

Boys Town Education Model[®]

The most transformational training program
for school staff (K-12) available today!



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Boys Town Education Model®

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Foreword

For more than 100 years, Boys Town has been a national leader in caring for children and families.

From the vast knowledge and experience we've acquired over decades of service to youth, we developed the **Boys Town Education Model®**.

For more than three decades, Boys Town education experts have partnered with educators like you to transform school culture, creating safer, more effective learning environments. Research-based and results-oriented, the Boys Town Education Model empowers educators with tools and strategies to ensure that students are safe and successful.

We establish a partnership with educators that involves everything from on-site assessments and hands-on training to ongoing consultation and evaluation services. The goal is always the same – to maximize learning success for students by reducing disruptive behaviors and creating a healthy school culture.

With the Boys Town Education Model, you can expect:

- » Increased on-task behaviors and student engagement
- » Reduced problem behaviors and out-of-class referrals
- » Improved communication among all stakeholders
- » An inclusive learning environment

We welcome the opportunity to work with your school or school district to provide valuable training that can benefit staff members, students and parents.





About Boys Town

Boys Town is one of the largest nonprofit child and family service organizations in the country, providing compassionate care to meet the behavioral, emotional, physical and educational needs of children and families.

Boys Town provides services and programs to children and families in need through a broad array of research-proven services based on the consistent delivery of the Boys Town Model®.

For children, this means being successful in school, at home and on the job while growing into productive citizens. For families, it means having a safe home, being able to solve problems and staying together.

The Village of Boys Town, Nebraska, is the organization's national headquarters. Here, as many as 400 boys and girls of diverse ages, races and religious and cultural backgrounds live in about 60 Family Homes with their Family-Teachers®, the trained primary care providers in Boys Town's residential program.

Boys Town's national outreach provides services through a network of sites across the country. Even more children and families receive benefits through the training and assistance Boys Town offers to hundreds of organizations, including schools, psychiatric hospitals and other youth care organizations. The Boys Town National Hotline® (1-800-448-3000) has handled more than 9 million calls since opening in 1989, and provides assistance to children, parents and others 24/7, year-round.

The Boys Town National Research Hospital®, with two locations in Omaha, Nebraska, has grown to include a research program that seeks improved diagnostic and treatment techniques for use with children with communication disorders and behavioral/emotional behavioral health issues. In addition to research, the Hospital serves children and families in the Omaha area in several pediatric clinics.

The long-ago vision of our founder, Father Edward Flanagan, sparked a revolution in child and family care that echoes today in the work and mission of Boys Town. His simple dream to make the world a better place for children lives on because people continue to believe that every child deserves to be valued and loved, and to live a healthy positive life.

- » Each year, Boys Town programs touch the lives of more than **2 million people** across the United States.

Boys Town Education Model

Discover how your school can implement the Boys Town Education Model® to provide positive behavior support, fundamentally improve its social environment, create more cohesive classrooms and achieve better academic outcomes!

For more than three decades, Boys Town education experts have partnered with educators like you to create safer, more effective learning environments. It's a partnership that involves everything from on-site assessments and hands-on training to ongoing consultation and evaluation services. And the goal is always the same – to maximize student success by reducing disruptive behaviors and creating a healthy school culture.

The Boys Town Education Model® is a multi-tiered intervention strategy that focuses on three main interconnected areas:

- » A complete social skills curriculum that empowers students to make better decisions

- » A consistent referral process that values teaching over punishing
- » A behavior-management approach that is proactive rather than reactive

The specific strategies and methods associated with each of these areas can be integrated into individual schools or entire districts to fundamentally change the educational experience for students and staff.

Educators from every corner of the country, at every grade level, use the Boys Town Education Model to meet the social, behavioral and emotional needs of their students. You can, too!

Educators from every corner of the country, at every grade level, use the **Boys Town Education Model** to meet the social, behavioral and emotional needs of their students.

you **CAN, TOO!**





A Foundation for Success

Boys Town Education Model Components

SOCIAL SKILLS CURRICULUM

Students who possess and know how to use specific social skills contribute greatly to a positive learning environment. Social skills instruction can be blended into academic lessons or be presented in stand-alone activities. When social skills are taught in conjunction with classroom/school rules and procedures, behavior expectations for students are clear, consistent and more easily met.

INTERVENTIONS THAT SUPPORT THE SOCIAL SKILLS CURRICULUM

Correcting inappropriate behaviors by teaching and practicing appropriate alternative behaviors empowers students to be more successful. Interventions such as Planned Teaching, Blended Teaching and Preventive Prompts enable teachers to introduce and reinforce skills in predictable, proactive ways.

ADMINISTRATIVE INTERVENTION®

Reducing the frequency and severity of referrals requires a school-wide discipline strategy. The Boys Town Education Model® provides a framework for implementing a data-driven referral process that effectively prepares students to successfully return to the classroom and reduces the probability of future referrals.

PRAISING STUDENT SUCCESS

School is a social experience, and the Boys Town Education Model encourages all staff to see the value of having a positive relationship with each student and praising students' positive behaviors and successes. The more connected the relationships, the more motivated students will be to learn and achieve.

SUSTAINABILITY

To sustain long-term momentum and success, Boys Town works with individual campuses and districts to take ownership of the Boys Town Education Model and its implementation. Consultant training and training-of-trainer workshops provide all the tools necessary to ensure seasoned staff and new hires feel prepared to confidently and effectively use the Boys Town Education Model to create more cohesive classrooms and a healthier school culture.



➡ Students who possess and know how to use specific social skills contribute greatly to a positive learning environment.



Transformation

Discover the five-step implementation process that will lead to a more dynamic learning environment.

Step 1: Assessment

Gain an accurate, timely perspective of what's going on in individual classrooms and throughout your entire school environment!

Multiple data-collection techniques are used to identify your learning community's unique strengths and challenges. Using on-site visits and teleconferencing, Boys Town experts collect, review and interpret relevant data to formulate an action plan for staff training and implementation. The assessment focuses on two critical components – School Discipline and School Leadership.

School Discipline Assessments involve various stakeholders and these data-collection techniques and sources:

- » Direct observation of teachers and students in classrooms and at school activities

- » Focus groups/interviews with students, teachers, administrators, support staff and parents
- » Surveys of students, teachers, parents and administrators
- » Analysis of relevant school data (referral databases and suspension records)

School Leadership Assessments use interviews and focus groups to provide context to these issues:

- » Current school-wide and classroom expectations
- » Student misbehaviors that are problematic, prevalent or persistent
- » Problem locations (hallways, cafeteria, specific classrooms, school grounds, restrooms, etc.)
- » In-school and out-of-school suspensions
- » Student behavior data (referral numbers, behavior incident reports, suspension records, etc.)





