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

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

**Wraparound/RENEW**
- 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)

**INTERVENTIONS**
- Relationship building (class meeting, circles, triage) Consistent, least exclusionary response to inappropriate behavior
- Effective classroom practices, Prompting expectations, procedures/routines, teaching pro-social skills (Second Step skills, Goals for Life, Boys Town skills)
- Common area expectations | Teaching expectations | School-wide triage | Acknowledging appropriate behavior | Discouraging 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

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

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

**TIER 1 - ALL**
- Universal Interventions
  - 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

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

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

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

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

1. **Connection**
2. **Problem Behavior Occurs**
   - Warrants alternative placement
3. **Integration**
   - Orientation
   - Demonstration
   - Preparation
4. **Reintegration**
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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Average / Day</th>
<th>Total Suspensions</th>
<th>Total Days</th>
<th>Unique Students</th>
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<tbody>
<tr>
<td>August 21-25</td>
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<tr>
<td>Aug 21-Sept 1</td>
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<tr>
<td>Sept 5-8</td>
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<tr>
<td>Sept 11-15</td>
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<td>Sept 18-22</td>
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<td>Sept 25-29</td>
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<td>Oct 2-6</td>
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<tr>
<td>Oct 9-12</td>
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<td>Oct 23-27</td>
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<td>Oct 30-Nov 3</td>
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<tr>
<td>Nov 6-10</td>
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<tr>
<td>Nov 13-17</td>
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<td>Nov 20-21</td>
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## 2016-17

<table>
<thead>
<tr>
<th>Week</th>
<th>Average / Day</th>
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<tbody>
<tr>
<td>Mar 19-23</td>
<td>16</td>
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<td>Mar 26-29</td>
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<td>Apr 13-16</td>
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<td>Apr 9-13</td>
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<td>Apr 16-20</td>
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<td>Apr 23-26</td>
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<td>Apr 30-May 4</td>
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<td>May 7-11</td>
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<td>May 14-18</td>
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<td>May 21-24</td>
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## 2017-18
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%
<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Connect Boys Town Social skills to building-wide expectations</td>
<td>• Refined system for Tier 2 supports</td>
<td>• Re-designed ED (Emotional Disturbance) room to support students with significant behavioral needs using the SCM curriculum and process</td>
</tr>
<tr>
<td>• Lesson Plans for all students - BT skill of the week (2018-19)</td>
<td>• Developed criteria for students to access Tier 2</td>
<td>• Implemented the Learning Center for students sent out of class and as an alternative to suspension</td>
</tr>
<tr>
<td>• Common language with specific positive feedback</td>
<td>• Feedback on specific skills through individualized CI CO</td>
<td>• Boys Town social skills taught in Learning Center</td>
</tr>
<tr>
<td>• Classroom and building-wide acknowledgement</td>
<td></td>
<td>• Implementation of Boys Town Specialized Classroom curriculum and processes</td>
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<tr>
<td>• Building wide professional development on effective classroom practices</td>
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</tr>
<tr>
<td>• Student Ambassadors</td>
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<tr>
<td></td>
<td>2016-17</td>
<td>2017-18</td>
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<tr>
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<tr>
<td><strong>Total Suspensions</strong></td>
<td>232</td>
<td>111</td>
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<tr>
<td><strong>Total Days</strong></td>
<td>455</td>
<td>303</td>
</tr>
<tr>
<td><strong>Unique Students</strong></td>
<td>82</td>
<td>60</td>
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“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