

Championing Mental & Behavioral Health through Equity-Centered MTSS



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Learning Objectives

Discuss the call to provide culturally responsive mental and behavioral health services, and the practical realities that influence our effectiveness.

Explore ways to organize MBH efforts along a continuum of services within an MTSS framework so that children receive the support they need and want to come to school.

Identify strategies for using MTSS to promote equity and reduce disproportionality in your schools.



Limitations and Considerations

I am a practitioner, not a researcher. I always strive to be evidence-based in my work.

The information and ideas I am presenting today come from my own experiences and knowledge of best practices rather than through my affiliation with NASP as the current President.

I have no commercial ties to topics being discussed today.

There are no guarantees that suggested strategies will be effective in every case.

Some of my experiences with MBH & MTSS

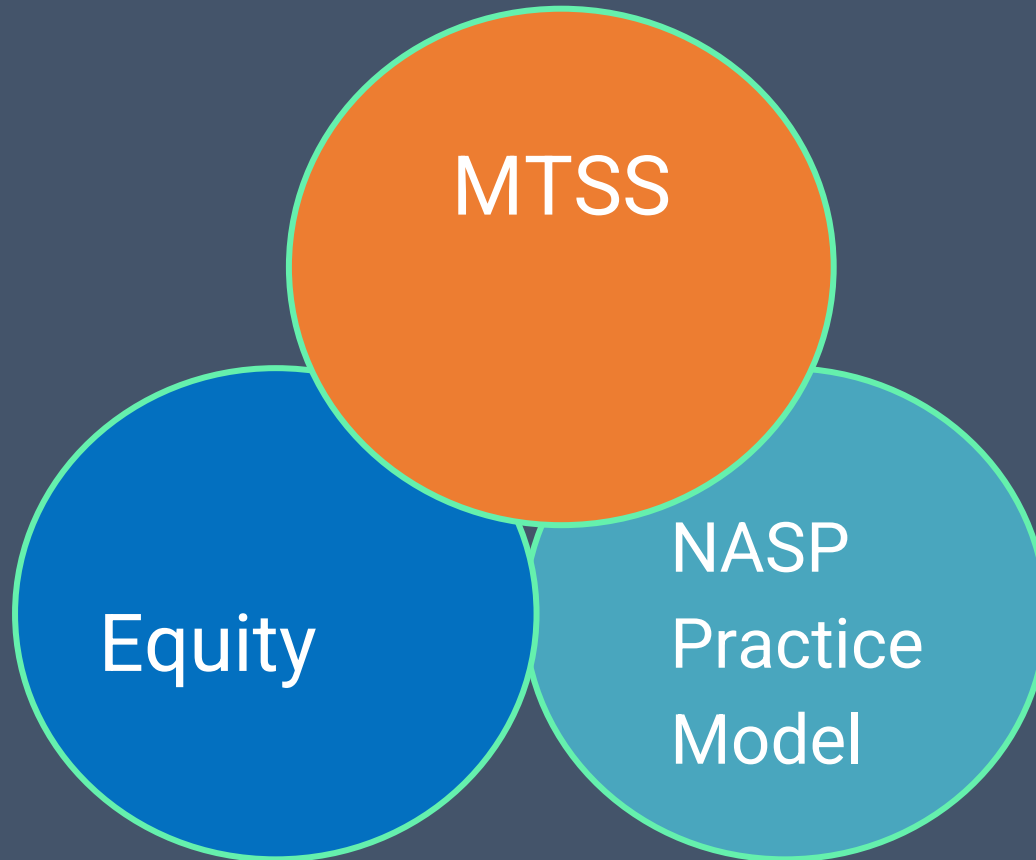
MBH (1990)

RTI (2001)

PBIS (2005)



Advocacy at school/district levels



Meeting the Moment: Youth Mental Health

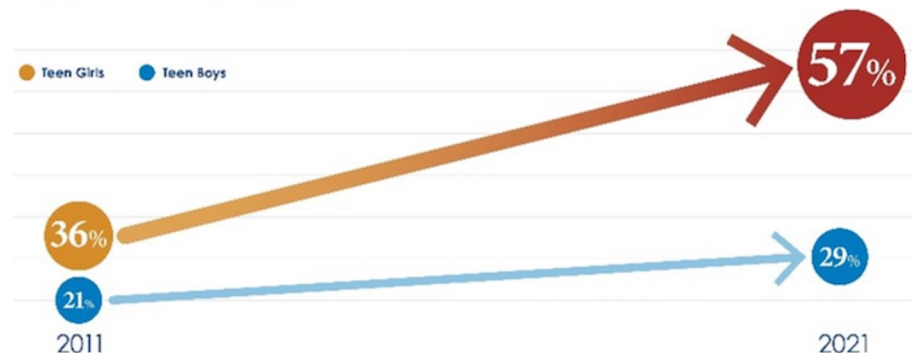
By seventh grade, 40% of students will have experienced a mental health issue such as anxiety or depression. Each year, nearly 20% of school-age youth meet the criteria for a mental health disorder.

Centers for Disease Control and Prevention, 2019, as cited in NASP's *Promoting Mental Health at School*, 2021).

41% of LGBTQ young people seriously considered attempting suicide in the past year – and young people who are transgender, nonbinary, and/or people of color reported higher rates than their peers.

41%

TEEN GIRLS WHO PERSISTENTLY FELT SAD OR HOPELESS INCREASED DRAMATICALLY FROM 2011 TO 2021



CDC, 2023

Championing MBH & Equitable Practices

Improvement

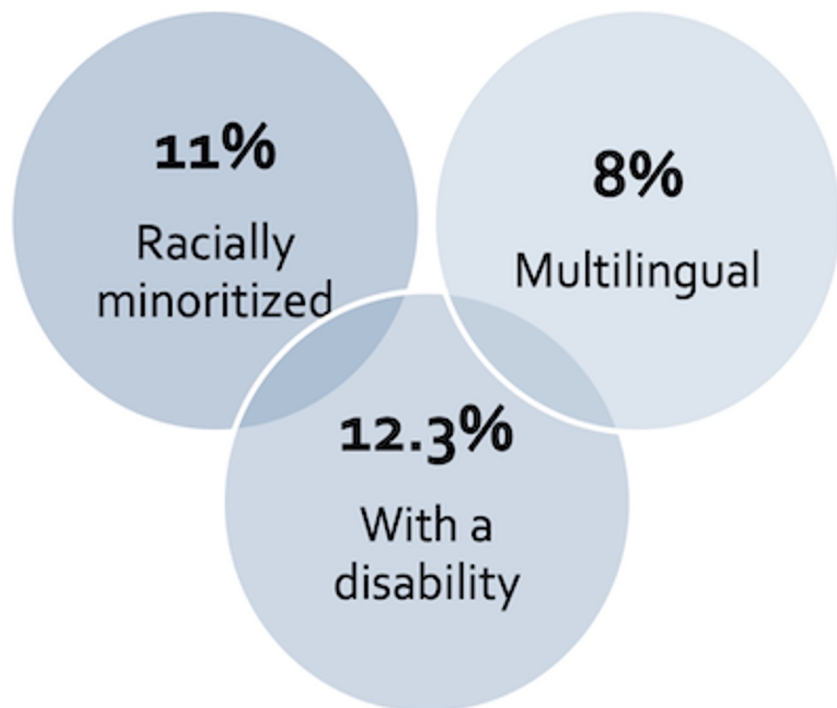
**Any school,
any setting**

**Equity-Based
MTSS**

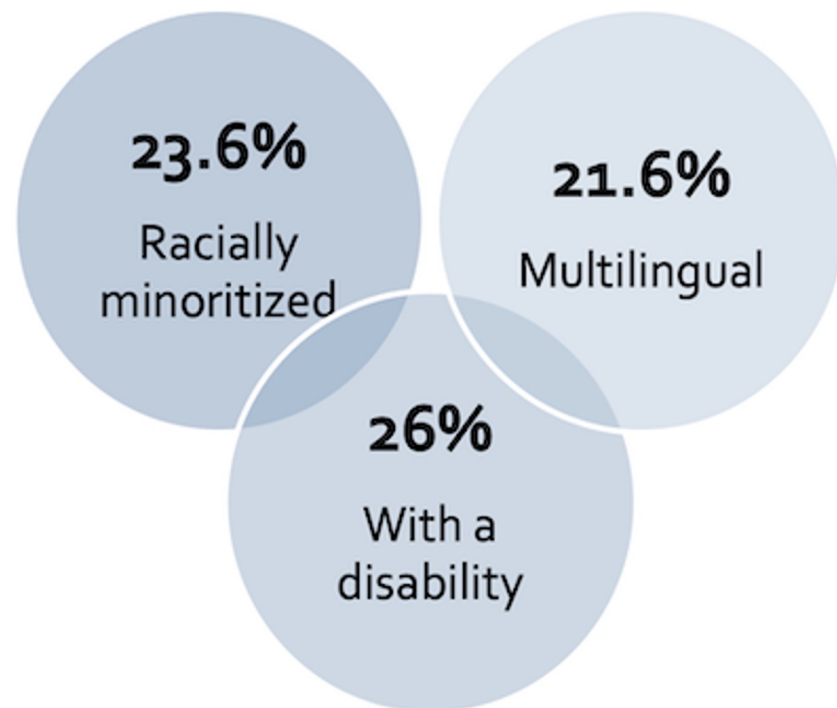
Demographics of School Psychology in Context

