



HOSTED BY NORTHWEST MHTTC  
CO-SPONSORED BY UW SMART CENTER

## DOING THE WORK!

ENSURING EQUITY AND CULTURAL RESPONSIVENESS IN  
URBAN IMPLEMENTATION WITHIN THE MTSS FRAMEWORK



**TYNARA BLOUNT**

DIRECTOR OF CULTURALLY RESPONSIVE  
POSITIVE BEHAVIOR INTERVENTION AND  
SUPPORTS (PBIS)  
THE SCHOOL DISTRICT OF PHILADELPHIA



**TIANNA BILAL**

ASSISTANT DIRECTOR OF CULTURALLY  
RESPONSIVE PBIS  
THE SCHOOL DISTRICT OF PHILADELPHIA

**APRIL 17, 2023**

11:00AM - 12:30PM PDT / 1:00PM - 2:30PM AKDT / 10:00AM - 11:30AM MDT



Click here to maximize your session view

Enter Full Screen

# TTC

Technology Transfer Centers

Funded by Substance Abuse and Mental Health Services Administration

## Session 2 | APRIL 17, 2023

### Doing the work! Ensuring Equity and Cultural Responsiveness in Urban Implementation within the MTSS framework

*Tynara Blount & Tianna Bilal*

Question and Answer

All questions (1) My questions (1)

You 07:35 AM

This is a test question!

Type your question here...

You can switch between questions you've asked and those asked by others using these buttons.

You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.

Zoom Webinar Chat

The Chat feature will allow you to message the host for technical assistance/ and or issues in today's webinar.

The To field will tell you who will receive your message. Be mindful of who you are chatting to.

To: All panelists

Your text can only be seen by panelists

Select a Speaker

- Speakers (Realtek(R) Audio)
- Same as System
- Test Speaker & Microphone...
- Leave Computer Audio
- Audio Settings...

Audio Settings

Click Here to adjust your audio settings

Chat

Raise Hand

Q&A

Click here to leave the session

Leave

## LAND ACKNOWLEDGEMENT

The UW SMART Center and Northwest MHTTC acknowledge that we learn, live, and work on the ancestral lands of the Coast Salish people who walked here before us, and those who still walk here.

We are grateful to aim to respectfully live and work on these lands with the Coast Salish and Native people who call this home.





# EQUITY-CENTERED MTSS AND IMPLICATIONS FOR SCHOOL MENTAL HEALTH

Northwest Mental Health Technology Transfer Center and the UW SMART Center are pleased to present the 2023 Virtual Speaker Series to the school mental health workforce. The three-session series features national leaders discussing the importance of implementing MTSS with an equity focus. Through this series, we are spotlighting evidenced-based strategies for developing equitable learning environments for all students.

All SESSIONS 11am-12:30pm PST, 10am-11:30am AKST, 12pm-1:30pm MST  
Certificates of completion and Washington State clock hours available for attendees of the live sessions.



## SESSION 1 | MARCH 20

**Transformative Systems through Equity - What are your powers?**

### OBJECTIVES

- Participants will identify the ways MTSS, as a framework for systems change, can be leveraged from a human-centered approach.

**Dr. Nikole Y. Hollins-Sims**  
Technical Assistance Coordinator  
Midwest PBIS Network

Register > [Here](#)



## SESSION 2 | APRIL 17

**Doing the work! Ensuring Equity and Cultural Responsiveness in Urban Implementation within the Multi-Tiered System of Supports (MTSS) Framework**

### OBJECTIVES

- Explain the importance of educating the educator on student mental health.
- Discuss the importance of disaggregating data for disparity.
- State the importance of involving stakeholders in making decisions to action plan.

**Tynara Blount, M.S**  
Director of Culturally Responsive Positive Behavior Intervention and Supports (PBIS)  
The School District of Philadelphia

Register > [Here](#)



## SESSION 3 | MAY 22

**The Climate of Educator Bias-based Beliefs Effect on MTSS Implementation**

### OBJECTIVES

- Understand bias-based beliefs present in educational practice.
- Understand ways to interrupt bias-based beliefs.
- Understand ways to improve MTSS implementation through interruption of bias-based beliefs.

**Dr. Eddie Fergus**  
Professor of Urban Education School of Arts and Sciences at Rutgers University Newark, New Jersey

Register > [Here](#)



## Brought to you by:

### Northwest Mental Health Technology Transfer Center (NWMHTTC)

### University of Washington School Mental Health Assessment, Research & Training Center (UW SMART CENTER)

Be sure to sign up for our mailing list to receive notifications about the next series. Please contact [uwsmart@uw.edu](mailto:uwsmart@uw.edu) if you have any questions.



## A FEW REMINDERS ABOUT TODAY'S SESSION...

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- All attendees are muted, and videos are turned off.
- Have a question for the presenter? *Use the Q&A feature.*
- Need technical help? *Use the chat to message panelists.*
- We will leave a few minutes at the end to make sure you have all the links and resources you need and to allow time for an evaluation.
- Certificates of attendance and Washington in-service forms will be provided after you complete the evaluation.



**PLEASE NOTE:**

The recording and slide deck will be posted on our [event page](#) as soon as possible.

