



Evaluating
Directions

WSCC Practice Blueprint

Appendix C Examining Tiered Supports

Purpose: to consider WSCC practices at each tier of implementation and opportunities for strengthening practices in each tier

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APPENDIX C – EXAMINING TIERED SUPPORTS

Activity 6 – WellSAT WSCC in Practice and Identifying Potential Directions focuses on WSCC practices broadly. Use the Examining Tiered Supports worksheets linked in this Appendix to consider WSCC practices at each tier of implementation (universal, targeted, select). This will give you an opportunity to consider WSCC practices at each tier of implementation and opportunities for strengthening practices in each tier. You might complete all worksheets or choose to focus on a specific domain.

You can then use these worksheets to identify potential directions and continue your blueprinting work.

As part of the Exploring Your Context section, you already identified the WSCC domains that your school or district needs to prioritize as part of your whole child systems implementation efforts. You can now organize practices within these domains into MTSS tiers.

This Appendix includes an example grid organizing student-focused social, emotional, and behavioral services across increasing levels of intensity. Then, the Examining Tiered Supports Worksheets follow.

Example Grid for Student-Focused Services in Social, Emotional, and Behavioral Domains Organized Across Tiers of Intensity

Population Target: Student

Service Type: Practices

Domains: Social, Emotional, Behavioral

Universal	Targeted	Select
Fostering a safe and engaging environment for all through active teaching of and responding to displays of prosocial skills • SEL curriculum – RULER, Second Step • Schoolwide Positive Behavioral Supports (SWPBIS) • Restorative circles • Brain breaks • Mindfulness activities • Calming area • Developmental guidance curriculum • Trauma-sensitive language and actions • Fostering positive relationships (adult-child, child-child) • Systems for early identification of potential risk • Family-school collaboration	Strengthening skills in areas of self-regulation, attachment, and competency through small group and individual supports • Check in – Check out • Cognitive-behavioral interventions (CBITS, Bounce Back, CFTSI) • Superflex • Social skills groups • Connecting peer and adult support networks • Psychoeducation (knowledge about developmentally appropriate reactions to a stressor) • Systems for monitoring risk and response to supports • Formative family-school communication systems	Providing intensive, individualized supports for significant social, emotional, and behavioral challenges • Cognitive-behavioral interventions (MATCH-ADTC, TF-CBT, DBT, Coping Cat) • Functional behavioral assessment and behavior intervention plans • Social stories • Visual schedules • 1:1 adult support • Day treatment programming • Ongoing communication and coordination with community behavioral health providers (Wraparound) • Frequent and intensive family communication supports and education

Note: The focus of this table and provided examples are on social, emotional, and behavioral domains of child functioning, in acknowledgement that a full continuum of services addresses the needs of the whole child (i.e., human needs are interdependent with critical importance of meeting basic needs to successfully address higher needs).

Examining Tiered Supports Worksheets

After organizing current practices into MTSS tiers within your priority domains, you can transfer this information to the top of the appropriate Examining Tiered Supports worksheet linked in this Appendix. Then, you will rate the quality of implementation of evidence-informed practices at each level of resource demand, or the anticipated amount of resources (e.g., funding, time, physical space, training, materials) necessary for implementation based on your current practices. You will then use these ratings to rate the overall quality of implementation for the WSCC domain.

On this section of the worksheet, there are spaces to record notes. For tracking purposes, it may help to record what current practices you consider fitting within the scope of each evidence-informed practice. It is recommended that you also provide a justification for your ratings in this space.