(Goforth et al., 2021; U.S. Census Bureau, 2021)

School Psychology

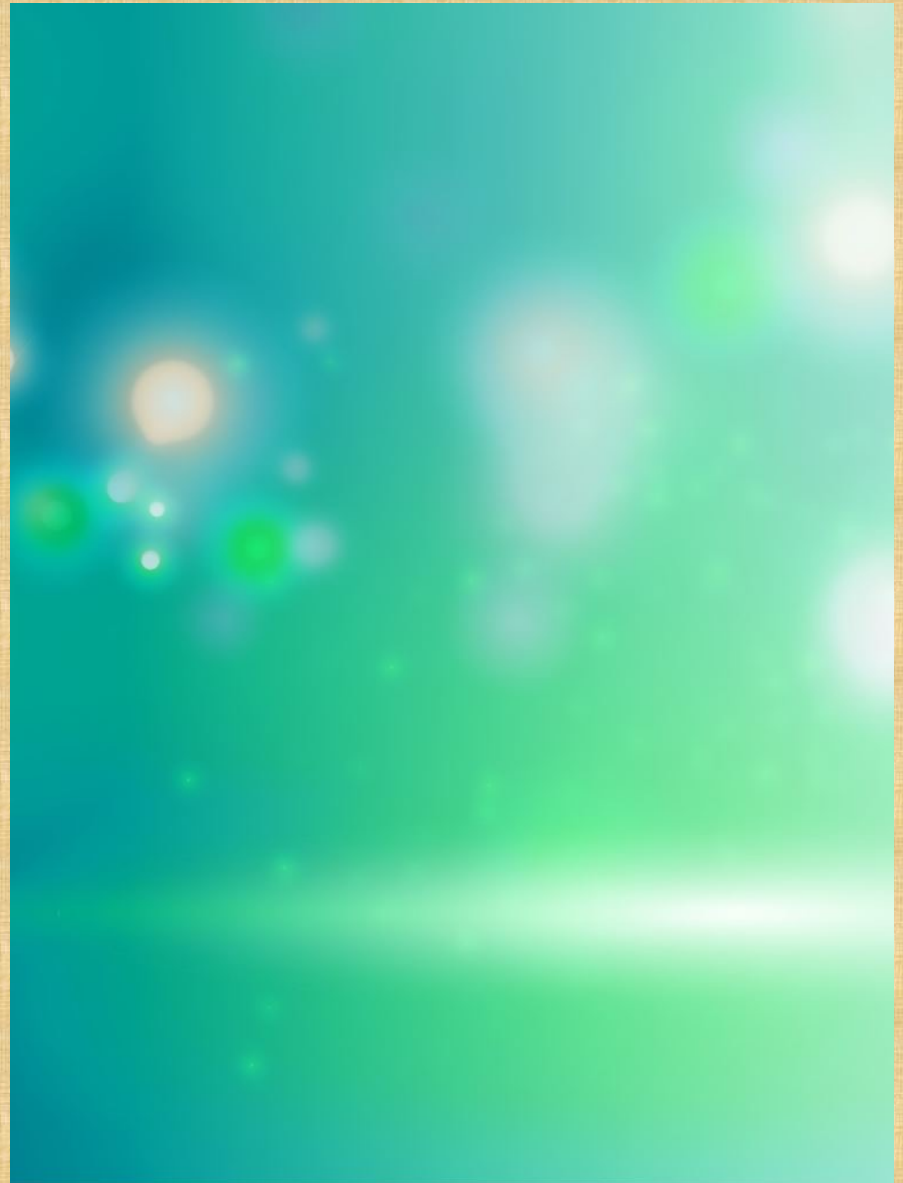


U.S. Population



Slide credit given to Celeste Malone, with gratitude

Culturally
Responsive
Mental and
Behavioral
Health
Services



2020 Practice Model: MBH

Promoting school psychologists as mental and behavioral health providers has been rolled into our Practice Model Strategic Goal.

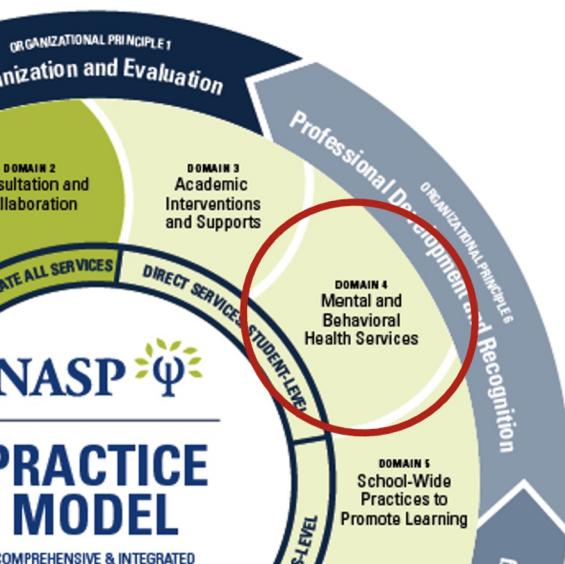
Direct Services—Student Level

Domain 4: Mental & Behavioral Health Services & Interventions

- School psychologists design, implement, evaluate services to promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
- Understanding of behavioral and emotional impacts on learning and of evidence-based strategies to promote social-emotional functioning.

“MBH services and interventions”

What does this consist of exactly?



Examples of MBH Services from PM Text:

SP's recognize risk and protective factors & use data and assessment to facilitate the design & delivery of interventions to help students develop effective social-emotional skills...

SELF-REGULATION

SELF-MONITORING

SELF-ADVOCACY

PLANNING/ORGANIZATION

EMPATHY

POSITIVE COPING STRATEGIES

INTERPERSONAL SKILLS

HEALTHY DECISION MAKING

Examples of MBH Services from PM Text:

SP's integrate behavioral supports & MH services with academic and learning goals for children. Using data, they identify children who may require individualized support & provide a continuum of dev. appropriate and culturally responsive MBH services...

INDIVIDUAL/GROUP COUNSELING

BEHAVIORAL COACHING

★ **CLASSROOM/SCHOOLWIDE SEL PROGRAMS** ★

POSITIVE BEHAVIORAL SUPPORTS

PARENT EDUCATION & SUPPORTS

...including adaptive skills, life skills, personal safety awareness

Examples of MBH Services from PM Text:

SP's understand the impact of **trauma** on social, emotional, and behavioral functioning...and work to implement practices that reduce the impact of trauma on learning and behavior.

**Trauma-informed
SCHOOLS**

STAFF education

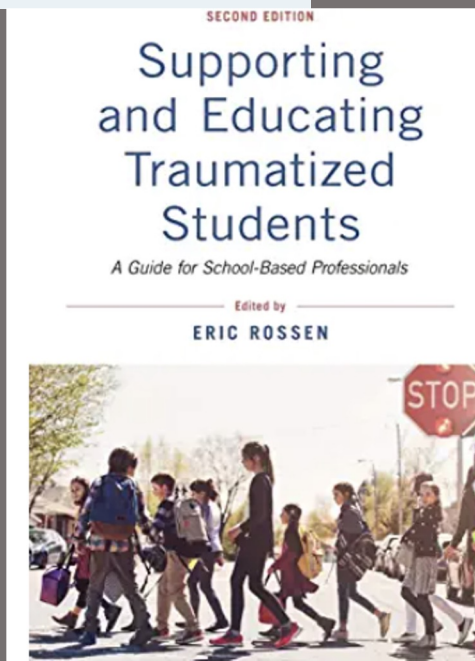
Parent education

STUDENT education

SEL

PRINCIPAL/asst

PRINCIPALS!!!



Examples of MBH Services from PM Text:

Often
Sometimes
Seldom
Never

SP's use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities.

They use assessment data to select and implement evidence-based mental and behavioral health interventions.

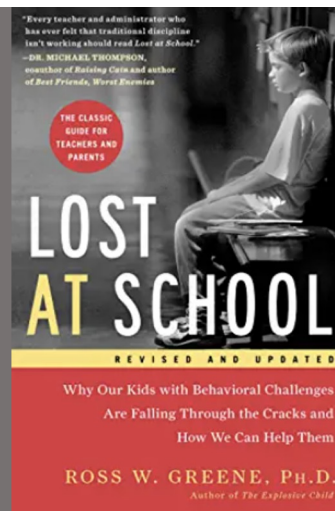


Examples of MBH Services from PM Text:

SP's demonstrate skills related to behavior analysis & use systematic decision-making to consider the antecedents, consequences, functions, & potential causes of behavioral difficulties that may impede learning or socialization.