## ABOUT THE UW SMART CENTER

A national leader in developing and supporting implementation of evidence-based practices (EBPs) in schools, including prevention, early intervention, and intensive supports.

- Research & Evaluation
- Training and Technical Assistance
- Community Partnering and Outreach



UNIVERSITY *of*  
WASHINGTON

The overarching mission of the School Mental Health Assessment, Research, and Training (SMART) Center is to promote high-quality, culturally-responsive programs, practices, and policies to meet the full range of social, emotional, and behavioral (SEB) needs of students in both general and special education contexts.

# ROLE OF THE SMART CENTER

## Set the context

Basic research on SMH

## Generate evidence

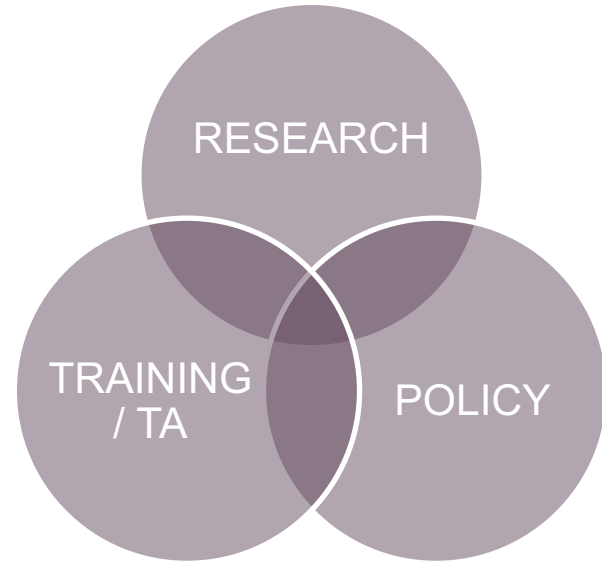
Develop and test models that “work”

## Mobilize evidence

Provide research-based training and TA  
Conduct research on implementation and technical assistance strategies

## Build political will

Disseminate information broadly  
“Be at the table” with funders and policy-makers





CONNECT WITH US  
**VIA OUR WEBSITE, EMAIL OR SOCIAL**



[uwsmart@uw.edu](mailto:uwsmart@uw.edu)



<https://smartcenter.uw.edu/>



@SMARTCtr



# NATIONAL MHTTC NETWORK

## GOALS OF MHTTC NETWORK:

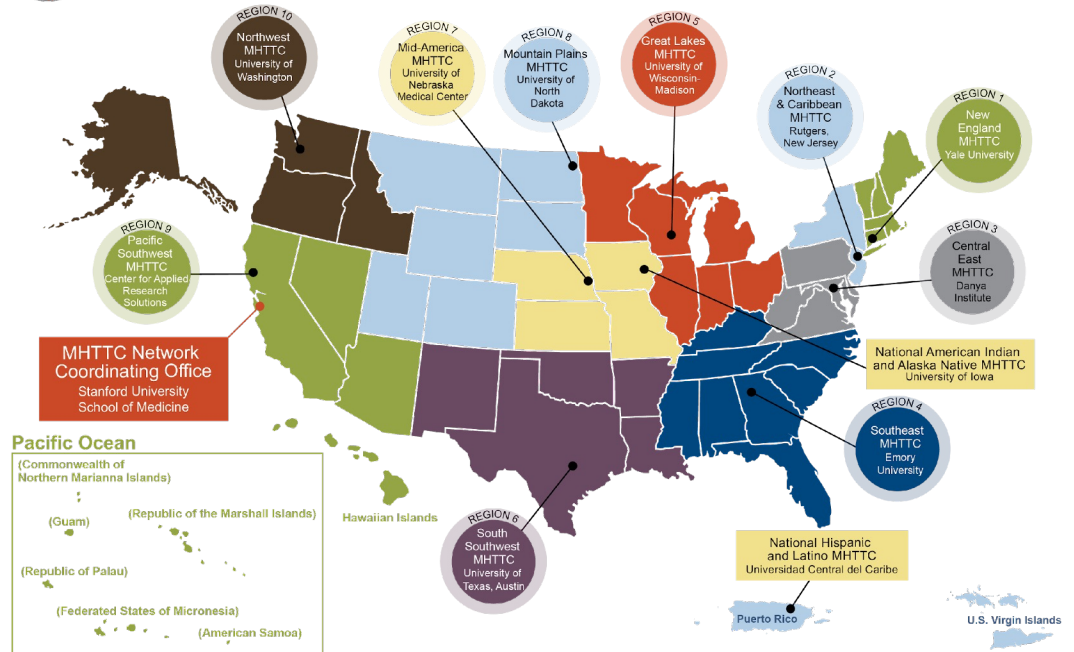
- **ACCELERATE**  
Adoption and implementation of evidence-based practices and use implementation science to inform training and TA strategies
- **HEIGHTEN**  
Awareness, knowledge, and skills of the workforce
- **FOSTER**  
Regional and national alliances
- **ENSURE**  
Availability and delivery of publicly available, free of charge, training and technical assistance