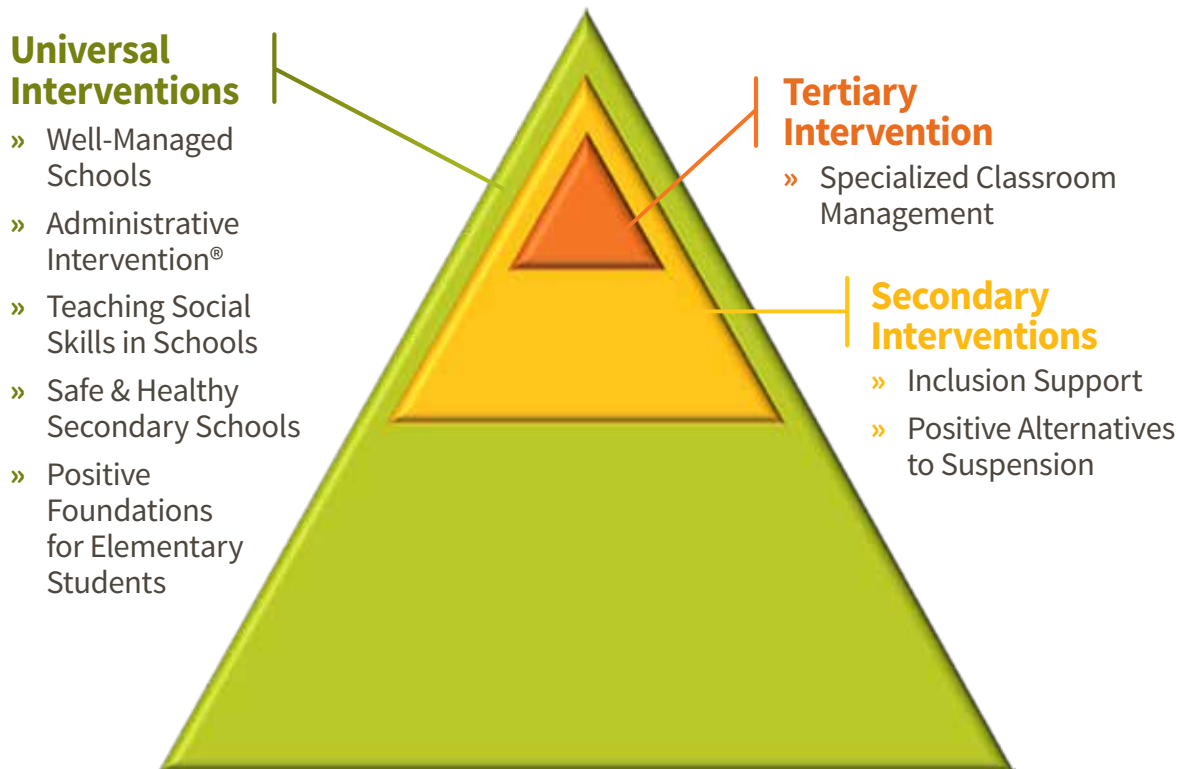
Step 2: Training (A Customized Plan)

Learn the philosophy, principles and fundamental practices of the Boys Town Education Model®, making implementation natural and seamless!

Following the assessment, we work with you to develop the right mix of engaging, hands-on workshops that will give you and other staff members a training experience that is tailored to their specific needs.

Training in the Boys Town Education Model covers all three positive behavior support intervention levels, helping you to create a dynamic learning environment and address the behavioral, social and emotional needs of all students – regardless of their age or ability.

A Multi-Tiered System of School-Wide Instruction and Positive Behavior Support



Intervention Levels



UNIVERSAL INTERVENTIONS

In most education settings, 80% to 90% of students' behavioral needs are addressed at the Universal Intervention level. Here, the focus is on a proactive approach, emphasizing the use of a common language, common practices and consistent application of positive and negative consequences. Because most student behaviors can be addressed with these interventions, we offer a variety of trainings to meet the unique needs of your school.

- **Well-Managed Schools** is a two-day workshop that is ideal for all school staff. Specific teaching interactions – proven to promote positive change in the classroom – are taught using true-to-life role-plays. (See page 8 to learn more.)
- **Administrative Intervention®** is a two-day training that gives school administrators school-wide discipline strategies for reducing the frequency and severity of referrals. (See page 12 to learn more.)
- **Teaching Social Skills in Schools** is a three-day workshop designed to help you give students the skills they need to be more responsible, respectful and resilient. You'll apply the strategies you learn to support students who are struggling with social and emotional deficits that impair their academic and behavioral progress. (See page 16 to learn more.)
- **Safe & Healthy Secondary Schools** is a one-day training designed to improve the social climate of your school by building relationships and meeting the social and emotional needs of students. (See page 14 to learn more.)
- **Positive Foundations for Elementary Students** is a two-day workshop designed specifically for students in grades Pre-K through 3. This workshop provides strategies to help young students find success in school, relationships and life. (See page 10 to learn more.)



SECONDARY INTERVENTIONS

The Secondary Interventions level of support is for students who struggle to find success at the Universal level. Normally, 5% to 10% of students fall into this level of need because they may display an increased risk of engaging in more serious behavior. At this level, supports are more individualized and flexible. Secondary Interventions include social skills groups, check in/check out, Behavior Education Plans, Functional Behavioral Assessments and environmental changes.

- **Inclusion Support** is designed as a stand-alone training or an add-on to the Well-Managed Schools workshop. This training is ideal for educators in co-teaching classrooms or where special education students are in general education classrooms more than half the day.
- **Positive Alternatives to Suspension** is a two-day workshop that transforms school suspensions from “time away” to “time engaged,” reducing overall suspensions and improving student academic and social functioning. The program provides a structured environment for delivering consequences while teaching prosocial skills. (See page 20 to learn more.)



TERTIARY INTERVENTION

A Tertiary Intervention is needed when students exhibit patterns of problem behavior that are dangerous and highly disruptive, impede learning and result in social or educational exclusion. In a general education environment, most schools will find that only 1% to 5% of students need this level of support. The goal of a Tertiary Intervention is to reduce complications and the severity or intensity of problem behavior, and teach students social skills, enabling them to become more successful. These interventions are assessment-based and aligned with goals that are specific to the needs of the student.

- **Specialized Classroom Management** is a five-day training that gives those who work in specialized programs and alternative settings the strategies they need to help and guide students with moderate-to-severe behavioral problems. (See page 18 to learn more.)



Step 3: Consultation

Enjoy ongoing “coaching” and mentoring as you integrate the Boys Town Education Model® into your learning community!

Boys Town will always deliver on its promises and be there for you. Even after training is completed, our experts are available to offer advice, answers and assistance when any challenge, question or concern arises. Consultation services involve:

Data collection

- » Class, lunch and hallway observations
- » Meetings with administrators and staff
- » Implementation surveys
- » Referral reviews

Development of intervention strategies

- » Review of current implementation and evaluation efforts
- » Collaboration with administrators and staff

Written summary/report

- » Data summary and analysis
- » Intervention strategies to ensure success
- » Future directions and recommendations



Step 4: Evaluation

Get an objective look at the changes happening in your learning community since implementation began!

Evaluation, which goes on throughout the training and consultation stages, measures how consistently and effectively techniques, strategies and methods are used and how they are impacting student outcomes. Success is measured using concrete data captured during consultation services. In addition, the evaluation process can be tailored to fit the needs and requirements of your funding organizations, boards or school administrators.



Step 5: Sustainability

Take ownership of the Boys Town Education Model® in your school (or district)!

To sustain long-term momentum, you can have staff members at your school (or in your district) become part of a select group that is authorized to consult and train the core concepts of the Well-Managed Schools and Specialized Classroom Management workshops. As authorized trainers and consultants, they can ensure your school's seasoned staff and new staff have the training and support they need to implement the Boys Town Education Model® to create more cohesive classrooms and a healthier school culture.