They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.

FBA...BSP/BIP



Collaborative Problem-Solving/Proactive Solutions...Lagging Skills & Unsolved Problems (Ross Greene)

Examples of MBH Services from PM Text:

SP's develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological & behavioral approaches* to promote effective student discipline practices and classroom management strategies.

***SUCH as...**

POSITIVE reinforcement

SOCIAL SKILLS TRAINING

RESTORATIVE JUSTICE

POSITIVE PSYCHOLOGY

Examples of MBH Services from PM Text:

SP's promote effective **home-school** collaboration and, when necessary, collaborate with other **community providers** to coordinate MBH supports and wraparound services.





When school psychologists create connections among schools, families, and community providers, they validate family engagement as one of the most powerful predictors of children's development, educational attainment, and success in school.

Weiss, Lopez, & Caspe (2018). *Joining together to create a bold vision for next generation family engagement: Engaging Families to Transform Education*. Global Family Research Project. New York: Carnegie Corporation.

Culturally Responsive Services

Making school systems more responsive to the cultures and communities they serve.

Goal: Enhance Educational Equity

Developing the “ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.” -- National Center for Culturally Responsive Educational Systems.

Key Elements of Culturally Responsive Practice

Highlights from the work of Dr. Janine Jones

★ **Cultural self-awareness**

★ **Awareness and sensitivity to the worldviews of others**

Explore your own culture, beliefs, and values.

Believe that you can serve individuals of a different race or ethnicity.

Complete intentional multicultural interviews.

Learn more about the cultures of students through students and families.

Work from a strengths perspective.

Assume there is heterogeneity within an ethnic group but the foundation of cultural values is likely to be homogenous.

Keep the family active in the intervention planning and progress monitoring.

Engage in dialogue with colleagues and continue to increase cultural literacy.

Develop a list of professionals for consultation on multicultural issues.

Jones, J.M. (2014). Best practices in providing culturally responsive interventions. In A. Thomas & P. Harrison (Eds.), Best Practices in School Psychology (6th ed). Bethesda: National Association of School Psychologists.



Practical
Realities that
Influence Our
Effectiveness

Does your district have a
problem with school
psychologist shortages?





What is your school psych to student ratio?



Do you feel your role is dictated by district traditions?

A Continuum of Mental and Behavioral Health Services



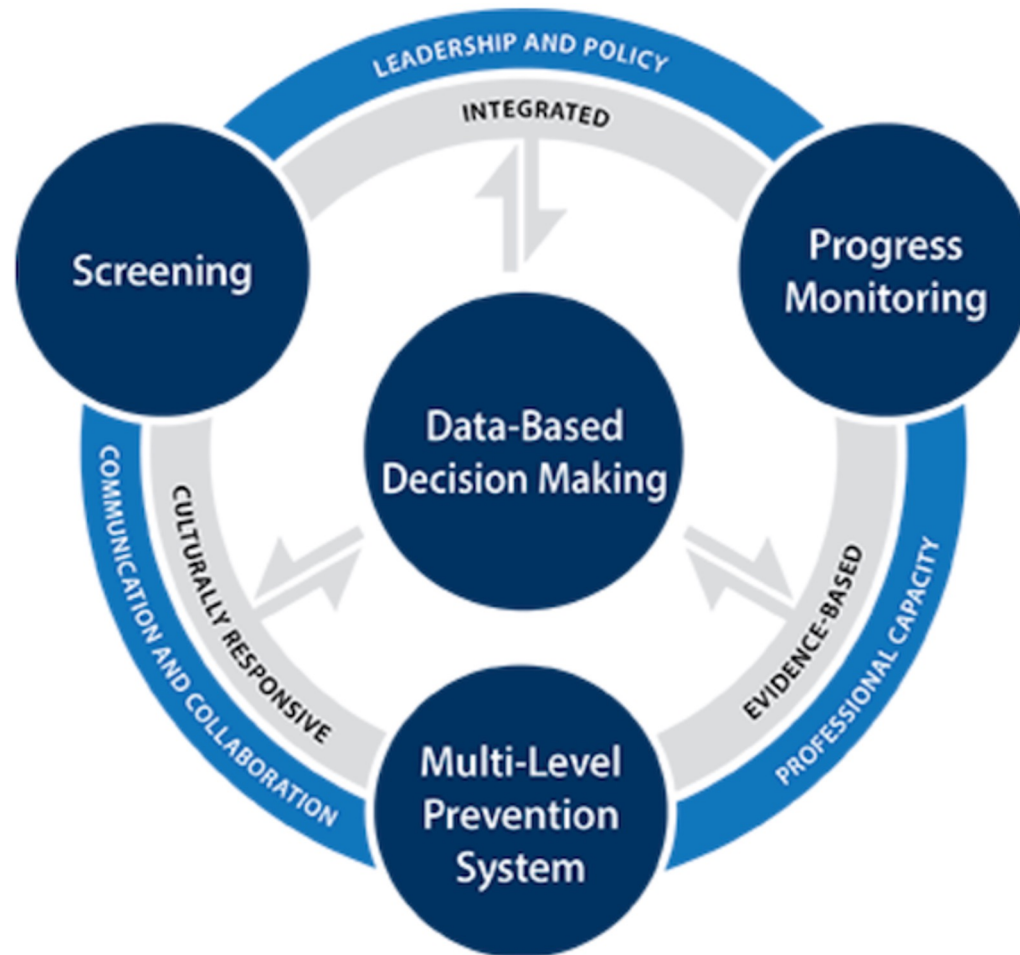
MTSS

Problems with a One: One Approach

If Sabrina works part-time in her school of 800, and 40% of them need MH support...



Essential Elements of MTSS



Center on
MTSS at the
American
Institutes for
Research,
2020

California!

California's Definition of MTSS

- California's Multi-Tiered System of Support (CA MTSS) is a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.
- The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment thus closing the equity gaps for all students.



California's MTSS Framework

Whole Child Domain

Inclusive Academic Instruction Features

Inclusive Behavior Instruction Features

Inclusive Transformative Social-Emotional Instruction and Mental Health Support Features

Essential Domains and Features to Support the Whole Child

Administrative Leadership Domain

Strong & Engaged Site Leadership Features
Strong Educator Support System Features

Integrated Supports Domain

Organizational Structure Features
Strong & Positive School Culture Features

Family and Community Engagement Domain

Trusting Family Partnerships Features
Trusting Community Partnerships Features

Inclusive Policy Structure and Practice Domain

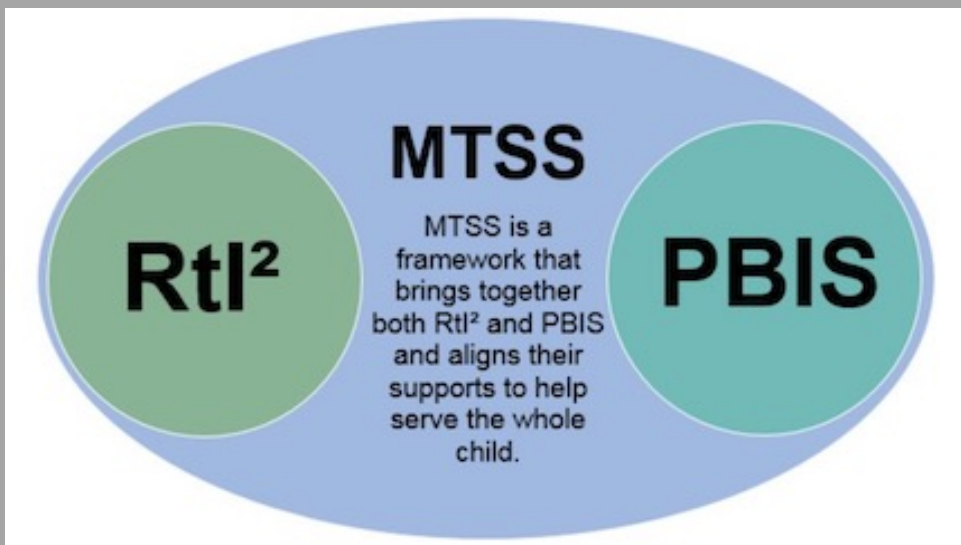
Strong LEA / School Relationship Features
LEA Policy Framework Features

Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org



Family & Community Engagement Administrative Leadership Integrated Education Framework Inclusive Policy & Practice

MULTI-TIERED SYSTEM OF SUPPORT



California MTSS Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



ALL STUDENTS

UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.



