

## NME Data/Outcomes for SFY16

District	Year	# Office Referrals	# Detention, Suspension or Expulsion
Columbus City-- Ohio Ave. ES	2013-14	917	129
	2014-15	750	83
Columbus City--Livingston ES	2013-14	2719	1043
	2014-15	1017	811
Graham School	2013-14	Not available	88
	2014-15	Not available	38
The Charles School	2013-14	Not available	97 (3 expulsions)
	2014-15	Not available	90 (0 expulsion)

Column		Pre-training average On 5 point scale	Post-training average On 5 point scale
I feel confident in my ability to:	Define complex developmental trauma	2.1	4.2
	Understand how complex developmental trauma impacts brain development	2.1	4.4
	Understand how and why rhythm, repetition and relationships influence the brain	2.2	4.5
	Recognize behavior as a response to stress	3.1	4.6
	Recognize when students need a break from an activity	3.5	4.6
	Select a developmentally-appropriate activity to help refocus students	3.1	4.5

***If you were talking to another school professional who had not attended NME training, what would you say are the reasons they should consider attending? What have you noticed/experienced as a result of the training that makes you believe it works or was worth the time?***

**First Grade teacher in Columbus City Schools:**

“I would say that I became acutely aware of when I needed regulation and was able to quickly pull in an activity that allowed me to regulate myself which in turn kept my kids calmer. I found myself reacting less to the kids and instead wondering why are they doing this and how can I approach it differently to help them. In my classroom we actually kept data for an ed psych student and we were able to get transitions between activities from 11 to 12 minutes down to under 4 minutes consistently. I just used the tools you gave us and set a system in place where they had specific instructions and expectations and after less than a day they made a significant cut in time and in about a week we met our goal. I can also say that I gained about a half hour of instruction time each day from bathroom breaks. Once we started doing the rhythm activities in the hallway our bathroom breaks went from about 25 minutes to 15 minutes.

The NME training explained how to address behavioral disruptions that weren't punitive to the child but still helped the child to make better choices. Once I changed my approach with [male child in class] and gave him acceptable choices his office referrals significantly decreased (I seriously think it was about 3 or 4 a week to less than 1 a week) and I wasn't stressed out by his behaviors. I think you gave me the reminder that I can't control my students' behavior but I can teach them appropriate ways to deal with their thoughts and feelings. It's not about having a silent, seemingly perfect class. It's about building relationships with my kids and giving them the tools and space to become the wonderful little people that they are.”

**Elementary Principal in Columbus City Schools:**

“We have decreased our discipline referrals by almost 50% in one year. This means kids are in the classroom more and are developing self-regulation strategies that will help them be successful not only in school but in life.”

“I, as the principal, am able to have more time to be in classrooms observing and providing feedback to teachers because my staff is equipped to deal with behaviors in the classroom instead of referring kids to the office for me to deal with.”