MHTTC

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

MHTTC Network



VISIT THE MHTTC WEBSITE  
<https://mhttcnetwork.org/>



## Northwest MHTTC School Mental Health Center (NWSMH)

PROUDLY SERVING THE SCHOOL MENTAL HEALTH WORKFORCE  
IN ALASKA, IDAHO, OREGON & WASHINGTON



<https://bit.ly/NWSMH>



[nwsmh@uw.edu](mailto:nwsmh@uw.edu)



<https://bit.ly/NWSMHsignup>

 [@Northwestmhttc](https://www.facebook.com/Northwestmhttc)

 [@NorthwestMHTTC](https://twitter.com/NorthwestMHTTC)





HOSTED BY NORTHWEST MHTTC  
CO-SPONSORED BY UW SMART CENTER

## DOING THE WORK!

ENSURING EQUITY AND CULTURAL RESPONSIVENESS IN  
URBAN IMPLEMENTATION WITHIN THE MTSS FRAMEWORK



**TYNARA BLOUNT**

DIRECTOR OF CULTURALLY RESPONSIVE  
POSITIVE BEHAVIOR INTERVENTION AND  
SUPPORTS (PBIS)  
THE SCHOOL DISTRICT OF PHILADELPHIA



**TIANNA BILAL**

ASSISTANT DIRECTOR OF CULTURALLY  
RESPONSIVE PBIS  
THE SCHOOL DISTRICT OF PHILADELPHIA

**APRIL 17, 2023**

11:00AM - 12:30PM PDT / 1:00PM - 2:30PM AKDT / 10:00AM - 11:30AM MDT



---

---

# **DOING THE WORK!**

Ensuring Equity and Cultural Responsiveness  
in  
Urban Implementation Within the MTSS Framework

---

---

# Objectives

- What is Equity?
- What is MTSS?
- Cultural Considerations
- Shifting the Perspective
  - Explain the importance of educating the educator on student mental health
- Supporting Educators



приветствую



Russian

Vítejte



Czech

Bienvenido



Spanish

सवागत

svāgat



Hindi

أهلا وسهلا

Ahlan wa-sahlan



Arabic

Bienvenue



French

Καλώς ορίσατε



Greek

Hoş geldiniz



Turkish

# Welcome

Willkommen



German

Welkom



Dutch

Bem-vindo



Portuguese

欢迎

huān yíng



Mandarin

ようこそ

Yōkoso



Japanese

خوش آمدید

khush amdeed



Urdu

Benvenuto



Italian

Witajcie w



Polish



**WHO IS TIANNA BILAL?**



*Momma*



*Wife*



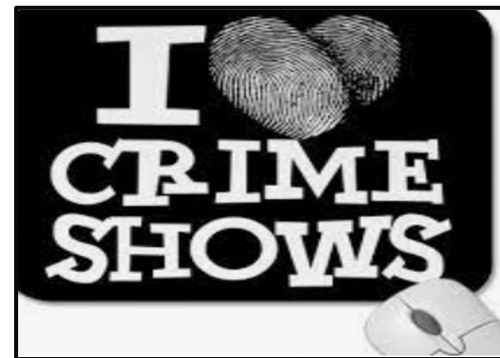
*Sister*



*Friend*



*True Crime Lover*



**WHO IS TYNARA BLOUNT?**

Mom



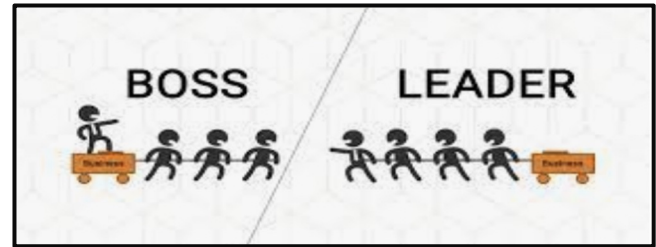
Wife



Rocky Connoisseur

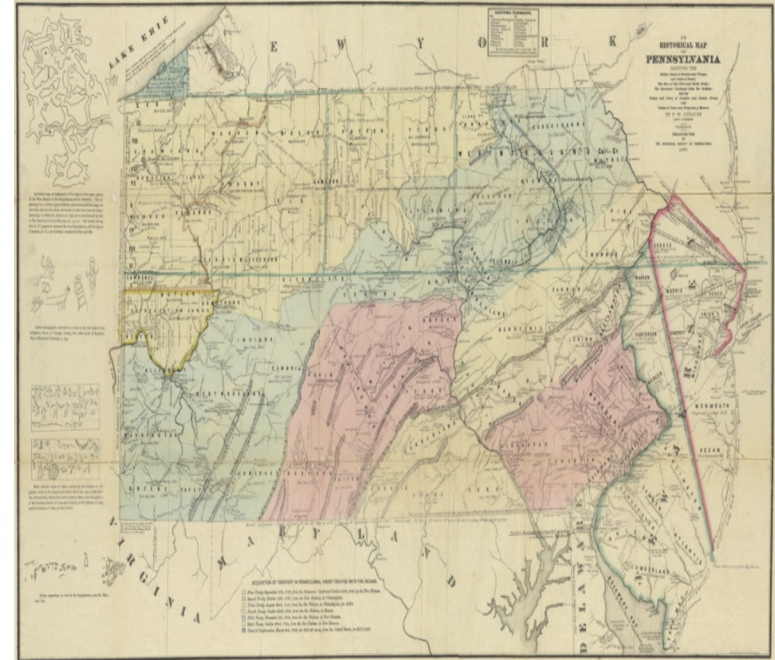


Friend



# Land Acknowledgement

We recognize and acknowledge Pennsylvania as being the land of the **Erielhonan** (Erie), **Haudenosaunee** (Iroquois), **Lenni-Lenape**, **Shawnee**, **Susquehannock**, and **Tuscarora** nations, and the **Honniasont**, **Saluda**, **Saponi**, **Tutelo**, and **Wenrohronon** tribes. We pay respect to the Native peoples of Pennsylvania past, present, and future and their continuing presence in their homeland and throughout their diasporas.



