The Boys Town Education Model℠ uses a five-step process to help teachers and administrators implement school-wide changes in behavior-management practices. This process ensures that services meet the needs of schools and that evaluation measures are in place to assess progress.
STEP #1: Assessment

Boys Town staff members typically spend time on site or phone conferencing to conduct a variety of data-collection activities to obtain a representative picture of the school. This assessment provides a snapshot of how a school and its collective membership function prior to developing a training recommendation.

School Discipline Assessments are based on data from four possible sources:

» Direct observations of teachers and students in classroom and school activities
» Focus groups or interviews with students, teachers, administrators, support staff and parents
» Surveys with students, teachers, parents and administrators
» A review of available school data (e.g., office referrals and suspensions)

School Leadership Assessments are based on interviews and focus group input on the following topics:

» Review of current school data
» Current school-wide and classroom expectations
» Identification of challenging behaviors
» Review of problem areas
» In-school and out-of-school suspensions

Continuum of School-Wide Instruction and Positive Behavior Support

Training based on Boys Town’s Education Model℠ maps well onto Positive Behavior Support strategies to help create safe, effective learning environments.
**STEP #2: Customized Training Plan**

The Education Model offers three workshops that teach participants the necessary knowledge, skills and strategies for effectively addressing the individual behavioral needs of all students. Workshops involve lectures, demonstrations, group activities, videotapes and guided practice/feedback sessions. Training activities and content are based on information gathered during the assessment.

» **Well-Managed Schools** is a two-day workshop that focuses on the basic Boys Town Education Model™. Included in the instruction are the philosophy of the Model and the four teaching interactions that promote positive change in the classroom. The goal of this training is to teach staff how to reduce students’ disruptive behavior in the classroom and throughout the school. The following strategies are included in the training:

- Social reinforcement
- Preventing problem behaviors
- Social skills instruction
- Blending social and academic lessons
- Problem-solving skill instructions
- Correcting problem behaviors
- De-escalating student behavior in emotionally intense situations

» **Specialized Classroom Management** is a five-day workshop that prepares teachers, paraprofessionals and support personnel to work with students in specialized programs who have moderate-to-severe behavior problems.

The goal of the training is to teach staff to reduce students’ disruptive behavior in self-contained and special education classrooms, and alternative education programs.

The workshop includes comprehensive instruction in the Social Skills Curriculum and the mechanics of a multi-level motivation system. This interactive instructional sequence for teaching behavioral expectations reinforces prosocial behavior and de-escalates inappropriate behavior.

» **Boys Town**

**Saving Children, Healing Families**

Boys Town has been a national leader in the care and treatment of children since its founding more than 90 years ago by Father Edward Flanagan. As one of the largest nonprofit child and family service organizations in the country, Boys Town provides compassionate, research-proven care for behavioral, emotional and physical problems.

Every year, Boys Town programs and services touch the lives of 1.6 million people nationwide.
» **Administrative Intervention®** is a two-day workshop that teaches staff effective ways to develop a school-wide discipline plan and reduce the frequency and severity of office referrals for disruptive and aggressive students. This includes instruction in ways to de-escalate volatile behavior when office referrals occur. Participants also receive instruction in ways to evaluate classroom and school-wide discipline strategies.

In an effort to connect school to home, Boys Town offers our Common Sense Parenting® program to provide training for parents.

» **Common Sense Parenting® (CSP)** is a practical, skill-based, award-winning parenting program that can be applied in every family. Its logical strategies and easy-to-learn techniques address issues of communication, discipline, decision making, relationships, self-control and school success. These classes incorporate proven methods that were researched and developed at Boys Town. Each skill and technique parents learn can be adapted and applied to any home environment and can help build and reinforce healthy family relationships.

Also, the Common Sense Parenting® Authorized Parent Trainer workshop provides in-depth, comprehensive training that equips professionals with the knowledge, techniques and materials to conduct CSP classes in their school communities.

Training provided through the Common Sense Parenting® program enables parents to use the same basic behavior-management philosophies and approaches as those taught in Education Model training. This establishes and maintains consistency in how children learn skills and are disciplined at school and at home.