Becoming an authorized trainer and consultant is a three-step process that starts with training and ends with authorization:

1. Consultation Workshop

This five-day workshop trains a select group of staff (typically those who have demonstrated leadership skills and a commitment to the implementation) in how to serve as Boys Town Education Model® consultants in their learning community. Your learning community will no longer be dependent on Boys Town consultants as your on-staff consultants maintain the long-term viability of the Boys Town Education Model in your school or district. Consultation activities involve everything from doing in-class observations and leading staff review sessions to coordinating training and providing feedback.

2. The Training of Trainers Workshop

This workshop prepares a select group of staff to lead the Well-Managed Schools or the Specialized Classroom Management workshops

for new hires at your school. In addition to teaching the content, this workshop gives special attention to developing training skills so these new trainers will be able to engage and motivate their co-workers to embrace the Education Model. At the end of training, selected participants will lead (along with a Boys Town trainer) a workshop so they can polish their presentation skills and get comfortable with the material and their role as a trainer.

3. Authorization of Trainers

The final phase of the sustainability process is an on-site evaluation of trainers as they present each section of a workshop. Those who meet competency criteria for each section are authorized to train the workshop for two years.



Transformational Professional Development

Discover how your school can provide positive behavior support, fundamentally improve its social environment, create more cohesive classrooms and achieve better academic outcomes!

Well-Managed Schools

Student behavior is part of every school and classroom. Being equipped with the right strategies to address that behavior can be the difference between a positive school culture and a negative school culture.



This exciting, insightful two-day workshop introduces and explains the basic foundations of the **Boys Town Education Model®**. Specific teaching interactions – proven to promote positive change in the classroom and school – are taught using true-to-life role-plays.

The Boys Town Education Model is a proactive, whole-child solution to classroom challenges. When put into practice, everyone is more empowered – students stop losing control every time they're upset and staff know how to maintain a culture of learning. Schools that

implement the Model experience notable changes:

- » Reduced disruptive behaviors and office referrals
- » Increased academic engagement and instruction time
- » Increased on-task behaviors
- » Increased job satisfaction

Apply the strategies you learn in the Well-Managed Schools workshop to successfully address the behavioral, emotional and academic needs of your students!

WHO SHOULD ATTEND

Administrators
Teachers
Counselors
Social workers
Psychologists
Other education staff members

STRATEGIES YOU'LL LEARN

Providing social reinforcement
Preventing problem behaviors
Correcting problem behaviors
Teaching social skills
Blending social skill instruction and academic lessons
Teaching problem-solving skills

BENEFITS OF ATTENDING

Motivate students with challenging behavioral, emotional, academic and social needs
Reduce severe discipline problems
Improve administrative intervention processes
React positively to problem situations
Help students regain and maintain self-control
Teach problem-solving and other essential life skills

Well-Managed Schools Course Objectives

SECTION 1: FOUNDATIONS

You will learn about the transformational power of the Boys Town Education Model® as we discuss school climate, types of student misbehaviors and the factors that affect both. We begin our discussion of behavior transformation with a review of Positive Behavior Supports and Social/Emotional Learning.

SECTION 2: PREVENTING PROBLEM BEHAVIORS

Here we discuss the importance of setting students up for success by proactively teaching rules, expectations and procedures, and the skills students need to follow them. When you provide students with the skills they need to succeed, you are creating a safe and predictable environment where they know what to expect and how to appropriately get their needs met.

SECTION 3: ENCOURAGING POSITIVE BEHAVIOR

Praising a student's success, whether it is big or small, is a key to shaping behavior. In this section, you will learn about different types of praise, when each is appropriate and how praise benefits both the student and the school climate.

SECTION 4: CORRECTING PROBLEM BEHAVIORS

Despite our best efforts, challenging behaviors will occur. The key to successfully dealing with them is having positive, productive strategies. We discuss how to manage situations when problems arise in ways that keep everyone safe, and correction strategies that help achieve lasting behavioral change.

SECTION 5: IMPLEMENTATION

In this final section, we discuss how you and your team can use the knowledge you have gained to implement lasting social and emotional learning strategies in your school.





Positive Foundations for Elementary Students



Young students can be on point and attentive one second, then be off task and disruptive the next. Back and forth they go... but it doesn't have to be like that.

This dynamic two-day training is designed to bring structure, support and success to Pre-K through third-grade classrooms.

The Positive Foundations for Elementary Students workshop introduces you to the key components of the Boys Town Education Model®, a school-based intervention program that provides all students with the positive behavior support they need to succeed.

The Boys Town Education Model is a proactive, whole-child solution to classroom challenges. When put into practice, everyone is more empowered – students stop losing control every time they're upset and staff know how to maintain a culture of learning.

Schools that implement the Model experience notable changes:

- » Increased on-task behaviors
- » Increased student participation and instruction time
- » Fewer verbal and physical disruptions
- » Fewer office referrals

Applying the strategies you learn in the Positive Foundations for Elementary Students workshop prepares young students for success in school, relationships and life.

WHO SHOULD ATTEND

Administrators
 Teachers
 Counselors
 Social workers
 Psychologists
 Other education staff members

STRATEGIES YOU'LL LEARN

Creating and maintaining an inclusive learning environment where students stay on task
 Teaching young students how to manage their emotions and control their enthusiasm
 Incorporating rules and procedures so students know and understand boundaries and limits

BENEFITS OF ATTENDING

Create clear classroom rules
 Set consistent expectations
 Focus on teaching, not supervising
 Praise success to encourage success
 Blend social skill instruction with academic lessons
 Respond calmly to challenging, inattentive and disruptive students

Positive Foundations for Elementary Students Course Objectives

SECTION 1: FOUNDATIONS

We discuss the prevalence of aggression and other disruptive behaviors in elementary students. You will learn about the long-term effects misbehavior in young students can have on their success in school, relationships and life. We begin to discuss how using social skill instruction and Social/Emotional Learning concepts can prevent and address these behaviors.

SECTION 2: PREVENTING PROBLEM BEHAVIORS

Here, we discuss the importance of setting students up for success by proactively teaching rules, expectations and procedures, and the skills students need to follow them. When you give students the skills they need to succeed, you are providing a culture of learning.

SECTION 3: ENCOURAGING POSITIVE BEHAVIORS

Praising student success, whether it is big or small, is a key to changing behavior. In this section, you will learn about different types of praise, when each is appropriate and how praise benefits both the student and the school climate.

SECTION 4: CORRECTING PROBLEM BEHAVIORS

Despite our best efforts, challenging behaviors will occur. The key to successfully dealing with them is having positive, productive strategies. We discuss how to manage situations when problems arise in ways that keep everyone safe, and correction strategies that help achieve lasting behavioral change.





Administrative Intervention

Don't let your academic mission be derailed by ineffective and arbitrary discipline decisions.



This insightful two-day training will help you design school-wide discipline strategies that benefit students and staff! The Administrative Intervention® workshop teaches participants how to implement a referral process that's clear, consistent and, most of all, constructive.

The workshop focuses on key elements of the Boys Town Education Model®, a proactive, whole-child solution to classroom challenges. Schools that implement the Model experience notable changes:

- » Reduced referrals and disruptive behaviors
- » Increased academic engagement and instruction time

- » Increased on-task behaviors
- » Increased job satisfaction

Applying the strategies you learn in the Administrative Intervention workshop for turning crisis situations into teaching opportunities will enable you to apply appropriate consequences and prepare students for a successful return to the classroom.

