

The background is a green chalkboard. Two pieces of pink chalk are lying on the left side. There are some faint white chalk markings on the board, including a circle on the left and an arrow pointing upwards at the bottom left.

The Montana Behavioral Initiative

An Introduction to

MBI



WHY...

A BEHAVIORAL INITIATIVE IN MONTANA?

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



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MISSION STATEMENT

- The Montana Behavioral Initiative (MBI) assists educators, parents, 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.



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ATTITUDES...



Effective programs and schools:

- have unconditional positive regard for students
- 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 parents
- collaborate with community agency and service providers
- employ school-wide 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 School
Research can be
accessed at
www.nwrel.org



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A PHILOSOPHY....

BELIEF STATEMENTS



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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.



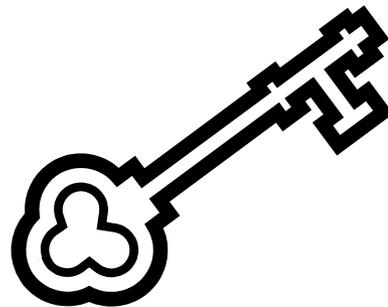
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A PROCESS....



- **KEY INDICATORS**



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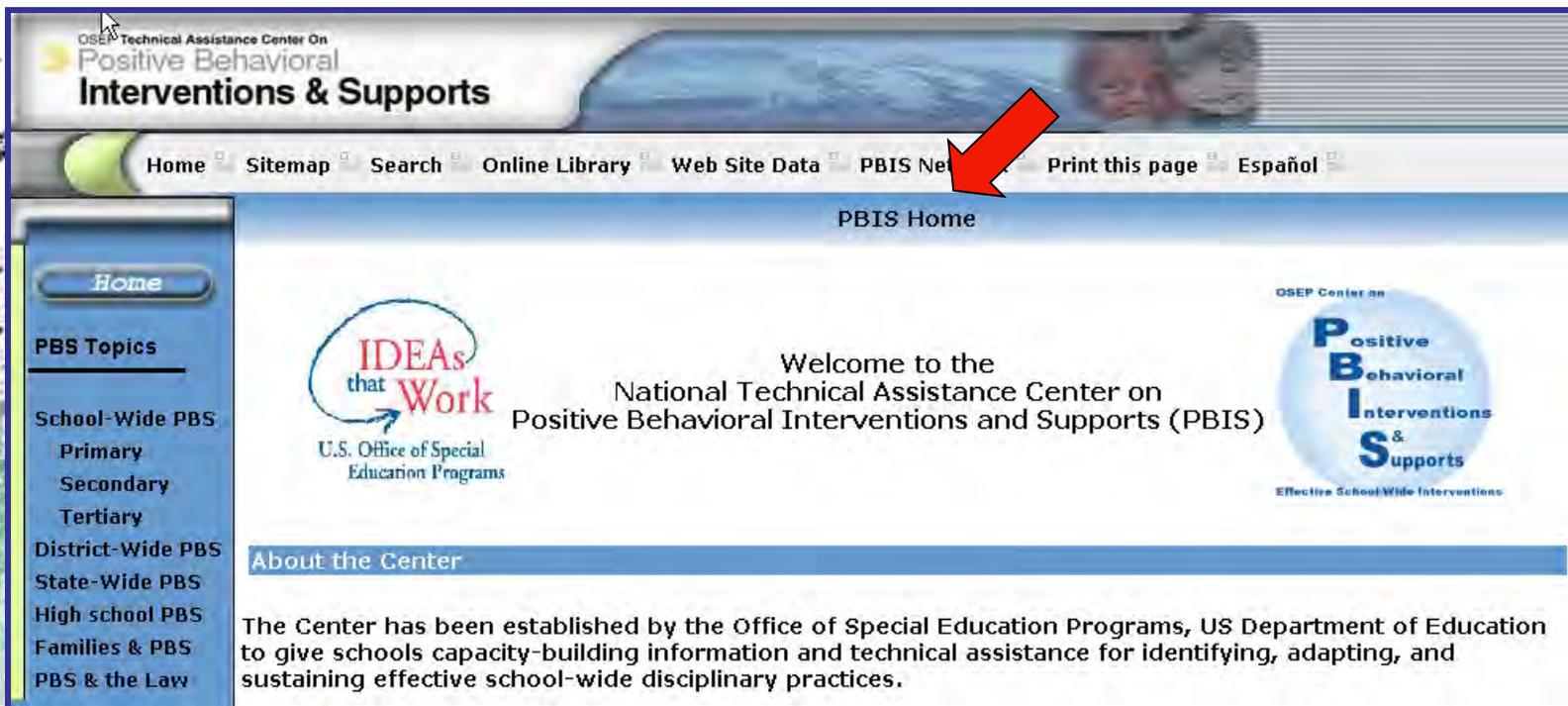
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MBI KEY INDICATORS

- MBI Training
- MBI Team Process
- Proactive Support Systems
(Best Practices)
- Evaluation Process
(Data-Based Decision Making)
- Community Process



PART OF THE BIG PICTURE...



OSEP Technical Assistance Center On
Positive Behavioral Interventions & Supports

Home Sitemap Search Online Library Web Site Data **PBIS News** Print this page Español

Home

PBIS Home

IDEAs that Work
 U.S. Office of Special Education Programs

Welcome to the
 National Technical Assistance Center on
 Positive Behavioral Interventions and Supports (PBIS)

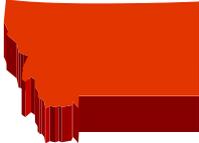
OSEP Center on
Positive Behavioral Interventions & Supports
 Effective SchoolWide Interventions

About the Center

The Center has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

PBS Topics

- School-Wide PBS
 - Primary
 - Secondary
 - Tertiary
- District-Wide PBS
- State-Wide PBS
- High school PBS
- Families & PBS
- PBS & the Law

State	PBIS Partner	State Contact	Contact Information
Montana* 	Carol Massanari, Tim Lewis ,	Susan Bailey-Anderson	Susan Bailey-Anderson MBI (Montana Behavioral Initiative) Coordinator 406-444-2046 PO Box 202501 Office of Public Instruction Helena, Montana 59620-2051 sbanderson@mt.gov

School-wide Positive Behavior Support

MBI is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior

OSEP Center on PBIS



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MBI is not...

- Not specific practice or curriculum...it's a general approach to preventing problem behavior
- Not limited to any particular group of students...it's for all students
- Not new...its based on long history of behavioral practices & effective instructional design & strategies



Schools with Effective Discipline

- Effective Leadership
 - Work smarter not harder
 - Active involvement
 - Clarity in direction
- Move Beyond Punishment
 - Teach, Monitor, Reinforce appropriate behaviors before relying on punishment



The Good News...

- Research reviews indicate that the **most effective** responses to school violence are:
(Elliot, Hamburg, & Williams, 1998; Gottfredson, 1997; Lipsey, 1991; 1992; Tolan & Guerra, 1994)
 - Social Skills Training
 - Academic Restructuring
 - Behavioral Interventions



WHAT DO WE DO ... ?

