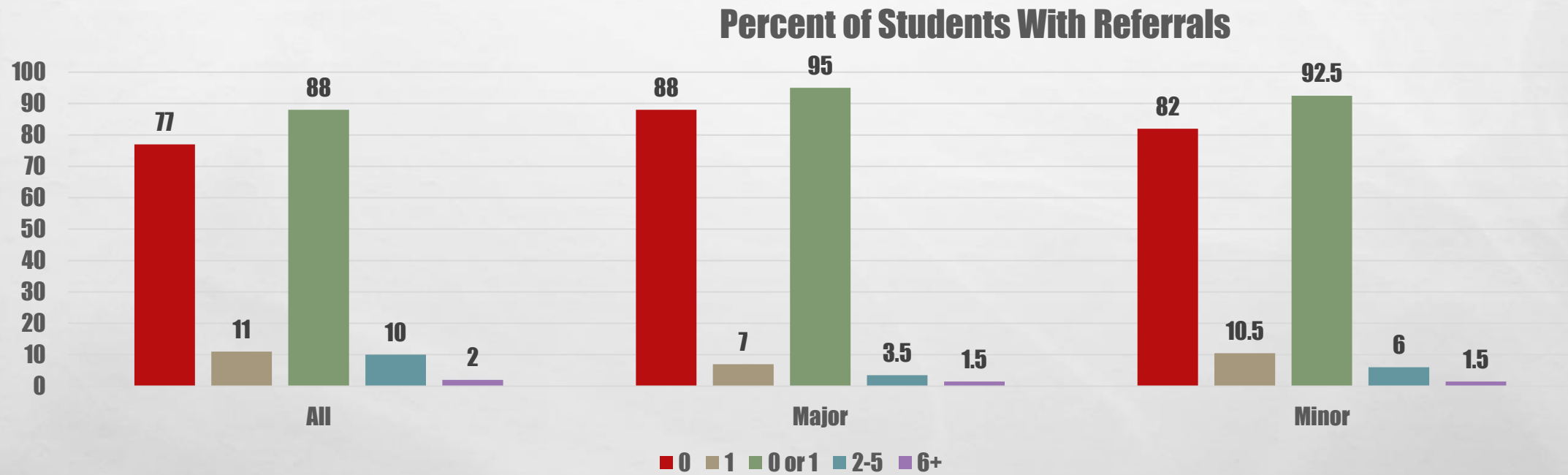
Percent of Referrals by Day of Week



SUSPENSION/EXPULSION REPORT



WHOLE SCHOOL ANALYSIS: REFERRALS

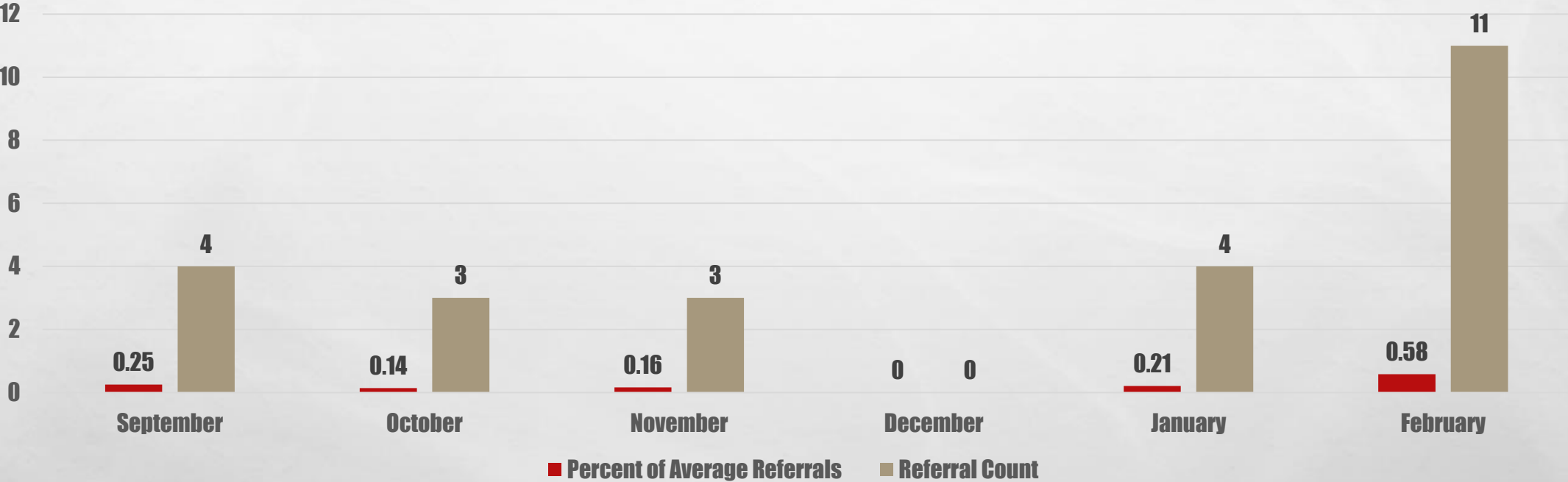


2015-2016

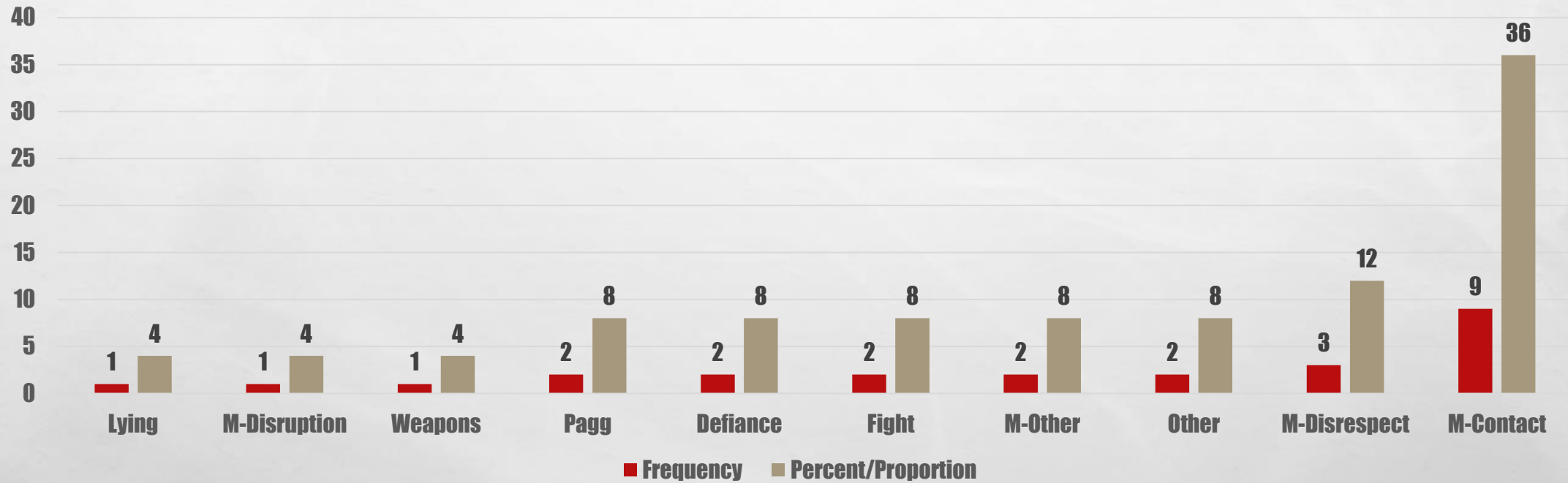