All of these components are part of a complete, system-wide approach to creating respectful staff-student relationships by changing the way schools address student behavior.
STEP #3: Consultation and Technical Support

We have found and studies have indicated that “coaching” in the classroom increases teacher satisfaction, confidence and effectiveness. Our goal with consultation is to provide support that helps ensure teachers are using what they learn and adapting those skills to meet their unique classroom needs. Consultation services include:

» Data collection
  » Class, lunch and hallway observations
  » Meetings with administrators and staff
  » Implementation surveys
  » Office referral reviews

» Development of intervention strategies
  » A review of implementation and evaluation efforts
  » Collaboration with administrators and staff

» A written summary that includes:
  » Data summary and analysis
  » Intervention strategies
  » Future directions and recommendations

“I am a strong supporter, advocate and believer in the Boys Town Education ModelSM. We have been implementing the Specialized Classroom Management model in our transition classrooms for a few years now. I believe that transition classrooms that use the pure SCM model are more effective classrooms, behaviorally and academically.”

— Mark Schmidt, Ph.D., School Psychologist
Birdville Independent School District
Haltom City, Texas
STEP #4: EVALUATION

Evaluation of Model implementation occurs via consultation services. The evaluation process can be tailored to meet the needs of funding organizations, boards or school administrations. The goal of evaluation is to provide, through the use of concrete data, an objective picture of changes that have occurred since the pre-assessment.

The evaluation is designed to assess the effectiveness of the intervention process. It examines whether teachers are implementing what they were taught and whether it is having the desired effect on students’ behavior. Evaluation occurs throughout the training and consultation processes. Based on evaluation findings, recommendations can be made for capacity-building services to maintain and continue to build on implementation, using campus/district personnel.

Benefits

» Increased academic engagement for students
  - Consistent processes for managing student behaviors
  - Strategies for building positive relationships

» Quality education for each student
  - Curricula to develop or improve positive student behaviors
  - Methods for teaching expectations
  - Consistent office referral procedures

» Increased job satisfaction for educators
  - Ongoing staff development resulting in highly qualified staff
  - Less turnover and disruption

» Safe environment and more positive climate for students and staff
  - Increase in students’ on-task behaviors
  - Teachers spend more time teaching academics and less time dealing with disruptions
STEP #5: SUSTAINABILITY

Ongoing support and professional development is needed to maintain long-term implementation. Sustainability is achieved by training campus/district staff to perpetuate the program and support lasting implementation in subsequent years. Therefore, we encourage districts to complete a three-step process for developing and maintaining staff members who are authorized to consult and train the core workshop content of the Well-Managed Schools or Specialized Classroom Management workshops.

» Consultation Workshop – This five-day workshop helps schools improve implementation of the Well-Managed Schools or Specialized Classroom Management training through the selection and training of staff within the school as consultants. These staff members support implementation and maintain momentum through various activities. In this workshop, staff members learn how to conduct in-class observations, coordinate and provide role-play, and review sessions based on data collected during observations. Consultants also are able to demonstrate the training concepts, while offering feedback and suggestions that enhance implementation school-wide.

» The Training of Trainers Workshop – This workshop enables staff to conduct the Well-Managed Schools or Specialized Classroom Management workshops for new staff. Boys Town staff will work with new trainers as they apply their workshop knowledge and experience to develop effective training skills. At the conclusion of the training, trainers who meet criteria are selected to present sections of an upcoming workshop for authorization. Trainers co-present the workshop with Boys Town staff so they have support as they master presentation of the individual workshop sections.

» Authorization of Trainers – This third phase of the sustainability/capacity-building process involves an on-site review of trainers as they present each section of a workshop. Trainers who meet adherence and competence criteria on each workshop section are certified to continue training the workshop for another year.

“I really like it now, and I’m proud to say I graduated from here.”

— Therese, Harper High School student
mission

Changing the way America cares for children, families and communities by providing and promoting an Integrated Continuum of Care that instills Boys Town values to strengthen body, mind and spirit.

To learn more about the Boys Town Education Model℠, please call 800-545-5771 or visit us online at boystown.org/Educators.