If a student does not understand ...we teach

If a student questions... we teach

If a student forgets... we teach

If a student fails... we teach

If a student misbehaves... we **punish**

- Punishment alone leads to:
 - Increased Aggression
 - Increased Vandalism
 - Increased Truancy
 - Increased Dropouts



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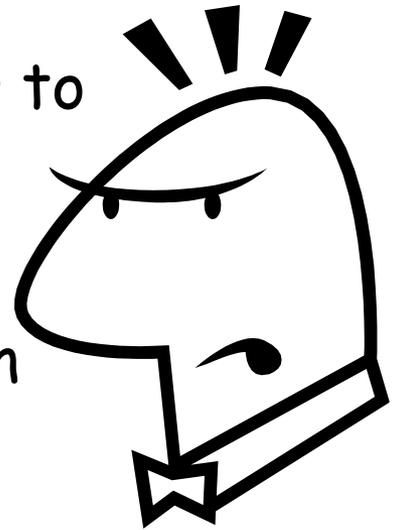
REACTIVE MANAGEMENT

GET TOUGH!

IF THAT DOESN'T WORK...GET TOUGHER

Predictable systems response leading to

- Zero tolerance policies
- Increased surveillance
- Increased suspension and expulsion
- In-service training by expert
- Alternative programming



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DON'T MISUNDERSTAND...



- THIS IS **NOT** A TICKET TO ELIMINATE ACCOUNTABILITY OR CONSEQUENCES



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Science of behavior has taught us that students....

- Are **NOT** born with "bad behaviors"
- Do **NOT** learn when presented contingent aversive consequences

.....*Do learn better ways of behaving by being taught directly and receiving positive feedback*



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BEST PRACTICE: Designing School-Wide Systems for Student Success

ACADEMIC SYSTEMS

INDIVIDUAL INTERVENTIONS

- Assessment-based
- High intensity



TARGETED GROUP INTERVENTIONS

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



UNIVERSAL INTERVENTIONS

- All students
- Preventive, proactive



BEHAVIORAL SYSTEMS

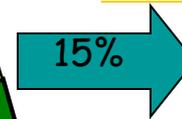
INDIVIDUAL INTERVENTIONS

- Assessment-based
- Intense, durable procedures



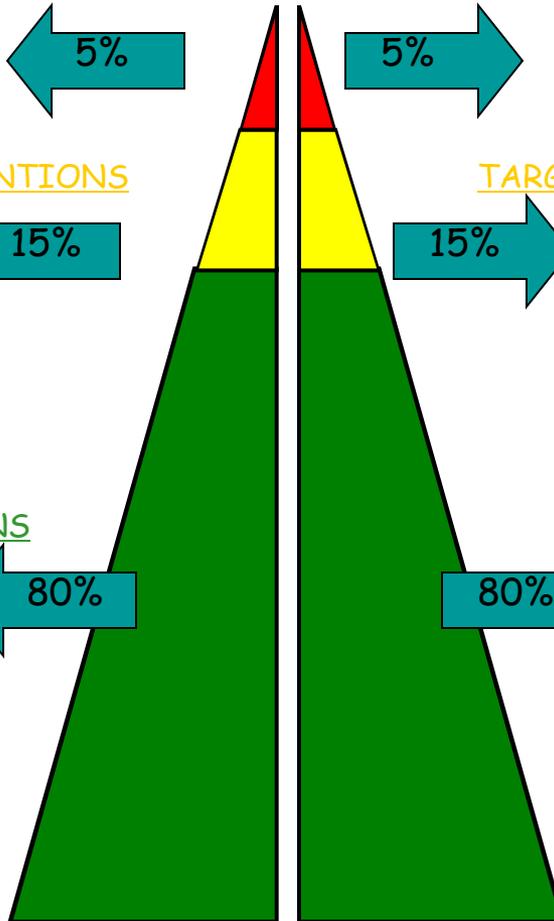
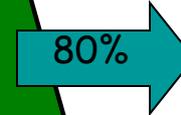
TARGETED GROUP INTERVENTIONS

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



UNIVERSAL INTERVENTIONS

- All students, all settings
- Preventive, proactive



THINK ABOUT IT

6+ OFFICE REFERRALS

5%

2-5 OFFICE REFERRALS

15%

0-1 OFFICE REFERRALS

80%

- The **SCIENCE** of human behavior



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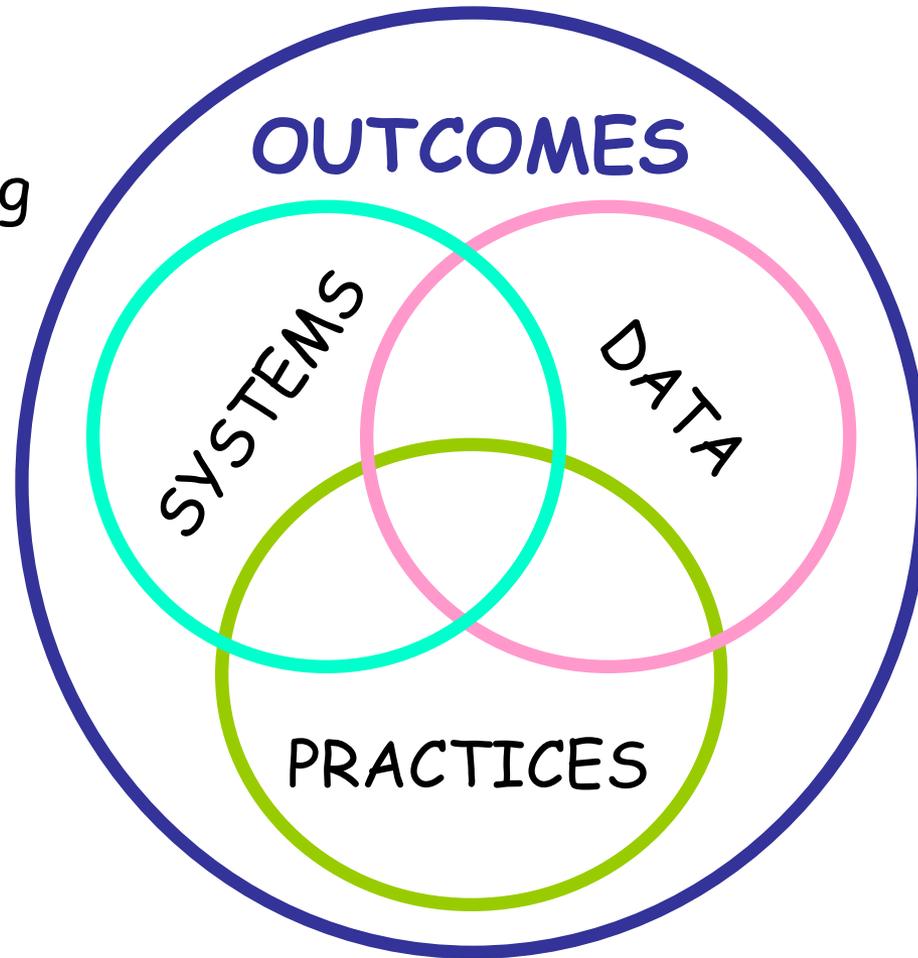
Consider...

- *If antisocial behavior is not changed by the end of grade 3, it should be treated as a chronic condition much like diabetes. That is, it cannot be cured but managed with the appropriate supports and continuing intervention* (Walker, Colvin, & Ramsey, 1995).



