

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



Zoom Webinar | You are viewing Dr. Eddie Fergus's Screen | View Options

Click here to maximize your session view | Enter Full Screen

TTC
Technology Transfer Centers
Funded by Substance Abuse and Mental Health Services Administration

Session 3 | MAY 22, 2023

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

Dr. Eddie Fergus

Select a Speaker

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- Same as System
- Test Speaker & Microphone...
- Leave Computer Audio
- Audio Settings...

Question and Answer

All questions (1) | My questions (1)

You 07:35 AM

This is a test question!

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

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To: All panelists
Your text can only be seen by panelists

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

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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 if you have any questions.



Thank You for Joining us for Session 2: 2023 Speaker Series

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

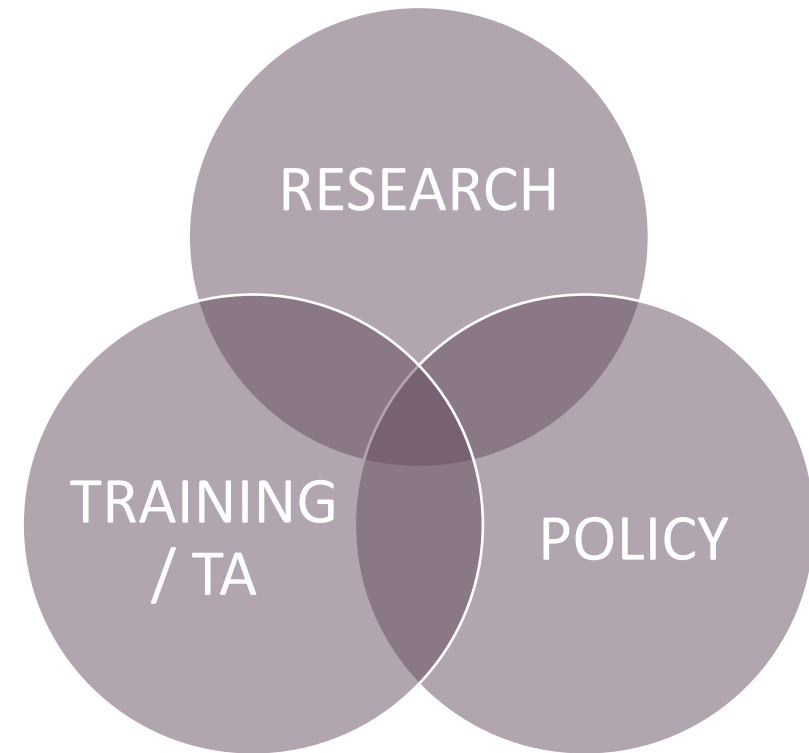
Develop and test models that “work”

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



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uwsmart@uw.edu



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@SMARTCtr



NATIONAL MHTTC NETWORK

GOALS OF MHTTC NETWORK:

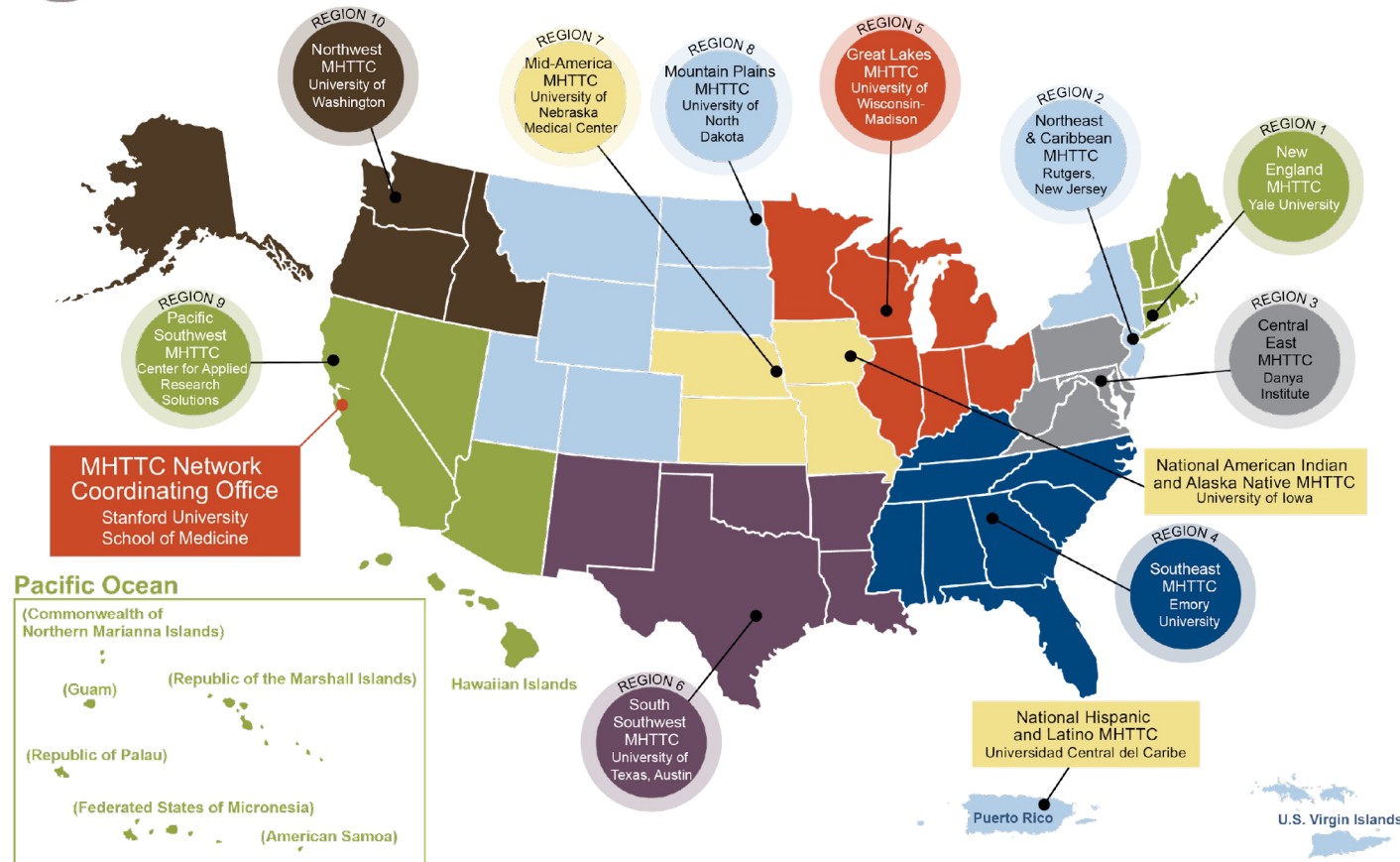
- **ACCELERATE**
Adoption and implementation of evidence-based practices and use implementation science to inform training and TA strategies
- **HEIGHTEN**
Awareness, knowledge, and skills of the workforce
- **FOSTER**
Regional and national alliances
- **ENSURE**
Availability and delivery of publicly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

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IN ALASKA, IDAHO, OREGON & WASHINGTON



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A stack of colorful sticky notes is placed on a light-colored desk. The top note is yellow and features the word 'WELCOME' in a bold, black, hand-drawn font. Below it are several other sticky notes in shades of orange, pink, and lime green. In the background, a white computer keyboard is visible on the left, and a white computer mouse is on the right. A portion of a smartphone is visible in the bottom left corner.


WELCOME




The Climate of Educator Beliefs Effect on MTSS Implementation

Edward Fergus, Ph.D.

Professor, Urban Education and Policy
Director, Disproportionality and Equity Lab
Department of Urban Education
School of Arts and Sciences
@eddiarcia



MTSS has the potential
of creating preventive
structures that interrupt
histories of inequitable
school systems



First we must
understand the
disparity MTSS
needs to
interrupt

Disproportionality Is:

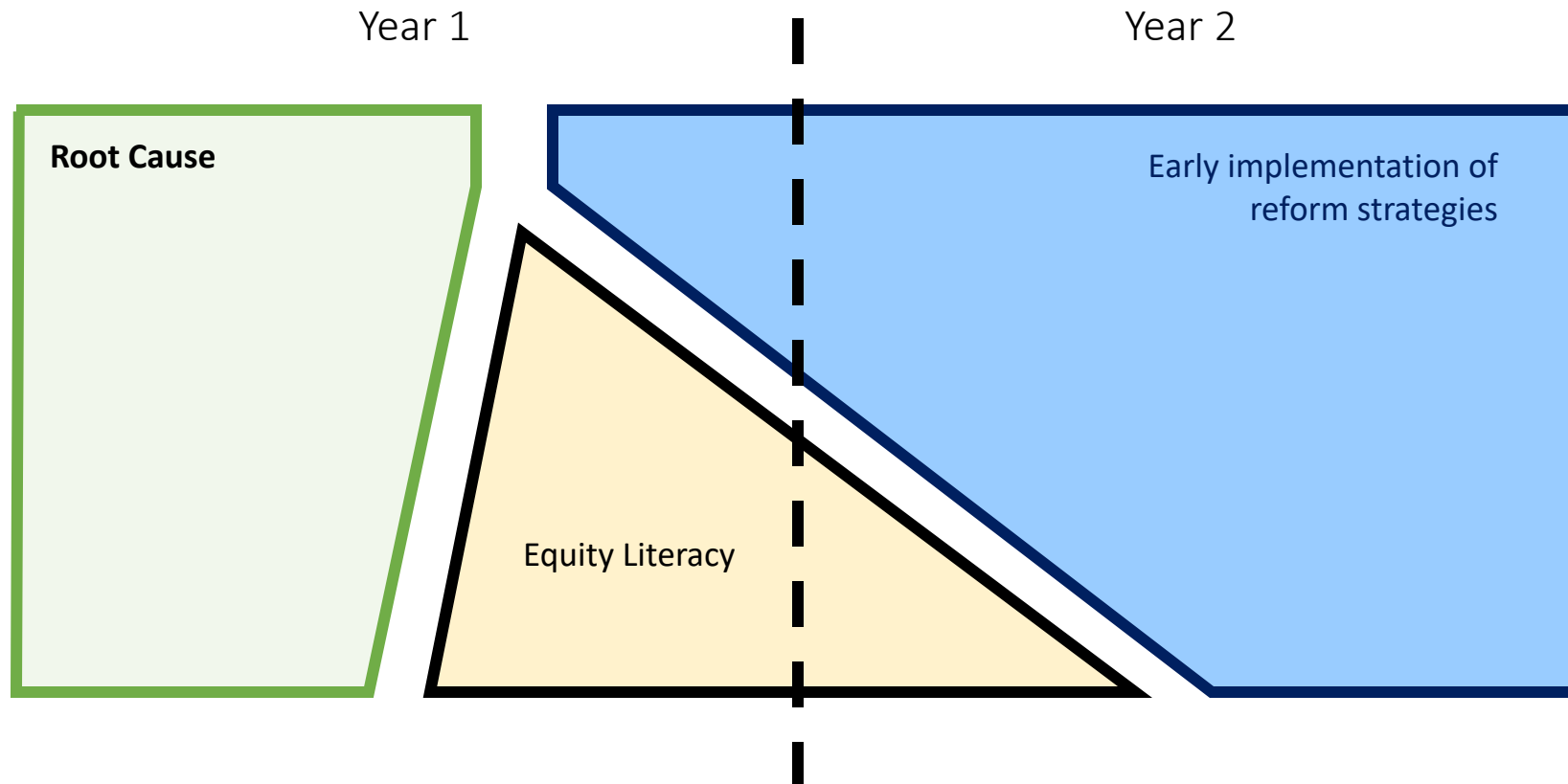
- Over-representation of students
- Under-representation of students



Disproportionality Projects to examine root cause: 2004-present

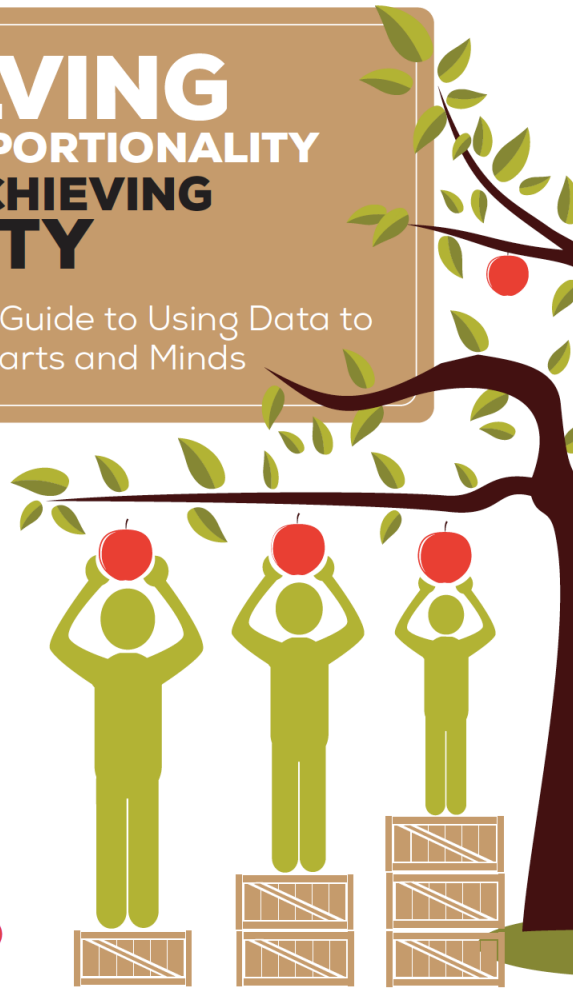
Over 125 school districts and 5 state education departments (CA, MD, TX, NC, NJ, CT, WI)

Root Cause and School Change Process (e.g., MTSS)



SOLVING DISPROPORTIONALITY AND ACHIEVING EQUITY

A Leader's Guide to Using Data to
Change Hearts and Minds



**EDWARD
FERGUS**

Our Equity Work involves three components...



Numerical

Name the outcome to be changed



Social Justice

Name the access and opportunity to achieve and/or change



Culture/Belief

Name and reduce the beliefs that frame and impact perceptions of cognitive and behavioral abilities

