

## MBI BELIEF STATEMENTS

- ✓ *All students should be taught all the skills necessary for success: academic, social, emotional, and behavioral.*
- ✓ *Schools are places where students can learn and practice positive interpersonal, cross-cultural, and citizenship skills.*
- ✓ *A caring school climate and positive relationships between students, staff, and families are critical to student success and provide an environment where academics flourish.*
- ✓ *Schools are places where youth have access to many significant adults to help them feel collectively and individually valued.*
- ✓ *Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of family and community members.*
- ✓ *All students and families are entitled to be treated with dignity and respect.*
- ✓ *Successful schools gather and use a variety of information to improve teaching and learning.*
- ✓ *Effective use of a team approach involving all school staff working together provides a consistency which enhances student success.*
- ✓ *Positive, proactive and preventative efforts of schools, families and communities can create a school climate free of stereotyping, harassment, hatred and violence—filled with a concern for justice and fairness.*



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

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*Twenty  
Years  
Strong!*

**MBI**

**Montana  
Behavioral  
Initiative**



***ALL children deserve the opportunity to grow up  
in schools and communities that support them  
in making healthy choices.***



## MISSION OF THE MBI . . .

*The Montana Behavioral Initiative (MBI) assists educators, families, and other community members in developing the attitudes, skills, and systems necessary to ensure that each student, regardless of ability or disability, leaves public education and enters the community with social and academic competence.*

### **MBI State Coordinator**

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## MONTANA BEHAVIORAL INITIATIVE STATE LEADERSHIP TEAM:

### **Stakeholders:**

- Students, Parents, Families, and Community Members
- Board of Public Education
- School Administrators of Montana
- Montana Association of School Superintendents
- Montana Association of Elementary & Middle School Principals
- Council of Administrators in Special Education
- Montana Office of Public Instruction
- Governor's Office
- MEA-MFT
- Montana School Boards Association
- Montana Higher Education
- Montana Council for Exceptional Children
- Montana Council for Children with Behavior Disorders
- Montana Association of School Psychologists
- Montana Board of Crime Control
- Montana Youth Justice Council
- Montana Juvenile Probation Officers Association
- Department of Public Health & Human Services
- Attorney General's Office
- Jobs for Montana Graduates, Department of Labor/OPI
- Montana School Social Workers
- Department of Emergency Services
- School Nutrition Programs, OPI
- Montana High School Association
- Montana Prevention Resource Center and  
the Interagency Coordinating Council
- Safer Schools and Communities Project,  
Division of Educational Research and Service,  
University of Montana
- School of Psychology  
University of Montana



## MONTANA BEHAVIORAL INITIATIVE RESOURCES

**State Coordinator:**

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**MBI Consultants:(see website)**

**MBI Web site Address:**

<http://opi.mt.gov/Programs/SchoolPrograms/MBI/>



## WHAT IS THE MONTANA BEHAVIORAL INITIATIVE?

The term initiative refers to proactive efforts by family, community and school leaders to identify and prioritize concerns, teach acceptable alternatives to inappropriate behaviors and create a culture of respect in the academic setting. With this in mind, the Montana Behavioral Initiative is a content-based staff development philosophy and process designed to meet students' diverse and complex social, emotional, behavioral, and academic needs.

## HISTORY OF THE MONTANA BEHAVIORAL INITIATIVE . . .

In the spring of 1995, five community school partnerships were selected to become model sites. Each site selected a team of educators, parents, and community members to assess site-based school and community needs and to develop goals to address those needs. In turn, the team developed plans and strategies to meet these goals.

The MBI has grown from the original five model sites to over 250 participating schools. The MBI sites utilize facilitators trained by MBI to provide guidance and direction to site-based teams. As a result, many positive, proactive and preventative strategies have been implemented.

**Four important features characterize the MBI process:**

1. *local teams are free to choose any validated strategies from an array of proven practices, and*
2. *data is used to assess general school climate, identify needs of focus and overall program effectiveness*
3. *highlighting best classroom practices through intentional use of both "The Great 8" and "The 8 Conditions of Student Aspirations"*
4. *building a positive school climate through collectively established guidelines and expectations that are articulated with a common language*

## WHY A BEHAVIORAL INITIATIVE IN MONTANA?

In Montana, school personnel, students, families, and public officials are calling for solutions to increasing incidents of insubordination, alienation, aggressive behavior, inappropriate use of technology, bullying, truancy, drug use, drop out rates, and vandalism. As partners in education, we have a shared responsibility to address these concerns by developing a positive school culture, which includes the characteristics of personal and social responsibility and productive community participation.



## KEY GOALS OF THE MBI . . .

### TRAINING

- To acknowledge existing effective practices while increasing awareness and understanding of successful schools that implement those practices.

### TEAM PROCESS

- To increase and improve the use of team processes in educational decision-making and in addressing issues concerning our youth.

### PROACTIVE SUPPORT SYSTEMS

- To support the implementation of best practices procedures in Montana's schools, foster beliefs which hold that all children and families are valued, and that positive and proactive approaches to problems produce the most satisfying results.

### EVALUATION PROCESS

- To increase awareness regarding the value and use of data-based decision-making in education.

### COMMUNITY PROCESS

- To foster the belief that the education of today's youth is a community responsibility.

## BEST PRACTICE: DESIGNING SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS

### ACADEMIC SYSTEMS

### BEHAVIORAL SYSTEMS

#### INDIVIDUAL INTERVENTION

- Assessment-based
- High intensity

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#### TARGETED GROUP INTERVENTIONS

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

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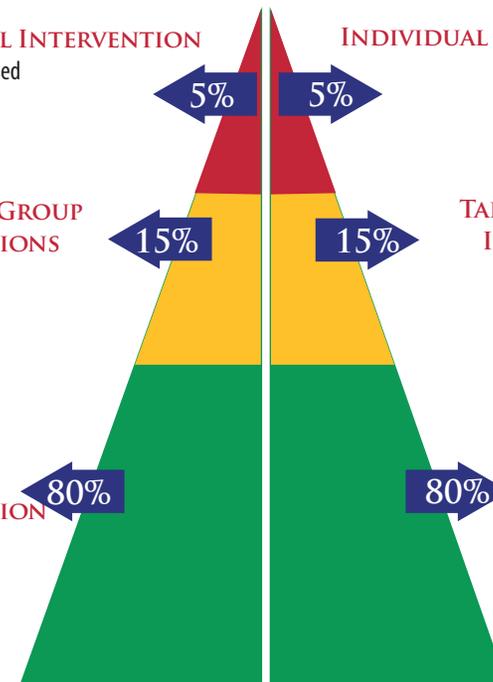
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#### UNIVERSAL INTERVENTION

- All students
- Preventive, proactive

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**ACTIVITIES**

**MBI Team Trainings**

This training is offered in four sessions occurring over a two-year cycle. This professional development opportunity guides and supports MBI school/site teams in the implementation of MBI Critical Components. It provides a consistent framework for the implementation of the MBI process and assists MBI teams in the use of behavioral data systems.

**Student Voice**

Every middle and high school student in Montana has access to the Student Voice Survey. These online surveys provide MBI school teams of educators and students information to work together to develop shared objectives and inspire meaningful improvements within their schools. Student Voice affects learning, teaching, school culture, diversity, integrity and civic engagement in a positive direction.

**MBI Youth Days**

The MBI Youth Days are offered through five regional events across the state. Youth from middle and high schools come together and learn about the MBI core components through the Aspirations framework, [www.gisa.org](http://www.gisa.org). As part of the MBI Youth Days, students also participate in community service and action planning.

**Early Childhood MBI**

Early Childhood MBI builds a sound foundation for the success of Montana’s youngest children. Early Childhood MBI begins with program wide and moves into the classroom using research-based strategies. Training sessions occur two times a year for new teams. Advanced teams meet once a year in April.

**High School Forum**

The High School Forum is an annual event/training held in November to meet the specific needs of high school educators. A keynote speaker and break-out sessions make up this two-day event. Topics for the High School Forum are selected by a committee and from the participants.

**Tier II Training**

This training will help schools to develop capacity for effective and efficient Tier II/Secondary level supports for students. Schools will establish a Tier II Team to assist in the creation of a seamless system of support from Tier I/Universal to Tier II/Secondary. The Tier II Team will learn how to use universal data to target groups of students in need of Secondary levels of support. These trainings include Classroom Problem Solving, Check-in, Check-Out and Check and Connect.