WHO SHOULD ATTEND

Principals
 Assistant principals
 School resource officers
 Counselors
 Social workers
 Psychologists
 Other education staff members

STRATEGIES YOU'LL LEARN

Choosing consequences that work
 Reducing severe discipline problems
 Making data-based discipline decisions
 Reacting positively to disruptive situations
 Improving administrative intervention processes
 Teaching problem-solving and other essential social skills
 Helping students successfully return to class and continue to learn

BENEFITS OF ATTENDING

Have a step-by-step process for handling referrals effectively
 Learn an effective way to respond to a range of behaviors, including de-escalation of emotionally intense situations
 Gain the knowledge to identify trends and patterns within referral data
 Develop data-based strategies for use school-wide, in classrooms and with individual students

Administrative Intervention Course Objectives (Well-Managed Schools)

SECTION 1: WELL-MANAGED SCHOOLS REVIEW

We start with a basic overview of strategies and concepts from the Well-Managed Schools workshop. Administrative Intervention® strategies work best when used in conjunction with the proactive Positive Behavior Supports provided through programs like Well-Managed Schools.

SECTION 2: REFERRAL PROCESS

In this portion of the training, we discuss the goals of a consistent referral process and strategies you can use to calm students down, correct their behavior and prepare them to re-enter the classroom.

SECTION 3: CONTINUUM OF CONSEQUENCES

In this section, we discuss consequences, including behavior contracts, mediation and detention, behavior reflection essays and suspensions, and how

to appropriately use each one. In addition, we talk about cool-down strategies you can teach students that can help them control their behavior better in the future.

SECTION 4: TRACKING BEHAVIOR AND DOCUMENTATION

Keeping good records is vital to determining common problems or problem areas. Here, we discuss tools you can use to track trends on individual students as well as students school-wide.

SECTION 5: FACILITATING CHANGE

The goal of all Boys Town Education Model® workshops is lasting, effective change. In this section, we discuss how to identify your need for change, how to communicate with staff to get their buy-in and how to effectively implement lasting change.

Administrative Intervention Course Objectives (Specialized Classroom Management)

SECTION 1: SPECIALIZED CLASSROOM MANAGEMENT REVIEW

We start with a basic overview of strategies and concepts from the Specialized Classroom Management workshop. Administrative Intervention® strategies work best when they start in the classroom with prevention, reinforcement, correction and use of a multi-level motivation system.

SECTION 2: REFERRAL PROCESS

In this portion of the training, we discuss the goals of a consistent referral process and strategies you can use to calm students down, correct their behavior and prepare them to re-enter the classroom.

SECTION 3: CHANGING LEVELS WITHIN THE MOTIVATION SYSTEM

The level motivation system used in Specialized Classroom Management is designed to allow students to move up or down through levels, depending on their behaviors. In this section, we discuss what happens when students receive a referral and how

they transition between levels. In addition to changing levels, we discuss additional consequences that may be appropriate after an office referral, such as behavior contracts, mediation and detention, behavior reflection essays and suspensions. We also discuss cool-down strategies you can teach students to help them control their behavior better in the future.

SECTION 4: POSITIVE REFERRAL RESOLUTION

In this section, we discuss what happens after a student returns to class, including checking in with the student and teacher, contacting the parents or guardians, and documenting the referral.

SECTION 5: FACILITATING CHANGE

The goal of all Boys Town Education Model® workshops is lasting, effective change. In this section, we discuss how to identify your need for change, how to communicate with staff to get their buy-in and how to effectively implement lasting change.



Safe & Healthy Secondary Schools

School safety is about more than security cameras and metal detectors... it's about people and relationships.



In this one-day training,* you will learn how to tune in and reach out to all students, build personal relationships with them and meet their social/emotional needs.

Creating a safe, healthy school environment is closely tied to the components of the Boys Town Education Model®, a proactive, whole-child solution to classroom challenges. When the Model is put into practice, everyone is more empowered – students stop losing control every time they're upset and staff know how to maintain a culture of learning. Schools that implement the Model experience notable changes:

- » Increased academic engagement and instruction time
- » Reduced acts of verbal and physical aggression
- » Reduced office referrals and disruptive behaviors

Applying the strategies you learn in the Safe & Healthy Secondary Schools workshop can successfully address the behavioral, emotional and academic needs of your students!

**A second day of training can be added to give you extra practice in using the strategies and skills.*

- » Increased on-task behaviors

WHO SHOULD ATTEND

Administrators
 Teachers
 Counselors
 Social workers
 Psychologists
 Other education staff members

STRATEGIES YOU'LL LEARN

Creating a school-wide monitoring and supervision plan
 Fostering teamwork among students, teachers, administrators, parents and the community
 Using discipline strategies that emphasize teaching more than punishing
 Taking a calm, positive approach to dealing with difficult behaviors
 Empowering students to discuss problems and accept consequences

BENEFITS OF ATTENDING

Have a way of connecting with students who are isolated or "on the fringe"
 Create a proactive environment to keep small problems from getting unmanageable
 Gain the ability to focus on academics rather than personal safety
 Form a consistent system with clear expectations

Safe & Healthy Secondary Schools Course Objectives

SECTION 1: COURAGE

We begin with a discussion of the components of normal, different and dangerous behavior. In addition, you will begin to explore ways to empower students in your classroom and school, examining various classroom management and discipline strategies.

SECTION 2: COMMUNICATION

Here, we discuss the Conflict Cycle and ways to avoid or break it, and identify coping strategies that enable you to effectively respond to student conflict. You'll also develop a plan for teaching students coping strategies.

SECTION 3: COLLABORATION

In this section, we examine the importance of collaboration and how it strengthens courage and communication. You'll explore methods to enhance collaboration and improve the school and classroom environment. We also discuss how to create a specific action plan, detailing priorities and activities to be accomplished once you return to your school.

*OPTIONAL DAY 2: SKILL PRACTICE

With this option, you will have the opportunity to engage in practical application and skill practice of the techniques, tools and skills you learned in Sections 1 through 3. This instills greater confidence in using the strategies and techniques covered in training.





Teaching Social Skills in Schools

What's more challenging than a student who's angry, frustrated, defiant and ready to give up? The student who's all those things and has an emotional/behavioral disorder or mental health diagnosis, or just lacks proficiency with social skills.



In this three-day training, you learn how to maintain harmony in your learning community by addressing behavioral disruptions and distractions with effective social skill instruction.

The training incorporates key components of the Boys Town Model®, a proactive, whole-child solution to classroom challenges. When the Model is put into practice, everyone is more empowered – students stop losing control every time they're upset and staff know how to maintain a culture of learning. Schools that implement the Model experience notable changes:

- » Reduced referrals and disruptive behaviors
- » Increased academic engagement and instruction time
- » Increased on-task behaviors
- » Increased job satisfaction

Applying the strategies you learn in the Teaching Social Skills in Schools workshop enables you to reach out to students who have too much angst and too few life skills.

