

2025-26 | Course 2B

NDMTSS PBIS Deep Dive: Coaching, Refining, & Tier 2 Supports



The North Dakota Multi-Tiered Systems of Support (NDMTSS) is a capacity building professional development opportunity sponsored by the South East Education Cooperative (SEEC).

North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals. Data is used to allocate resources to improve student learning and support staff with implementation of effective practices.

Positive Behavior Intervention Supports (PBIS) is not a solitary program - it is the integration of many effective strategies and programs that create a Multi-Tiered System of Support (MTSS) for behavior. With an overarching emphasis on using data to determine the effectiveness of its techniques, PBIS reflects the application of explicit values and evidence-based practices to build a MTSS that is practical, doable, and available to all.

Course Description

PBIS Deep Dive: Coaching, Refining, & Tier 2 Supports (Pre-requisite: *Developing Schoolwide Behavior Expectations*)

From foundation to finesse—elevate your PBIS impact. This three-day training is designed for school teams who have completed initial PBIS implementation and are ready to refine their systems, strengthen coaching practices, and expand supports to meet the needs of students requiring targeted interventions. Participants will explore how to sustain momentum, coach staff effectively, and begin building Tier 2 systems that align with their schoolwide expectations.

Teams will come together to share successes, ongoing work, strategies and new ideas.

Collaborative discussion is intended to address implementation ideas and problem-solve additional needs. Teams will review the Benchmarks of Quality and engage in follow-up support sessions based on areas of need to move all teams toward successful and full implementation.

Tier 2 practices stem from a strong foundation of Tier 1 support. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3. With schoolwide systems in place, schools are able to identify which students need additional support. Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instructions on the core curriculum.

Training Goals:

- Strengthen coaching capacity to support consistent and high-fidelity implementation.
- Refine schoolwide behavior expectations based on data and feedback.
- Introduce Tier 2 systems to support students with emerging or moderate behavioral needs.
- Promote a culture of continuous improvement and inclusive support.

Objectives:

1. **Coaching for Fidelity & Consistency** Learn coaching strategies to support staff in teaching and reinforcing expectations. Use observation tools and feedback protocols to improve practice.
2. **Refining Expectations & Systems** Analyze behavior data to identify gaps and successes. Adjust expectations, teaching plans, and reinforcement systems for greater impact and equity.
3. **Introduction to Tier 2 Supports** Understand the Tiered PBIS framework. Design Tier 2 interventions such as Check-In/Check-Out, social skills groups, and targeted reinforcement. Align Tier 2 with schoolwide systems.

Expected Outcomes:

By the end of the training, participants will:

- Be equipped to coach staff using structured feedback and support tools.
- Refine and enhance their schoolwide behavior expectations and systems.
- Understand the purpose and structure of Tier 2 supports within PBIS.
- Begin developing Tier 2 interventions tailored to their school's needs.
- Strengthen their school's capacity to support all students through a multi-tiered system of support.

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Facilitator

Dawn Miller Ed.S. NCSP, School Psychologist for Rural Cass and South Valley Special Education Units, has 20 years of experience in MTSSA and B at the district and school level. She has worked as a coordinator and trainer of MTSSA, PBIS, Social Emotional Learning, and Special Education in small and large school districts in North Dakota. She has trained MTSS topics such as progress monitoring, data analysis, intervention selection and fidelity, system evaluation, and data collection and has coached multiple schools through systemic implementation of MTSS practices. This is her third year training PBIS Tier 1 and Tier 2 at the state level with SEEC. Dawn graduated from Indiana University with a master's in educational psychology and a specialist in school psychology and recently obtained her ND administrator credential. Dawn is originally from a very small town in northern Minnesota and has a passion for improving education in rural communities. She currently lives near Argusville, ND with her husband and 3 kids where she enjoys the solitude of country life in between the fast-paced life of education and raising an active family!