SOME STUDENTS

SUPPLEMENTAL SUPPORT

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.



FEW STUDENTS

INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

Examples of Supports for SE/Behavior

TARGETED

INTENSIVE

Short-term intensive counseling
 Students on IEP caseload/MH services
 Crisis Support for students and families
 FBA/BIP
 Wraparound services w/community agencies

Social Skills Groups

Other counseling groups

Check In Check Out

Mentoring programs

Family Supports

Weekly check-ins with counselors

Peer Counselors

Absentee Supports

UNIVERSAL

PBIS Values/Expectations Monthly MH/SEL Themes Restorative Practices

Positive Reinforcement - “tickets”, “awards”, emails/phone calls home

SEL - behavior is taught & modeled, multiple settings

Trauma-informed teaching, PD to support teacher understanding, knowledge, growth

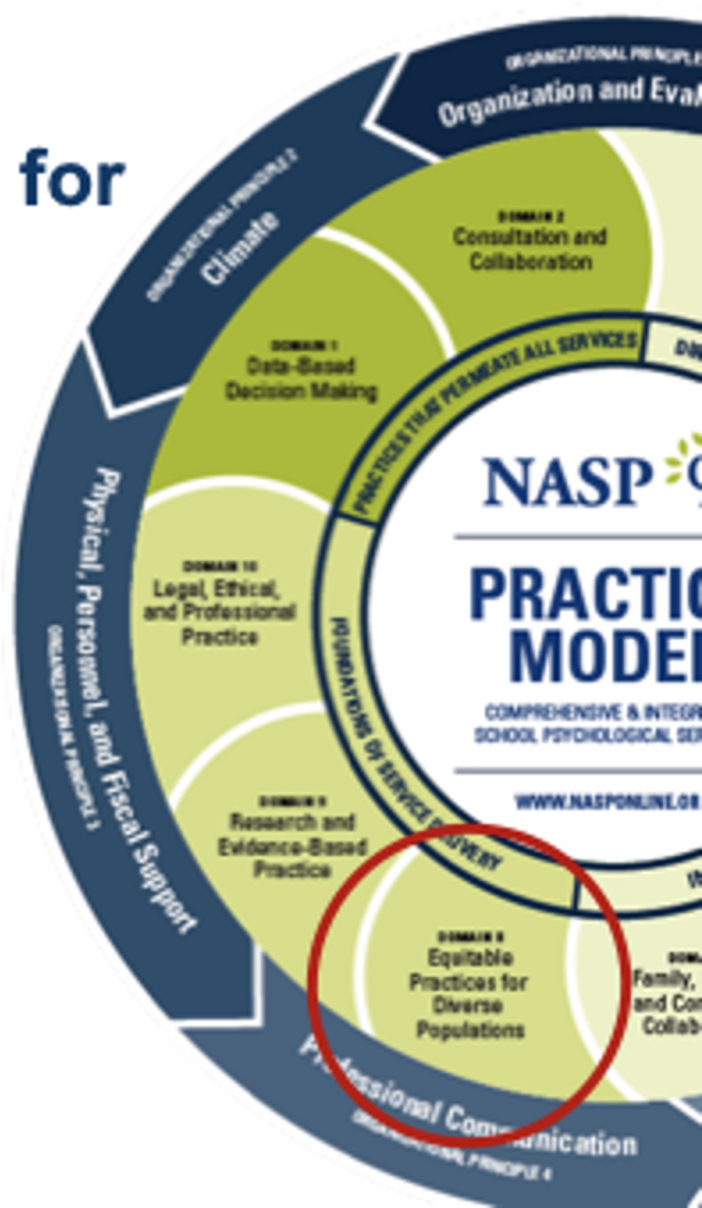
Presentations and activities/clubs that promote belonging, acceptance, self-regulation, empathy...

Foundations in Equitable Practices

Foundations of School Psychological Service Delivery

Domain 8: Equitable Practices for Diverse Student Populations

- School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity.
- Advocacy for social justice and equity that eliminates systemic barriers for minoritized populations and ensures that each student receives what they need to benefit from opportunities.



Domain 8: Equitable Practices for Diverse Student Populations

School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.

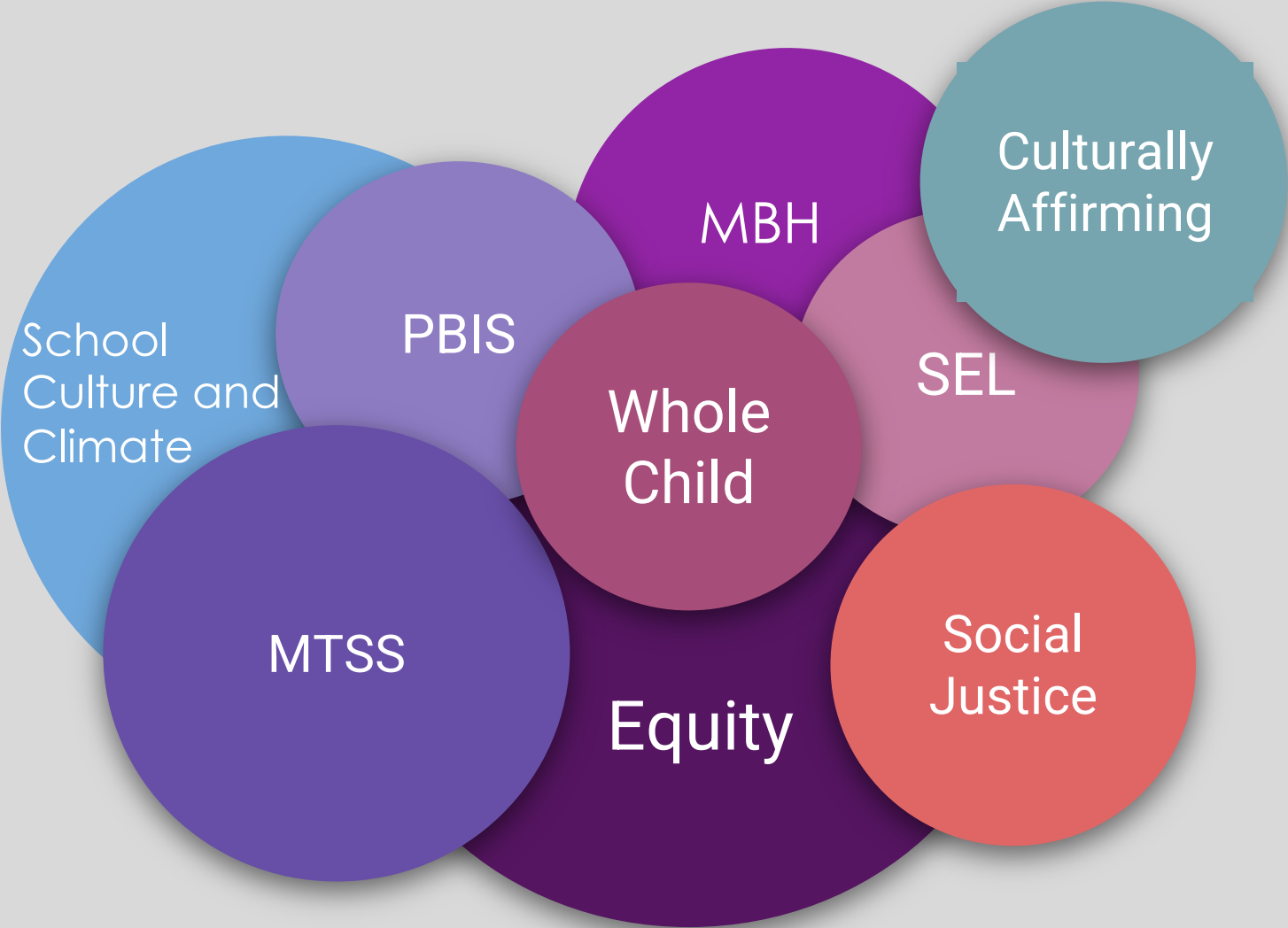
Domain 8: Equitable Practices for Diverse Student Populations

School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

Interconnecting Concepts & Practices



“...Without explicit centering of equity and grounding in critical consciousness, MTSS initiatives may not advance equity as intended.”

Sullivan, A. L., Nguyen, T., & Shaver, E. (2022). Foundations of equity-centered MTSS. Equity by Design. Midwest & Plains Equity Assistance Center (MAP EAC).

Equity by Design: Foundations of Equity-Centered MTSS

(Sullivan, et al., 2022)

- Limitations of MTSS when socio-political contexts are ignored
 - Deficit-based assumptions
 - Race-neutral approaches
- Centering the most minoritized and marginalized
- “To center equity in practice, there are three critical stances that effective educators must take:
 - critical consciousness,
 - critical pedagogy, and
 - critical reflection” (Skelton, 2015, in Sullivan et al., 2022).

