

## 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
- 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 curriculum
- 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 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.nvrel.org](http://www.nvrel.org)*

Chester-Joplin-Inverness Public Schools

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# CJI is an MBI School

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## MISSION OF THE MBI

*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.*

## WHAT IS THE MONTANA BEHAVIORAL INITIATIVE?

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The term initiative refers to proactive efforts by 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.

## KEY GOALS OF THE MBI

### TRAINING

- To increase the awareness and understanding of effective schools 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 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.
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## WHY A BEHAVIORAL INITIATIVE IN MONTANA?

In Montana, school personnel, students, parents, and public officials are calling for solutions to increasing incidents of insubordination, alienation, aggressive behavior, 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.

## 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 200 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.

*Two important features characterize the MBI process:*

- 1. Local teams are free to choose and validated strategies from an array of proven practices, and*
  - 2. Some form of evaluation data corroborates team perceptions of need and outcome.*
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