BEST PRACTICE: Supporting Social Competence and Academic Achievement

Supporting
Staff
Behavior



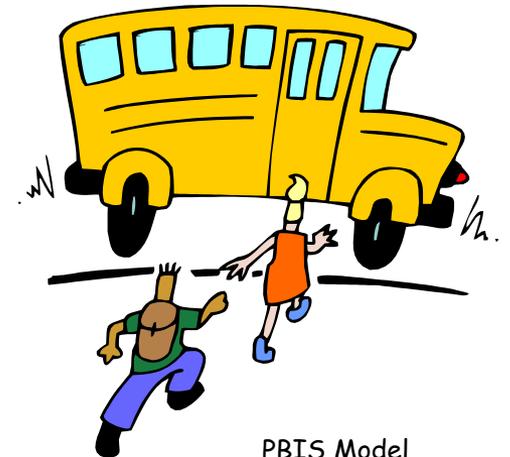
Supporting
Decision
Making

Supporting
Student Behavior

PRACTICES

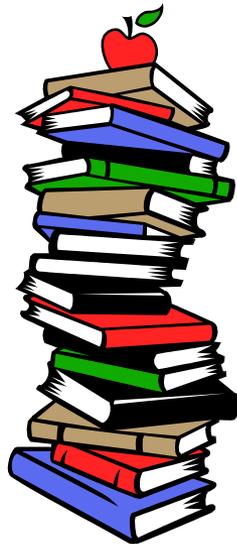


What We Do For Students



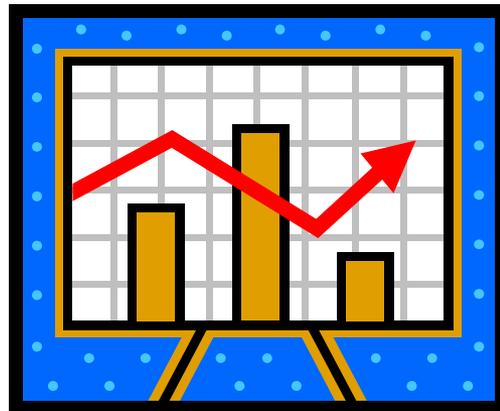
SYSTEMS

How We Support Adults



DATA

How We Make Decisions



First Steps

- Form a team
- Establish need, priorities, and commitment
- Draft a mission statement
- Develop working structures
- Develop maintenance structures
- *"Work smarter not harder"*



WORKING SMARTER

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/etc.
<i>Attendance Committee</i>	Increase student attendance	Percentage increase in daily attendance	Total student body and high absence students	Mr. Early Ms. Neverlate Mr. Ontime Ms. Prompt	Identified as part of school improvement plan
<i>Character Education</i>	Improve student behavior	No measurable outcome defined	Total study body		
<i>Safety Committee</i>					
<i>School Climate Committee</i>					
<i>DARE Committee</i>					
<i>PBS Work Group</i>					

Universal Strategies: School-Wide

Essential Features

- Statement of purpose
- Clearly define expected behaviors (Rules)
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for record-keeping and decision making



Statement of Purpose

- State positively
- Focus on everyone and all settings in school building
- Focus on academic and behavioral outcomes

"To promote and maintain a safe and orderly learning environment for students and staff"



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Clearly Define Expected Behaviors

- Set of "rules"
- State positively and succinctly
- Keep to five or fewer

Process

1. List problem behaviors
2. Identify "replacement behaviors" {what do you want them to do instead}
3. Create "matrix" of replacements by settings



ESTABLISHING 3-5 SCHOOL-WIDE BEHAVIORAL EXPECTATIONS

- **Positively** Stated - Not a list of no's and don'ts
- **Simple**, general
- Should **reflect the type of climate** you want in your school and what you expect from students and staff
- These will be the **core organizing principals** for your MBI school-wide system



Redesign Learning & Teaching Environments

School Rules

NO Food

NO Weapons

NO Backpacks

NO Drugs/Smoking

NO Bullying



Examples of 3-5 Expectations

Hamilton High

- ✓ Be Safe
- ✓ Be Respectful
- ✓ Be Responsible

Victor School

- ✓ Be Respectful
- ✓ Be Responsible
- ✓ Be Ready

ABCs

- ✓ Always Try
- ✓ Be Responsible
- ✓ Cooperate with Others
- ✓ Do your Best

High-Five

- ✓ Be Respectful
- ✓ Be Responsible
- ✓ Be There
- ✓ Be Ready
- ✓ Follow Directions
- ✓ Hands and Feet to Yourself

Jefferson Elementary School

- ✓ Respect Yourself
- ✓ Respect Others
- ✓ Respect Property

Helena Middle School

- ✓ Be Safe
- ✓ Be Responsible
- ✓ Be Respectful
- ✓ Be a Learner



Practices: The Teaching Matrix

- **Defines** what your 3-5 “rules” look like in the common areas of your school
- Becomes **“The Behavior Curriculum”** in your building
- Gives **examples**
- Keeps expectations **positive**



Developing A School-Wide Guidelines Matrix



	Be Safe	Be Responsible	Be Respectful	Be A Learner
Hallways				
Cafeteria				
Bus				
Assembly				



I am....	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
<i>Safe</i>	<ul style="list-style-type: none"> •Keep bodies calm in line •Report any problems •Ask permission to leave any setting 	<ul style="list-style-type: none"> •Maintain personal space 	<ul style="list-style-type: none"> •Walk •Stay to the right on stairs •Banisters are for hands 	<ul style="list-style-type: none"> •Walk •Push in chairs •Place trash in trash can 	<ul style="list-style-type: none"> •Wash hands with soap and water •Keep water in the sink •One person per stall 	<ul style="list-style-type: none"> •Use equipment for intended purpose •Wood chips are for the ground •Participate in school approved games only •Stay in approved areas •Keep body to self 	<ul style="list-style-type: none"> •Walk •Enter and exit gym in an orderly manner
<i>Respectful</i>	<ul style="list-style-type: none"> •Treat others the way you want to be treated •Be an active listener •Follow adult direction(s) •Use polite language •Help keep the school orderly 	<ul style="list-style-type: none"> •Be honest •Take care of yourself 	<ul style="list-style-type: none"> •Walk quietly so others can continue learning 	<ul style="list-style-type: none"> •Eat only your food •Use a peaceful voice 	<ul style="list-style-type: none"> •Allow for privacy of others •Clean up after self 	<ul style="list-style-type: none"> •Line up at first signal •Invite others who want to join in •Enter and exit building peacefully •Share materials •Use polite language 	<ul style="list-style-type: none"> •Be an active listener •Applaud appropriately to show appreciation
<i>A Learner</i>	<ul style="list-style-type: none"> •Be an active participant •Give full effort •Be a team player •Do your job 	<ul style="list-style-type: none"> •Be a risk taker •Be prepared •Make good choices 	<ul style="list-style-type: none"> •Return to class promptly 	<ul style="list-style-type: none"> •Use proper manners •Leave when adult excuses 	<ul style="list-style-type: none"> •Follow bathroom procedures •Return to class promptly 	<ul style="list-style-type: none"> •Be a problem solver •Learn new games and activities 	<ul style="list-style-type: none"> •Raise your hand to share •Keep comments and questions on topic