NDMTSS Coordinators:

- Update communications, i.e. announcements, upcoming trainings, resources etc.
- Coordinate all activities, schedules, and materials
- Email participants 1 week prior to each training with session logistics and share access to online resources with all participants
- Participate in and facilitate trainings for the 2025-26 school year, including coaching calls
- Provide binders with all printed materials to participants at in-person training days, including PDF of presentation and all required handouts
- Email participants after each training session sharing all relevant follow up information
- Elicit feedback and provide follow-up support specified by each school district
- Be available for all questions via email/phone throughout the length of this series

Training & Coaching Calls Dates & Times

Location: Jamestown, ND - Farmers Union Insurance (1415 12th Ave SE, Jamestown, ND 58401)

Dates & Times:

- Training: October 24, 2025 | in-person | 9:00a – 4:00p
 - Coaching Call: December 16, 2025 | virtual | 9:00-10:30a
- Training: January 23, 2026 | in-person | 9:00a – 4:00p
 - Coaching Call: February 11, 2026 (Office Hours)
- Training: March 25, 2026 | in-person | 9:00a – 4:00p
 - Coaching Call: April 16, 2026 | virtual | 9:00-10:30a

Optional Credits Available

Two (2) Continuing Education credits will be available through VCSU for those who attend all sessions and meet requirements. Cost of the credit is the responsibility of the participant.

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Team Membership

Team members are expected to participate in all training sessions. Team membership from each building or district should consist of the following individuals:

- Administrator (1 required per team)
- Special Education Educator/Director/Coordinator* (1 required per team)
 - Consider: School Psychologist, ELL, SLP, Interventionists (academic and/or behavior), Reading/Math, Counselor
- MTSS Team Coordinator
- Instructional Coach
- Classroom/Grade Level/Content Area Educator

MTSS Team Members	Roles/Responsibilities
<p style="text-align: center;">Building Administrator*</p>	<ul style="list-style-type: none"> • Ensures school schedule and resources allocations are aligned to MTSS practice • Provides leadership at MTSS team meetings • Communicates with staff • Ensures next steps are documented • Facilitates monitoring of instructional integrity within grade level/departments
<p style="text-align: center;">Specialists: Special Education Educator/Director/Coordinator*</p> <p style="text-align: center;">Others to consider: School Psychologist, ELL, SLP, Interventionists (academic and/or behavior), Reading/Math, Counselor</p>	<ul style="list-style-type: none"> • Collaborates with classroom educators to establish procedures for delivering high quality instruction, differentiation, and intervention (small group or class-wide) • Gathers progress monitoring data from Tier 2 & 3 interventions for review during MTSS meetings • Presents data/background information and provides behavioral expertise on specific student needs • Supports MTSS team with data interpretation and ensures linkage of data to selected interventions • Identifies trends in student need across grade levels or content areas • Communicates with staff, families and teams at all Tiers
<p style="text-align: center;">MTSS Team Coordinator</p>	<ul style="list-style-type: none"> • Provides leadership at MTSS team meetings • Coordinates and sets agenda for MTSS team meetings • Provides expertise to MTSS team regarding problem-solving protocol and data analysis • Identifies trends in student/staff needs across school ensuring effective implementation and fidelity • Ensures Progress Monitoring for all students in Tiers 2 & 3 • Ensures next steps are documented and communicated with all staff
<p style="text-align: center;">Instructional Coaches</p>	<ul style="list-style-type: none"> • Identifies school teaching and learning needs, barriers, and weaknesses by analyzing student data, and organizing and implementing problem-solving actions with teachers • Collaborates with classroom educators to establish procedures for delivering high quality instruction, differentiation, and intervention (small group or class-wide) • Gathers progress monitoring data across all tiers for review during MTSS meetings • Provides expertise to MTSS team regarding interventions and skill remediation making appropriate recommendations for specific student needs
<p style="text-align: center;">Classroom/Grade Level/Content Area Educator</p>	<ul style="list-style-type: none"> • Provides a voice of classroom teachers and presents data/background knowledge on specific student needs • Provides classroom expertise in effective implementation of Tier 1 strategies • Liaison between PLC/grade-level/department and MTSS team

*Required to attend team trainings, along with school level meetings