Some Definitions

Socially Just MTSS

Socially just MTSS processes and services are designed to meet the needs of all students, **including needs which arise out of experiences of oppression and marginalization**. Socially just MTSS meaningfully include students with disabilities, and enable all students to **achieve outcomes that are personally and socially important**.

McKenney & McPherson, 2022

Equity-Based MTSS

Equity-based MTSS creates a school environment where all students, staff, and families are **invited, welcomed, understood, and feel a sense of belonging**. It involves implementing policies, practices, and protocols that **increase opportunity, access, voice, and representation** and engagement of all partners, and creating systems of learning to which all students have access.

SWIFT Education Center, 2020

Turn and Talk: Initial Reflections re: Equity

What biases might we and fellow educators in our schools have?

- Has there been any exploration of implicit bias?
- What kinds of student behavior are valued and expected?

Which people or groups hold power in our schools?

How do we center our students' perspectives & lived experiences?

Do our schools encourage kids to critically examine society?

How reflective is our staff? How reflective are we?

Do we genuinely connect with students and their diverse backgrounds?

Do we critically examine school data on climate, feelings of belongingness, and disproportionality?

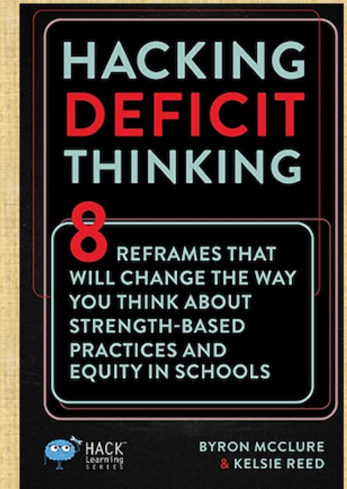
Embracing a Strengths-Based Approach vs a Deficit Model of Psychology

Martin Seligman

- pioneer of Positive Psychology
- categorization of virtues and character strengths
- focus on strengths is key to a good life

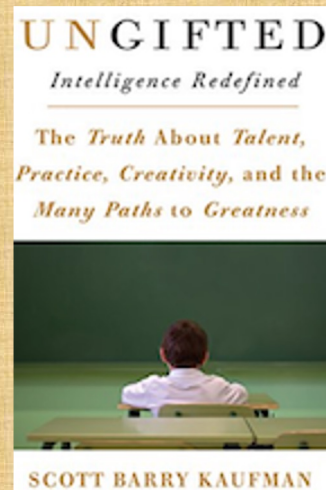
Byron McClure & Kelsie Reed

- Dedicated to improving equity in schools
- Reframe: go from what's wrong to what's strong!



Victor Rios

- Sociologist at UCSB
- From gang member to professor
- Teacher's belief in him
- From At Risk to At Promise



Scott Barry Kaufman

- Cognitive Scientist & Humanistic Psychologist
- From special ed student to prolific researcher and professor
- IQ testing; calling for a new theory of intelligence that incorporates passion and engagement

Positive Behavior Interventions and Support

Effective PBIS promotes all-staff buy-in, shared responsibility, positive morale, and a healthy and inclusive school climate.

Equity is an essential building block.

Equity

Where does PBIS fit in?

PBIS as part of MTSS

Figure 3: This figure shows how PBIS focuses on the behavioral components of MTSS

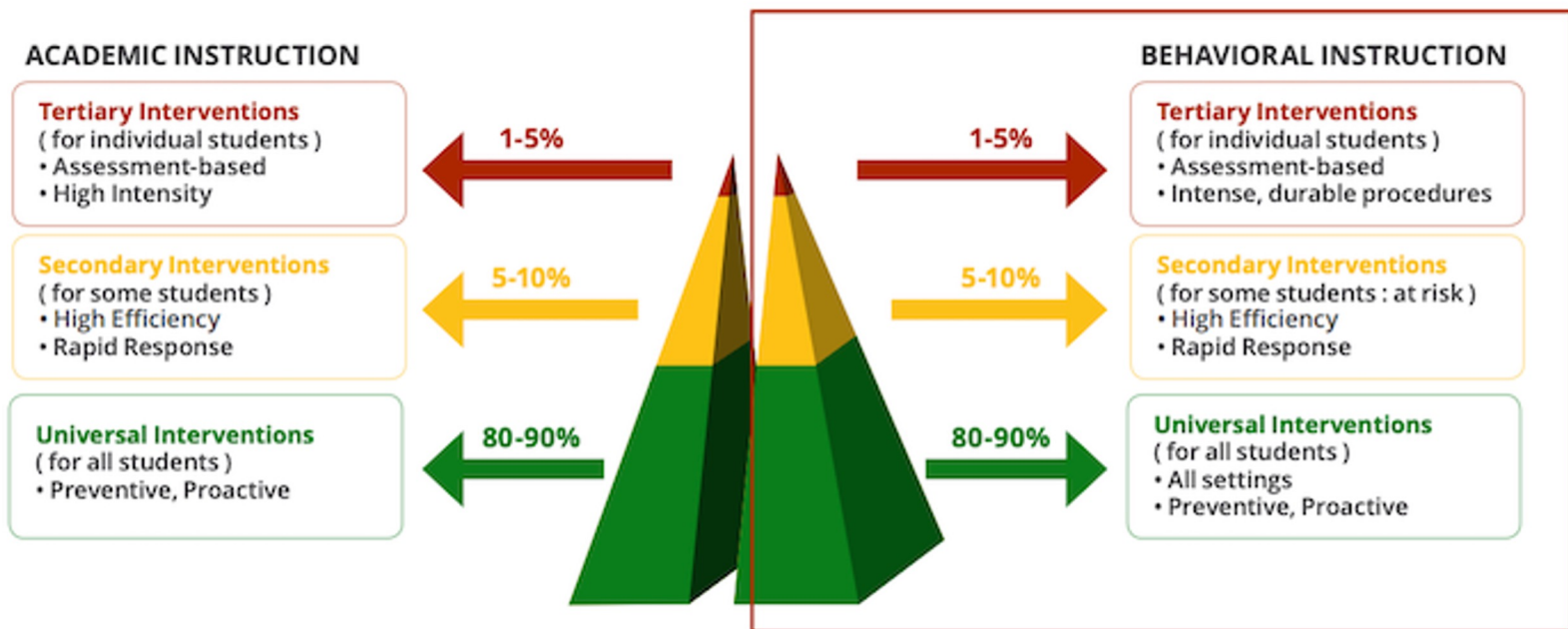
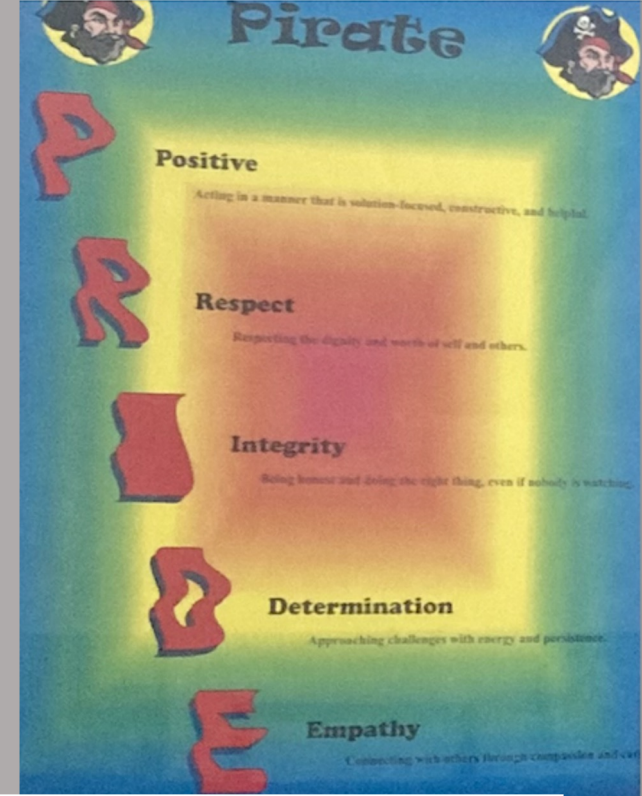


Image adapted from: pbis.org/school/mtss

One PBIS Example



At Louisville Middle School, we envision a learning community where these fundamental values form the foundation of the House of PRIDE:

Positivity propels us to transform challenges into opportunities.

Respect compels us to honor the dignity and worth of self and others.

Integrity inspires us to do the right thing, especially when no one else is watching.

Determination dares us to approach life with energy and persistence.