# Opening Poll



# What is Equity?

“Equal” treatment does NOT produce  
“Equity”

Source: <https://www.merriam-webster.com/words-at-play/equality-vs-equity-difference>

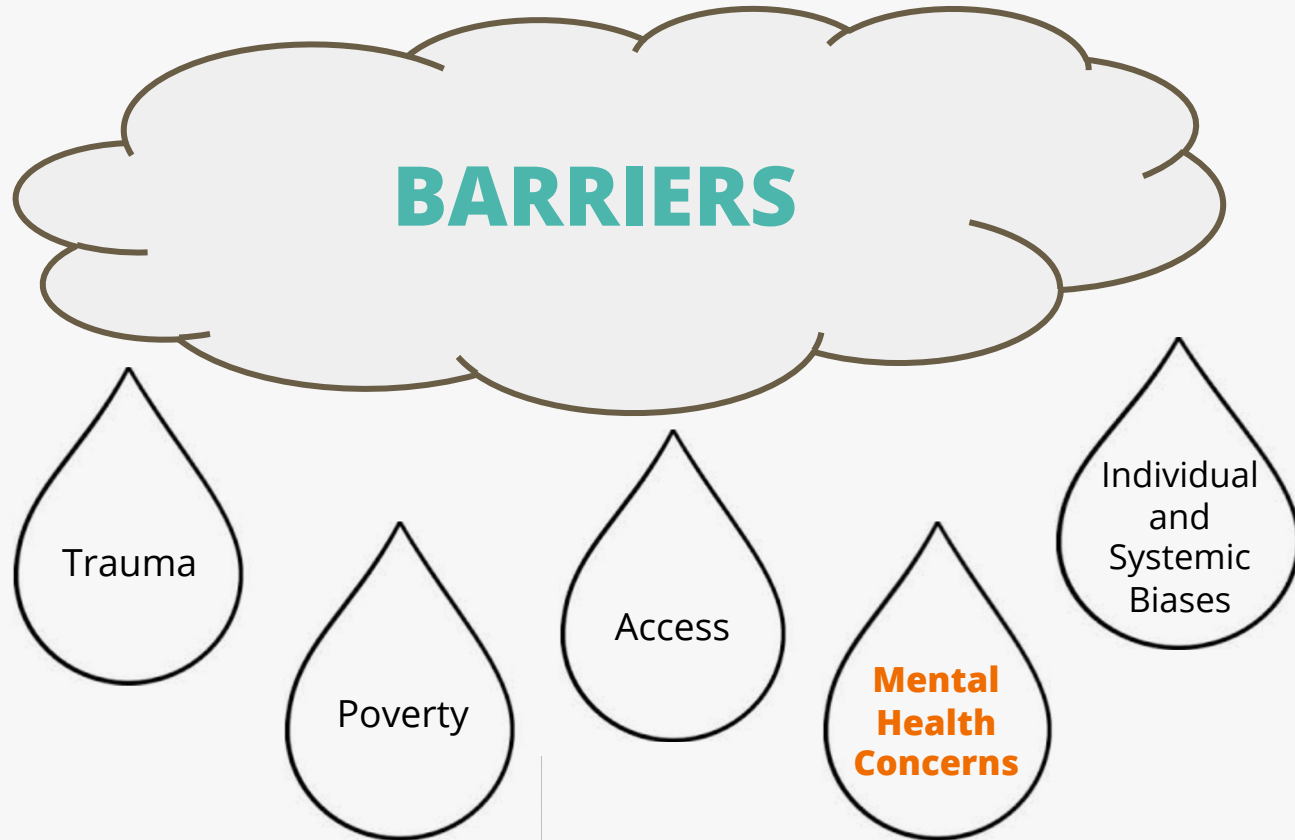


<https://www.https://interactioninstitute.org/illustrating-equality-vs-equity/>  
Artist: Angus Maguire.



