

Quick Reference Guide: Classroom Level Social and Emotional Supports



Create Safe and Supportive Learning Environments

Educators actively create and maintain a safe and collaborative learning environment in which they intentionally integrate knowledge of students' cultures, languages, prior experiences, and goals into social and emotional learning.

Attending to the social and emotional needs of ELs is [essential for their success](#). Social and emotional learning (SEL) supports the development of the skills, knowledge, habits of mind, and behaviors they need to complete high school and be prepared for college, career, and civic engagement. The active planning and implementation of SEL curriculum leads to improvements in the academic achievement, behaviors, and attitudes of students. Effective educators support SEL by:

- Maintaining safe and supportive learning environments
- Integrating [SEL into the curriculum](#)
- Using tier 1 SEL in an on-going, sustained manner to help ELs develop the five components of social and emotional learning
- [Creating SEL curriculum and related lessons](#) tailored to the [social, cultural, linguistic backgrounds and experiences of ELs](#)
- Promoting increased student agency, student autonomy, self-direction and monitoring of learning, and promotion of critical stance and social justice
- Participating in [professional learning opportunities](#) to increase their ability to support SEL and to maintain safe and supportive learning environments
- Recognizing components of SEL that naturally align to the cultural and linguistic competencies, assets and backgrounds that ELs bring and leverage that to promote learning

Core Components of SEL

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

[Social and Emotional Learning in Massachusetts](#)



Effective SEL curriculum for ELs is culturally responsive and attends to their differences to maximize effectiveness. It also reflects general research-based approaches and components of curriculum, instruction and assessment for ELs such as leveraging assets for learning, promoting language transfer, and integration of tailored scaffolds and supports.

Provide Flexible Supports Based on Individual Needs

Educators and support staff provide supplemental or intensive social and emotional supports to ELs whose needs are urgent or severe.

Educators use flexible tiers of support to ensure that they are meeting ELs needs. In order to use these supports, they know their ELs well and continually assess them to determine the need for any additional interventions. Educators carefully consider an ELs' background and experiences to inform the use of targeted and more [intensive supports where appropriate](#). Educators attend to, know about, and effectively [address social and emotional needs](#) and different types of trauma ELs may experience. In addition, collaboration is essential when utilizing flexible tiers of support and implementing a layered approach to different levels of supports. Sharing information that can help educators select and implement supports. Educator teams can be formed to focus on supports, collect and analyze evidence of EL academic performance, behaviors, experiences and attitudes, and make determinations on tiers of support and service. Effective EL educators explore all tier options of support for promoting SEL, including tier 2 (supplemental) and tier 3 (intensive) interventions. They select options that best meet the needs of ELs and track progress because tiers remain flexible and may need adjusting based on the effectiveness of supports and EL progress.



MASSACHUSETTS
TIERED SYSTEM OF SUPPORT

[Multi-tiered Tiered System of Support](#)

Know Available Supports and Share Information with Parents

Educators are aware of linguistic and cultural supports available in the district and community to address the social and emotional needs of ELs; information about such resources is provided to ELs and their families in a language they can understand.

Educators play an important role in coordinating supports and services ELs receive and communicating with EL parents about available resources and student progress. They communicate and collaborate with ELs' families, district staff and leaders, and community organizations to meet ELs' social and emotional needs in ways that are culturally and linguistically responsive. Effective educators develop partnerships with EL families to address SEL and learn about EL's backgrounds, attitudes and behaviors. They maintain on-going, two-way communication with EL families in a language they can understand and share strategies for helping ELs develop the five SEL competencies [at home](#). Educators also involve ELs and their families in decision making when identifying social and emotional goals for ELs.

Actions-at-a-Glance : Social and Emotional Supports

Social and Emotional Supports What can educators at the classroom level do?

- Incorporate SEL into curriculum as stand-alone lessons, integrated lessons, or lessons that build general skills and strategies woven into curriculum
- Use tier 2 and tier 3 supports if an EL needs additional intensive SEL instruction
- Actively involve EL families as equal partners, in the decision-making process for more intensive SEL interventions
- Participate in [professional learning](#) for integrating SEL into EL instruction
- Collaborate with guidance, administrators, school psychologist and specialists in determining social and emotional supports and interventions
- Partner with stakeholder teams, including parents in [ELPACs](#), to identify and connect with community organizations to ensure they are meeting the social and emotional needs of ELs
- Research community resources to identify social and emotional services offered and potential partners

Planning Resources

DESE Practical Tools and Resources

[Social and Emotional Learning in Massachusetts](#) provides a number of accessible resources regarding social and emotional learning and implementation in the classroom.

[MA Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning Standards and Building Supportive Environments](#) provides a frame for strategies and approaches for social and emotion learning in early education classrooms.