WHO SHOULD ATTEND

Administrators
Teachers
Counselors
Social workers
Psychologists
Other education staff members

STRATEGIES YOU'LL LEARN

Correcting misbehaviors immediately
Reinforcing students' positive behaviors
Teaching students how to control their impulses
Empowering students to monitor their thoughts, feelings and behaviors

BENEFITS OF ATTENDING

Know the ABCs of student behavior
Prioritize problem behaviors
Create action plans for teaching social skills
React positively to disruptive situations
Reduce severe discipline problems
Identify and target skill deficits in individual students
Motivate students who have challenging behavioral, emotional, academic and social needs

Teaching Social Skills in Schools Course Objectives

SECTION 1: FOUNDATIONS

The workshop starts with a discussion of behavior, social skills and the Bio-Psycho-Social approach to behavior. We also discuss the problems that can arise when students have a social skills deficit.

SECTION 2: FUNCTIONAL SOCIAL BEHAVIOR

In this portion of the training, we discuss social competence, the ABC model of behavior and the benefits of consequences, both positive and negative. We also discuss social skills and the benefits they can have in changing behavior.

SECTION 3: INTRODUCTION TO INDIVIDUAL TEACHING TECHNIQUES

We discuss the different types of social skill teaching, such as using effective consequences, using praise and giving rationales.

SECTION 4: PROACTIVE TEACHING

You'll learn the importance of setting students up for success by proactively teaching rules, expectations and procedures, and the skills needed to follow them. When you give students the skills they need to succeed, you provide a safe environment where they know what to expect and how to react.

SECTION 5: EFFECTIVE PRAISE

Praising student success, whether it is big or small, is a key to changing behavior. In this section, you'll learn how to effectively use praise to build relationships, create a positive learning environment and provide replacement behaviors.

SECTION 6: CORRECTION

Despite our best efforts, challenging behaviors will occur. The key to successfully dealing with them is having positive, productive strategies. We discuss how to manage situations when problems arise so that everyone stays safe, and using correction strategies to achieve lasting behavioral change.

SECTION 7: SOCIAL SKILLS TEACHING

We explore strategies for integrating social skill teaching at a group and individual level. Strategies and tools are introduced for planning group lessons and writing individual behavior plans based on the unique needs of each child.





Specialized Classroom Management

Success doesn't always come easily for students (or staff) in self-contained and special education classrooms or alternative education programs. But stress (and frustration) does.



This five-day hands-on, in-depth workshop gives you the tools to defuse the most disruptive and difficult classroom behaviors. You'll learn how to apply a comprehensive Social Skills Curriculum and multi-tiered

motivation system to create – and sustain – an orderly, inclusive learning environment.

Like other workshops Specialized Classroom Management focuses on the Boys Town Education Model®, a proactive, whole-child solution to classroom challenges.

Schools that implement the Model experience notable changes:

- » Reduced office referrals and disruptive behaviors
- » Increased academic engagement and instruction time
- » Increased on-task behaviors
- » Increased job satisfaction

Don't let your academic mission be derailed by behavioral mistakes and meltdowns. Applying the strategies you learn in the Specialized Classroom Management workshop gives students who have unique behavioral, emotional and social needs the tools to be successful!

WHO SHOULD ATTEND

Administrators
Teachers
Counselors
Social workers
Psychologists
Other education staff members

STRATEGIES YOU'LL LEARN

Reducing severe discipline problems
Reacting positively to disruptive situations
Improving administrative intervention processes
Teaching problem-solving and other essential social skills
Using a motivation system that leads to responsibility, not dependency
Helping students regain self-control so they can stay in class and continue to learn

BENEFITS OF ATTENDING

Learn a systematic plan for proactively addressing disruptive behavior
Identify skills students lack and develop intervention strategies
Gain strategies to help manage yourself in order to better interact with students, no matter their behavior
Develop a positive learning environment with less problem behavior

Specialized Classroom Management Course Objectives

SECTION 1: FOUNDATIONS

You'll learn about the transformational power of the Boys Town Education Model®, trauma-informed care and the ABCs of behavior. We also begin a discussion of consequences and how to use them effectively to motivate students.

SECTION 2: CREATING POSITIVE, PREDICTABLE ENVIRONMENTS

You'll learn about the concept of a positive school culture and how rules, procedures and skills can be targeted to create a predictable environment where kids feel safe.

SECTION 3: PROACTIVE TEACHING

Here, we discuss the importance of setting students up for success by proactively teaching rules, expectations and procedures, and the skills needed to follow them. When you give students the skills they need for success, you are providing a culture of learning.

SECTION 4: ENCOURAGING POSITIVE BEHAVIOR

Praising student success, whether it is big or small, is a key to changing behavior. In this section, you'll learn about the importance of praise and how it can transform behavior and build student confidence.

SECTION 5: CORRECTING INAPPROPRIATE BEHAVIOR

Despite our best efforts, challenging behaviors will occur. The key to successfully dealing with them is having positive, productive strategies. We discuss how to manage situations when problems arise so that everyone stays safe, and using correction strategies to achieve lasting behavioral change.

SECTION 6: DE-ESCALATING EMOTIONALLY INTENSE SITUATIONS

Here, we discuss the Conflict Cycle and how to avoid and break it when students' emotions get the best of them. We also discuss strategies you can teach students so they can become better managers of their emotions and remain calm.

SECTION 7: OVERVIEW OF ADMINISTRATIVE INTERVENTION

You'll learn about our Administrative Intervention® process, which includes practical strategies for implementing a consistent referral process.

SECTION 8: INTRODUCTION TO MOTIVATION SYSTEMS

We discuss the benefits and problems associated with motivation systems, and introduce the Boys Town Motivation System, including its goals and how it helps transform behavior. Finally, you learn about the three levels used in our Multi-Level Motivation System to meet the changing needs of individual students.

SECTION 9: CHANGING LEVELS WITHIN THE MOTIVATION SYSTEM

We review how students earn referrals and how this affects the level they're at in the Motivation System. We talk about the process to help students smoothly transition from one level to another, based on their individual needs.

SECTION 10: IMPLEMENTATION

In this final section, we discuss how you and your team can use the knowledge acquired in training to implement lasting behavior change in your school or classroom.



Positive Alternatives to Suspension

Transform how you use suspensions from “time away” to “time engaged,” reducing overall suspensions and improving student academic and social functioning.



Implementing the Positive Alternatives to Suspension program provides a structured environment for delivering high-level consequences while teaching prosocial skills.

Create an environment with high expectations, low tolerances and a focus on both academic and skill teaching. At the end of this workshop, you will:

- » Have a greater understanding of suspensions, expulsions and alternative suspension programs.
- » Develop a plan to implement an alternative to suspension program in your school/district.
- » Be ready to utilize the strategies of the alternative to suspension program to improve the academic and behavioral functioning of students.
- » Possess tools and strategies to support students’ social and emotional growth

WHO SHOULD ATTEND

Administrators
Teachers
Counselors
Social workers
Psychologists
Other education staff members

THE TRAINING FEATURES

Lectures, videos and demonstrations
Group activities, skill practice and feedback sessions
Take-home materials, including an information-packed participant manual
Seasoned professional trainers with real-life classroom experience

2-DAY TRAINING BENEFITS

Reduced number of students earning repeat suspensions
Increased academic engagement and time spent in class
Reduced disproportionality in suspensions
Improved student problem solving and social and emotional skills

Empowering the Entire Learning Community

Parents play a key role in the academic and behavioral success of their children, so it's essential that they are part of any effort to create a positive learning environment in school. Parenting classes from Boys Town can help ensure that children are consistently learning the same skills at home and in school, and are benefiting from similar approaches to discipline and rewarding appropriate misbehavior.