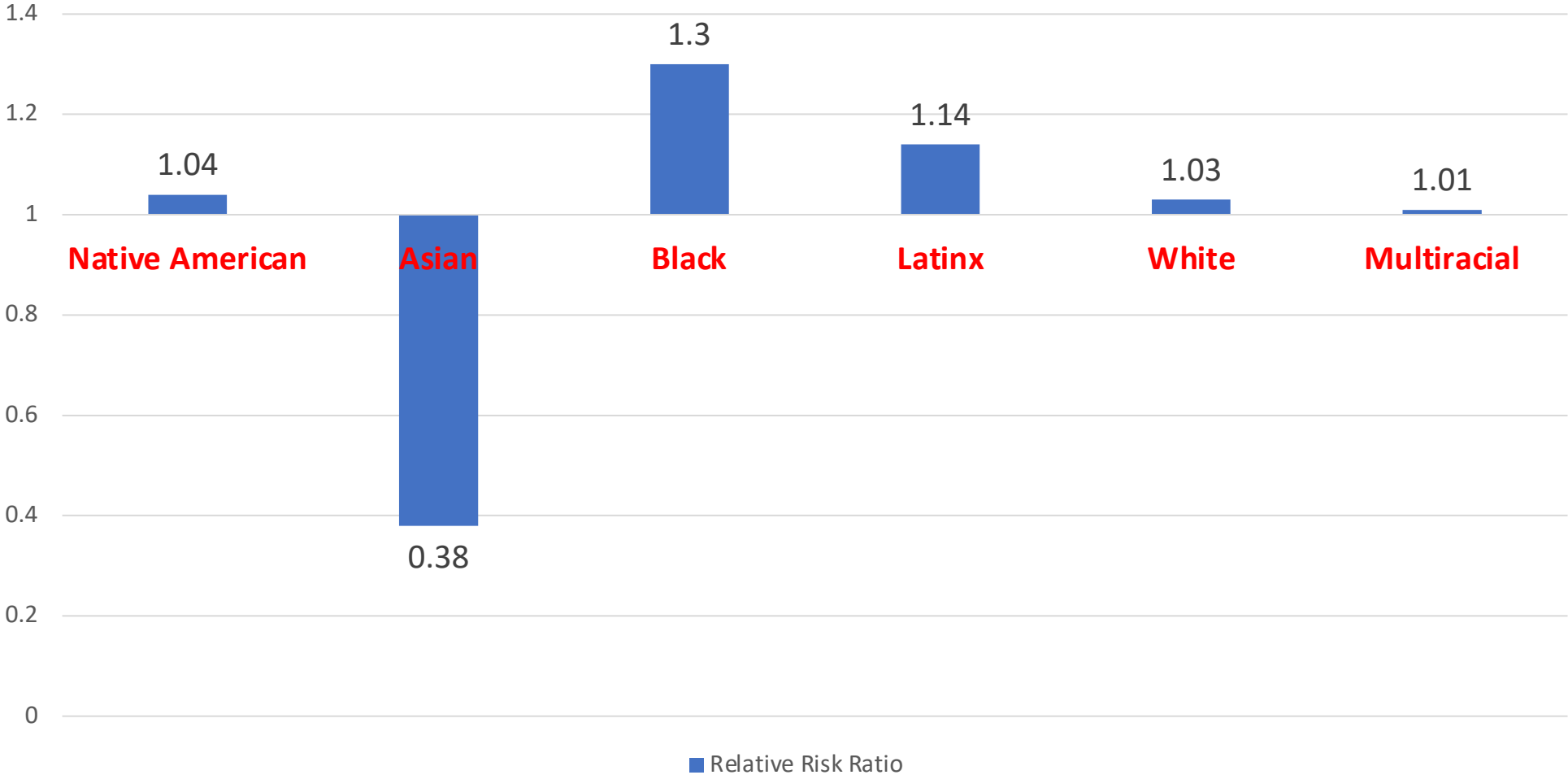


Sample school
district:
Total
enrollment
8,000

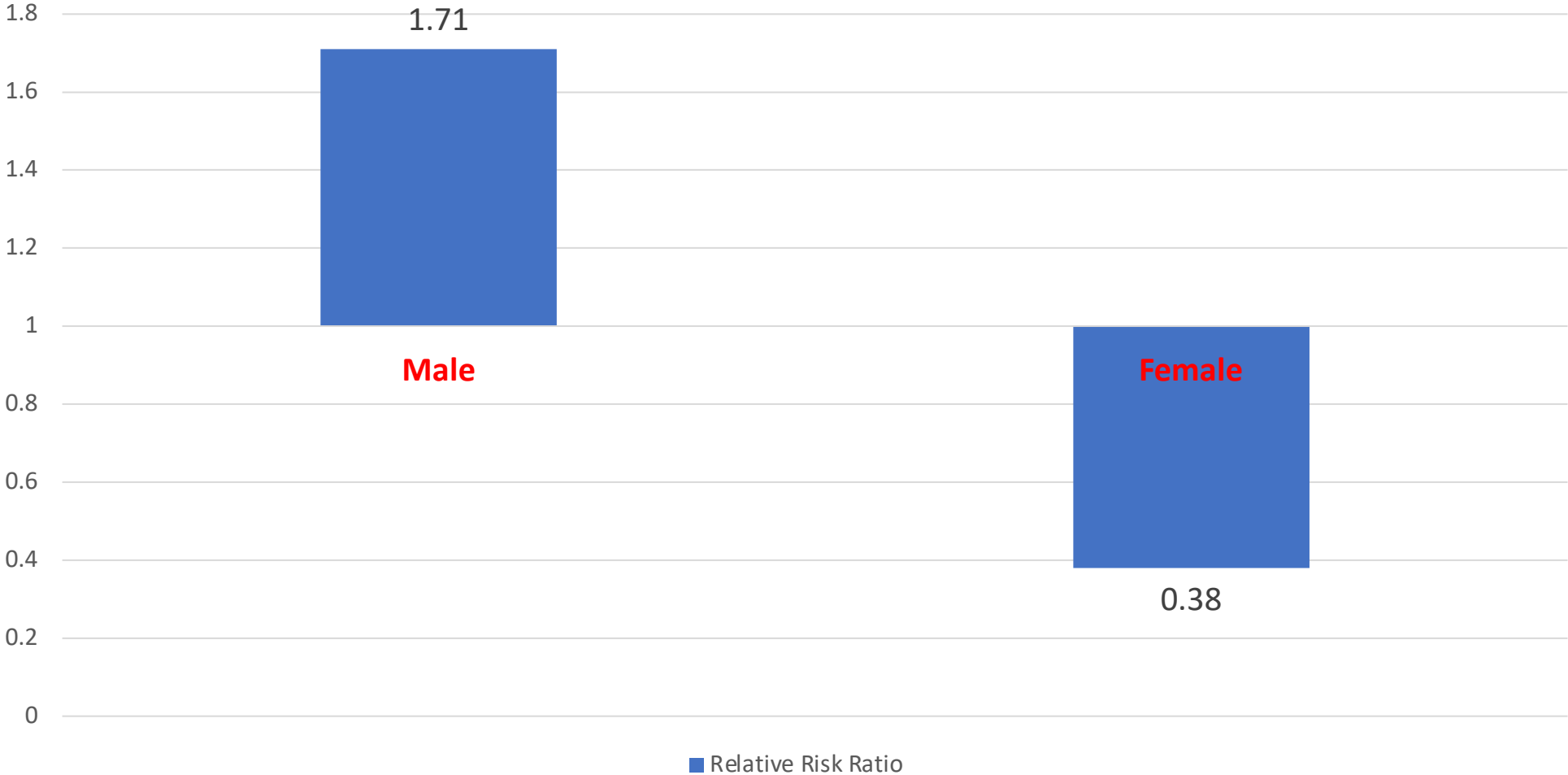
Special Education



Relative Risk Ratio by Race/ethnicity: Special education



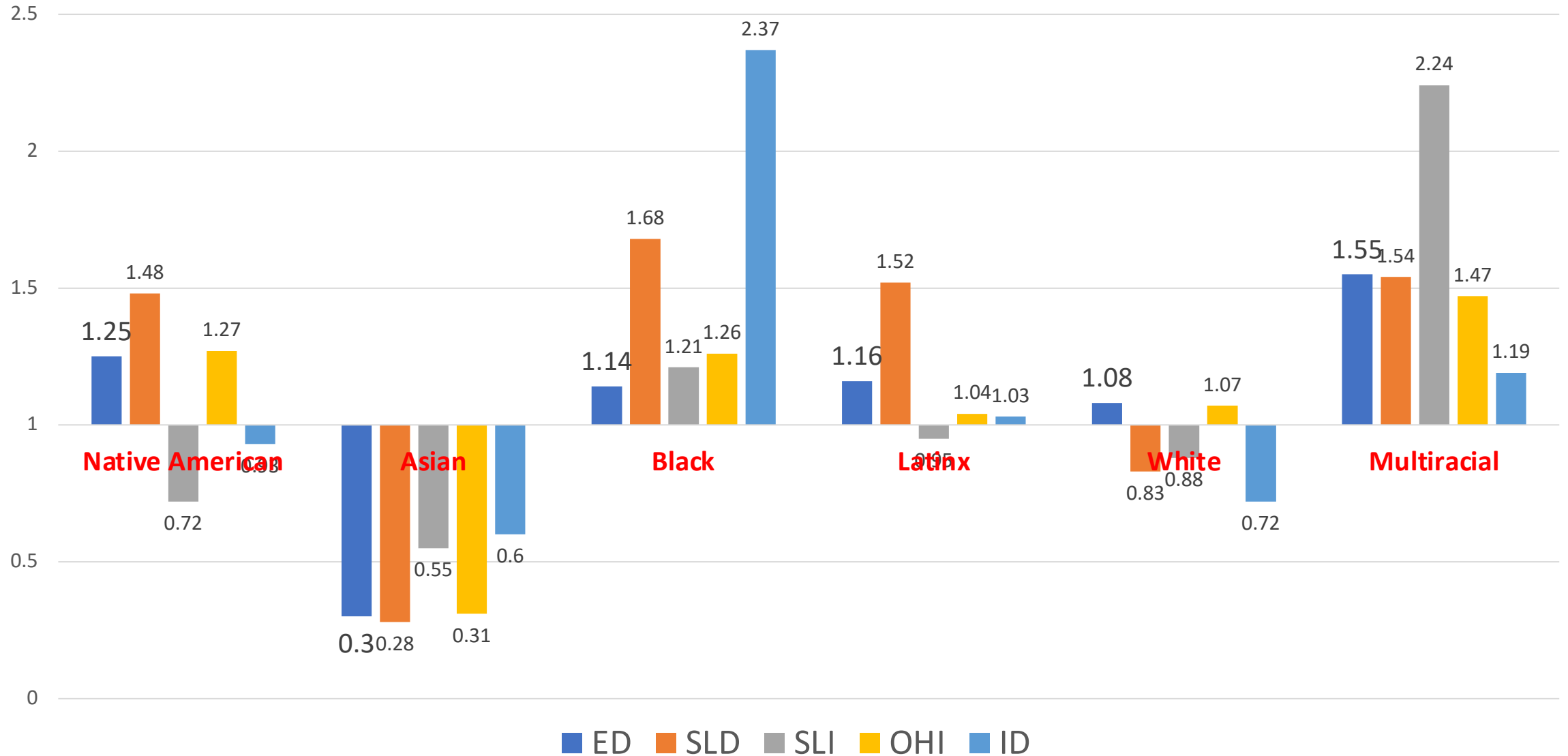
Relative Risk Ratio by Gender: Special education