[Massachusetts Department of Elementary and Secondary Education Educator Evaluation Rubric](#) establishes expectations for educators to provide safe and supportive learning environments that meet the needs of ELs and can serve as a self-reflection tool (see Standard 2, indicators 2b and 2c).

DESE Guidance

[Social and Emotional Learning for All Access, Cultural Proficiency, and Cultural Responsiveness](#) provides information and guidance for culturally proficiency and responsive social and emotional learning including a self-assessment tool and reflection protocol (see Social and Emotional Learning & Culturally Responsive Teaching Reflection Guide on p. 7-12).

[Guidelines on Implementing SEL Curricula](#) provides information on implementing social and emotional learning in schools and classrooms. It also provides practical examples for integrating SEL competencies into academic areas.

[Leading Educational Access Project \(LEAP\)](#) provides links to professional learning opportunities.

[Migrant Education](#) provides useful information and resources for supporting migrant students and considerations for best serving the needs of migrant students, including a link to Massachusetts Migrant Education Program.

[Information about 21st Century Community Learning Centers](#) (CCLC) provides information, resources, and guidance on creating out-of-school learning opportunities for students including information about possible funding for SEL.

[Guidebook for Inclusive Practice Job-Embedded PD Planning Guide](#) provides a planning guide that highlights SEL professional development as one of three evidence-based frameworks for promoting inclusive practice.

[Massachusetts Tiered System of Support \(MTSS\) Blueprint](#) provides resources and guidance to learn more about the multi-tiered system of support, which focuses on structures and supports to meet the academic and non-academic needs of all

students. It presents interventions and supports at the district, school, and classroom level and can help support systemic practices.

[Guidance for English Learner Parent Advisory Councils](#) provides suggestions and strategies for engaging EL families to participate in advisory councils.

Federal Resources

[Promising Practices: Inclusion, Equity, Opportunity- Multi-tiered system of support](#) provides a very accessible overview of what a multi-tiered system of support is and the benefits of using one. It also provides links to several useful resources for implementing a multi-tiered system of support.

[Newcomer Toolkit Chapter 4: How Do We Support Newcomers' Social Emotional Needs?](#) presents strategies and examples for integrating SEL into the curriculum for newcomers (see Core Stressors for Newcomers, p. 13- 14).

[English Learner Tool Kit Chapter 10: Tools and resources for ensuring meaningful communication with Limited English Proficient parents](#) provides suggestions for bridging families' cultures with school, information around translation, and resources (see p. 7-13).

Other Featured Resources

[5 Guiding Principles of Social and Emotional Learning now updated to 7 Guiding Principles to Incorporate New SEL Research](#) provides an overview of the guiding principles for SEL and includes a sample chapter from McGraw- Hill that provides sample strategies for use in the classroom.

[Massachusetts Consortium for Social-Emotional Learning in Teacher Education \(SEL-TEd\)](#) includes resources for implementing SEL.

[Collaborative for Academic, Social, and Emotional Learning](#) (CASEL) provides resources to support implementation of SEL in the classroom.

[National Center for Safe Supportive Learning Environments](#) (NCSSLE) provides resources for creating a safe and optimal learning environment, including resources such as a summary of [Social Emotional Learning](#) and [suggestions for improving the school community](#).

[Trauma-informed Schools](#) offers resources for school teams to deal with supporting students who have experienced trauma.

[Using a Strengths-based Approach with ELs: Supporting Students Living with Trauma, Violence or Chronic Stress](#) presents educator strategies for using a strengths-based approach with ELs, and important data related to ELs.

[Addressing Student Trauma, Anxiety, and Depression](#) presents strategies for helping ELs deal with trauma, anxiety, and post traumatic stress.

[Social and Emotional Learning: Best Practices and Promising Programs](#) provides resources around SEL for ELs.

[How to Provide Social-Emotional Support for Immigrant Students](#) presents strategies for supporting ELs and providing SEL supports for ELs.

[9 Ideas to Support ELs' Social-Emotional Learning](#) presents strategies educators can use to help ELs build SEL skills.

[Equity & Social and Emotional Learning: A Cultural Analysis](#) provides information about culturally responsive SEL approaches that promote equity.

[The effects of a culturally-adapted social-emotional learning curriculum on social-emotional and academic outcomes of Latino immigrant high school students](#) highlights the impact of a culturally adapted SEL curriculum.

[Why Social and Emotional Learning Is Essential for Students](#) outlines how to establish successful SEL curriculum in schools, examines the benefits of SEL (both short and long term), and looks at ways to incorporate it in classrooms.

[Social and Emotional Learning and Traditionally Underserved Populations](#) explores best practices for SEL for ELs.

[Helping immigrant and refugee students succeed: It's not just what happens in the classroom](#) presents ways to partner with parents to address EL SEL needs.

[Social and Emotional Support for Refugee Families: A School Psychology Perspective](#) provides guidance for supporting refugee students and their families and considers ways that trauma may show up in the classroom.