Teaching Matrix		SETTING						
		All Settings	Hallways	Playground	Cafeteria	Library/ Computer Lab	Assembly	Bus
	Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute	Sit in one spot.	Watch for your stop.
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment	Practice good table manners	Whisper. Return books.	Listen/watch Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately	Wipe your feet. Sit appropriately

Procedures for Teaching Expected Behaviors

- Social skill instruction
 - *teach the rule*
 - *demonstrate the skill*
 - *students practice the skill*
 - *review and test the skill*
- Embed in curriculum
- Practice, Practice, Practice



Teach Social Behavior Like Academic Skills



- Teach through multiple examples (people, places and language cues)
- Teach where the problems are occurring (generalization)
- Give frequent practice opportunities (practice, practice, practice)
- Provide useful corrections (replacement)
- Provide positive feedback (specific)
- Monitor for success (keep data)



Behavioral Errors

More often occur because:

- Students **do not have** appropriate skills- i.e. "Skill Deficits"
- Students **do not know when** to use skills
- Students **have not been taught** specific classroom procedures and routines
- Skills are **not taught in context**



Method for Teaching

- Define the expectation
- Provide a rationale
- Teach the critical discrimination
 - Demonstrate appropriate behavior
 - Demonstrate unacceptable behavior
 - Practice telling the difference with multiple examples



- 
- If there is a “signal,” teach the signal (when should the appropriate behavior occur?)
 - Have everyone **practice** the appropriate behavior and provide corrections
 - **Acknowledge students** for demonstrating appropriate behavior



Lesson Plan Formats

T-CHART

Looks Like

Sounds Like



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WRITTEN Lesson Plans

School Guidelines Lesson Plan

The Topic/Guideline:

What do we expect the student to do?

- 1.
- 2.
- 3.

How will we teach the expected behavior?

Tell why following the guideline is important:

List examples and non examples of the expected behaviors (two to three each):

a. A positive example:

b. A nonexample:

Provide opportunities to practice and build fluency:

- 1.
- 2.
- 3.
- 4.





Common Areas

Lunchroom

Teaching Examples

Be Safe: You are very hungry. You walk into the lunchroom and another class is ahead of you. Slow down and wait your turn.

Be Respectful: You are in the lunchroom when you notice a classmate sitting alone. Go over and sit by your classmate.

Be Responsible: You finish your lunch and you raise your hand. The lunchroom supervisor dismisses you. First you clean your area, put away your tray or lunchbox and throw garbage away. Then walk quietly to line up for recess.

Student Activity

1. Have 2 or 3 students demonstrate correct walking in the lunchroom and getting their lunch.
2. Have 2 or 3 students practice asking another student to sit with them at lunch.
3. Have 2 or 3 students demonstrate the correct procedure for clean up of hot and cold lunches when excused for recess.

After the Lesson

1. Before lunch, ask one student to ask someone to sit with him or her.
2. A staff member demonstrates what can happen if the floor is slippery.
3. The lunchroom supervisors will distribute SMILE tickets to students who follow the lunchroom procedures.

What to do

Helpful Hints

What to say

- Ask someone to sit with you
- Know when to get help for an unsafe floor.
- Empty and stack trays carefully when excused.

“Thanks for sitting with me.”
“That could be dangerous.”
“Let me help you with that.”
“Please, may I be excused?”

Procedures for Encouraging Expected Behaviors

- Identify "rule" student met and specific behavior they displayed (verbal feedback)
- Deliver reinforcement
 - Tangible to intrinsic
 - External to internal
 - Frequent to infrequent
 - Predictable to variable



Captain! I'm in trouble up here on Hill 42! I need reinforcement!

O.K., SARGE...
WELL... YOU'RE A
GOOD-LOOKING
MAN... ALWAYS
WELL-GROOMED...
GOOD SENSE OF
HUMOR... SNAPPY
DRESSER... IS
THAT ENOUGH?

CONGRATULATIONS
FRANK JOHNSON
MERRIEST MAN
OF THE MONTH



Why Develop a School-Wide Reinforcement System?

- Increases the likelihood that desired behaviors will be repeated
- Focuses staff and student attention on desired behaviors
- Fosters a positive school climate
- Reduces the need for engaging in time-consuming disciplinary measures



Intrinsic or Extrinsic Motivation?

- What is the pathway?
 - External control precedes internal control
 - Children need years of external control before internal control takes over
 - In elementary, you may never see the "internal" effects
 - At-risk children tend to favor short-term, low-value rewards vs. longer-term, high-value rewards



Guidelines for Developing a Reinforcement System

- ❄ The system should be for all children
- ❄ Keep it simple
- ❄ Recognition should be made public
- ❄ Use reinforcers that students want
 - ❄ Reinforcements should target 85-95% of students

*Golden Rule
To keep your sanity
and save a dime . . .
Choose inexpensive
reinforcers
that require little time.*

General Guidelines

- Recognition should be made public
- Reinforce staff as well
- Include layers of celebration
...individual, class, school-wide
- Include information and encouraging messages on daily announcements/school publications and handbooks



General Guidelines

- Routinely vary acknowledgements to maintain student and staff interest
- Involve students in identifying/developing incentives
- Develop a clear plan for type and frequency of rewards/incentives to be delivered
- Ensure the system considers strategies and processes that already exist



Guidelines - Frequency

- Recognize frequently in the beginning
- Reinforce contingent on desired behavior
- Refrain from threatening the loss of rewards or taking earned incentives away from a student
- Students should be eligible to earn positive reinforcement at all times.
- Increase reinforcement before difficult times
- Deliver reinforcement unpredictably



Examples of Reinforcement Systems

- ❄ "Gotcha" tickets
- ❄ Positive postcard, call or note home
- ❄ Student of the week
- ❄ Activity passes (1st/last in line)
- ❄ Grades
- ❄ Attendance or cleanliness awards
- ❄ Free homework coupon- skip a problem dot
- ❄ "No Tardy Party"



More Examples ...

- * 1 gallon
- * Back/front of bus
- * Discount school store, grab bag
- * Early dismissal/late arrival
- * Video store coupon, free fries
- * Positive office referrals
- * Extra dessert
- * 1-free period
- * Massage
- * Coffee coupon
- * Give Em' a hand/cheers
- * La-zy boy/girl
- * Early release from class
- * Walkman, hats OK
- * Good parking spot



And More ...

- ❄️ Lawn signs
- ❄️ Purchase "Happy Birthday" song sung by principal for a friend or teacher
- ❄️ Lunch trip
- ❄️ Auctions (for students and/or teachers)
- ❄️ Compliment Chains
- ❄️ Announce over speaker when grade/class reaches goal
- ❄️ "Winners" go in weekly newsletter
- ❄️ All classes cheer for recipients



Procedures for Discouraging Problem Behaviors

- CONSISTENCY
- Clearly define problem behavior
- Clear distinctions between staff/classroom and office managed behavior
- Establish a continuum of procedures for correcting problem behavior
- Establish data decision strategies for repeat offenses





I STARTED A FIRE IN
THE LAB—ON PURPOSE!
HOW ABOUT YOU?

I TAPPED MY
PENCIL ON MY DESK
DURING STUDY TIME.