Common Sense Parenting Authorized Parent Trainer Workshop



Training to help you engage parents, strengthen families and create connections!

Common Sense Parenting® (CSP) is an internationally acclaimed parent education program and the perfect complement to the Boys Town Education Model®. Since both share the same philosophy and promote the same principles, the behavioral strategies, social skills instruction and teaching techniques that transform classrooms can be just as powerful at home.

This three-day workshop prepares you as a parent trainer to bridge the collaboration and communication gaps that too often separate school from home. By putting CSP and the Education Model together, you can:

- » Extend positive behavior support to every corner of your learning community

- » Create a common language of trust and understanding between school staff and families
- » Give students consistent behavioral expectations and more positive reinforcement every day

Studies show Common Sense Parenting benefits families regardless of their cultural background, socioeconomic status or degree of problems.

Start your push for more parental involvement in school by becoming an authorized trainer of Common Sense Parenting classes!

WHO SHOULD ATTEND

Administrators

Teachers

Counselors

Social workers

Psychologists

Other education staff
members

AS A PARENT TRAINER, YOU'LL

Deliver an essential social service that has life-long benefits for children and families

Strengthen community engagement by making your school a resource center for parents

Empower parents with the skills and confidence they need to support their children's academic goals

BENEFITS OF ATTENDING

Bridge the gap between home and school with consistent strategies and expectations

Help parents proactively teach their children important skills that will prevent problems and increase success

Show parents how to remain calm in intense situations and teach their children to calm themselves when upset

Equip parents with the skills to build strong and healthy families



Common Sense Parenting of Toddlers & Preschoolers Authorized Parent Trainer Workshop



It's never too early to teach children social skills that prepare them for success in school and in life.

Common Sense Parenting® (CSP) of Toddlers & Preschoolers was developed from the internationally acclaimed parent education program, Common Sense Parenting.

This three-day workshop prepares you as a parent trainer to teach parents positive discipline strategies that are designed specifically for children ages 2-5. In your classes, you'll teach parents how to:

- » Set reasonable expectations based on their child's age, development level and abilities

- » Praise children to become more confident and well-behaved
- » Use consistency, consequences and practice to help children learn expectations
- » Create a nurturing, loving environment where children receive the support they need to thrive

Studies show Common Sense Parenting benefits families regardless of their cultural background, socioeconomic status or degree of problems.

WHO SHOULD ATTEND

Administrators
Teachers
Counselors
Social workers
Psychologists
Other education staff members

AS A PARENT TRAINER, YOU'LL

Deliver an essential social service that has life-long benefits to children and families
Strengthen community engagement by making your school a resource center for parents
Empower parents with the skills and confidence to support their children's academic goals

BENEFITS TO PARENTS

Prepare parents to deal with their children's successes and misbehaviors in positive ways
Help parents proactively teach their children important skills that will prevent problems and increase success
Show parents how to remain calm in intense situations and teach their children to calm themselves when upset
Equip parents with the skills to build strong and healthy families

Common Sense Parenting® Authorized Parent Trainer Workshop and Common Sense Parenting® of Toddlers & Preschoolers Authorized Parent Trainer Workshop Course Objectives

SECTION 1: INTRODUCTION

We start with an introduction to Boys Town and the history of the Common Sense Parenting® program. Here you'll learn about the format of parenting class sessions and what parents will gain from attending. We also introduce you to the trainer and parent materials used in the workshop.

SECTION 2: CONTENT REVIEW

You'll learn about the content presented in each of the CSP class sessions.

SECTION 3: CONDUCTING EFFECTIVE SKILL PRACTICE

We discuss how to effectively practice key parenting skills with the parents in your classes. Here, you'll learn about providing effective feedback to parents that encourages them and maximizes experiential learning.

SECTION 4: MOCK PRESENTATIONS

This section is a hands-on practice in using the actual training materials. The workshop trainer will assess your presentations and give feedback on your content knowledge and presentation skills.

SECTION 5: MANAGING PARTICIPANTS

In this section, we discuss the types of behaviors your training participants may exhibit and how to manage, praise and encourage each participant.

*TRAINING OPTIONS

The Common Sense Parenting of Toddlers & Preschoolers Authorized Parent Trainer workshop is offered as a stand-alone three-day training. It can be shortened to a two-day training if participants have already completed the Common Sense Parenting Authorized Parent Trainer workshop.





Supporting the Needs of the Whole Child

Sometimes the stress kids experience comes from more than just school, homework and friends. Sometimes their frustrations and emotions come from something that is difficult to understand and correct.

School-Based Mental Health Support and Services

Training to help you support your students in all aspects of their lives.

Effective and integrated school-based mental health services are a key to preparing students for success. Many agencies, both public and private, are in the process of developing, expanding or refining their current methods of delivering these services to children and families.

Boys Town is a leader in providing a consistent Continuum of services to meet the diverse needs of children and families through school-based and community-based services. Through our work, we have customized services to address the individual needs of schools and other community agencies. Assistance offered through customized services is individually designed and supported to meet the unique needs of each program. These services encompass a wide range of technical and organizational expertise that is offered within a flexible service delivery system.

Our goal is to help public and private agencies, at all points along the therapeutic system, meet their goal of providing effective, humane treatment.

To facilitate the delivery of services, each partnership has a Boys Town program coordinator. The Training Consultant is well-versed in all aspects of site (school or district) operations and has several years of experience with the Boys Town program.

The Training Consultant maintains regular contact with a site, provides on-site training and technical assistance, and is responsible for developing the site's service delivery plan. Service delivery plans include the information, training, consultation and evaluation services the site needs to implement a school-based mental health initiative utilizing the Boys Town Model®.

In addition to these activities, Boys Town staff members provide any necessary follow-up training and on-site consultation that enables the contracting agency to implement the techniques and systems that are initially established. The emphasis, again, is on providing a system of services that is designed to meet each agency's individual program needs.

The advantages of contracting with agencies include more effective care for difficult client groups, the ability to serve a wider range of children and youth, and an expanded array of services for the community. Customized service is one of Boys Town's key outreach efforts to human service organizations. It is a way to share the latest technologies in youth care with organizations of varying structures and missions, and share a goal as well.

Positive Connections: A Mental Health Services Case Study

Calcasieu Academic and Treatment Center is a unique program that combines education and mental health treatment in one facility for children with serious mental health concerns in Calcasieu Parish (Louisiana) Schools. It is a collaborative effort between Calcasieu Parish Schools and over 40 community agencies that serve children with serious mental health issues.

The focus of the program is on achieving functional gains, and being developmentally appropriate, and culturally relevant/sensitive, and student- and family-centered. The program currently serves children in kindergarten to eighth grade, with expected expansion to include pre-kindergarten and high school students.

The Center's intent is to offer students with serious mental health concerns educational and therapeutic help that is based on data-driven decisions and evidence-informed interventions.