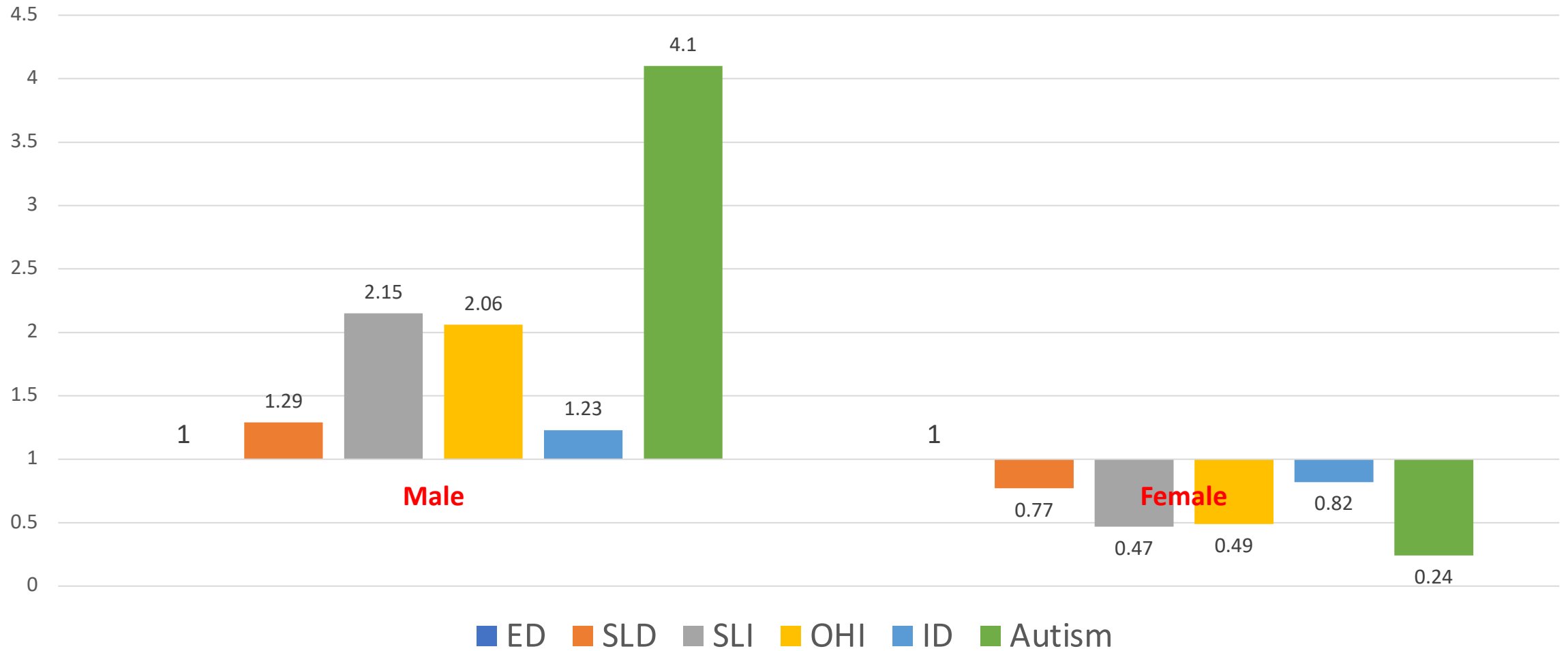
Relative Risk Ratio by FRLP: Special education

