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  4.5%
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

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

**PREVENTION**
- Effective classroom practices, Prompting expectations, procedures/routines, teaching prosocial 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

**TIER 1 – ALL Universal Interventions**
- All students
- Preventive Proactive

**TIER 2 – SOME Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**TIER 3 – FEW Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- Intense, durable procedures

**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

Community Based Services
- Common Sense Parenting
- In-Home Family Services

Universal Interventions
- School/Classroom-Wide systems for All Students, Staffs, Settings

Secondary Intervention
- Specialized Group Systems for Students with At-Risk Behavior

Tertiary Intervention
- Specialized, Individualized Systems for Students with High-Risk Behavior

80%
15%
5%

Capacity Building

Training
Consulting and Support
Training of Trainers

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%
**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.

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**Pershing Elementary**

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<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
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</thead>
<tbody>
<tr>
<td><strong>Total Suspensions</strong></td>
<td>42</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total Days</strong></td>
<td>70</td>
<td>37</td>
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<tr>
<td><strong>Unique Students</strong></td>
<td>31</td>
<td>23</td>
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</tbody>
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**Pershing Elementary**

Week | Average /Day |
-----|--------------|
August 21-25 | **6** |
Aug 26-Sept 1 | **6** |
Sept 1-5 | **6** |
Sept 6-9 | **6** |
Total | **38** |
May | **4** |
Total Students | **31** |
Nov 16-21 | **6** |
Nov 22-27 | **6** |
Nov 28-Dec 1 | **6** |
Dec 4-11 | **6** |
Dec 12-17 | **6** |
Dec 18-24 | **6** |
Dec 25-30 | **6** |
Jan 1-7 | **6** |
Jan 8-14 | **6** |
Jan 15-21 | **6** |
Jan 22-28 | **6** |
Jan 29-Feb 4 | **6** |
Feb 5-11 | **6** |
Feb 12-18 | **6** |
Feb 19-25 | **6** |
Feb 26-Mar 1 | **6** |
Mar 2-8 | **6** |
Mar 9-15 | **6** |
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%

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 SCF 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

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<th>2017-18</th>
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<tbody>
<tr>
<td>Total Suspensions</td>
<td>232</td>
<td>111</td>
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<tr>
<td>Total Days</td>
<td>455</td>
<td>303</td>
</tr>
<tr>
<td>Unique Students</td>
<td>82</td>
<td>60</td>
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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

Boys Town Resources