

NDMTSS Positive Behavior Intervention Supports (PBIS): Developing Schoolwide Behavior Expectations



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

NDMTSS: Developing Schoolwide Behavior Expectations

PBIS training is designed to empower educators, administrators, and school teams to collaboratively develop, implement, and sustain schoolwide behavior expectations that foster a positive, inclusive, and academically focused environment. Through hands-on activities, real-school application, and expert facilitation, participants will leave with a clear roadmap for cultivating behavioral excellence across their campuses.

Schools will plan for the identification and teaching of school-wide expectations of behavior. Further, they will develop plans for active supervision, problem behavior identification, classroom management, data collection and data systems. Upon completion, schools will have identified gaps in current practice and have an action plan for steps to improve practice in their building.

Training Goals

- Establish a unified vision for behavior across all school settings.
- Equip teams with tools to define, teach, and reinforce expectations.
- Build capacity for data-driven decision-making and continuous improvement.
- Promote equity, consistency, and student voice in behavior systems.

Objectives

Foundations of PBIS Understand the PBIS framework and its impact on school climate. Identify key stakeholders and build team readiness.

Defining Expectations Develop 3–5 positively stated schoolwide behavior expectations. Align expectations with school values and student needs.

Teaching & Reinforcing Create lesson plans and strategies to explicitly teach expectations. Design reinforcement systems that are inclusive and motivating.

Monitoring & Fidelity Learn how to collect and analyze behavior data. Use fidelity tools to assess implementation and guide adjustments.

Sustainability & Equity Build systems for long-term sustainability. Address equity and cultural responsiveness in behavior expectations.

Expected Outcomes

By the end of the training, participants will:

- Have a fully developed set of schoolwide behavior expectations.
- Possess a toolkit of teaching strategies and reinforcement systems.
- Be equipped to monitor implementation and adjust practices based on data.
- Foster a school culture where behavior supports learning and belonging.
- Leave with an action plan tailored to their school's unique context.

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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 second-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!

Training & Coaching Calls Dates & Times

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

Times:

- **October 22, 2025** | in-person | 9:00a – 4:00p
- **October 23, 2025** | in-person | 8:30a – 3:30p
 - **Coaching Call: December 16, 2025** | virtual | 9-10:30a
- **January 21, 2026** | in-person | 9:00a – 4:00p
- **January 22, 2026** | in-person | 8:30a – 3:30p
- **Facilitated Work Day: March 11, 2026** | in-person | 9:00a – 4:00p
 - **Coaching Call: March 24, 2026** | virtual | 1:00 – 2:30p

Optional Credits Available

Three (3) 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.

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 training 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

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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
Building Administrator*	<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
Specialists: Special Education Educator/Director/Coordinator* Others to consider: School Psychologist, ELL, SLP, Interventionists (academic and/or behavior), Reading/Math, Counselor	<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
MTSS Team Coordinator	<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
Instructional Coaches	<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
Classroom/Grade Level/Content Area Educator	<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

2025-2026 | Course: 1B

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Application/Assurances

NDMTSS: Developing Schoolwide Behavior Expectations

We have read and agree to the parameters and responsibilities as outlined above and agree to complete the commitments as listed, along with payment of identified costs.

District Name

School Name

District Administrator Signature

Role

Building Level Administrator Signature

Main Point of Contact

Team Composition:

- ☐ Elem Only
- ☐ Secondary Only
- ☐ K-12
- ☐ District Level

Cost of Training: Team Registration: \$3,600/team of 6 (+) \$300 for each additional participant

\$3,600 + \$ _____ = Total Cost: \$ _____

Team Member Name	Role	School Email Address
	Building Admin (Required)	
	Specialist (Required)	

Confirmed by:

Brandie Ulland (Signature)

NDMTSS Coordinator/Behavior

Date