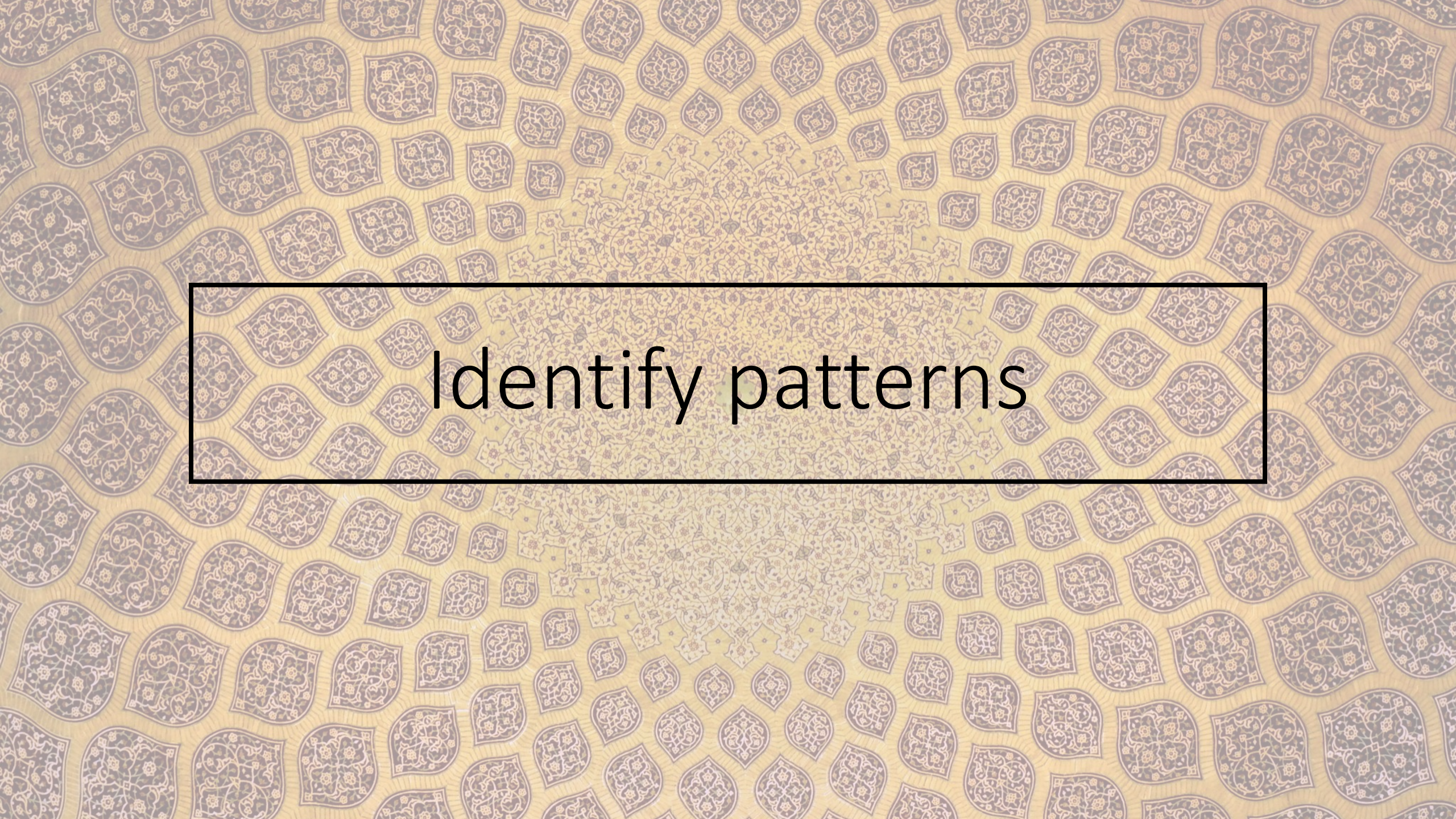


Relative Risk Ratio by Race/Ethnicity: Special education Categories

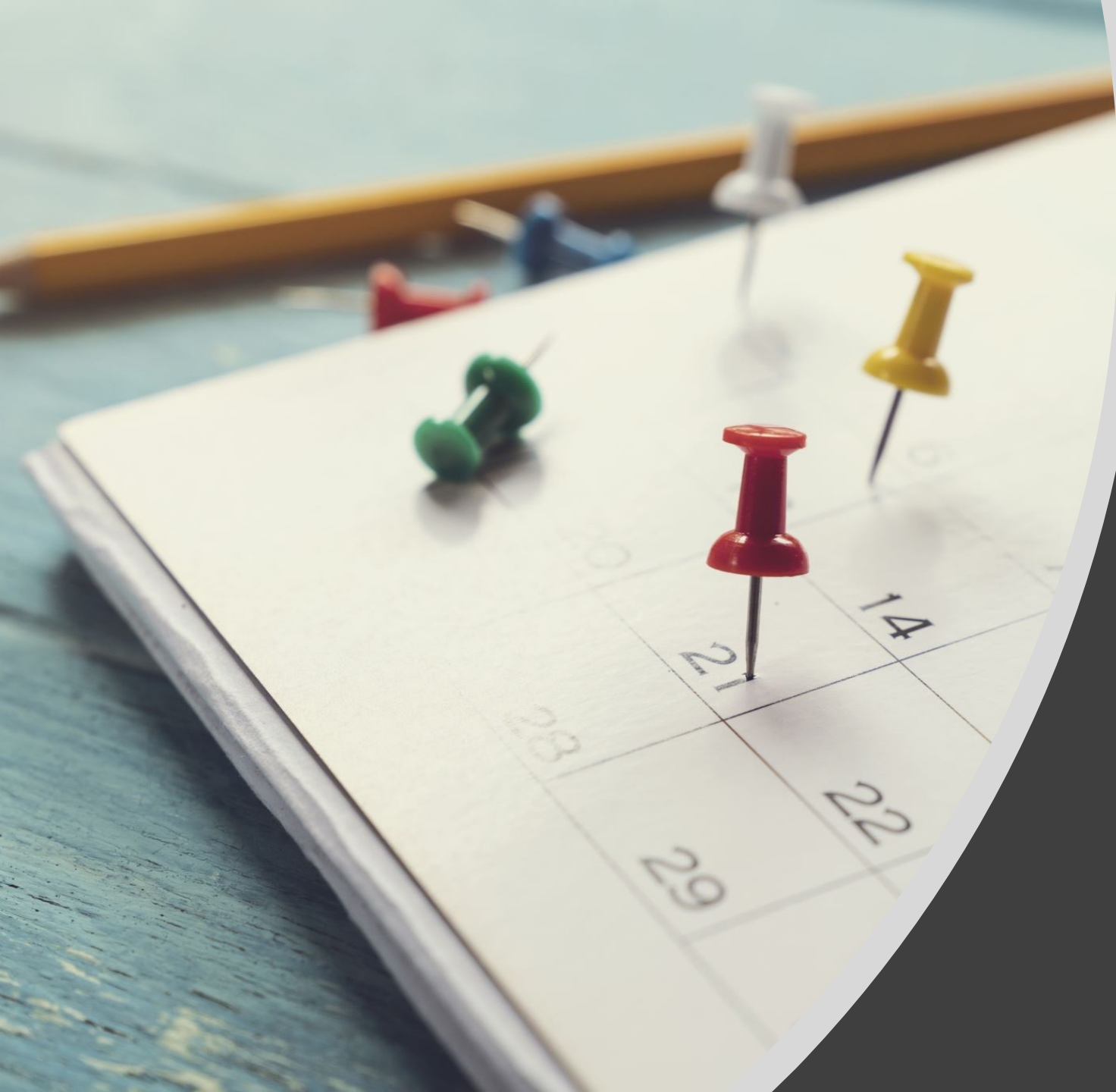


Relative Risk Ratio by Gender: Special education Categories





Identify patterns



The school practices result in limited opportunity for BIPOC students

The background of the slide features several white, three-dimensional puzzle pieces scattered across a light orange, slightly textured surface. The pieces are arranged in a way that suggests a larger puzzle is being assembled, with some pieces already connected and others floating nearby. The lighting is soft, creating gentle shadows and highlights on the edges of the puzzle pieces.

Theory of disproportionality and system gaps



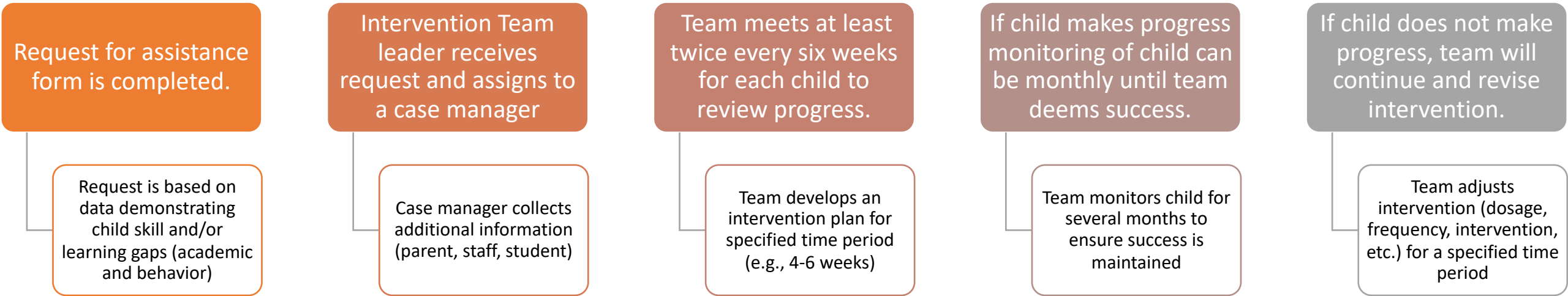
School processes are reliant on good theory and research, and effective implementation without these we develop systems with gaping holes...

- Instruction
- Assessment
- Curriculum
- Academic intervention tiers
- Behavioral intervention tiers
- Gifted and advanced programs
- Special education referral process
- School culture and climate



Framing for examining Process gaps

- Make sure to use the available information to make clear determination of current state, gaps and remedies
- **Quality**: practice based on need of population and research evidence; what is our theory of action
- **Efficiency**: fidelity of implementation for all groups – dosage and frequency of practice
- **Resources**: appropriate resources to achieve quality and efficiency
- **Equity beliefs/mindsets**: beliefs/mindsets that ensure quality and efficiency to address disparate impact





Creating uniformity of access and opportunity

Academic Intervention Steps

Our equity Work involves three components...



Numerical

Name the outcome to be changed



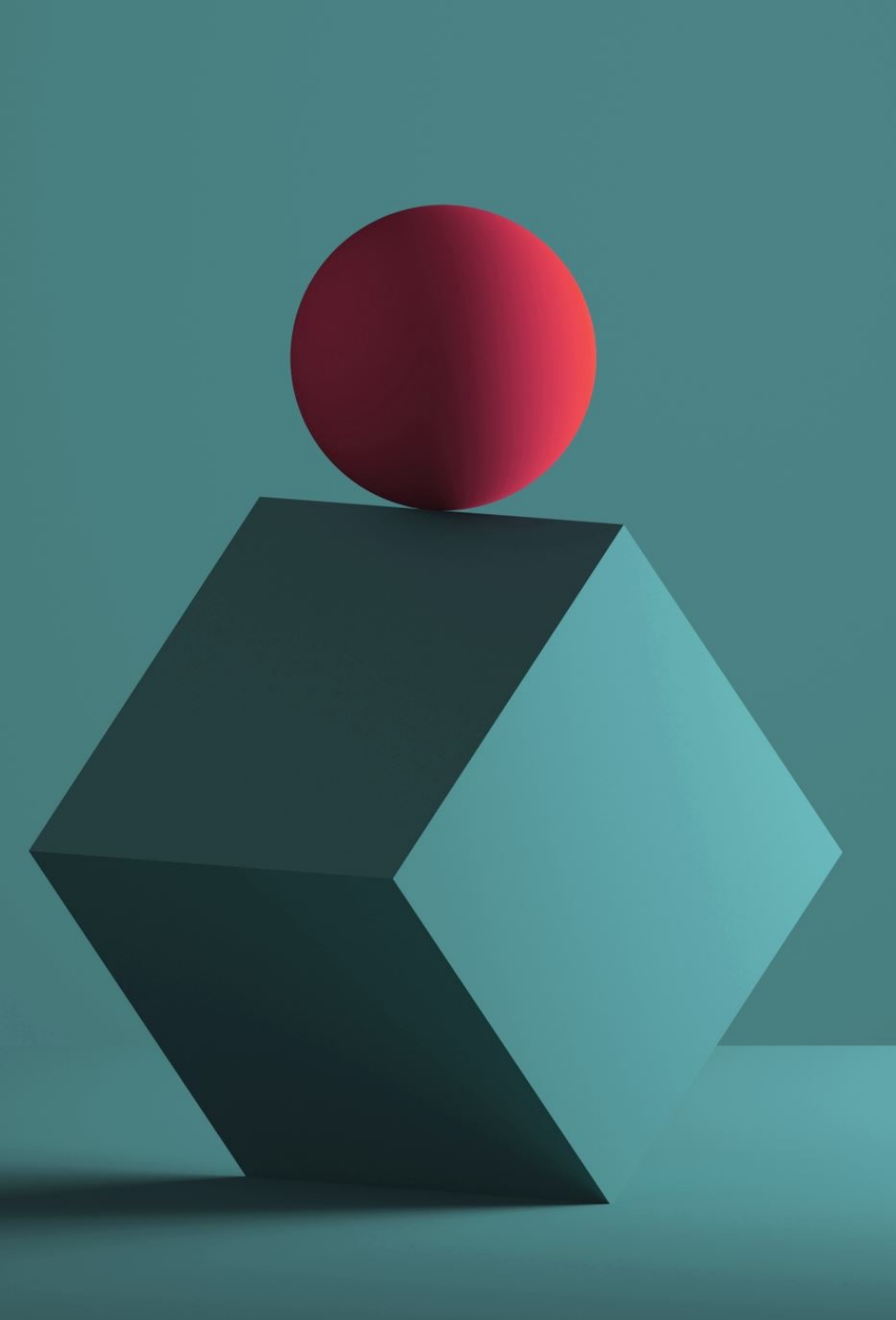
Social Justice

Name the access and opportunity to achieve and/or change



Culture/Belief

Name and reduce the beliefs that frame and impact perceptions of cognitive and behavioral abilities

