MTSS Tier 1 (Universal) Evidence-Based Practices

Directions: With your table read through and discuss the list of Tier 1 (Universal) Evidence-Based Practices (EBPs) below.

- If it applies, put a(n):
    - **Circle** next to the EBPs your district uses and **are effective**.
    - **X** next to the EBPs your district uses and are **not effective**.
    - **Star** next to the EBPs you are **interested** in implementing or learning more about.
- Write in any EBPs you are using that aren't on the list.

Tier 1 (Universal) Evidence-Based Practices List:

Symbol	Tier 1Evidence-Based Practice
	1. Professional development for staff who regularly interact with students.
	2. Schoolwide positive behavior support and mental health practices, including suicide, bullying, and substance abuse prevention programs; and classroom behavioral management systems.
	3. Schoolwide culturally responsive systems of support.
	4. Social, emotional, and behavioral skill-building lessons through SEL Programs, Restorative Practices, etc.
	5. Teaching mental health awareness.
	6. Advisory with lessons and caring adult access for all students.
	7. Self-referral process and promotion of help-seeking.
	8. Grief- and trauma-informed practices, policy, and procedures.
	9. School climate improvement surveys and improvement efforts.
	10. Universal screening.
	11. Referral pathways for early identification of needs and warning signs of a mental health condition, suicide, or substance abuse.
	12. Positive youth development activities for all students.
	13. Establish a clear system for collecting, analyzing, storing, and sharing school climate data.
	14. Form a core school climate planning team that includes school-based personnel, youth, family members, and community partners.
	15. Share and discuss school climate assessment results with diverse stakeholders in a manner that is engaging, easy to understand, and invites feedback.
	16. Use disaggregated data to identify disparities in school climate and implement initiatives with an explicit focus on improving those findings.
	17. Involve groups who reported worse school climate in improvement planning and implementation.
	18. Embed school climate improvement into school policies, practices, systems, and other improvement efforts.

	19.	Facilitate well-being assessment with teachers and school staff using multiple methods of data collection.
	20.	Regularly assess a range of staff well-being components and align improvement efforts with identified needs.
	21.	Assess for secondary traumatic stress, compassion fatigue, and burnout.
	22.	Evaluate strengths and needs for both individual and collective well-being, and address both organizational and individual factors that contribute to stress and well-being.
	23.	Ensure privacy of information and anonymity when using surveys, interviews, focus groups, or other means.
	24.	Offer an array of well-being educational resources and activities that are optional, accessible, and free.
	25.	Ensure the physical layout of the school supports optimal functioning and safety of all staff and students.
	26.	Develop and teach predictable, relevant schoolwide routines/rules that do not inadvertently reinforce systems of oppression.
	27.	With families and community members, co-develop 3-5 positively stated and clearly defined expectations and post them around school in the primary languages of students.
	28.	Train staff to teach students expectations/rules and how they are developed, scheduled, and delivered.
	29.	Use specific praise and other strategies to let students know when they meet expectations.
	30.	Collaborate with students and families representative of diverse cultural groups and identities to define problem behaviors and appropriate strategies to address them.
	31.	Train and support staff in counteracting individual and system biases of student behaviors, de-escalating crises, and implementing disciplinary practices that reduce racial/ethnic disproportionality.
	32.	Use trauma-informed, culturally responsive strategies that preempt escalation, minimize inadvertent reward of problem behaviors, and create learning opportunities for emphasizing desired behavior.
	33.	Use circles, groups, and other healing-centered processes to provide opportunities for students to share their feelings, build relationships, resolve conflicts, and play an active role in repairing harms.
	34.	Use a process of graduated responses that are clearly defined, do not re-traumatize youth, limit involvement of law enforcement, and eliminate exclusionary disciplinary practices when possible.
	35.	Compare suspensions/expulsions by demographic group to better understand differences in policies or practices contributing to disproportionality.
	36.	Work with students, caregivers, and school staff to develop a clear plan for assessing, promoting, and reassessing mental health literacy and SEL skills of students and school staff.
	37.	Ensure mental health literacy activities and skills build on diverse cultural strengths and assets, are developed with and communicated by school community members, and are ongoing throughout the school year.
	38.	Monitor implementation of SEL skill development activities for fidelity, feasibility, cultural responsiveness, and acceptability to school staff, students, and families.
	39.	Create a diverse intervention selection committee and evaluate fit of existing/prospective interventions in terms of strengths, needs, and cultural/linguistic consideration of students, families, and communities.

	40.	Evaluate staffing capacity, including qualifications, time, and training and/or expertise, to provide culturally responsive, anti-racist, and equitable Tier 1 services and supports.
	41.	Evaluate costs, materials, and training needed to implement services and supports with fidelity and determine feasibility within current school mental health system.
	42.	Identify appropriate fidelity monitoring tools and determine appropriate frequency of fidelity measurement.
	43.	Track adaptations to practices, provide feedback, and work to continuously improve implementation.

Write in any EBPs you are using that aren't on the list below: