



MBI Blueprint for Implementation

MONTANA BEHAVIORAL INITIATIVE BLUEPRINT FOR IMPLEMENTATION

The Montana Behavioral Initiative is designed to facilitate school system and attitudinal changes to meet the needs of today's students. Data is used to help MBI teams identify site needs, make program decisions, and evaluate results. Site-based MBI teams set goals, develop strategies and select interventions that are individualized for their school setting. The MBI is not a "program", but is a "process" which guides the task of school-improvement.

Five "Key Indicators" and goals characterize the MBI process: 1. MBI Training to increase the awareness and understanding of effective schools practices, 2. MBI Team Process to increase and improve the use of team processes in educational decision-making, 3. Evaluation Process to increase awareness regarding the value and use of data-based decision-making in education, 4. Proactive Support Systems Approach using Best Practices which promote the use of researched-based strategies to address Universal (school wide, common areas, classroom), Targeted Group, and Individual student and staff needs and 5. Community Processes to foster the belief that the education of today's youth is a community responsibility.

This document represents a "Blueprint" to guide schools in the implementation and evaluation of MBI. It is a map that describes the Key Indicators and procedures for accomplishing the goals of MBI. The MBI Blueprint is designed to be a working document to help teams understand the MBI process and monitor their progress on various components.

The Blueprint may also be used as a survey tool to identify the degree that MBI components are in place, and the degree to which your school should begin or maintain focus on each feature.

If you are using the Blueprint as a survey, please complete the following steps:

1. Distribute the blueprint to each staff member with the following directions:
 - a. Evaluate the degree to which each item in the following survey is implemented in your building. On the left hand side, rate each item as "In Place," "Partially in place" or "Not in Place."
 - b. After you have evaluated each feature, look at each item that you rated as partially in place or not in place. Rate the degree of importance of that item on the right hand side of the survey. Indicate whether the item is of "High", "Medium" or "Low" importance for improvement or implementation.
 - c. If you indicated that an item is in place, indicate on the right hand side what degree of effort (high, medium or low) should be made to maintain this feature.
2. The MBI team may use this information for planning and to guide them in the development of goals and intervention/improvement action plans.

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MBI BELIEF STATEMENTS

- 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 and staff 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 both family and community members.
- All students 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 and communities can create a school climate free of stereotyping, harassment and violence—filled with a concern for justice and fairness.

MBI Blueprint for Implementation

MBI TRAINING PROCESS GOAL: To increase the awareness and understanding of effective school practices

Level of Implementation				Feature	Priority for Improvement/ Maintenance			Comments
Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI TRAINING PROCESS				
				Site facilitator selected and trained				
				MBI team members/school staff attend MBI Summer Institute				
				MBI facilitator/team receive inservice on the MBI process and philosophy				
				MBI team members/school staff understand the MBI process and philosophy				
				MBI team members/school staff understand the MBI Blueprint as an implementation model				
				MBI facilitator/team receives on-going information on MBI and best practices				
				MBI facilitator/team provides ongoing information on MBI and best practices to the school staff				
				MBI facilitator/team provides orientation of MBI process and philosophy to school district/school board				
				MBI facilitator/team provides orientation of MBI process and philosophy to parent group(s)/community				
				School/district professional development opportunities allow team and staff to continually add to or improve the MBI process				

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MBI TEAM PROCESS GOAL: To increase and improve the use of team processes in educational decision-making and in addressing issues concerning our youth

Level of Implementation				Feature	Priority for Improvement/ Maintenance			Comments
Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI TEAM PROCESS				
				Administrative support for MBI team (letter of commitment, release time, inservice training for staff, respect for team decisions)				
				Administrator is active and present for meetings/training				
				MBI team is established				
				MBI team meetings occur on a regular basis with consistent attendance				
				MBI team has developed written short-term and long-term data-based action plans using research based strategies				
				MBI team/faculty completes MBI Blueprint				
				MBI team completes quarterly checklists to monitor activities				
				Process in place for efficient integration of MBI team with other teams/initiatives addressing behavior support and positive school climate				
				Need for MBI team established and commitment gained among 80% or more of school staff				
				New members are included on the team over time				

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Level of Implementation				Feature	Priority for Improvement/ Maintenance			Comments
Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI TEAM PROCESS (continued)				
				MBI team has an established mechanism to communicate with building staff				
				Staff can easily refer concerns to MBI team				
				MBI team members include parents, students and/or community				
				MBI team works with staff to remedy problems or breakdowns in implementation				
				MBI processes, procedures and philosophy are included in school/district handbooks for students and staff				