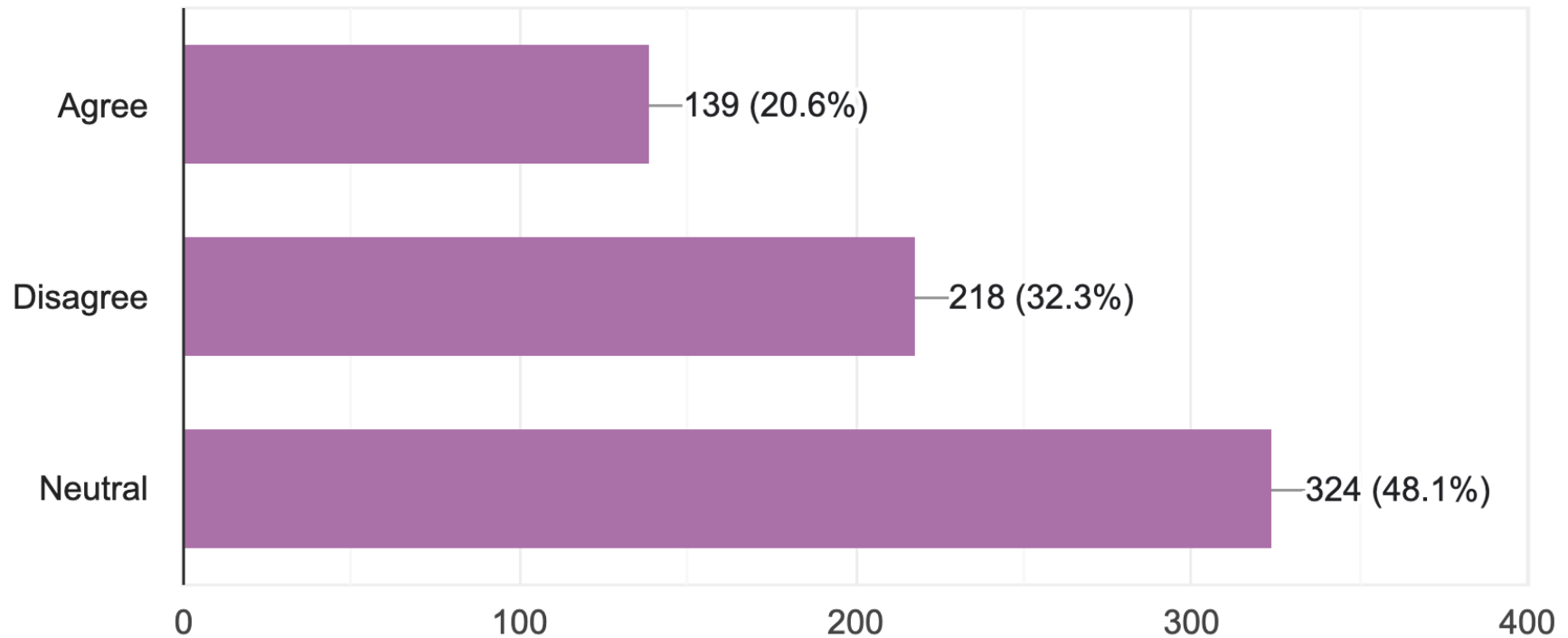


Key Mindsets and gaps

Belief survey: 674 out of 800 staff

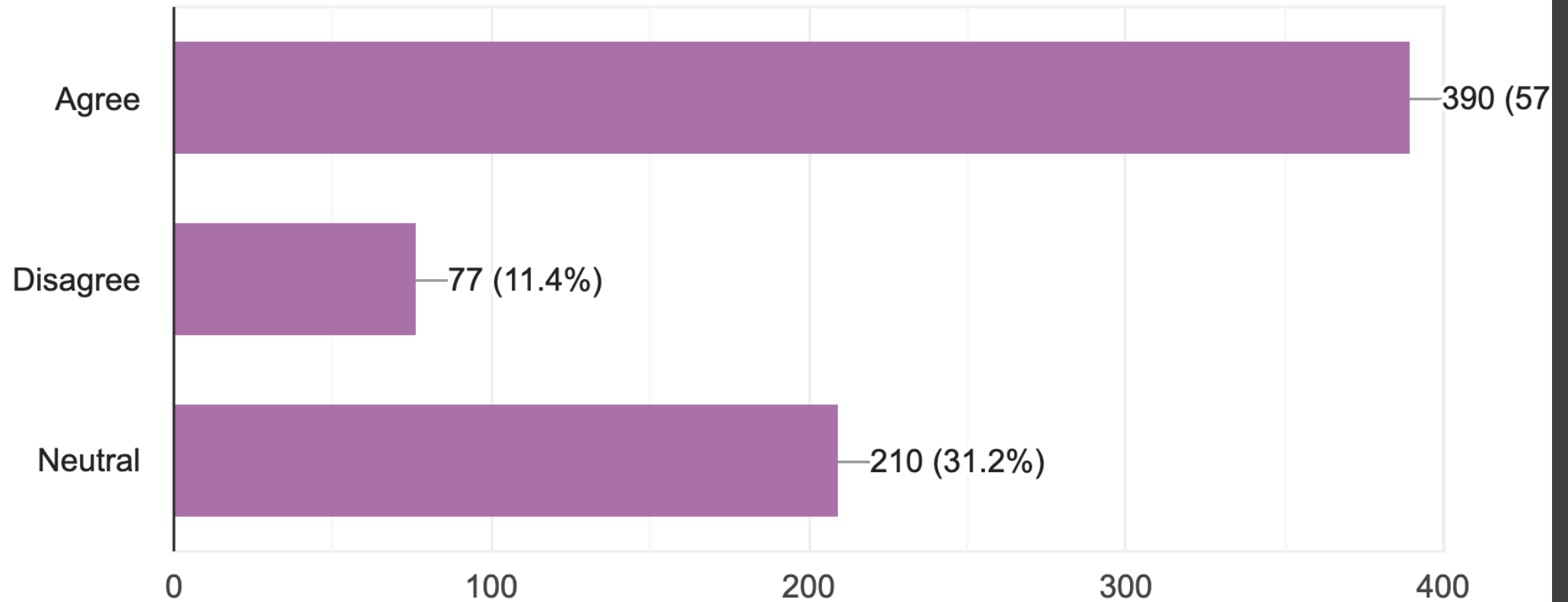
As things stand now, I am confident that our school has made significant growth with our hardest to reach students.

674 responses



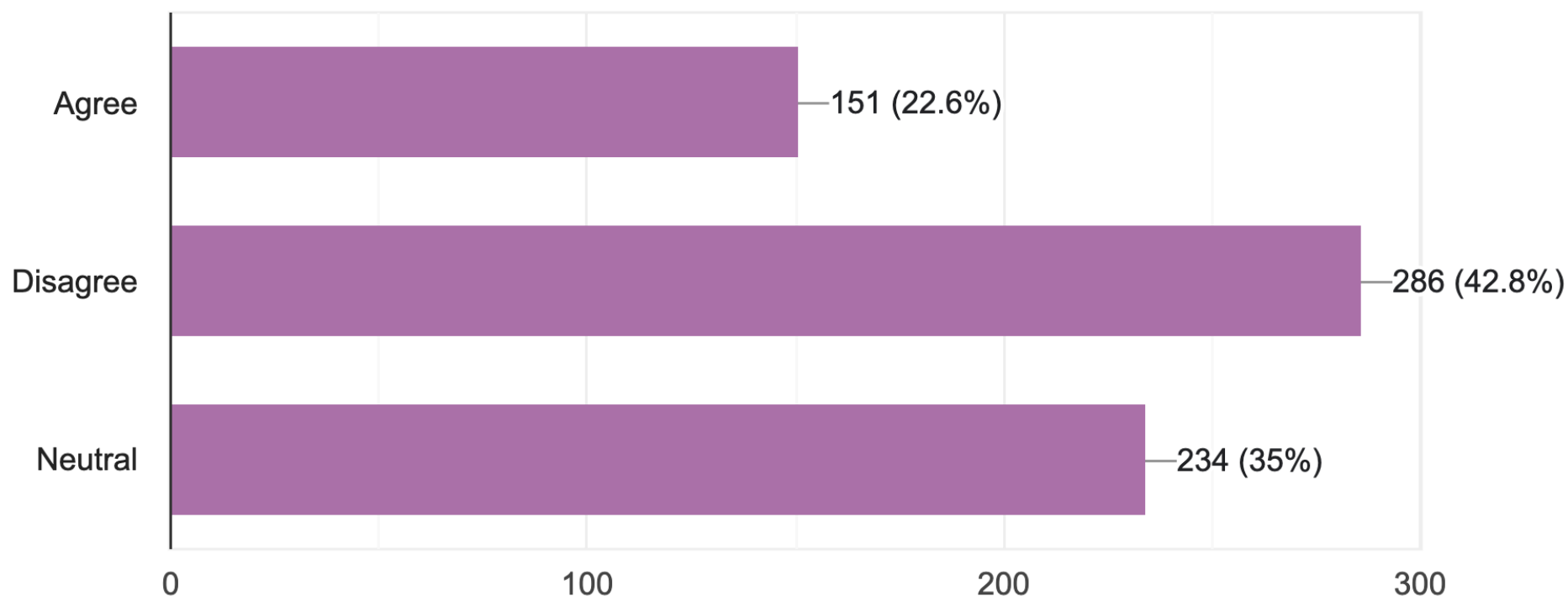
I am confident that I can successfully manage discussions of racial and ethnic issues with colleagues at my school.

