

Lincoln Public Schools

Installing Boys Town Specialized Classroom in
a Multi-tiered System of Support



Lincoln Public Schools

Enrollment Pre-K-12th:

2007-08 33410

2017-18 41760

2017 Graduation Rate 85.2%

Consistently perform above state averages on state testing

Free/Reduced Lunch 46%

Special Education 15.3%

English Language Learners 7.7%

White 67%

American Indian .6%

African American 6.3%

Asian 4.6%

Hispanic/Latino 13.5%

Native Hawaiian/Pacific Island .1%

Two or More Races 8%



LPS PBIS

History of Implementation

A group of representatives from Student Services, Special Education, Curriculum, Elementary and Secondary, Federal Programs and Continuous Improvement met throughout the year to determine how to implement in a large district.

Implementation all middle schools and high schools 2013-2014

- Tier 2 and Tier 3 2014-2015 and 2015-2016
- Implementation all elementary schools 2014-2015
- Tier 2 and Tier 3 2015-2016 and 2016-2017

Need for additional support for students with intensive behavioral needs led us to Boys Town Specialized Classroom Management



LPS Student Supports

TIER 3 – FEW **Intensive, Individual** **Interventions**

Special
Education/
504 Evaluation
Wraparound/RENEW
FBA/BIA (Safety Plan)

- Individual Students
- Assessment-based
- Intense, durable procedures

TIER 2 – SOME **Targeted Group** **Interventions**

Individualize CICO (skill feedback/
practice, triage, contribution)
Social Skills Group (missing skills) Brief FBA
Check In/Check Out
Classroom Support (focus on environment changes and
teaching skills)

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 – ALL **Universal** **Interventions**

INTERVENTIONS
Relationship building (class meeting, circles, triage) Consistent,
least exclusionary response to inappropriate behavior

PREVENTION
Effective classroom practices, Prompting expectations, procedures/routines, teaching pro-social
skills (Second Step skills, Goals for Life, Boys Town skills)

SCHOOL-WIDE
Common area expectations | Teaching expectations | School-wide triage | Acknowledging
appropriate behavior | Discouraging inappropriate behavior

- All students
- Preventive
- Proactive



Installation of Boys Town Specialized Classroom Management

- TOT with coaches
- Cohorts of schools
- Fidelity walkthroughs
- PLC for students in ED classrooms



Connecting to Tier 1

- Aligning to building-wide expectations
- Common language across the building
- Students provided feedback on skills in classrooms
- Planned, blended, corrective teaching in all classrooms



Connecting to Tier 2

- Connection to current systems –
- BT skills being taught in Tier 2 social skills groups
- Adaptation of points card to look similar to Daily Progress Report to avoid staff confusion
- Criteria for layering up from Tier 2 to Boys Town leveled support
- Teaching and feedback increases as students move up the pyramid



Multi-tiered Approach to Support

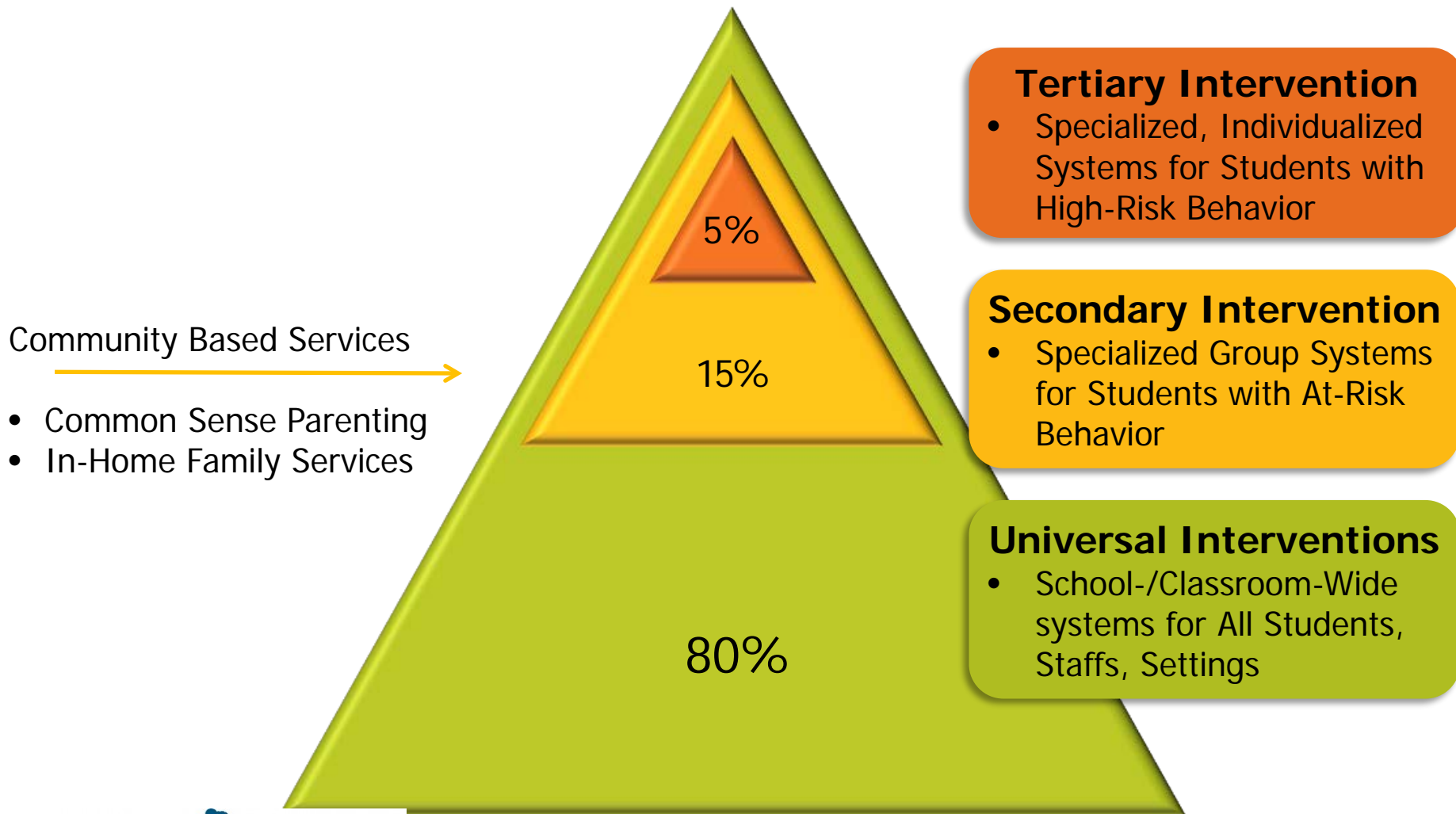
- Focus on prevention
- Administration and leadership commitment
- Stakeholders share practices, programs, and policies
- Teams representative of school settings
- Ongoing support
- Data-driven decision making



Depth of Defense

- Provide effective core curriculum and remediation instruction
- Identify who is not responding to core
- Identify additional supports needed
- Evaluate student progress

Boys Town 3 Tier Approach



Capacity Building



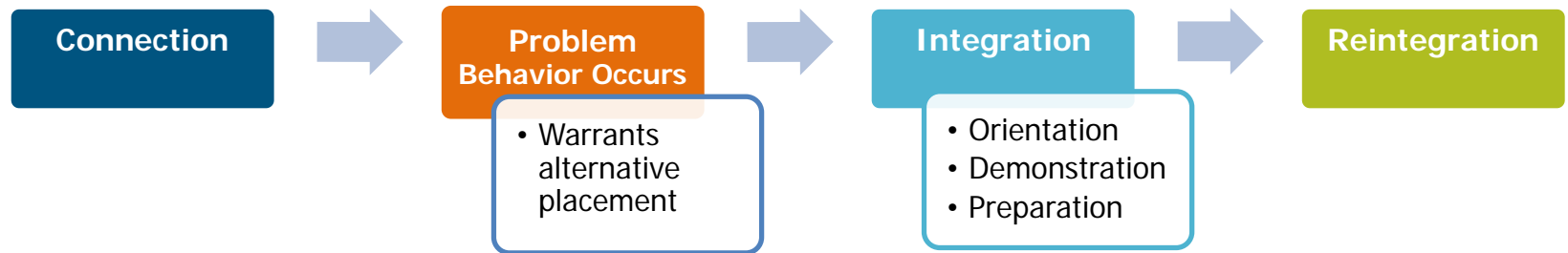
Specialized Classroom Management

Goal: To create a positive climate for learning in a self contained classroom where students can acquire the necessary skill to re-enter mainstream classrooms