Source: "Interaction Institute for Social Change | Artist: Angus Maguire." ([Interaction Institute for Social Change, 2016](#))

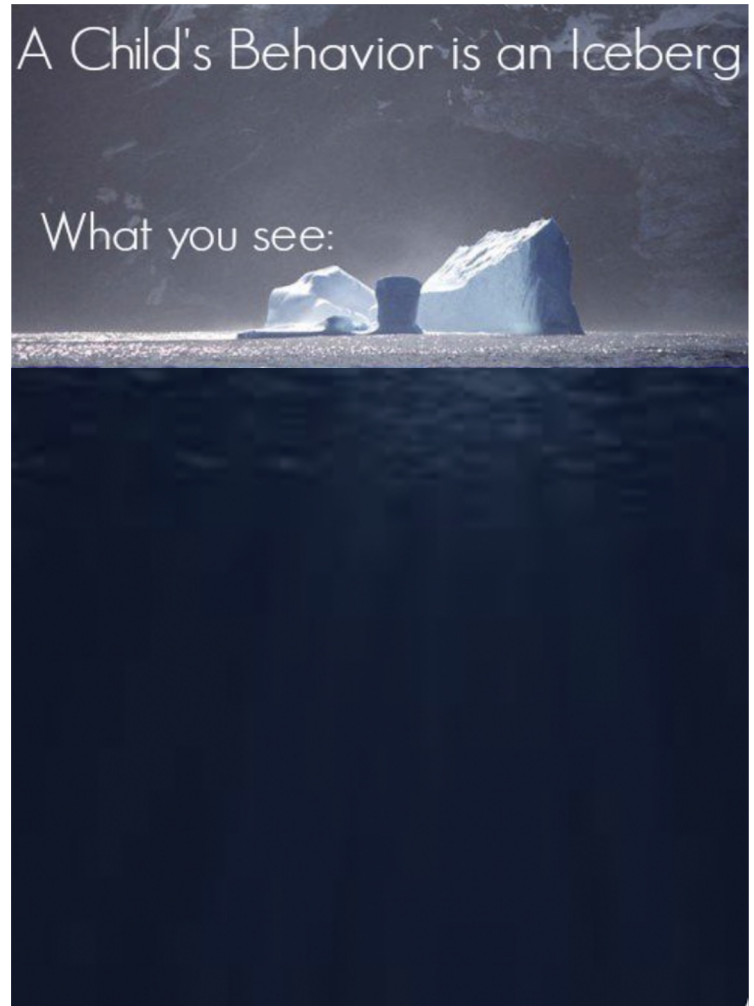
# What are some barriers to educational equity?





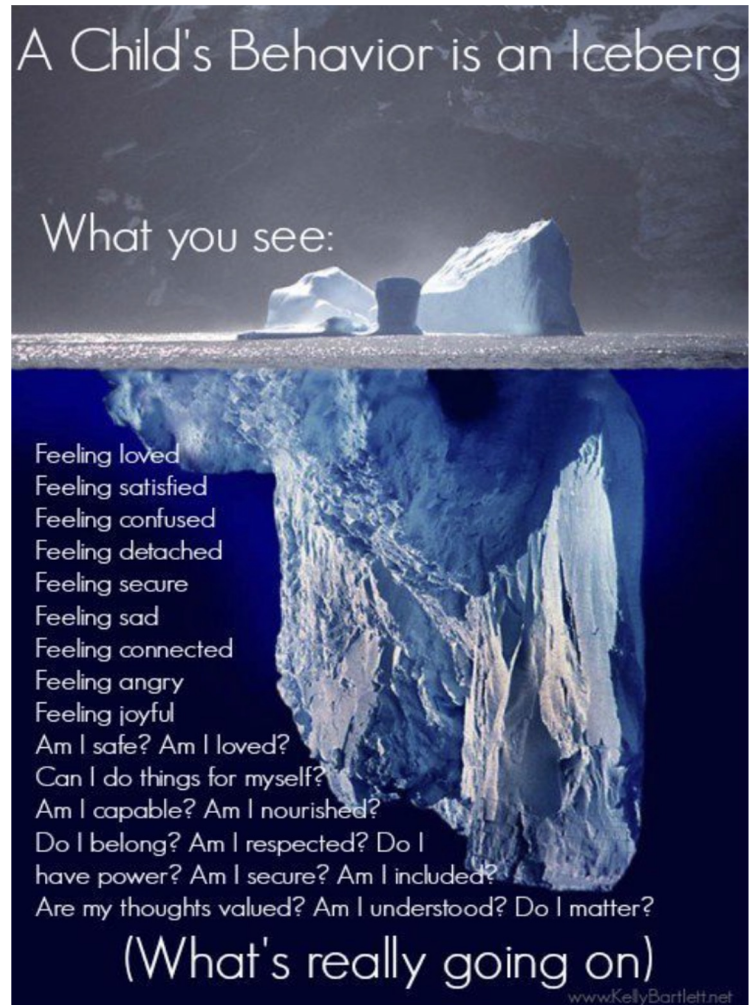
# Common Behaviors

- Hyperactivity
- Physical Aggression
  - toward others
  - to property
- Verbal “Disrespect”
  - Profane/obscene language
  - “Talking back”
- Elopement
- Falling asleep in class
- Truancy



# Common Behaviors

- Hyperactivity
- Physical Aggression
  - toward others
  - to property
- Verbal “Disrespect”
  - Profane/obscene language
  - “Talking back”
- Elopement
- Falling asleep in class
- Truancy



