

Addressing & Preventing Common Barriers for Tier 1 School-wide Positive Behavioral Interventions and Supports (SWPBIS)

This document outlines the common barriers for Tier 1 School-wide Positive Behavioral Interventions and Supports within an integrated behavior and reading Multi-Tiered System of Supports (MTSS) framework and sets District Implementation Teams up to actively address and possibly prevent the barriers.

Directions

Individually rate each potential barrier across the three areas below areas as High, Medium, or Low and provide a brief rationale for your rating. As a team, review your ratings and determine consensus on the potential of each barrier. Use your rating to prioritize the action steps associated with addressing and preventing each of the barriers within your barrier log and Implementation Plan.

School-wide Behavioral Expectations

The following are common barriers associated with school-wide behavioral expectations across the district.

Table 1. Common Barriers Associated with School-wide Behavioral Expectations

Common Barrier	Priority Rating (High, Medium, Low)	Rationale
Decision whether or not to have common, school-wide behavioral expectations for all schools in the district.		
Schools with a history of previous School-wide PBIS implementation may question the need to participate in the Tier 1 School-wide PBIS training.		

Common Barrier	Priority Rating (High, Medium, Low)	Rationale
Teachers are confused as to if or how existing social emotional curriculum or character education program will fit with SWPBIS implementation		

Activities to Address the Barriers:

- Identify the appropriate individuals to engage in the discussion and decision-making process regarding whether or not the district will have common school-wide behavioral expectations across all schools.
 - This decision does not need to be made before SWPBIS Day 1. However, School Leadership Teams should know which direction the district is heading with the decision as it will shape their interaction with the Day 1 professional learning.
- Develop talking points for a rationale as to why schools with a history of previous SWPBIS implementation will need to engage in the Tier 1 School-wide PBIS training.
- Be sure to leverage your district’s Alignment Process when determining how existing social emotional curriculum or character education program will fit with SWPBIS implementation.

Teaching Behavior Expectations

Table 2. Common Barriers Associated with Teaching Behavior Expectations

Common Barrier	Priority Rating (High, Medium, Low)	Rationale
School Leadership Teams struggle to allocate time for teaching behavior expectations annually with the kick-off and/or refresher trainings throughout the school year.		
Bus drivers and/or cafeteria workers are not a part of the installation of SWPBIS within the schools and are not aware of the school-wide behavioral expectations for their settings.		

Activities to Address the Barriers:

- Develop district calendar and guidance provided to schools to allocate time at the start of each school year related to the annual kick-off of SWPBIS and teaching.
- Provide professional learning to bus drivers and/or cafeteria workers related to SWPBIS prior to the start of the school year. Consider developing a brief video of what SWPBIS is and the role of the bus driver and/or cafeteria worker in supporting SWPBIS within your district. This video could be required as part of the orientation for new hires.
- Work with the bus supervisor to schedule time for the buses to be at school for the initial teaching of bus behavior as part of the kick-off each fall.

Dual Entry for Discipline Referrals

The following are common barriers associated with dual entry for discipline referrals.

Common Barrier	Priority Rating (High, Medium, Low)	Rationale
School staff question the need for dual entry when referrals are already being entered into the Student Information System for state mandated reporting.		

Activities to Address the Barriers:

- Schedule meeting with the MiMTSS TA Center Behavior Data Coordinator/Implementation Specialist to discuss data integration possibility.
- Determine if there will be a common district-wide discipline referral form across all schools and work with the MiMTSS TA Center Behavior Data Coordinator/Implementation Specialist to ensure the form is SWIS compatible.

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