GAINES ELEMENTARY



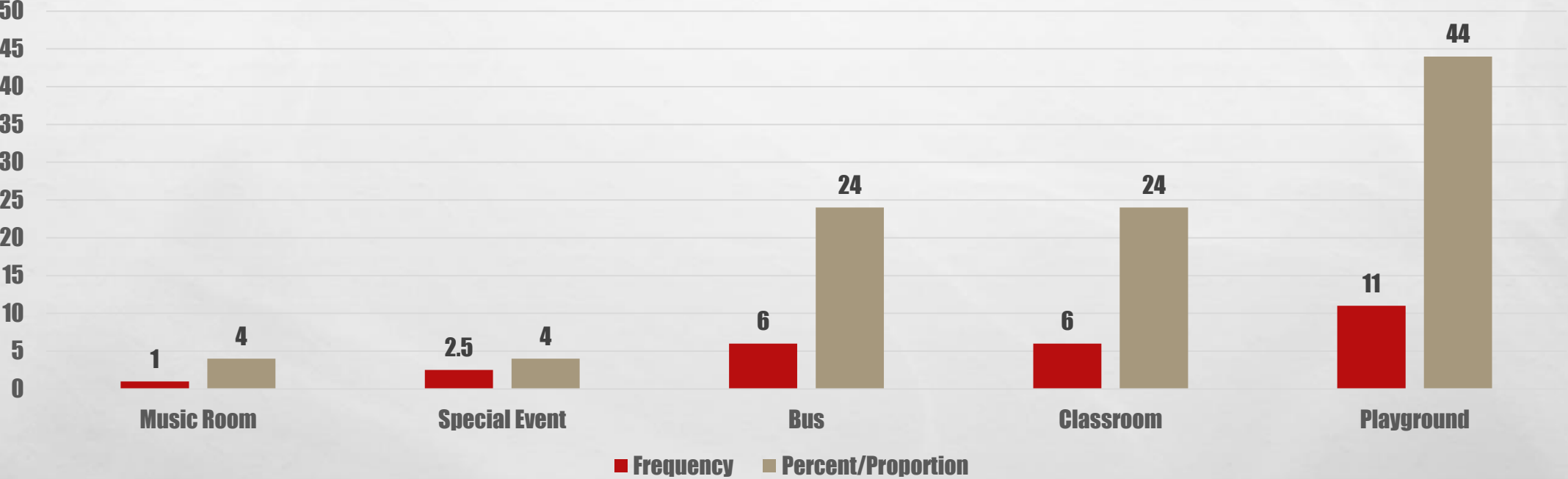
MONTH ANALYSIS: ALL REFERRALS



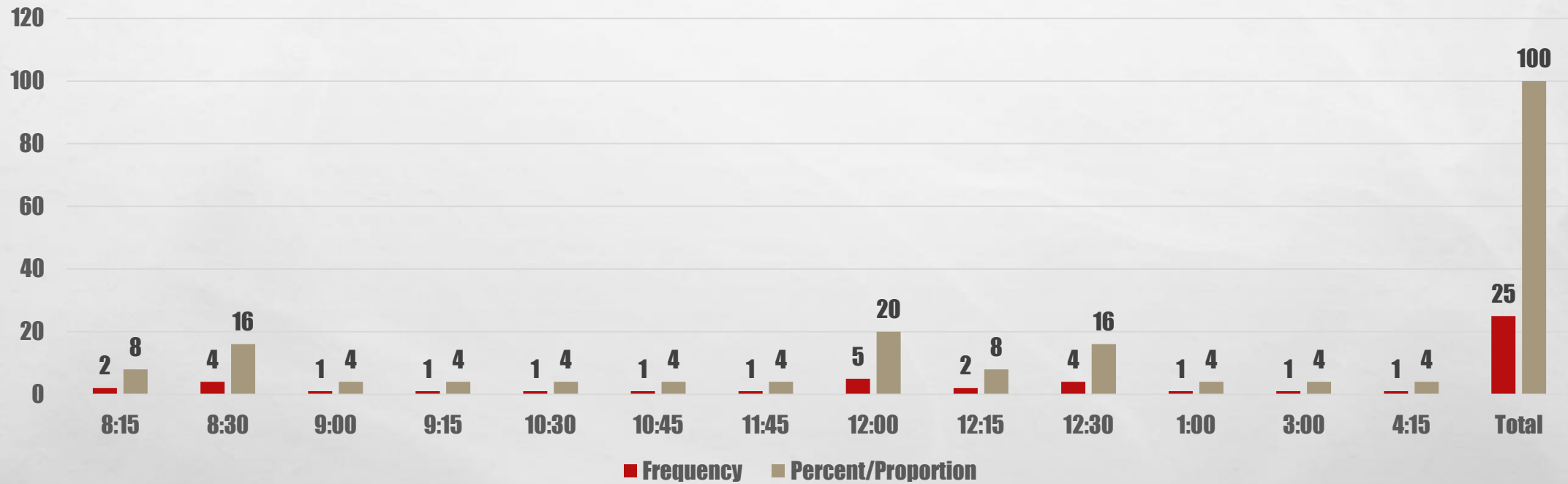
BEHAVIOR ANALYSIS: ALL REFERRALS



LOCATION ANALYSIS: ALL REFERRALS