Current Practices

Select:
Targeted:
Universal:

- 30 min of team building activities at PD 1x/month
- Admin-led staff appreciation potlucks 2-3x/year

Recommended Evidence-Informed Practices

Level 1: Low resource demand	Rating			Notes
Establish an employee wellness committee	0	1	2	Considering as potential direction
Support positive workplace climate	0	1	2	Informal efforts and team building activities
Level 2: Moderate resource demand	Rating			Notes
Implement environmental changes to support healthy lifestyle habits	0	1	2	Could see if other schools are doing this to gather ideas
Encourage participation in online health and wellness promotion	0	1	2	We provide some online resource links in employee handbook
Level 3: High resource demand	Rating			Notes
Provide supports to prevent and respond to employee mental health needs	0	1	2	Would staff have confidentiality concerns?
Provide coaching and ongoing professional learning	0	1	2	PD currently focused on academic initiatives
Overall Employee Wellness Rating	0	1	2	

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Now, we look to identify possible barriers to and facilitators of implementation within your context, assess needs for adapting levels of your context and/or practices, and develop a plan to address identified barriers. On page three of each Examining Tiered Supports worksheet, you will answer questions about areas of strength, opportunities for improvement, and potential next steps.



Within Employee Wellness, what strengths do we have in providing tiered supports? (e.g., strength in specific tiers of intensity or specific types of support)

We are strongest with universal Employee Wellness supports (e.g., links to resources, team building activities). We are also considering the development of an employee wellness committee.

Within Employee Wellness, what opportunities do we have to improve our tiered supports?

There are opportunities across all three tiers, with specific need for targeted and select supports. As a starting place, we are also exploring opportunities for employee childcare during parent-teacher conferences, which would support a subset of employees. We are also trying to strengthen our universal supports by soliciting input from staff about desired Employee Wellness supports.

What next steps do we need to take to explore these opportunities for improvement?

Collect input from staff regarding desired Employee Wellness initiatives. See if staff would be interested in serving on an Employee Wellness committee. Explore feasibility of providing childcare coverage for teachers during parent-teacher conferences.

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You can choose to use the Examining Tiered Supports worksheet to focus in on a specific domain (e.g., Employee Wellness), or complete all 10 to build a strong picture of how you are doing in each domain across the three tiers of intensity.

List of Examining Tiered Supports Worksheets

- [Behavioral Supports](#)
- [Community Involvement](#)
- [Employee Wellness](#)
- [Family Engagement](#)
- [Health Education](#)
- [Health Services](#)
- [Nutrition Environment](#)
- [Physical Activity](#)
- [Safe Environment](#)
- [Social and Emotional Climate](#)

APPENDIX D – TYPES OF DE-IMPLEMENTATION

Type	How is it working?	Examples/Actions/Consideration
Reverse	It is not working anywhere	Example: Exclusionary discipline practices (office discipline referrals, suspensions, and expulsions) are not improving student behavior or increasing school safety. These practices are also disproportionately used in response to Black students, males, and students with disabilities. Action: Support administrators and staff to unlearn the practices, including why they are ineffective. Consideration: The reversal of these practices may require something to take its place. See: Replace.
Reduce	It is working in some schools within the district but not all, or for some sub-groups (e.g., teachers) but not all	Example: A social emotional curriculum that had been identified for K-8 students has been found to be more developmentally appropriate for K-5 students. Action: The curriculum is only delivered to K-5 students and a replacement curriculum is identified for students in grades 6-8. Staff who implement in grades 6-8 should be supported to learn the new curriculum and unlearn the previous curriculum.
Replace	It is not working, but the problem that it is aiming to improve still exists	Example: District offers 30-minute yoga session at the start of monthly professional development, but teachers and staff are still reporting high levels of stress and burnout. Action: Survey staff to identify their thoughts and preferences around staff wellness activities that would be beneficial and select a new initiative from those data to replace the monthly yoga sessions.
Rethink	It is not working or has achieved its desired outcome and should be de-implemented to make room for something else	Example: All elementary schools in the district provide awards and incentives to students based on school attendance, which has not been associated with improvements in student attendance. Action: De-implement and make decisions about whether these awards and incentives can be incorporated into another initiative. Consideration: This may free up resources (e.g., a person's time) that can be re-allocated.

Note. Adapted from Evidence for Learning, 2020.