These select Boys Town programs are offered by Positive Connections:

Boys Town Specialized Classroom Management

- » Specialized Classroom Management is designed for special education teachers and paraprofessionals who work in self-contained special education classrooms.
- » Participants are trained to teach students social skills, incorporating a multi-level Motivation System that systematically addresses adaptive and non-adaptive behavior.

Goals include increasing students' on-task behavior and helping them acquire the social skills needed for school and community success.

Boys Town Common Sense Parenting®

- » In six, two-hour sessions, parents have an opportunity to learn, practice and apply new behavioral-based parenting skills.
- » These skills enable parents to nurture their children's development and combine affection and discipline to decrease their children's negative behaviors and increase their positive behaviors.

Preliminary data suggest that students who are enrolled in Positive Connections showed improvement in school/work problems, home problems, behavior toward others and mood stabilization.

Most students also showed improvement in overall functioning, with the majority showing improvement specifically related to social/emotional factors.

Positive Connections continues to evaluate the educational and mental health programs offered for students with serious mental health concerns. Ongoing collection of program implementation data and student outcome data will be critical to demonstrating the effectiveness of this program.

With appropriate outreach, communication and support, mental health providers and schools can integrate services to better serve students, families and the community.

Research-Based, Results-Oriented

Summary of Preliminary Research Findings: Boys Town Education Model

Burke, R.V., Oats, R.G., Ringle, J.L., O'Neill Fichtner, L., & DelGaudio, M.B. (2011). Implementation of a classroom management program with urban elementary schools in low-income neighborhoods: Does program fidelity affect student behavior and academic outcomes? *Journal of Education for Students Placed at Risk*, 16(3), 201-218. doi:10.1080/10824669.2011.585944


- Students with persistent disruptive behavior problems lose valuable time in academic lessons, are a distraction for classmates, and cause stress for teachers. Recent meta-analyses indicate that 87% to 92% of published studies on school-based interventions targeting student problem behaviors report results from demonstration projects (involving highly trained staff under ideal circumstances) rather than routine practice programs. This study investigates the routine use of a schoolwide classroom management program and its relationship to elementary students' social and academic outcomes. Three years after training in the classroom management program, 56 second-, third-, and fourth-grade teachers in an urban school district were assessed for fidelity to the program. Program fidelity was determined via direct observation in the classroom and validated by teacher

self-ratings of fidelity and administrator ratings of teacher fidelity. Dependent variables included student engagement during academic lessons, out-of-school suspension rates, and report card grades. Results indicated that high program fidelity was significantly related to greater academic engagement and fewer suspensions, but not higher report card grades. This study adds to the scant literature on implementation fidelity of routine programs with high-risk populations.

Burke, R., O'Neill Fichtner, L., Oats, R., DelGaudio, M., & Powell, W. (2007). Relationships among model fidelity, dosage, and student outcomes in high risk elementary schools. In C. Newman, C.J. Liberton, K. Kutash, & R.M. Friedman (Eds.), *Proceedings of the 19th Annual Florida Mental Health Institute Research Conference. A system of care for children's mental health: Expanding the research base* (pp. 215-218). Tampa: University of South Florida.

- This study examined the effects of low and high levels of fidelity with the Boys Town Well-Managed Schools (WMS) program, a schoolwide classroom management approach, on Hartford (CT) Public Schools elementary students' classroom behavior and suspension rates. Fifty-six teachers from eight elementary





schools participated in the study. Those teachers who provided a high dosage of the WMS program had more students on task and fewer students suspended than teachers providing a low dosage of the intervention. Copyright © 2007 The de la Parte Institute.

Burke, R., O'Neill Fichtner, L., Oats, R., Johnson, S., & DelGaudio, M. (2006, February). *Intervention fidelity, dosage, and related student outcomes in high risk elementary schools*. Paper presented at the 19th Annual Research Conference at the Research and Training Center for Children's Mental Health, University of South Florida, Louis de la Parte Florida Mental Health Institute, Tampa, FL.

- This study examined the effects of low and high levels of fidelity with the Boys Town Education Model® (BTEM) on high risk, urban elementary students' classroom behavior, suspension rates, and academic performance.
- Fifty-six teachers from eight elementary schools participated in the study. Almost all students were African American or of Latino descent and qualified for the free/reduced-price meal program. Close to half of students lived in homes where English was not the primary language. Between 0% and 16% of fourth-graders and 2% to 21% of sixth-graders in participating schools met state goals on all three state standardized tests.
- All teaching, support, and administrative staff at participating schools completed a two-day training in the BTEM. On-site technical assistance, coaching, and evaluation followed training.
- We used a post-test-only comparison group design. Dependent measures included student engagement during academic lessons, student out-of-school suspension rates, and student grade point average (GPA).
- Results indicated that high fidelity teachers provided substantially more of the intervention than low fidelity teachers. On average, high fidelity teachers praised students three times more often, prompted students four times more often, and corrected students three times less often than low fidelity teachers.
- High fidelity teachers, on average, had a praise-to-correction ratio of 4:1; low fidelity teachers had a 1:2 ratio.
- On average, students in high fidelity classrooms complied with teacher correction 94% of the time while students in low fidelity classrooms complied on 51% of occasions.
- In high fidelity classrooms, 97% of students were academically engaged at each one-minute observation interval; in low fidelity classrooms, 81% were engaged in the academic lesson.
- On average, low fidelity teachers had more than twice as many suspension events and student days spent in out-of-school suspension than high fidelity teachers.
- Students in the high fidelity group had a significantly higher overall GPA than students in low fidelity classrooms.

O'Neill Fichtner, L., Burke, R., DelGaudio, M., Oats, R., Johnson, S., & Powell, W. (2007). *School-wide and student-specific interventions: Behavioral and academic effects with urban middle school students*. In C. Newman, C.J. Liberton, K. Kutash, & R.M. Friedman (Eds.), *Proceedings of the 19th Annual Florida Mental Health Institute Research Conference. A system of care for children's mental health: Expanding the research base* (pp. 223-226). Tampa: University of South Florida.

- This article describes a study examining the effects of a student and family assistance center and school-wide classroom management program in a middle school that serves students from a high-crime, high-poverty urban community. The participating middle school serves over 1,100 students with high-risk profiles. Results suggest that use of student and family assistance centers and the Boys Town Well-Managed Schools program helps increase on-task behavior during academic lessons, reduce in-school and out-of-school suspensions, and improve scores on standardized tests of reading and writing with high-risk students. Copyright © 2007 The de la Parte Institute.

Ogden, G., Oats, R., Wilkin, D., Lamke, S., Bolton, J., & Burke, R. (2007, March). ***Data-sharing and goal-setting to improve staff consistency, student behavior, and academic performance.*** Paper accepted for presentation at the International Conference on Positive Behavior Support, Boston, MA.

- This study examined effects of data-based communication and goal-setting strategies on student social behavior and academic performance. These strategies were coupled with the Boys Town Education Model® and short-cycled reading and math standards-based assessments that provided students and staff with frequent feedback on student behavior and academic performance, respectively.
- Two rural schools, located 30 miles from the U.S.-Mexico border and matched on enrollment and student demographics, participated in the study. More than 80% of each school's enrollment is Hispanic and qualified for federal free/reduced-priced meal programs.
- We used a quasi-experimental, nonequivalent control group, pre-post design. One school volunteered to participate in the project while a second offered to serve as a comparison school. Results were assessed via classroom observation, office referral data, standardized measures of social skills and academic behavior, and state standards-based assessments.
- The treatment school reported improvements in academic engagement and student perceptions of their social behavior, reductions in office discipline referrals, and significant increases in percentage of students performing at proficiency on state standards-based assessments when compared with the comparison school. Teacher perceptions of challenging students' behavior at the treatment school did not differ significantly from those at the comparison school. On average, 95% of students at the treatment school were academically engaged during administrator and external evaluator classroom observations.