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Discourage Undesired Behaviors

- Clearly identified major/minor behaviors
- Staff and administration agree on what behaviors are office managed and what behavior are staff managed
- Clearly defined and consistent consequences and procedures for undesirable behaviors



"They've told me to stand outside until they feel like behaving themselves."



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Data-Based Decision Making

Types of Data

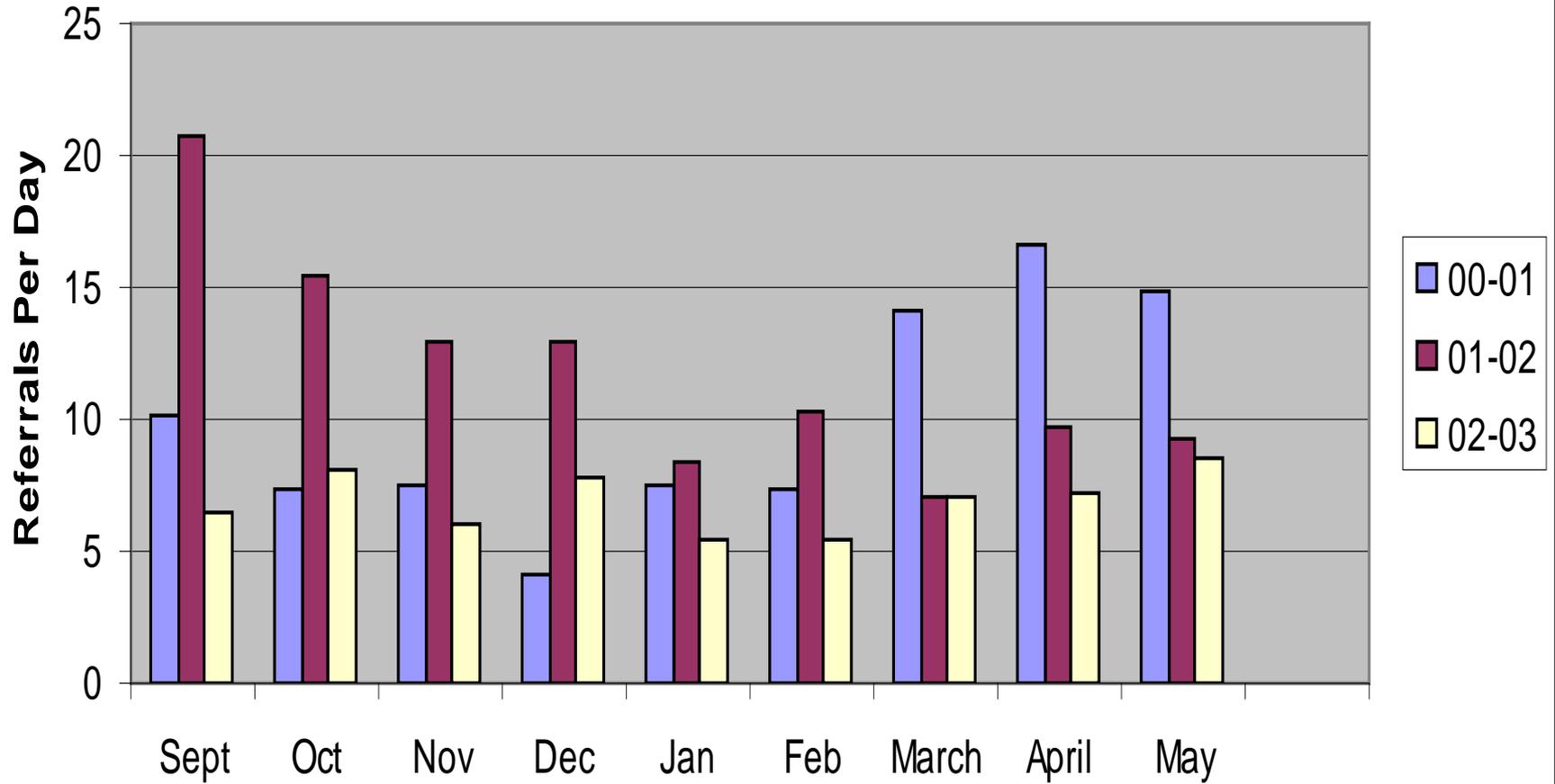
- Office Discipline Referrals (SWIS.org)
- Anecdotal data
- Teacher, student, parent surveys
- Direct observation (behavior counts)
- Archival data (e.g., referrals to special education, attendance, academic performance, grade retention, attendance, suspensions/expulsions)



Implementation Examples

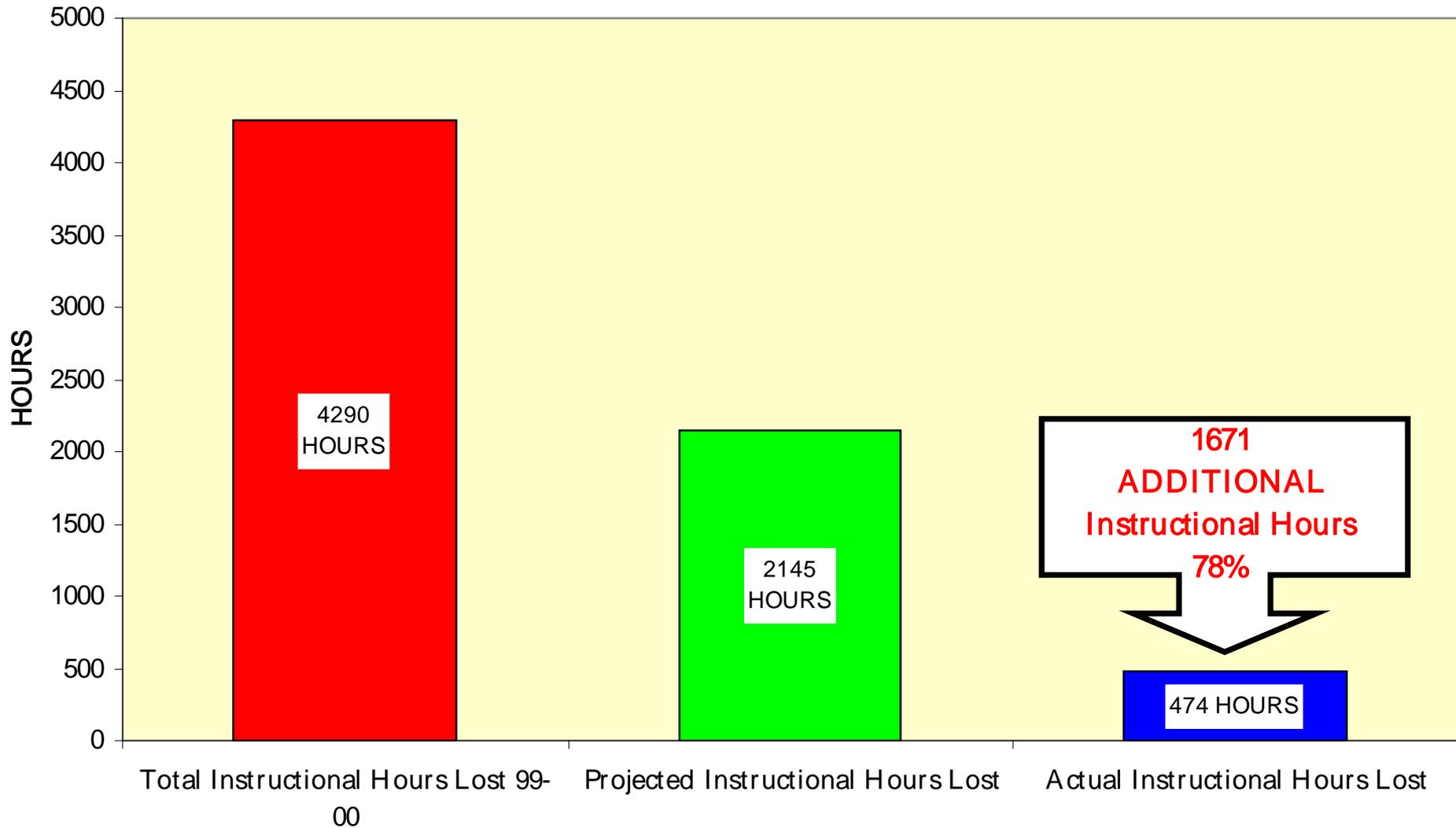


Multi Year Comparisons Per Day Per Month

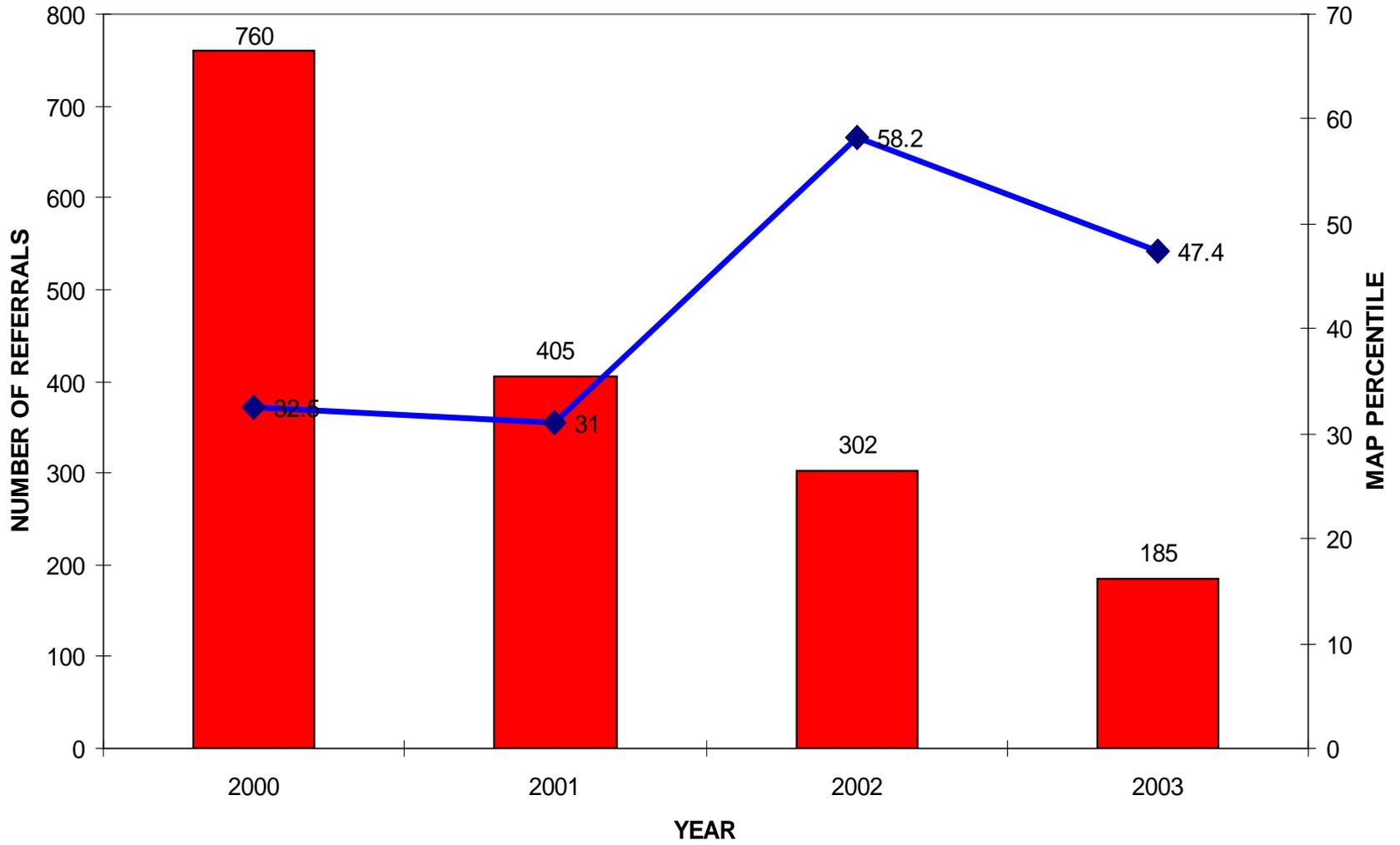


INSTRUCTIONAL HOURS GAINED

Projected (50%) vs. Actual (Aug-Dec 2000)