**How are concerning behaviors managed?**



# ABC model of cognitive behavioral therapy

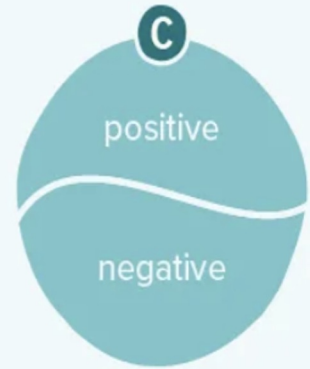
Ellis 1979



**Activating event**



**Beliefs about event**



**Consequence(s)**

# What are we really looking for?

- How I was impacted
- What the behavior “looks like” to me
- How behavior interrupted my work
- How my anxiety level changed
- My physical and psychological state

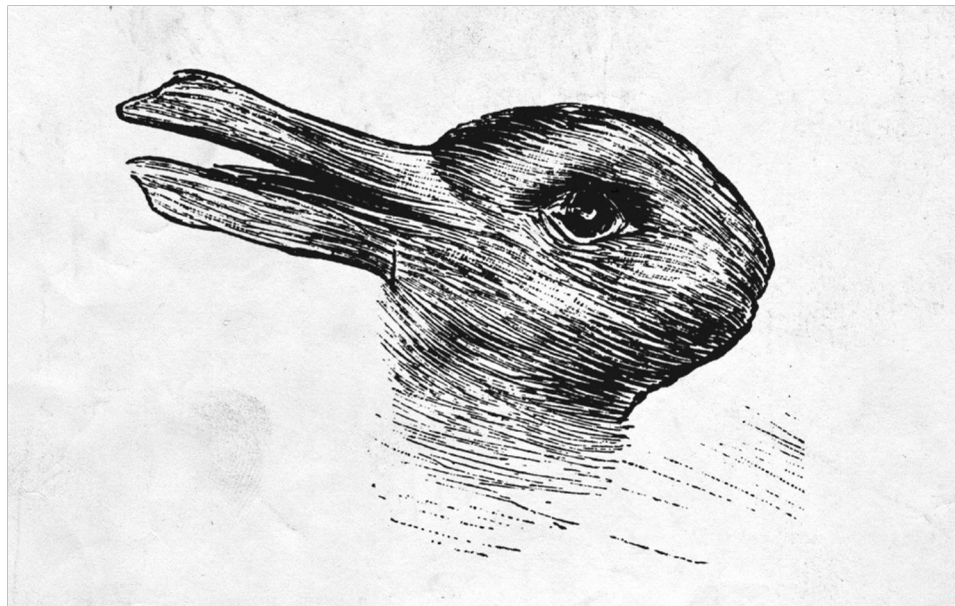
## All About Me



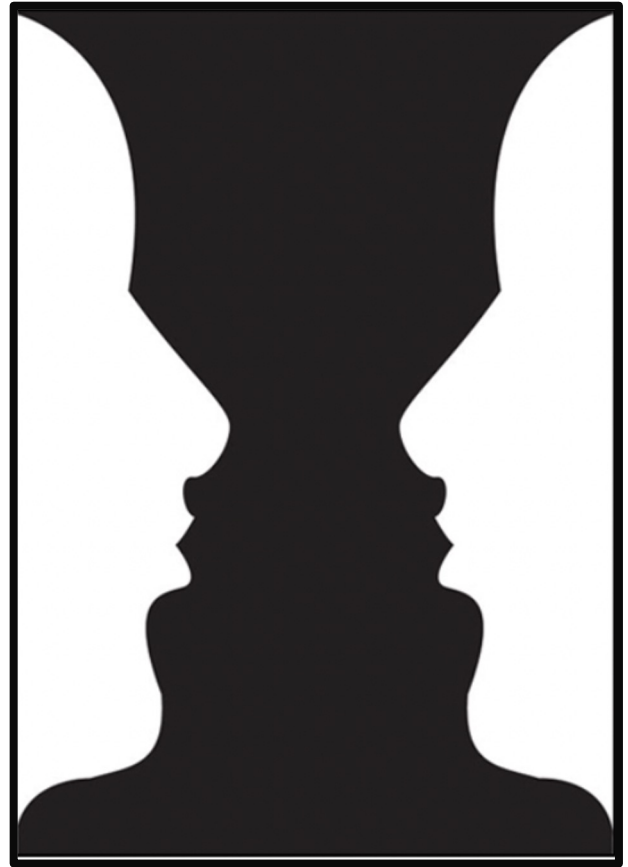
What do you see?



What do you see?



What do you see?







# Methods of Behavior Management

- Student/Teacher Conference
- Parent Meeting
- Detention
- In School Suspension
- Out of School Suspension
- Counselor Intervention
- Referrals (office / classroom)
- Restorative Practices
- Peer Mediation

**WHAT DO THESE METHODS HAVE IN COMMON?**

# Data!

- Disaggregation is a MUST!
- Reason is important
- Usage
- Systems that talk to each other

## **Tier 1: Universal**

All students receive high-quality classroom curriculum through whole group, small group differentiated instruction, teacher-designed interventions by the classroom teacher within the general education setting.

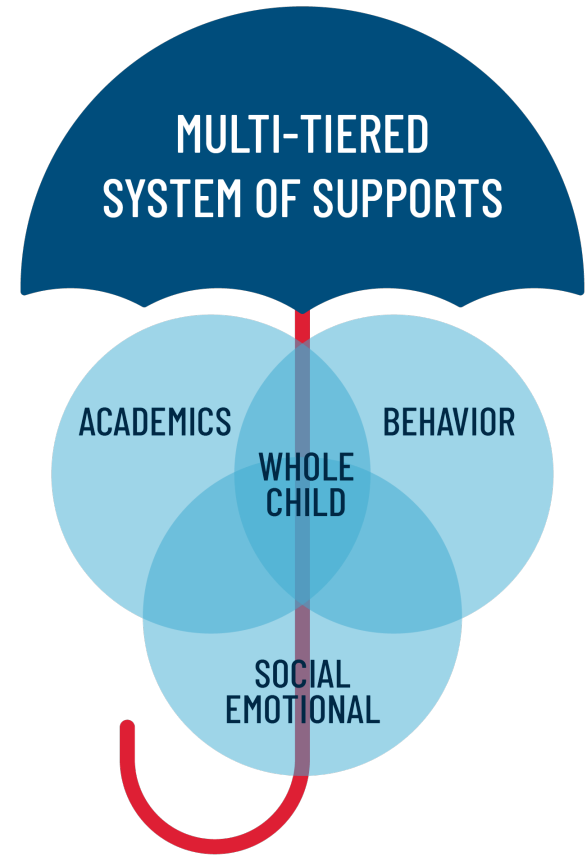
## **Tier 2: Supplementary**

In addition to classroom instruction, students identified as needing intervention receive supplemental instruction aligned to the core curriculum that targets specific area or areas of need. Progress is monitored to determine improvement.

## **Tier 3: Intensive**

In addition to classroom and supplemental instruction, students needing intensive instruction to target specific skill deficits receive intensive instruction. Progress is monitored to determine improvement.

# What is MTSS?



# Multi-Tiered System of Support (MTSS)

- Provides the overall structure for school mental health supports
- Prevention and promotion based framework
- Approach that addresses academic, behavioral and emotional needs of all students
- Ensures all students can access a continuum of services
- Facilitates collaboration between all partners
- Utilizes data based decision making

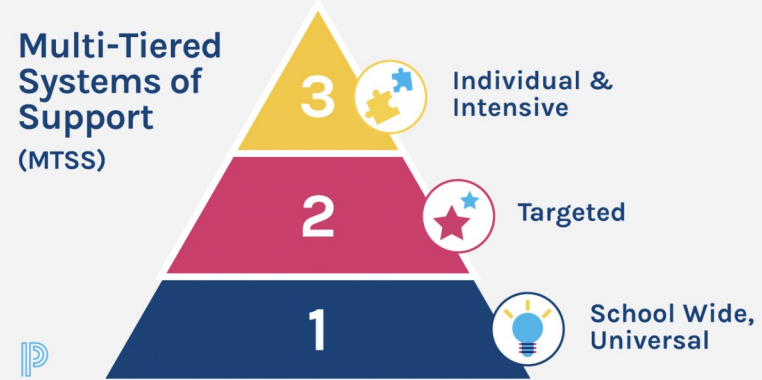
# Using MTSS to Identify Supports

- Tiered Interventions
- Data Based Decisions
- Progress Monitoring



# Tiered Interventions

- Tier I - All Students, Universal
  - School-wide Norms
  - Evidence-based SEL
  - Youth Mental Health First Aid
- Tier II - Small Groups, At Risk
  - Check In /Check Out (CICO)
  - Check and Connect
  - Coping Cat
- Tier III - Individual Needs, High Need
  - FBA, behavior plan
  - Referral to outside services
  - Individual counseling



# Data Based Decision Making

- Analysis of various data sources
  - Behavior referrals
  - Attendance/Academics
  - Grades
  - Screening/survey results
- Use of data to align student supports/services
- Impact on outcomes



# Progress Monitoring

- Set SMART goals
- Plan your intervention strategy
- Gather data



# MTSS Team

- Strong administrative support
- Broad representation of stakeholders:
  - Teacher(s) Grade/Department Representation
  - Specialized Support
  - School Psychologists
  - Special Education
  - Counselor
  - Student
  - Family/Community Members
- Team must represent the cultural diversity of the school population



# Cultural Considerations

- Create and adapt supports that attend specifically to the cultural values and norms representing the community served
- Considerations include:
  - gender
  - age
  - ability
  - economic status
  - immigration status
  - sexual orientation
  - gang affiliation
  - location (such as urban or rural) and community

# “All Hands on Deck”

## All Stakeholders are Involved

- School Staff
- Student/Youth
- Caregiver/Family Member
- Community Partners



# “All Hands on Deck” - School staff



## All Stakeholders are Involved

- Admin/Staff who have a good understanding of supports/services
- Provides data/information regarding student needs
- Partners in providing supports/services
- Helps drive school-based supports

# “All Hands on Deck” - Student

## All Stakeholders are Involved

- Provides valuable perspective on own needs
- Offers input/feedback on current systems of support
- Assist with planning of implementation of new supports



# “All Hands on Deck” - Family

## All Stakeholders are Involved

- Can provide perspective on child’s needs
- Collaborative partners/experts on culture
- Encourage working on strategies at home



# “All Hands on Deck” - Community Partners

## All Stakeholders are Involved

- Can help augment services within the school setting
- Link students/families to community services/supports
- Advocate for services/supports with key policy makers





# How do we shift Perspective?

It's not  
what you look at  
that matters, it's  
what you see.