Burke, R.V., Guck, T.P., Robinson, M.L., Powell, W., & O'Neill Fichtner, L. (2006). ***Overcoming resistance to implementing classroom management***

strategies: Use of the transtheoretical model to explain teacher behavior. Research in the Schools, 13(2), 1-12.

- This study presents an overview of the transtheoretical model of change and how it was used to help a teacher overcome her resistance to changing aversive classroom management practices.
- An experienced, urban middle school teacher used negative self-monitoring to assess the frequency with which she raised her voice with students.
- Baseline data indicated that the teacher raised her voice 211 times during 10 days of class, an average of once every 18 minutes during the 6.5-hour day.
- The teacher selected four Boys Town Well-Managed Schools strategies to decrease her use of a raised voice; strategies included specific praise and coupling, empathy, and reality statements.
- Results indicated an 82% baseline-to-intervention reduction in the teacher's use of a raised voice, with another 14% reduction at three-year follow-up. Student off-task rates were at 12% during baseline and between 0% and 7% during intervention and follow-up.

Oats, R., Faulk, A., Gulley, T., Hensley, M., & Burke, R. (2006, February). ***Reducing aggressive and disruptive behavior with a school-wide classroom management program: A replication of effects at two sites.*** Paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

- We conducted two studies to assess effects of training in the Boys Town Education Model® (BTEM) and on-site coaching for administrative, support, and teaching staff on the frequency of bullying behavior, students' disruptive behavior in the classroom, and office discipline referrals.
- The first study involved an elementary school in the eastern United States. The second attempted to replicate results in an intermediate school in a south central state. In both studies, district supervisors were looking for building-level solutions to classroom discipline problems. Two-thirds of staff initially reported that they were not planning to

change classroom management practices, indicating high levels of resistance to implementation.

- Results indicate high fidelity to the BTEM program, increases in on-task behavior, substantially reduced discipline referrals, and steady but moderate increases in standardized test scores.

Mojica, A., O'Neill Fichtner, L., Johnson, S., Gemma, G., Lindley, M., & Burke, R. (2005, February). ***A collaborative project to improve student behavior and academic performance.*** Paper presented at the National Association of Secondary School Principals Convention, San Francisco, CA.

- This project was supported by a community partnership that included Hartford Public Schools, United Way of the Capital Area, the Hartford Federation of Teachers, The Village, and Boys Town.
- The setting was an urban middle school serving 1,140 primarily Black (33%) and Hispanic (63%) students with high-risk profiles: 100% were in compensatory education programs; 95% qualified for free/reduced-priced meals; 63% were from families where English is not the home language; 21% qualified for Special Education services; 14% were in ESL classrooms; and 13% of eighth-grade students met the state goal on all three (i.e., reading, writing, and mathematics) standardized tests.
- The direct focus of the study was to increase student time for academic instruction by decreasing disruptive student classroom behavior, in-school suspensions, and out-of-school suspensions. The indirect focus was to improve student academic performance as indicated by student standardized test scores.
- Interventions included a Student and Family Assistance Center and the Boys Town Education Model®. During the school year, seven challenging classrooms were identified that had student on-task rates of less than 90% (range=42-84%). At post-evaluation, six of the seven classrooms had more than 95% of students on-task.
- School-wide frequency of In- and Out-of-School suspensions (ISS, OSS) decreased steadily over the past three years. From 2000-01 to 2001-02, ISS and OSS decreased by 25% and 15%, respectively, when the SAC program was implemented. ISS and OSS rates decreased by 42% and 28%, respectively, during the first full year of combined SAC and BTEM programs.
- This paper reviewed research on effective discipline practices in general and alternative education classrooms.
- It examined direct observation data from classroom observations of teachers and students, including rates of student off-task behavior, teacher correction, student compliance, and teacher attention for positive behavior.
- Data sampling from more than 1,000 classroom observations indicated that roughly 50% of classes have student off-task rates of less than 10%, 25% of classrooms have between 10% and 25% of students off task, and 25% of classrooms have more than 25% of students off task.
- The paper discussed examples of how the Boys Town Education Model® was used to reduce classroom and school-wide behavior problems, including reductions in time off task, time spent in class-to-class transitions, and rates of office referrals for disruptive students.



Boys Town Common Sense Parenting Research Summary

Early studies examined Boys Town Common Sense Parenting® (CSP) results based on parent and family characteristics. Results indicated improvement in child behavior, parent attitudes, family satisfaction and parent problem-solving ability. Additionally, CSP participants reported statistically and clinically significant reductions in child behavior problems that were maintained at a three-month follow-up.

Research conducted with children with significant behavior problems in three age groups (2-5 years, 6-11 years and 12-16 years) from CSP programs in Florida, Nebraska and Texas indicated that parents with children in all the age groups reported significant reductions in child behavior problems after completing CSP classes.

In a quasi-experimental study, CSP participants were compared to a wait-list control group and were found to have experienced more improvement in externalizing child problems, parent satisfaction and efficacy, and family satisfaction than control parents, with results maintained through a three-month follow-up.

Results from participants at three CSP replication sites (Florida, Nebraska and Texas) mirrored those from prior studies and indicated significant reductions in child behavior problems and significant improvements in family satisfaction for parents with a wide range of characteristics.

A large-scale evaluation study examined the effects of CSP as a child physical abuse-prevention program with parents from U.S. Air Force bases throughout the world. CSP participants reported decreased child behavior problems, improved relationships with family members and a reduced potential for child physical abuse. Results were maintained at a six-month follow-up. A recent evaluation of CSP with a high-risk sample of parents was completed as part of a doctoral dissertation project and in collaboration with the Center for At-Risk Children's Services at the University of Nebraska-Lincoln. Participants, many with significant risk factors, were referred to the CSP program through various sources. Results revealed statistically significant increases in positive parenting beliefs and practices, and reductions in parenting stress and parent-reported child behavior problems.

**For more information
on CSP research, go to:**
boystown.org/research/pages/applied-research-bibliography.aspx

and click "Download a copy of the Bibliography." Click on "Common Sense Parenting®" in the Table of Contents.





Flexible Training Options

Learning how to integrate the Boys Town Education Model® into your learning community requires training, and Boys Town offers three distinct options that are cost-effective and teacher-friendly:

On Site

Training that delivers the three C's...

1. Customization

Workshop content is tailored specifically to your staff development needs

2. Convenience

Training is provided when and where it's most convenient for you

3. Cost

Travel/lodging expenses (and headaches!) are eliminated

On Demand

Self-paced, online training sessions whenever you want, wherever you are

Distance Learning

Online training with real-time feedback from Boys Town experts

➔ **Call 1-800-545-5771** today to learn how you can bring more positive behavior support to your students through the Boys Town Education Model!

➔ **Call 1-800-545-5771** today to learn
how you can bring more positive behavior
support to your students through the
Boys Town Education Model®!

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