**Tier III Training**

MBI Tier III provides training options for schools, community mental health centers, school mental health providers, juvenile justice and other agencies and groups who serve our most vulnerable youth. Tier III training focuses on increasing high school completion, parent engagement, post-secondary education, employment and supporting youth to transition from student to adult life.

**School Mental Health/Integrated Systems Framework**

This represents an interconnection of two systems (school mental health and PBIS) across multiple tiers. It applies strong interdisciplinary, cross-system collaboration guided by key stakeholders in education and school mental health. Integrated school mental health provides structure and process for education and mental health systems to interact in most effective and efficient ways.

**EFFECTIVE SCHOOLS RESEARCH . . .**

Effective schools research indicates that there are attitudes, skills and systems that, if implemented, will lead to student success and a positive school culture. They are:



**ATTITUDES**

**Effective programs and schools:**

- have unconditional positive regard for students and families
- maintain a positive and proactive focus
- assert beliefs of responsibility and self-efficacy
- affirm high, success-oriented student expectations

**SKILLS**

**Effective programs and schools:**

- match instruction and services to individual student needs
- employ a proactive curricula
- use validated instructional strategies
- provide systematic data-based interventions

**SYSTEMS**

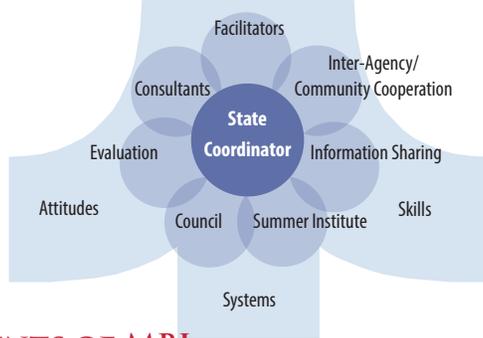
**Effective systems:**

- are supported by strong leaders
- provide an array of services
- engage families
- collaborate with community agency and service providers
- employ schoolwide approaches involving both general and special educators
- engage in systematic staff development for school improvement
- conduct ongoing program evaluation
- have a clearly defined vision for improvement

*Effective Schools Research can be accessed at [www.educationnorthwest.org](http://www.educationnorthwest.org)*



**POSITIVE SCHOOL AND COMMUNITY CLIMATES FOR STUDENT SOCIAL, EMOTIONAL, AND BEHAVIORAL GROWTH**



**COMPONENTS OF MBI . . .**

**Summer Institute**

- nationally recognized professional development institute
- more than 6,000 individuals and site teams educated in best practices
- networking opportunities for community partners

**Site Facilitators**

- participate in professional development training, enhancing facilitator and team leadership skills
- help sites develop an understanding of the MBI process
- organize an MBI team to identify and address site-based concerns
- guide sites through the MBI process
- extend knowledge of "best practices" and validated educational strategies
- assist in the development of community involvement
- network with educators and community members statewide

**State Leadership Team**

- oversees the development of MBI practices and principles
- links with state coordinator and the various components of MBI
- meets regularly for sharing, communicating, and strategic planning
- coordinates efforts to impact statewide policies, guidelines or structures which will promote the mission and goals of MBI

**Consultants**

- develop and provide technical assistance, training, and support services
- support site teams in their understanding and implementation of MBI goals and process
- participate in focused training, joint problem-solving and coordinated efforts to promote the mission and goals of MBI
- collect data from schools to determine the need and direction, including appropriate activities



**State Coordinator**

- links the MBI components together
- coordinates professional development training
- networks with other agencies
- develops materials
- assists with Summer Institute planning

**Information Sharing**

- workshops and conference presentations
- web site information
- brochures and other resources
- site visitations and presentations
- seasonal newsletter



**Interagency/Community Cooperation**

- Community and statewide agencies support MBI by:
  - working with schools to strengthen community and state resources supporting policy and procedures to facilitate effective and efficient services for our youth
  - coordinating community-based services with schools
  - encouraging change that enables schools and communities to provide quality services for youth
- reinforce and enrich the link between school, home and community

**Evaluation**

- • contracted evaluator analyzes statewide implications of MBI
- ongoing decision-making and management activities
- data-driven decision-making management