# Educating Educators beyond academics

- Youth mental health education & awareness
- PD alone is not enough!
- Grace and Space



# Youth Mental Health Education & Awareness

- 1 in 6 American children aged 6-17 experience a mental health disorder each year.
- 50% of all mental health conditions begin by age 14.
- 50–80% of school-aged children do not receive the mental health care they need.

According to the U.S. Centers for Disease Control and Prevention (CDC), the most common **types of mental health issues** teachers will face in the classroom include:

- ADHD, behavior problems, anxiety, and depression are the most commonly diagnosed mental disorders in children
  - 9.4% of children aged 2-17 years (approximately 6.1 million) have received an ADHD diagnosis.
  - 7.4% of children aged 3-17 years (approximately 4.5 million) have a diagnosed behavior problem.
  - 7.1% of children aged 3-17 years (approximately 4.4 million) have diagnosed anxiety.
  - 3.2% of children aged 3-17 years (approximately 1.9 million) have diagnosed depression.

# Why Training for Educators is Important

- Mental health problems are common and often develop during childhood and adolescence.
- Student mental health issues impact the student and their peers.
- They are treatable.
- Creating a healthy learning environment is imperative for learning outcomes.
- Early detection and intervention strategies work, and they can help improve resilience and the ability to succeed in school and life.
- Training helps educators protect their own mental health.

# PD Alone is Not Enough!

- Platform
- Triggers for audience
- Interest
- Follow-up
- Frequency



# Grace & Space

- Keeping the “WHOLE CHILD” at the forefront of EVERY decision
- Building authentic relationships with students
- Maintaining relationships with students
- Partnering up for support
  - For self
  - For Child
- Adhering to progressive discipline policies



# Supporting Educators

- Solicit feedback
- Use feedback
- Use data to support
- Modeling & Coaching



# Soliciting Feedback

- Ask
  - What is needed
  - What works
  - What didn't work
  - Solutions
- Consider
  - Frequency
  - Optional
  - Realistic
  - Feasible



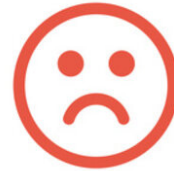
Excellent



Good



Medium



Poor



Very Bad



# Using Feedback

- Acknowledge
- Apply to future planning
- Take Action



# Using Data

- Applying disaggregated data to all tiers of support
- Only making decisions based on data
- Acknowledging disparity within data
- Not for harm



# Modeling & Coaching

- Demonstrating the how
- Thought partner
- Filling in the gaps

Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.

Timothy Gallwey

Criteria for Success  
@cfsplaybook

# Closing Poll



**Tianna Bilal, MS**  
[tmoore667@gmail.com](mailto:tmoore667@gmail.com)

**Tynara Blount, MS**  
[tynarac@yahoo.com](mailto:tynarac@yahoo.com)



thank you



WITH TYNARA BLOUNT & TIANNA BILAL

A large, stylized graphic of the letters 'Q&A' in a light purple color. The 'Q' has a yellow semi-circle on its right side. The ampersand is in the center, and the 'A' is on the right. There are also yellow rectangular accents on the top of the ampersand and the bottom of the 'A'.



**SMART CENTER 2023 VIRTUAL SPEAKER SERIES**  
Equity-Centered MTSS and Implications  
for School Mental Health



2023  
SPEAKER  
SERIES



HOSTED BY NORTHWEST MHTTC  
CO-SPONSORED BY UW SMART CENTER

## THE CLIMATE OF EDUCATOR BIAS- BASED BELIEFS EFFECT ON MTSS IMPLEMENTATION



**DR. EDWARD FERGUS**

PROFESSOR OF URBAN EDUCATION  
SCHOOL OF ARTS & SCIENCES AT RUTGERS  
UNIVERSITY – NEWARK

**MAY 22, 2023**

11:00AM - 12:30PM PST / 1:00 - 2:30PM CST / 10:00 - 11:30AM AKT







## YOUR FEEDBACK IS IMPORTANT

EVAL LINK | [https://bit.ly/EVAL\\_Blount-Bilal](https://bit.ly/EVAL_Blount-Bilal)



*Certificates of attendance and Washington in-service forms can be accessed after completing the evaluation.*

# DISCLAIMER

- This presentation was prepared for the Northwest Mental Health Technology Transfer Center under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA).
- All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from the Northwest MHTTC. This presentation will be recorded and posted on our website.
- At the time of this presentation, Miriam Delphin-Rittmon served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.
- This work is supported by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

CONNECT WITH US | UW SMART CENTER  
VIA OUR WEBSITE, EMAIL OR SOCIAL



[uwsmart@uw.edu](mailto:uwsmart@uw.edu)



<https://smartcenter.uw.edu/>



@SMARTCtr



CONNECT WITH US | NWMHTTC  
VIA OUR WEBSITE, EMAIL OR SOCIAL



<https://bit.ly/NWSMH>



[nwsmh@uw.edu](mailto:nwsmh@uw.edu)



<https://bit.ly/NWSMHsignup>



[@Northwestmhttc](#)



[@NorthwestMHTTC](#)