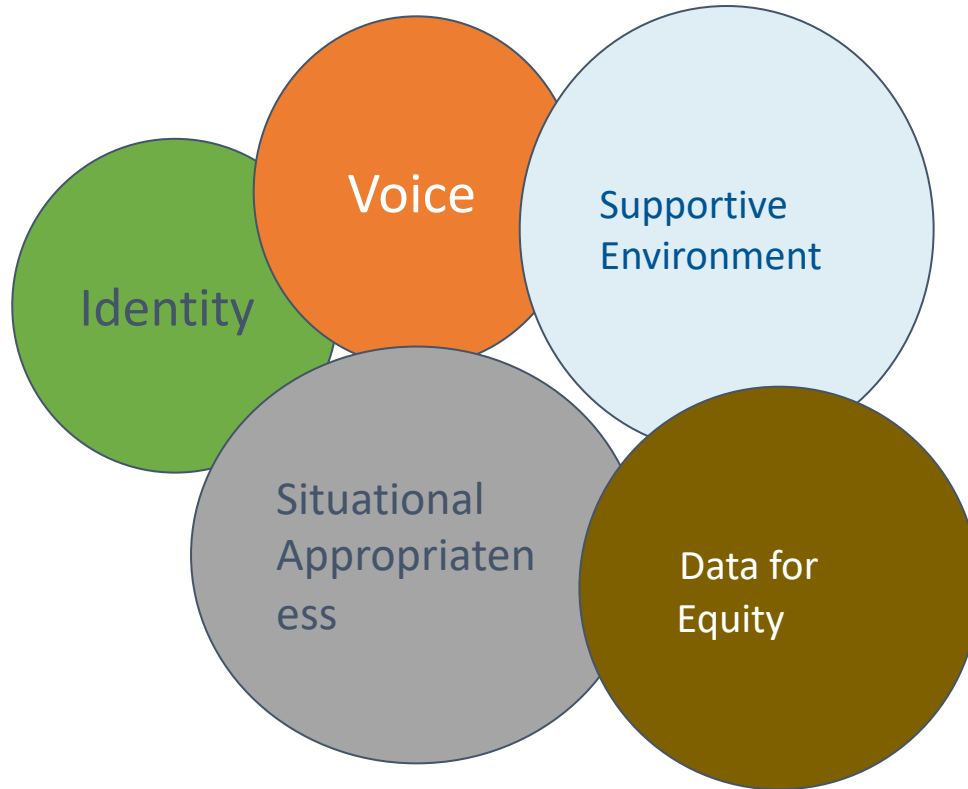
Empathy calls us to connect with others through compassion and caring.

Cultural Responsiveness in MTSS/PBIS/SEL

What happens when a school's PBIS or SEL program is not culturally responsive or affirming?
When equity is not centered?

PBIS with Cultural Responsiveness at its Core

The primary goal of cultural responsiveness within a PBIS framework is to use PBIS principles to change school cultures and systems to enhance educational equity.



PBIS is not fully implemented until it is culturally responsive.

Source: *pbis.org*

Essential Foundations of Effective PBIS/SEL

- *Culturally Affirming and Responsive*
- *Focuses on Strengths and Assets*

What are your *dreams*?

What are your *goals*?

What are your *skills*?

What are your *passions*?

US Culture Wars and Current Challenges to SEL



SEL Defined

Collaborative for Academic, Social & Emotional Learning (CASEL):

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family- community partnerships to establish learning environments and experiences that feature trusting & collaborative relationships, rigorous & meaningful curriculum & instruction, & ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Positive Impacts of SEL

Is this Evidence-Based Practice?

- Academics
- Behavior and mental health
- Cost savings
- Long-term lifetime outcomes
- Teacher morale
- Promotes equity & SJ
- Enhances trauma-informed care

Science Links SEL to Student Gains: Landmark study documented multiple benefits of SEL

2011 meta-analysis of 213 school-based, universal SEL programs including over 270,000 students in K-12 revealed:

Student Gains:

Social-emotional skills

Improved attitudes about self, others, and school

Positive classroom behavior

11 percentile-point gain on standardized achievement tests

Reduced Risks for Failure:

- Conduct problems
- Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011) The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development: 82 (1), 405-432.

Cost Benefits from SEL - Prevention is Key! (thanks LKV)

🌟 11 to 1 🌟

Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). *The Economic Value of Social and Emotional Learning*. New York: Center for Benefit-Cost Studies in Education.



Teachers Benefit from SEL

Jennings, P.A. & Greenberg, M.T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. American Educational Research Association.



Teachers who possess strong social and emotional competencies are **more likely to stay in the classroom longer** because they're able to partner more effectively with students and address challenging behaviors — one of the main causes of burnout.

Whole Child Domain

The whole child is supported through a multi-tiered continuum of research-based, system-wide practices of data-based decision making used to meet the academic, behavior, social-emotional and mental health needs of all students.

**Inclusive Academic Instruction
Features**

**Inclusive Behavior Instruction
Features**

**Inclusive Transformative
Social-Emotional Instruction and
Mental Health Support
Features**

Transformative, Equitable SEL: Promoting Justice-Oriented Civic Engagement

CASEL promotes Transformative SEL, which focuses on skills for individual success, interpersonal relations, and community-building, as well as skills needed to ensure democratic, fair, and inclusive communities.

Source: Jagers, Skoog-Hoffman, Barthelus, & Schlund, 2021.

Focal constructs:

- *Identity*
- *Agency*
- *Belonging*
- *Collaborative problem-solving*
- *Curiosity*

These concepts can be incorporated into current SEL efforts at the school or district level.

Sample SEL & MBH Programs

Second Step

MindUp

CBITS

Sources of Strength

I Can Problem Solve

Why Try

Character Strong

Passageworks

Check In Check Out

Random Acts of Kindness

Zones of Regulation

Responsive Classroom

Social Decision

Making/Problem-Solving

Dialectical Behavioral
Therapy in the Schools

Multiple Dimensions of Equity

Policy development

Teaching practices

Student and family engagement and access

Data-based decision-making

Assessment practices

Inclusive, safe, culturally affirming learning environments

Disproportionality in disability identification, gifted identification, and discipline



California PBIS

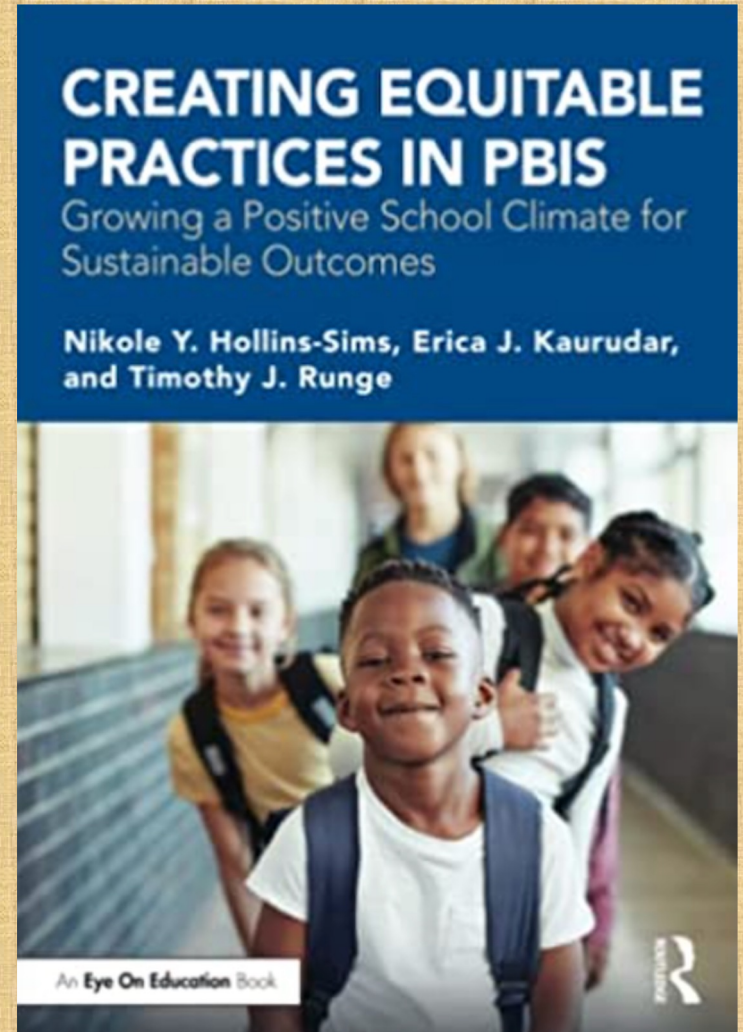
California PBIS is a collaborative organization using evidence-based, culturally relevant practices to build the capacity for all stakeholders in the implementation of PBIS as a multi-tiered system following the National PBIS Blueprints for professional development, implementation, and evaluation.

Vision Statement

California PBIS supports the sustainable development of a safe, equitable, and positive climate and social culture for ALL.