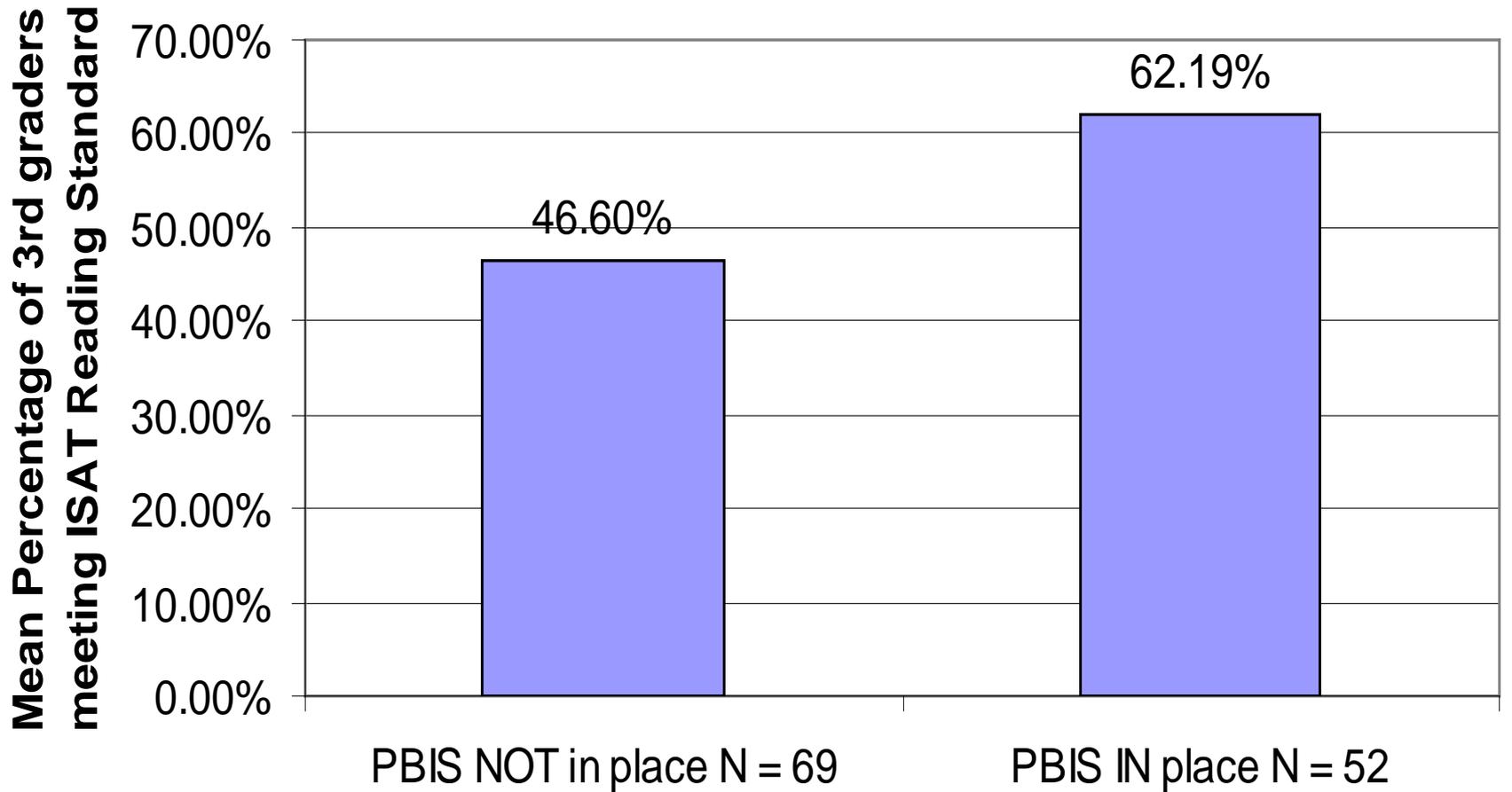


BALLWIN ACHIEVEMENT PBS



Office Referrals Proficient or Advanced on MAP

**Illinois 02-03 Mean Proportion of Students Meeting ISAT
Reading Standard
t test (df 119) p < .0001**



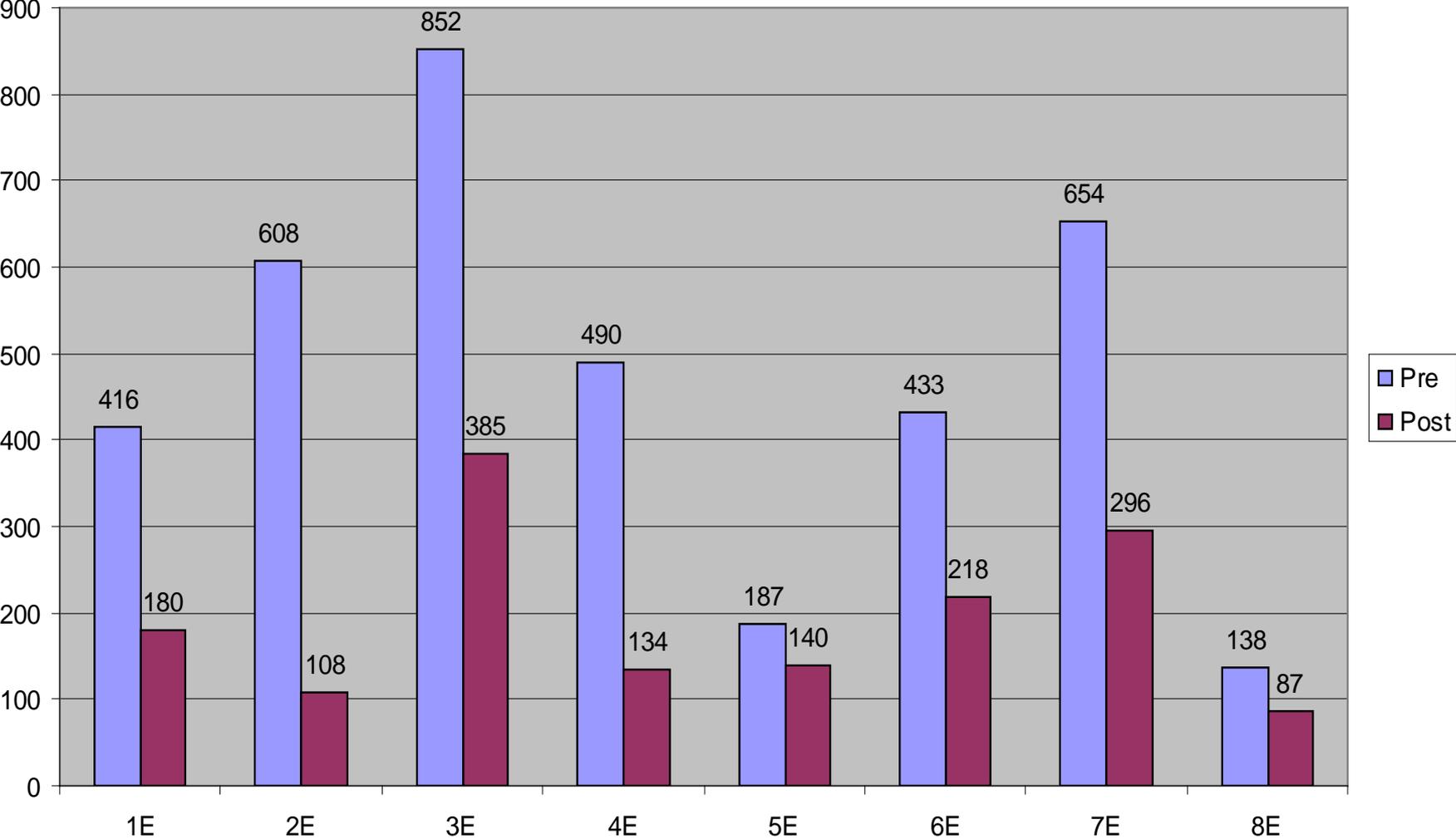
Maryland PBS Initiative



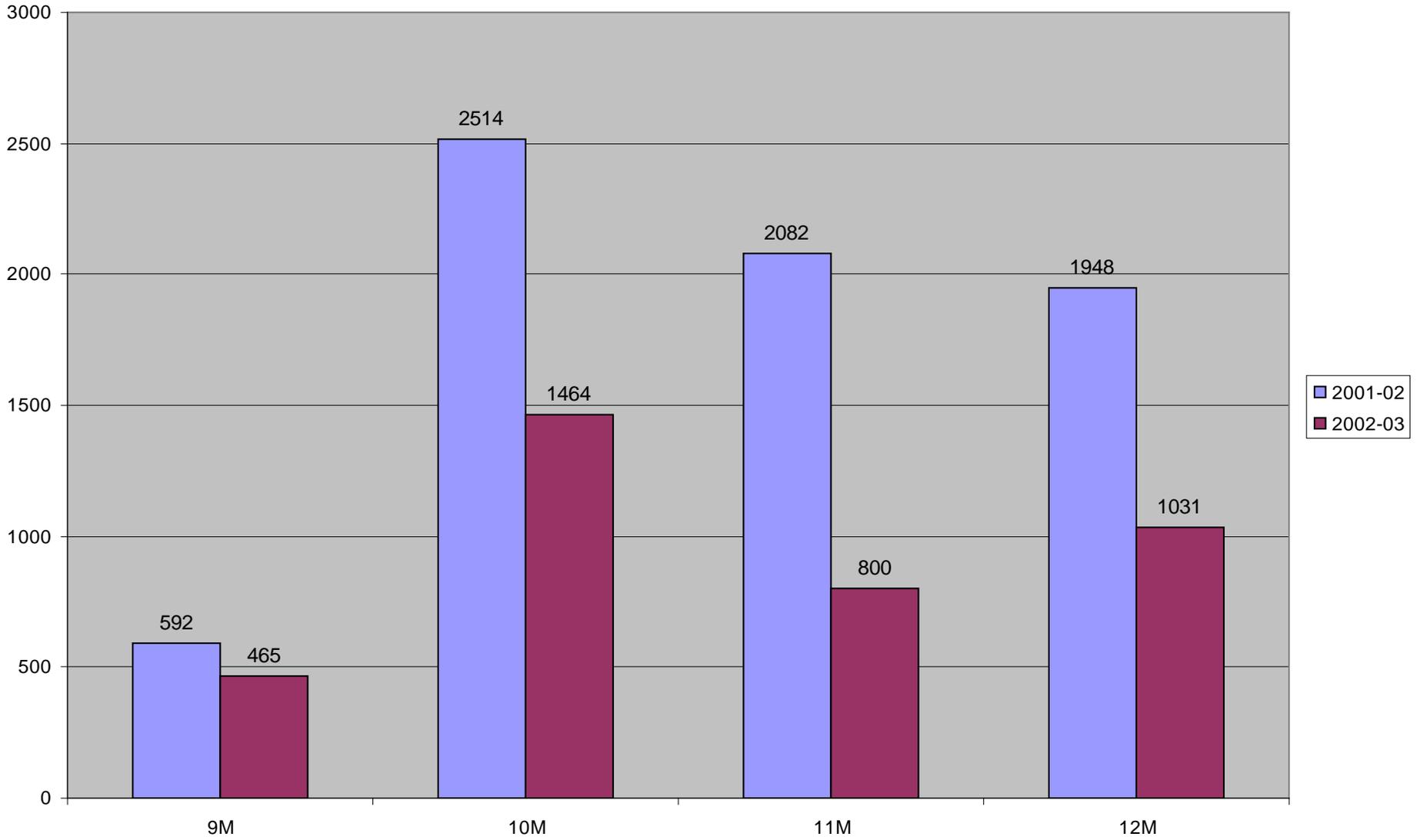
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Elementary Office Referrals by Year



Middle School Office Referrals by Year



Group Cost Benefit

Office Referral Reduction Across

12 PBIS schools= **5,606**

If one Office Referral=15 minutes of
administrator time, then $5,606 \times 15 =$

84,090 minutes

1401.15 hours or

233 days

of administrator time recovered and
reinvested.



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Group Cost Benefit

Office Referral Reduction

Across 12 PBIS Schools = **5,606**

If students miss **45** minutes of instruction
for each Office Referral, $5,606 \times 45 =$

252,270 minutes

4204.50 hours or

700 days

of instructional time recovered!!!!



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Things to consider...

- Teachers spend 40-70% of the day in non-instructional activities (Goodlad, 1984)
- Students spend as little as 17% of the school day actively engaged in academic tasks (Hofmeister & Lubke, 1990)
- Students with challenging behavior often fail 7 of 10 tasks they attempt



COMMON AREA FEATURES



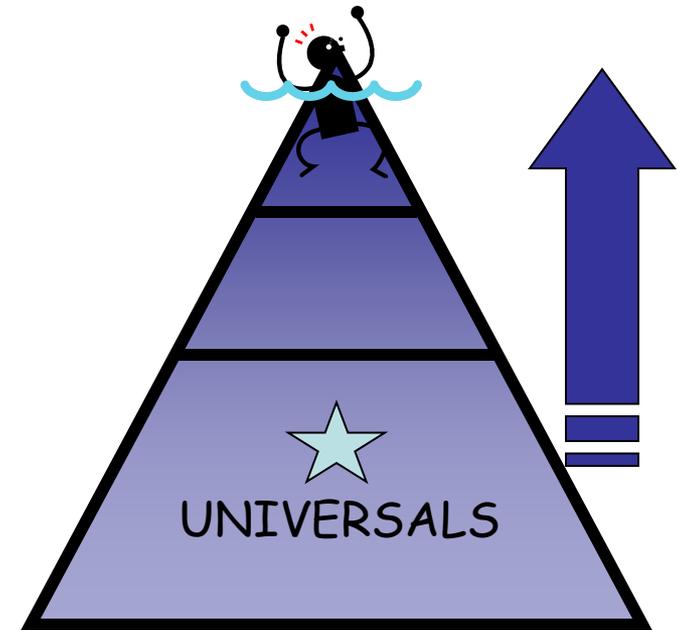
- Positive expectations (based on school-wide guidelines) and routines taught and encouraged
- Active supervision by all staff