MBI EVALUATION PROCESS GOAL: To increase the awareness regarding the value and use of data-based decision- making in education

Level of Implementation				Feature	Priority for Improvement/ Maintenance			Comments
Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI EVALUATION PROCESS				
				A school data collection system is in place				
				Data is collected to determine site needs and status <ul style="list-style-type: none"> • School staff surveys/questionnaires • Student surveys/questionnaires • Parent surveys/questionnaires • Incident reports/office referrals • Academic achievement • Assessment tools (e.g. Safe Schools Assessment and Resource Bank, Montana Prevention Needs Assessment, Youth Risk Behavior Survey, etc.) • Observations 				

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Level of Implementation				Feature	Priority for Improvement/ Maintenance			Comments
Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI EVALUATION PROCESS (Continued)				
				<ul style="list-style-type: none"> • Other records (suspension/expulsion data, truancy, tardies, drop-out rates, mobility rates, scholarship rates, extracurricular rates, Title I, Title IX, etc.) • Anecdotal data 				
				Data is summarized and analyzed				
				Data is used for decision-making—creating action plans and interventions				
				Data collection system allows for <u>on-going</u> evaluation and decision making				
				“Discipline/Behavior Referral” form provides necessary information for effective use of data				
				Staff receives feedback on efficacy of implementation of MBI process/practices				
				Multiple data sources are used to identify students who are not successful with Universal strategies alone (e.g. office referrals, teacher referral)				
				Individual student data routinely extracted from data-base to identify at-risk students				
				Individual student data collected to monitor progress of Targeted Group and Individual strategies/interventions				

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MBI PROACTIVE SUPPORT SYSTEMS USING BEST PRACTICES GOAL: To support the implementation of best practices procedures in Montana's schools and foster beliefs which hold that all children are valued and that positive and proactive approaches to problems produce the most satisfying results

UNIVERSAL SCHOOL-WIDE: Affects ALL students, ALL staff, and ALL settings

Level of Implementation				Feature	Priority for Improvement/ Maintenance			Comments
Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI PROACTIVE SUPPORT SYSTEMS/BEST PRACTICES				
				3-5 positively stated guidelines with corresponding clearly defined expected behaviors are developed for ALL school settings				
				Formal lesson plans or other strategies designed/written to teach guidelines, procedures and routines for ALL settings				
				School-wide matrix developed				
				Guidelines and expected behaviors are directly taught/reviewed throughout the school year in all classrooms and all settings				
				Opportunities are provided to practice expected behaviors, routines and procedures				
				Staff supervision increased in common areas				
				Staff understands key staff behaviors that affect student management in common areas				

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Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI PROACTIVE SUPPORT SYSTEMS/BEST PRACTICES (School-wide Continued)				
				Students are acknowledged with specific feedback when they display the expected behavior				
				Student errors are corrected in a positive/instructional manner				
				Staff and students understand and use problem-solving strategies/steps during teachable moments				
				System is in place to publicly acknowledge/reward students who demonstrate school-wide expectations				
				Staff and administration agree on what problems are office managed and what problems are staff managed				
				Current discipline strategies reflect (or are reworked to reflect): a) a focus on school wide expectations and b) positive instructional focus (e.g. during ISS students are taught and practice social and self-management skills)				
				A continuum of consequences exist to address behavioral offences				
				Positive school climate-building activities identified and implemented				
				Strategies implemented to increase positive interactions between staff and students				
				Staff acts as role models for students				

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Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI PROACTIVE SUPPORT SYSTEMS/BEST PRACTICES (School-wide Continued)				
				Staff has defined good sportsmanship and has developed procedures to teach and reward good sportsmanship behaviors				
				Safety enhancement activities identified and procedures are implemented to address identified needs (e.g. air quality check, playground safety)				
				Health enhancement activities developed and implemented (e.g. nutrition, physical fitness, wellness)				
				ATOD (alcohol, tobacco and other drugs) prevention, intervention and support activities developed and implemented (e.g. Red Ribbon Week, DARE)				
				A clear plan exists to respond to emergencies or crisis such as a) fire, b) weather, c) assault/fighting, d) stranger on campus, e) weapons on campus. Plan should include specific instructions for all adults and students and be practiced periodically throughout the school year				
				"Protective Factors " enhancement activities developed and implemented (e.g. 40 Developmental Assets, Resiliency Training)				

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UNIVERSAL CLASSROOM: Instructional settings which involve some staff and students