674 responses



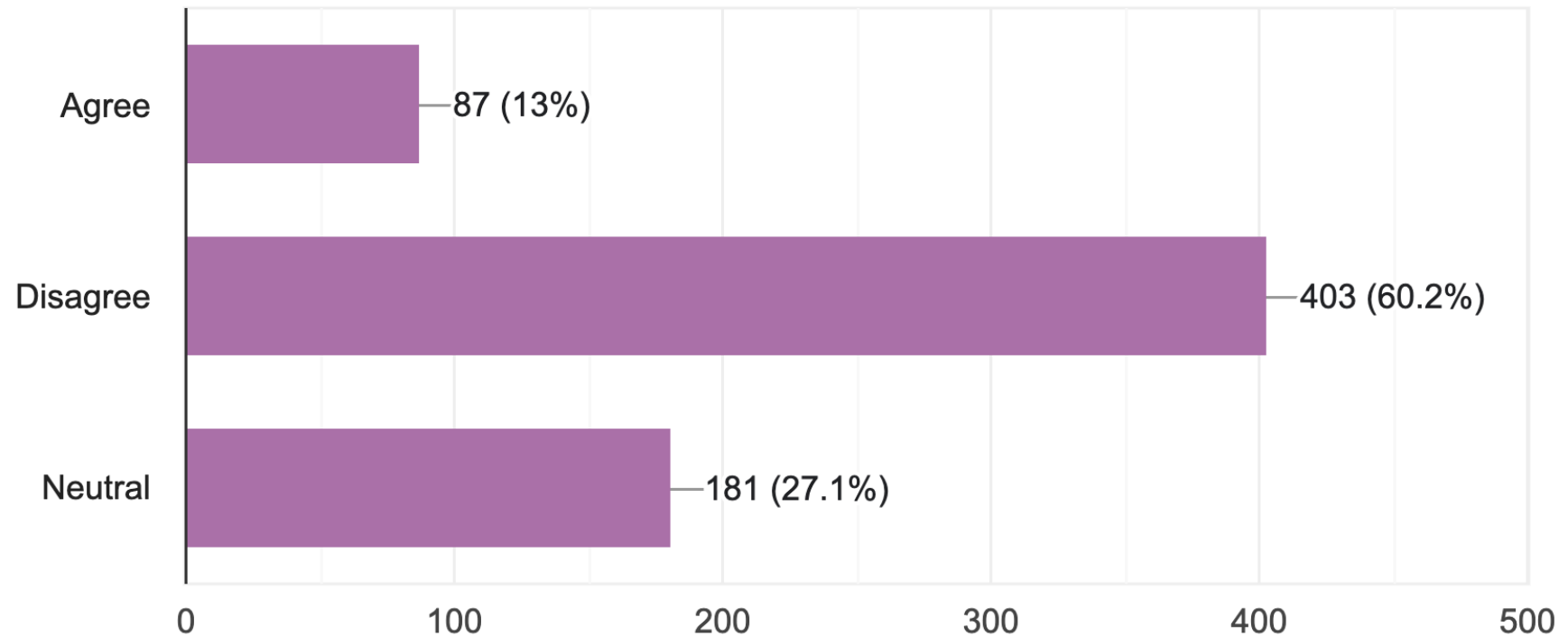
Although I am hesitant to say so publicly, I believe that racial and socio-economic differences in intelligence performance may have a hereditary or genetic component.

668 responses



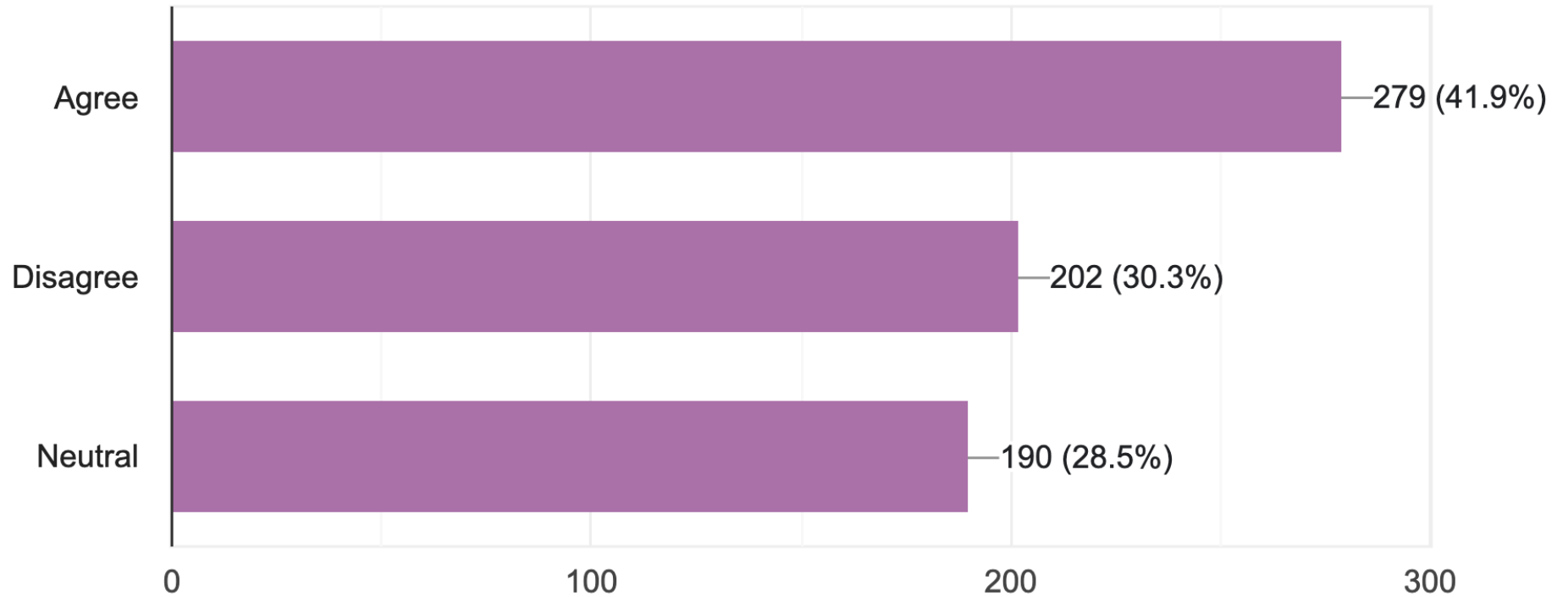
As an educator, I'm very limited in what I can do when students from disadvantaged neighborhoods hold negative beliefs about their education.

669 responses



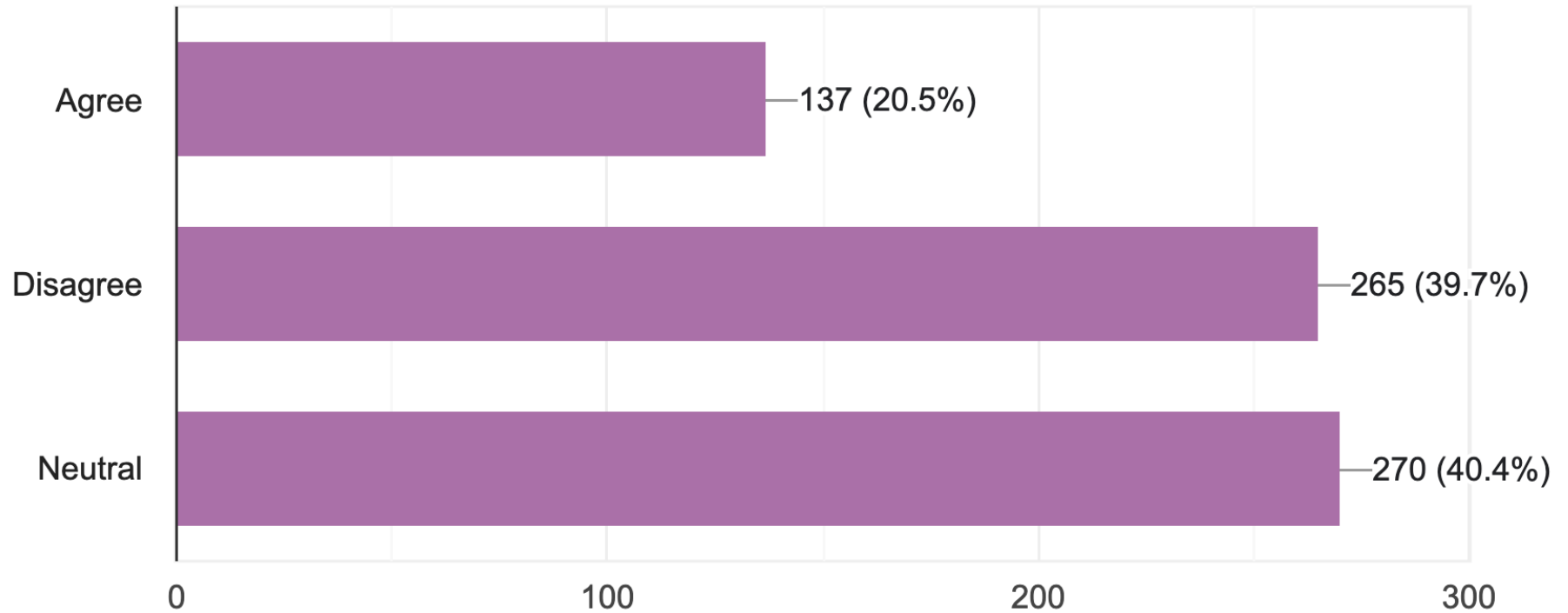
I try to ignore skin color in order to view minority students as individuals.