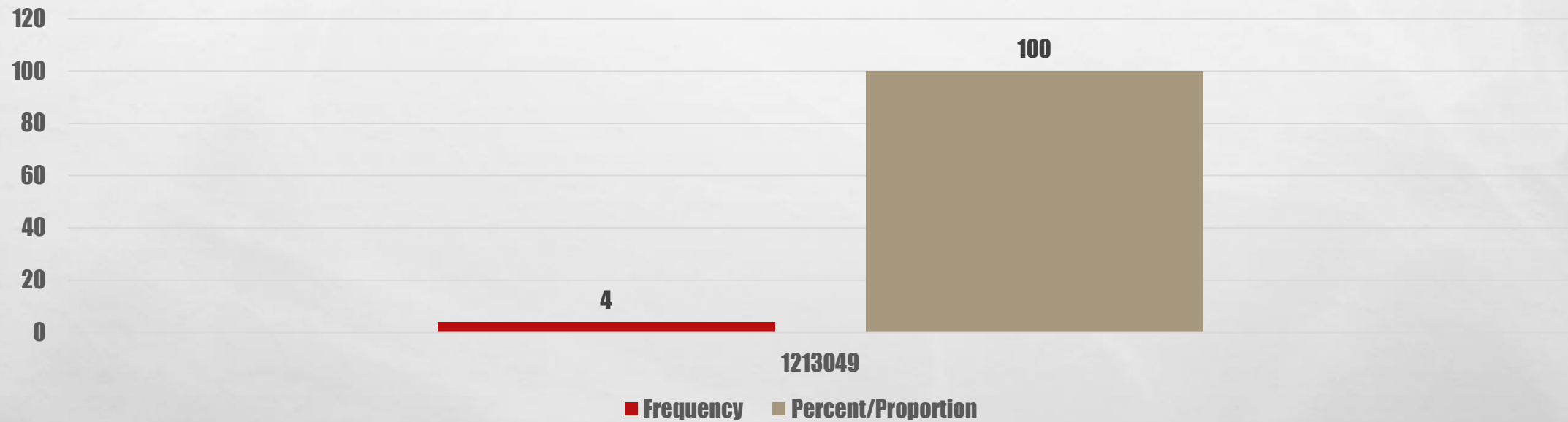


TIME ANALYSIS: ALL REFERRALS



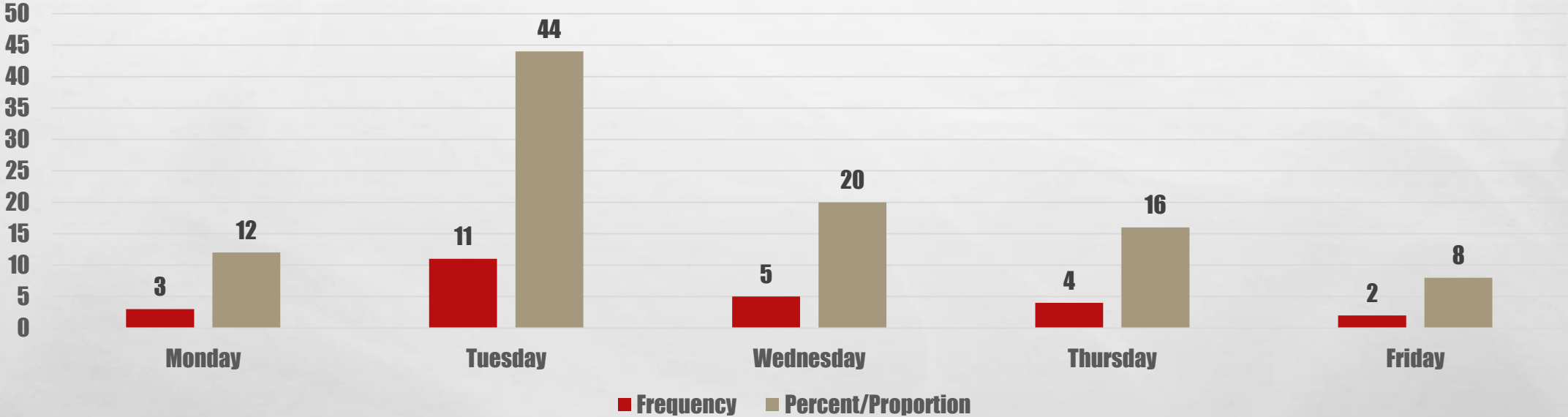
STUDENT ANALYSIS

Students With at Least 3 Referrals



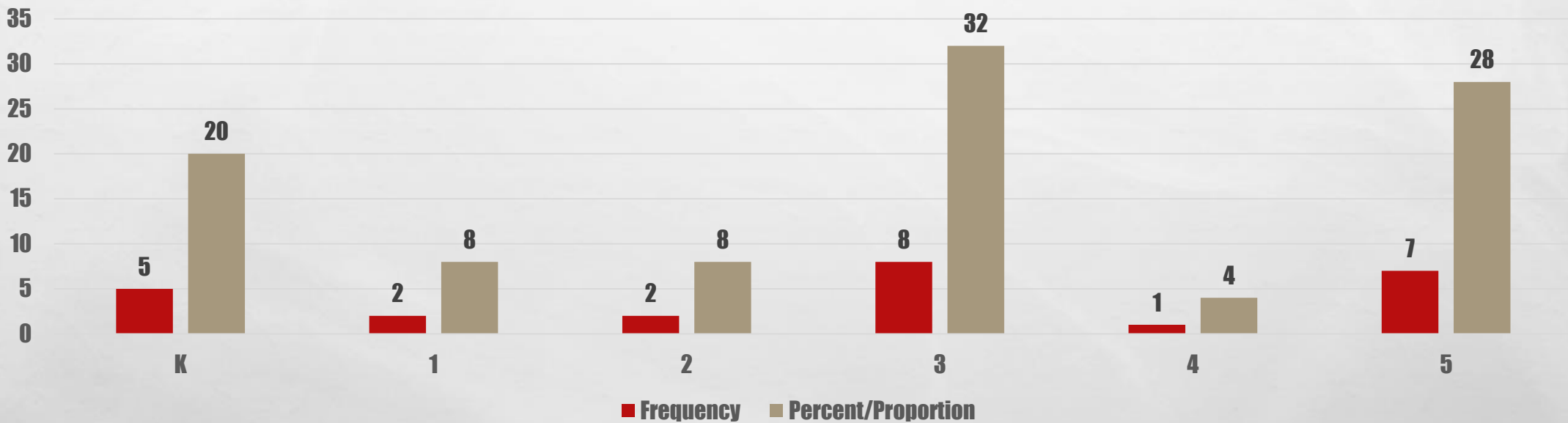
DAY ANALYSIS: ALL REFERRALS

Referrals by Day of Week



GRADE LEVEL ANALYSIS: ALL REFERRALS

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**
- **TOTAL MINORS DECREASED 415 REFERRALS IN LAST 3 YEARS COMBINED**

KEY NOTICINGS

- **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**
- **0 REFERRALS IN DECEMBER THIS YEAR**
 - **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**
 - **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**