 - Scan, move, interact
- Precorrections and reminders
- Positive reinforcement



Data-Based Decision-Making Tells Us...



- Recommended that universals need to be implemented at 80% efficiency before moving to Targeted Groups and Individual Support Systems



Work from the
BOTTOM UP

LINKING SCHOOL CLIMATE TO LEARNING...

- "school climate may be one of the most important ingredients of a successful instructional program. Without a climate that creates a harmonious and well functioning school, a high degree of academic achievement is difficult, if not downright impossible to obtain"

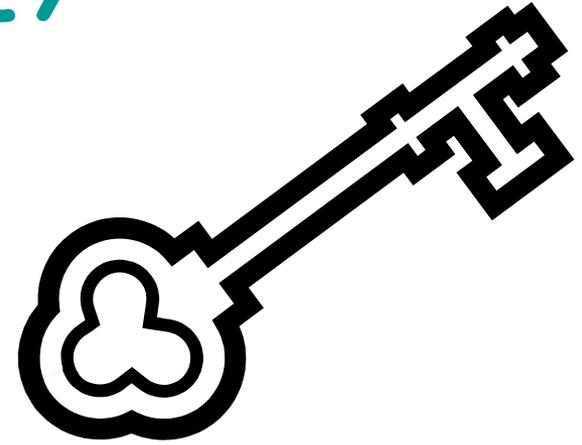
Bulach, C.R., Malone, B. (1994). The Relationship of School Climate to the Implementation of School Reform



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REMEMBER THE KEY INDICATORS?



- MBI Training
- MBI Team Process
- Proactive Support Systems
(Best Practices)
- Evaluation Process
(Data-Based Decision Making)
- Community Process



SO WHAT?



- TAKE A STEP BACK TO FOCUS ON THE "BIG PICTURE"



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WHAT IS THE OBJECTIVE?



What do
we want
to
happen?



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CREATING SCHOOLS WHERE...

- STUDENTS **WANT** TO BE
- TEACHERS CAN FOCUS ON **TEACHING**
- STUDENTS CAN FOCUS ON **LEARNING**



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ALWAYS REMEMBER THIS:

It's not just about
BEHAVIOR...



It's about creating an
environment that is
essential for student
LEARNING.



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