666 responses



I believe racist incidents occur, but I'm not convinced there is institutionalized racism.

668 responses





Identify tall trees

Share in chat

■

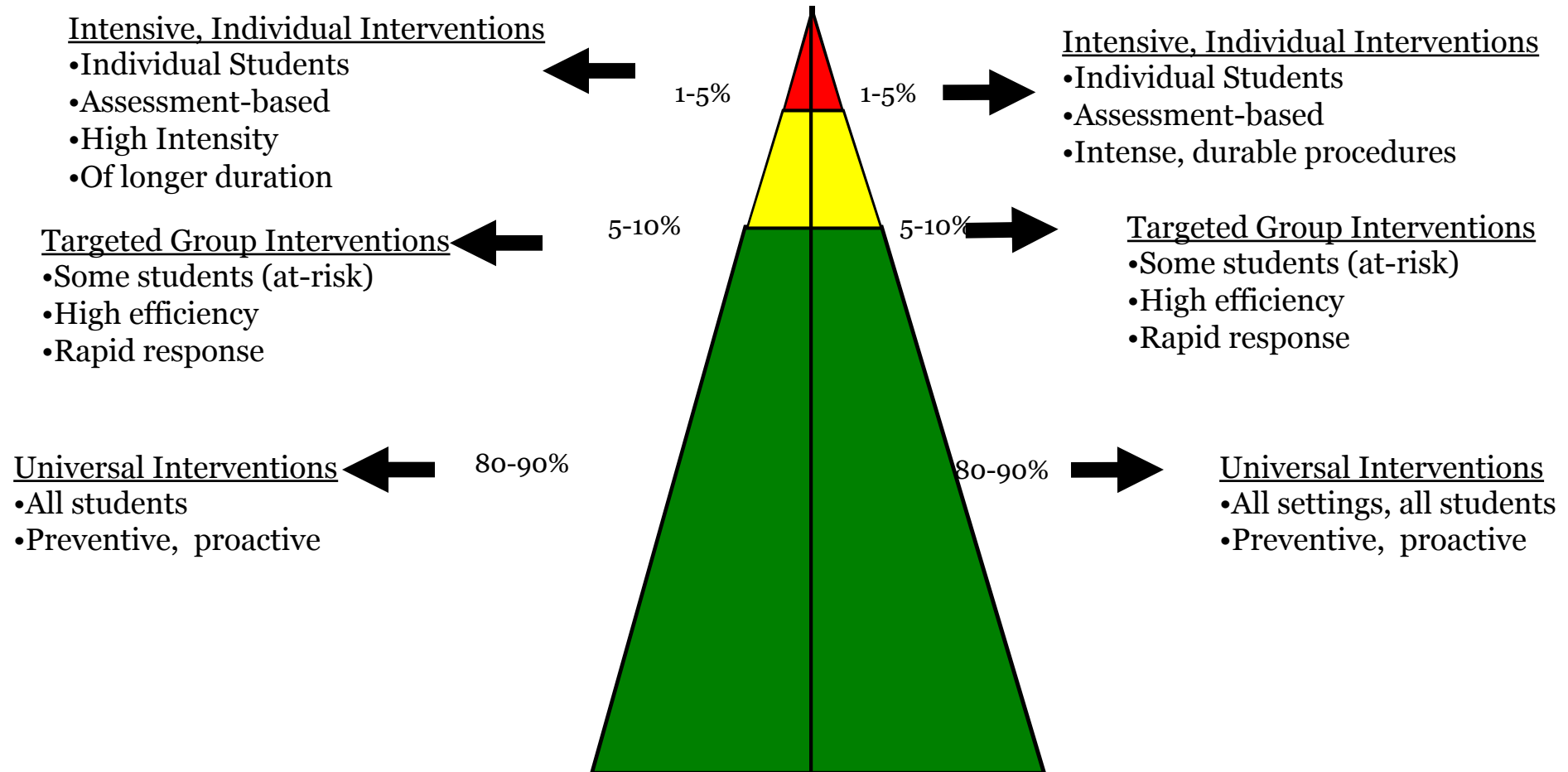
We must use
different soil to
build MTSS. The
practice and beliefs
are flawed.




Multi-tier Model

Academic Systems

Behavioral Systems





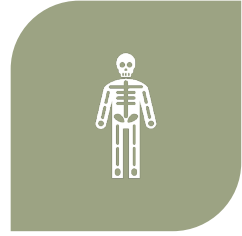
This framework addresses the wellness of access and opportunity available to marginalized populations as long it relies on interrupting biases.

Two strategies to consider:

1. Interrupting biases within MTSS implementation
2. Progress monitoring access and opportunity

STRATEGY 1: INTERRUPTING BIAS PERSPECTIVES

The background features a dark blue color palette with a pattern of concentric circles and a grid. The circles are light blue and have a speckled, textured appearance. The grid is composed of thin, light blue lines. The overall effect is a complex, layered geometric design.



COUNTER-
STEREOTYPIC
IMAGING



INDIVIDUATING



PERSPECTIVE
TAKING

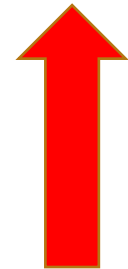


INTERGROUP
CONTACT



IMPROVED
DECISION-
MAKING

INTERVENTION STRATEGIES FOR
INTERRUPTING IMPLICIT BIAS-BASED BELIEFS





- Slow down and engage in more cognitive effort.
 - 1. Slow down!
 - 2. Engage in “if..., then...” planning.
 - 3. Encourage rationalized decision-making and process identification. Lay out decision-making logic step-by-step.
 - 4. Practice perspective taking. Imagine yourself and the issue from other people’s perspectives.
 - 5. Invite “outsiders” to offer their perspectives on issues or decisions.
 - 6. Seek out the voices of marginalized people. Listen and learn from their life experiences and use that knowledge to question your own narratives for decision making. Engage in an active practice of self-awareness.



Strategy 2:
Monitor the implementation to
ensure access and opportunity for
marginalized populations are
continuously centered

Snapshot of MTSS Implementation

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.

Screen



Screen all students using validated processes.

Respond



Adjust core instruction and/or provide interventions.

Monitor



Evaluate instruction and interventions with data.

Improve



Reflect on process and adjust for the next screening period.

Screening with CLD tools and analyses

Do the tools match the needs of the CLD populations?

Do the analyses include disaggregation by race/ethnicity, language, gender, and SWD?

Screen



Screen all students using validated processes.

Respond and Monitor with greater access and opportunity

- How much culturally and linguistically core instruction is available?
- How do we adjust the core instruction and interventions to infuse greater culturally and linguistically responsive?

Respond



Adjust core instruction and/or provide interventions.

Monitor



Evaluate instruction and interventions with data.

IMPROVE ACCESS AND OPPORTUNITY, AND PREVENTIVE BELIEFS

- How much access and opportunity did the process contain during this period?
- What are the preventive beliefs that developed during this phase?


Improve



**Reflect on process and adjust for
the next screening period.**

IMPLEMENTATION CONSIDERATIONS

- MTSS coordinator role as equity monitors:
 - Guide district self-assessment to help districts find where their strengths and needs are for marginalized populations.
 - Develop plans of action that stage MTSS implementation to continuously address access and opportunity gaps.



MTSS has the potential
of creating preventive
structures that interrupt
histories of inequitable
school systems



Thank you!



WITH DR. EDDIE FERGUS





SMART CENTER 2023 VIRTUAL SPEAKER SERIES

Equity-Centered MTSS and Implications
for School Mental Health





YOUR FEEDBACK IS IMPORTANT

EVAL LINK | https://bit.ly/EVAL_DrFergus

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

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- 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.

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