Nikole Hollins-Sims

- Drawn from real life in schools
- Comprehensive guidance
- Clearly written for educators
- Practical tools for each step
- Vignettes
- Applicable to different types of marginalization
- Speaks to learning journey





Guiding Questions for Educators: Promote Equity Using SEL in your School

When social and emotional learning (SEL) is implemented with a culturally responsive lens, educators can use SEL to cultivate equitable learning opportunities, responsive relationships, and inclusive practices. An equity lens helps educators affirm the identities, strengths, and cultures of all students; elevate their voice and agency; create a sense of belonging; cultivate curiosity and collaborative problem-solving; and more fully nurture the strengths and social and emotional development of all students.

Educators can use the following questions when exploring the CASEL core competencies through an equity lens:

SELF-AWARENESS

- In what ways does your identity (race/ethnicity, social class status, gender, language, learning abilities, strengths, interests, etc.) inform who you are as an educator?
- Can you recall times or events in which your identity was made obvious or important to you? What did you come to understand from the experience?
- What are the relevant similarities and differences in your lived experiences and those of your students? What are the historical and institutional factors that help explain this?
- What practices of inquiry and reflection have you created to remain aware and informed of your personal biases, perceptions, and mindset?
- What are some instances in which you recognize your personal perspective is limited, and you should seek the perspectives of others?



IT

- What are some ways your sense of wellbeing impacts the educational experience you provide to students?
- How do you mitigate the biases and perceptions that you hold that may negatively impact students?

Weeks, M., Kulkarni, T., Harris, B., Proctor, S., & Sullivan, A. L. (2020, February). *MTSS is not enough: Preventing disproportionality through nondiscriminatory tiered services*. Symposium at the annual convention of the National Association of School Psychologists, Baltimore, MD.

MTSS is Not Enough: Preventing Disproportionality through Nondiscriminatory Tiered Services

Mollie R. Weeks, MA, University of Minnesota - Twin Cities
Amanda L. Sullivan, PhD, University of Minnesota - Twin Cities
Tara Kulkarni, MA, University of Minnesota - Twin Cities
Sherrie Proctor, PhD, Queens College, CUNY
Bryn Harris, PhD, University of Colorado - Denver



UNIVERSITY OF MINNESOTA
Driven to Discover®

The contents of this report were developed in part under a grant from the U.S. Department of Education, # H325D160016. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Sarah J. Allen, Ph.D.

When students feel like they belong, and they receive the affiliation and support they need, they want to come to school, and...

- ...discipline and suspensions go down
- ...academic achievement goes up
- ...student-teacher relationships flourish
- ...professional development and student support meetings are more positive
- ...parents feel welcome and show support for the school
- ...there is higher educator morale and less burnout
- ...school is fun!**



Strategies for Using MTSS to Promote Equity and Reduce Disproportionality in Your Schools

(...which benefits youth mental
and behavioral health)

What is the current state of affairs in your school(s)?

School Help Teams

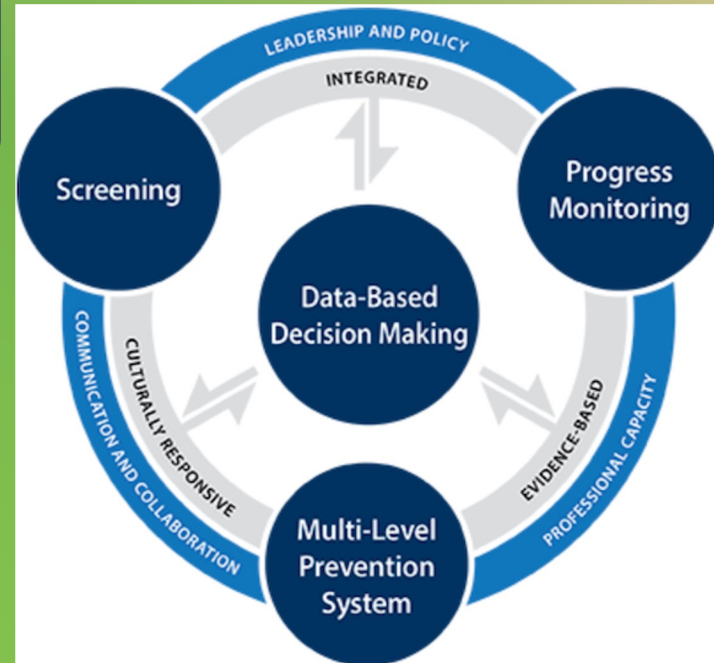
Shared Leadership

Policies

Data Collection &
Analysis

MBH Tiered Services
PBIS/SEL

Cultural Responsiveness
Evidence Based
Professional Capacity



Status Check

Teams and Leadership

Purpose and status of current teams

Leadership team membership & representation

Professional development for team members

Start MBH efforts with PBIS

Status Check

Data Collection & Analysis

Formal & informal needs assessment

Discipline data

Attendance

Climate surveys (students, staff, & parents)

Disaggregate the data to examine group differences

Disproportionality: Belongingness/Safety/Discipline/Attendance

Consider running focus groups to gain more clarity

Status Check

MBH Tiered Services

What MBH services and personnel are currently in place and available?

Are services primarily at Tier 1, 2, or 3?

Create a list and a visual for the school.

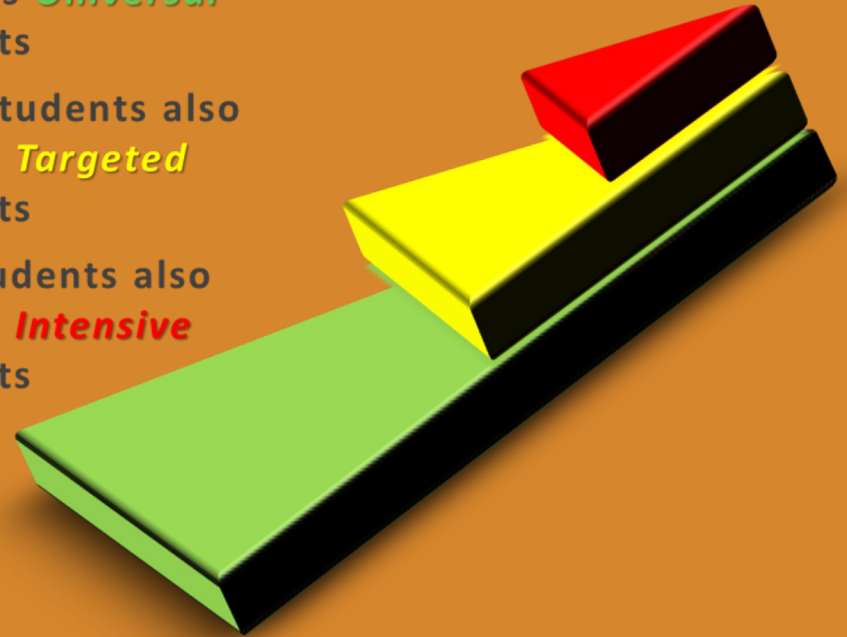
Community resources audit

Status Check

MBH Tiered Services

Layered Continuum of Supports

- Every student receives *Universal* supports
- Some students also receive *Targeted* supports
- Few students also receive *Intensive* supports



Making a Plan

Select Targets for Intervention

Leadership Teams
Family & Student Voice
Data Collection & Analysis
Climate Surveys
Mental Health Screening
PBIS
SEL
Attendance
Discipline/Restorative Prac.
Tier 2 & 3 MBH Interventions

Set Goals

School Improvement Goals
SP Personnel Eval Goals
Smart Goals
Pace Yourself
Short Term & Long Term
1-year, 3-year, 5-year

Select Strategies

Equity-Centered
Evidence-Based
Culturally Affirming
Strengths-Based
Professional Development