Specialized Classroom Management

- Prevention of problems
- Social reinforcement
- Social skills instruction
- Problem solving skills
- Correcting problem behaviors
- De-escalating student behavior
- Motivation system

It all Begins with Placement



Pershing Elementary

Enrollment Pre-K-5th 465

Free/Reduced Lunch 69.7%
Special Education 18.9%

White 68.7%
African American 6%
Asian 1%
Hispanic/Latino 14.7%
Two or More Races 9.7%



Pershing Elementary



Tier 1

- Well Managed Schools training
- Connect Boys Town Social skills to building-wide expectations
- Lesson Plans for all students
- Common language with specific positive feedback
- Classroom and building-wide acknowledgement
- Grade level teams develop consistent classroom management strategies
- Building wide professional development on effective classroom practices

Tier 2

- Refined system for Tier 2 supports
- Developed criteria for students to access Tier 2
- Boys Town social skills teaching intensified in group settings
- Feedback on specific skills through individualized CICO

Tier 3

- Re-designed ED (Emotional Disturbance) room to support students with significant behavioral needs.
- Implementation of Boys Town Specialized Classroom curriculum and processes.



Pershing Elementary

	2016-17	2017-18
Total Suspensions	42	33
Total Days	70	37
Unique Students	31	23

Pershing Elementary

Week	Average /Day	Week	Average /Day
August 21-25	34	Mar 19-23	16
Aug 21-Sept 1	38	Mar 26-29	16
Sept 5-8	28	Apr 2-6	17
Sept 11-15	39	Apr 9-13	15
Sept 18-22	33	Apr 16-20	18
Sept 25-29	43	Apr 23-26	19
Oct 1-5	30	Apr 30-May 4	19
Oct 8-12	39	May 7-11	12
Oct 15-19	30	May 14-18	11
Oct 22-26	28	May 21-24	10
Oct 29-Nov 3	33		
Nov 6-10	38		
Nov 13-17	33		
Nov 20-21	32		

Category	2016-17	2017-18
Total Suspensions	42	33
Total Days	70	37
Unique Students	31	23



Irving Middle School

Enrollment 6-8th 465

Free/Reduced Lunch 42.5%
Special Education 18.5%

White 67.6%
African American 4.8%
American Indian 1%
Asian 3.5%
Hispanic/Latino 12.5%
Native Hawaiian/Pacific Island .2%
Two or More Races 10.4%



Irving Middle School



Tier 1

- Connect Boys Town Social skills to building-wide expectations
- Lesson Plans for all students - BT skill of the week (2018-19)
- Common language with specific positive feedback
- Classroom and building-wide acknowledgement
- Building wide professional development on effective classroom practices
- Student Ambassadors

Tier 2

- Refined system for Tier 2 supports
- Developed criteria for students to access Tier 2
- Feedback on specific skills through individualized CICO

Tier 3

- Re-designed ED (Emotional Disturbance) room to support students with significant behavioral needs using the SCM curriculum and process
- Implemented the Learning Center for students sent out of class and as an alternative to suspension
- Boys Town social skills taught in Learning Center
- Implementation of Boys Town Specialized Classroom curriculum and processes.

Irving Middle School

	2016-17	2017-18
Total Suspensions	232	111
Total Days	455	303
Unique Students	82	60

Irving Middle School

“Four years ago, when principal Jason Shanahan came to Irving with fresh eyes, he realized that changes needed to be made to cut back out-of-classroom time for students with behavior issues. That first year, there were more than 4,600 out-of-class movements due to behavior. Shanahan began a process that culminated in a tremendous decline of behavior referrals and an increase in academic success. It includes The Learning Center as well as a change to the school’s PBiS (positive behavioral interventions and supports) model by incorporating the Boys Town behavior model. According to numbers from last year, just under 3,000 students were referred, and the numbers are improving, even more, this year.”

Source: Lincoln Journal Star May 26, 2018 “Irving Middle School Wins 2018 Inspire Award

Next Steps for Our District

- Next round of training for Specialized classroom in summer 2018
- TOT - Well Managed Schools for 4 district coaches
- Additional elementary school training in WMS
- Continue ED PLC work
- More fidelity checks of practices



Boys Town Resources

- Boys Town National Hotline
1-800-448-3000
- Workshops
1-800-545-5771
boystowntraining.org
Questions: askthetrainer@boystown.org
- Boys Town Press
1-800-282-6657
boystownpress.org
- Twitter
 @BT_Ed