Level of Implementation				Feature	Priority for Improvement/ Maintenance			Comments
Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI PROACTIVE SUPPORT SYSTEMS/BEST PRACTICES				
				Expected student behaviors and routines in classrooms are stated positively and defined clearly				
				Expected student behavior and routines in classrooms are directly taught/reviewed throughout the school year				
				Expected student behaviors are positively reinforced (>4 positives to 1 negative)				
				Problem behaviors receive consistent consequences				
				Classroom expectations and procedures are consistent with school-wide guidelines				
				Transitions between activities are efficient and orderly				
				Procedures exist to allow classroom instruction to continue when problem behavior occurs				
				Classroom climate/community building activities developed and implemented (e.g. class meetings, conflict management)				
				Effective curriculum used in 80% or more of classrooms				
				Effective teaching practices used in 80% or more of classrooms				

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Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI PROACTIVE SUPPORT SYSTEMS/BEST PRACTICES (Classroom Continued)				
				Effective classroom management strategies used in 80% or more of classrooms				
				Instructional strategies adjusted to meet individual student needs and ensure high rates of success (>70%) in all classrooms				
				Teachers have access to systems of support (e.g. observations, coaching, mentoring, material development, resource banks, problem-solving)				
				A referral process is in place to allow teachers to refer students who are beginning to display challenging behaviors (academic or social/emotional)				

TARGETED GROUPS: Support systems to address the needs of students who do not meet school-wide expectations in one or more settings

Level of Implementation				Feature	Priority for Improvement/ Maintenance			Comments
Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI PROACTIVE SUPPORT SYSTEMS/BEST PRACTICES				
				Small group strategies build on school-wide guidelines and practices				
				Small group strategies developed based on student need (e.g. academic support, social skill instruction) and possible function of problem behavior				

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Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI PROACTIVE SUPPORT SYSTEMS/BEST PRACTICES (Targeted Groups Continued)				
				A range of small group strategies is available to assist students (e.g. social skill groups, mentors, self-management, peer tutors)				
				Ranges of small group strategies are available in different settings (e.g. classroom, pull-out groups, office)				
				Small group strategies available outside of the classroom address generalization strategies for classroom teachers and other staff				

INDIVIDUAL STUDENT: Support systems to address individual student needs

Level of Implementation				Feature	Priority for Improvement/ Maintenance			Comments
Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI PROACTIVE SUPPORT SYSTEMS/BEST PRACTICES				
				Individual strategies build on school-wide guidelines and practices				
				Continuums of effective support systems are available to meet the needs of students with challenging behaviors (e.g. counseling, consultation, alternative education sites, community/family involvement)				

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Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI PROACTIVE SUPPORT SYSTEMS/BEST PRACTICES <i>(Individuals Continued)</i>				
				Individualized plans are developed through a 6-step process: <ol style="list-style-type: none"> 1. Conduct a Functional Behavior Assessment (FBA) and collect other data as needed. 2. Develop a Positive Behavior Intervention Plan (BIP) based on assessment and function of behavior(s) 3. Train/consult with staff who work with student on the basics of the plan, their roles, and on generalization and maintenance strategies 4. Involve specialists, outside agencies, family as appropriate 5. Implement plan and evaluate effectiveness 6. Revise plan as needed 				
				Teacher support teams (i.e., Intervention Assistance Teams, Pre-Referral Teams, Child Study Teams, 504 Teams) are utilized to plan and monitor supports for students needing individual help				

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MBI COMMUNITY PROCESS GOAL: To foster the belief that the education of today's youth is a community responsibility

Level of Implementation				Feature	Priority for Improvement/ Maintenance			Comments
Don't Know	In Place	Partially In Place	Not In Place		High	Medium	Low	
				MBI COMMUNITY PROCESS				
				School understands the importance of school/family/community partnerships				
				System in place for addressing ways to help families feel valued and welcome at the school				
				System in place for encouraging volunteerism and/or increased attendance at school events				
				Process exists for assessing parents' perceptions/opinions about the school				
				System in place for encouraging positive parenting skills				
				System in place for effectively communicating with families in various and helpful ways				
				All staff works collaboratively and respectfully with all families—accepting and appreciating their diversity				
				System in place for helping families support their child's learning at home				
				Parents and community members included in the school decision-making process				

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				MBI COMMUNITY PROCESS (continued)				
				School promotes community collaboration by acting as a source of information about and making referrals to services available in the community for families				
				School encourages students and staff to participate in service opportunities in the community				
				MBI team promotes community awareness regarding MBI activities at the school site				