Stages of MTSS Implementation

Phase 1

Phase 2

Phase 3

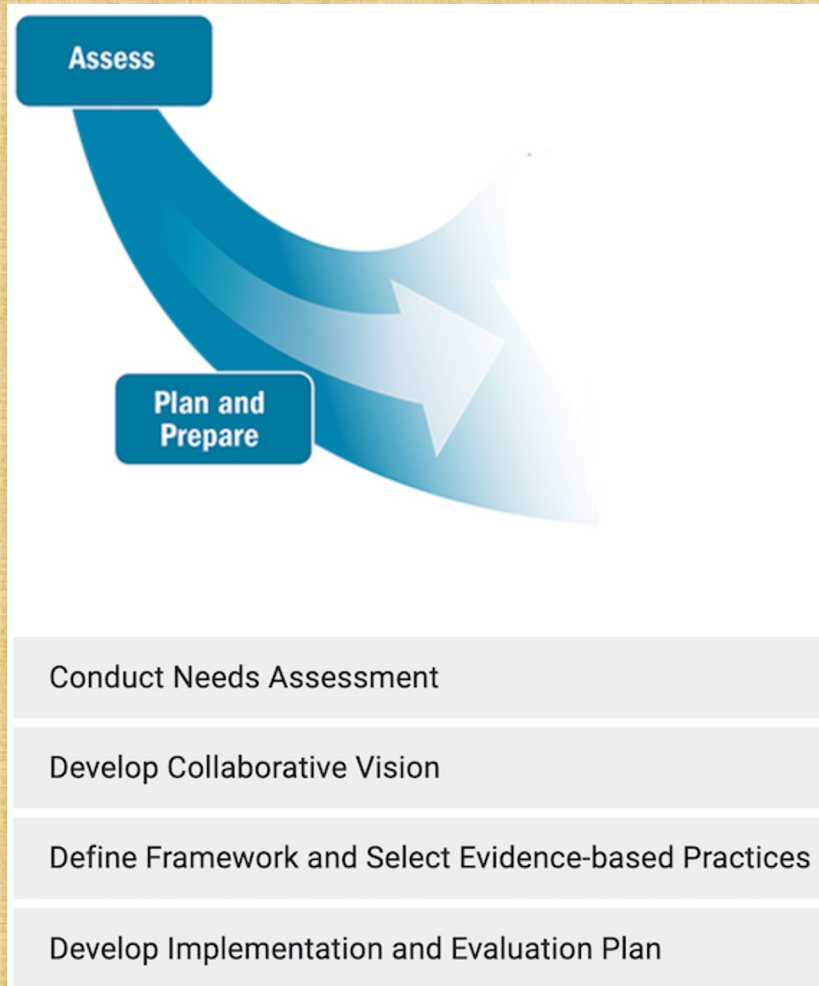


Center on MTSS at the American Institutes for Research, 2020

<https://mtss4success.org/implementation>

Stages of MTSS Implementation

Phase 1



Center on MTSS at the American Institutes for Research, 2020

Stages of MTSS Implementation

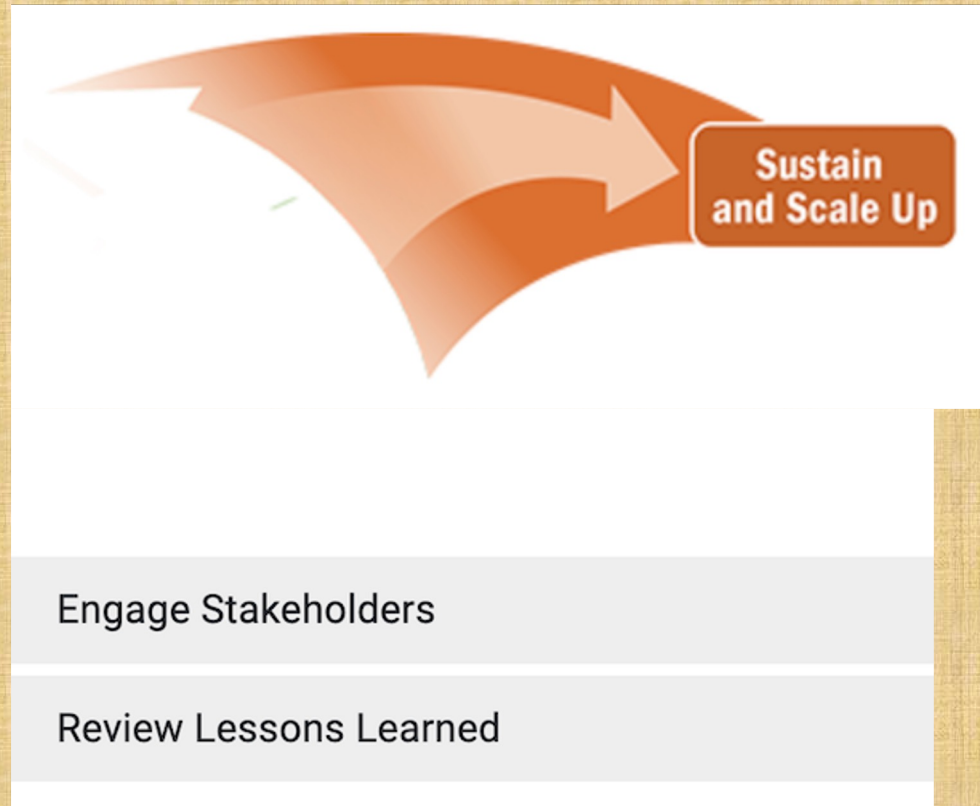
Phase 2



Center on MTSS at the
American Institutes for
Research, 2020

Stages of MTSS Implementation

Phase 3



Center on MTSS at the
American Institutes for
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Table Talk

Stages of MTSS Implementation

What phases are your schools in for implementing MTSS in your schools?

What phases are your schools in for MTSS for MBH? (/PBIS/SEL in your schools)

Degree to which your schools' MTSS is equity-centered?
(1-5)

Phase 1

Phase 2

Phase 3



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Do We Have Options?



One size
does NOT
fit all.



The man who moves a mountain
begins by carrying away small stones.

-Confucius



Where to Start

- Needs assessment
 - Partnership with administration is key
 - Climate surveys - either system-wide or make your own (google forms)
- What are the desired outcomes?
- How will you measure growth?
 - Measures of school quality (climate, safety)-->essential for accountability for the public
 - Include key interested parties in planning, including students & parents

assessment
appreciated
valued friends
learning effective
trust belonging survey
safety climate strengths
respect support

Build on what is working

What strengths & existing programs can you build on and/or tweak?



Don't make this an
"extra"

Formalize and link to yearly
school improvement plans.

You can also link it to your yearly
personnel evaluation in terms of
setting goals



Attend to the Community Foundations First

Start with **PBIS**, if not in place already. Why?

- Common values (poll students, families, staff)
- Common language
- Expectations apply to adults and kids both
- Clarity of expectations
- Recognition that anyone can earn - “average Joe”
- Builds relationships and positivity
- Helps teacher morale

But Is it culturally responsive? Could that be improved? Is more input from students or families needed?

5 Equitable Action Activities for Educators Using Social and Emotional Learning

Self-Reflection for Staff

1 SELF-AWARENESS

Equitable Action to Reduce Unconscious Bias:

Increase awareness of diverse social identities.

Recognize possible biases and explore constructive ways to overcome those biases.

Example Activity:

Have staff **read** to them to consider negative stereotypes and bias. For example, assume students are more likely to use through ways to overcome unconscious bias.

2 SOCIAL AWARENESS

Equitable Action to Reduce Unconscious Bias:

Research different cultures and learn why diversity exists.

Example Activity:

Share **Dr. Melissa** **Talk** with your staff to share learning experiences. American youth and educators can recognize disproportionate effects.

3

SELF-MANAGEMENT

Equitable Action to Reduce Unconscious Bias:

Understand and learn about equitable behaviors as a first step to managing one's behavior.

Learn strategies for coping with stress caused by discrimination or prejudice.

Example Activity:

Involve your staff in the process of creating school norms and rules around disciplinary action. Address unconscious bias and build in checks and balances to ensure all students are treated fairly.

4

RELATIONSHIP SKILLS

Equitable Action to Reduce Unconscious Bias:

Build relationships with diverse individuals and groups.

Example Activity:

Encourage staff to build relationships with diverse individuals in low-stakes settings, such as volunteering activities or multicultural networking events.

5

DECISION-MAKING

Equitable Action to Reduce Unconscious Bias:

Strive to build inclusivity and define mutually beneficial solutions.

Consider how decisions affect others.

Example Activity:

Encourage educators to **reflect** on how a suspension or expulsion might affect a student's future. Set a school or district goal to decrease disciplinary referrals by a certain percent.

PBIS/SEL Example

Social-Emotional Instruction

Small group **assemblies** in middle school where topics and multimedia presentations teach skills for self-control, respect, doing the right thing, compassion, leadership, standing up to bullies, using technology appropriately, challenging stereotypes, increasing acceptance of differences, helping everyone to feel they belong.

Unsung Hero

We all question the worth of our contributions. The juxtaposition of our self-doubt and the grandiosity of our mission can oftentimes make us feel like frauds. But don't wait for confidence to deliver. Just by wanting to give something of importance, you are someone of importance.

- Amy Fast, Ed.D.



Time for Questions and Sharing

- Any experiences you'd like to share about your efforts?
- Any tips you can share about overcoming barriers?
- Any successes or meaningful experiences?
- Want to share some ideas you're brewing for next steps?



Resources

Casel.org

https://schoolguide.casel.org/uploads/sites/2/2021/08/2021.8.4_Promoting-equity-using-SEL-in-your-school.pdf

Center for MTSS website:

<https://mtss4success.org/implementation>

delawarepbs.org

Guiding Questions for Educators: Promote Equity Using SEL in Your School:

https://schoolguide.casel.org/uploads/sites/2/2021/08/2021.8.4_Promoting-equity-using-SEL-in-your-school.pdf

PBIS.org

Self-Reflection for Staff, Exploration of Bias:

<https://apertureed.com/promoting-equity-pbis-sel/>

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