Quick Reference Guide: State Level Social and Emotional Supports

Monitoring and Supporting EL Learning Environments

The Department monitors statewide data on ELs' perceptions of their learning environments and supports initiatives designed to improve school climate.

School climate is a promising area for supporting EL success. Parents of ELs consider school climate when choosing the best school to serve their children's needs. The Department supports districts in implementing specific initiatives to build positive school climates for ELs, including in the areas named on this chart.

| Cultural and Linguistic Competence | Optimum Instructional Environment | Mental Health | Emotional and Physical Safety |

The Department supports initiatives and provides guidance for creating positive school climates that welcome diversity and challenge linguistic discrimination, cultural biases, and racism in education. The Department also creates surveys to monitor students' own perceptions of school climate. The VOCAL survey, for example, is now available in English. With possible future expanded translation into various languages, ELs at various English proficiency levels can equitably report their perceptions of school climate.

Overall safe and respectful climate to help meet the linguistic, cultural, socio-emotional, and academic needs of the changing EL population

Sharing Best Practices for Providing Tiered Social and Emotional Supports to ELs

The Department shares best practices for providing tiered social and emotional learning supports to ELs.

Source: MADESE Social and Emotional Learning for All

ELs are among the most diverse students across the United States. Many face unique and challenging situations at a young age, from learning a new language and culture, to acclimating to a new school, or undergoing trauma as a result of migratory and other experiences. ELs are more likely to live in poverty and represent the largest subgroup of homeless children in the U.S. They tend to be identified at higher rates for having a specific learning disability, speech, or language impairment. ELs may also have added responsibilities such as contributing to the family by interpreting, working, and/or caring for younger siblings. The road to preparing all students, including ELs, for college, careers, and civic engagement includes tiered social and emotional supports that ensure an optimal learning environment where authentic and robust teaching and learning can occur. Supporting these students requires a fresh look at how we structure social and emotional learning, including considering how to help students transition to schools and communities in the United States in ways that affirm their experiences and cultural backgrounds. For these reasons, the Department continuously shares best practices for ensuring the social and emotional well-being of ELs.

Forums for Promising Practices: Social and Emotional Needs

The Department convenes forums for district leaders to share best practices for meeting ELs' social and emotional needs.

ELs' social-emotional and cognitive development are interconnected processes that lay the foundation to their success in school and beyond. Using explicit language about supportive environments for ELs, the Department regularly shares best

practices as well as a summary of the research that supports such approaches. The Department promotes forums, networks, and professional learning opportunities that prompt all educators to examine how schools provide safe spaces and promote social and emotional well-being for all, including by using an EL-specific lens. In forums, the Department guides educators and administrators to engage in self-examination, including discussions about how all Massachusetts educators can…
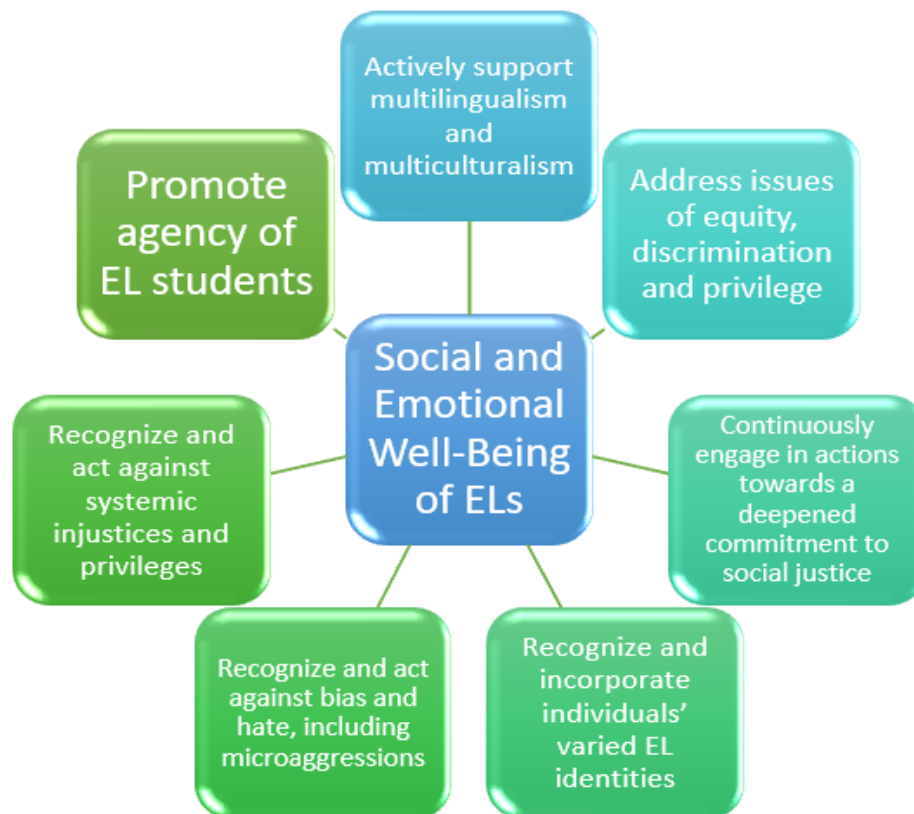
🎬 Actions-at-a-Glance: Social and Emotional Supports

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

• Provide guidance for creating positive school climates that welcome diversity and challenge linguistic discrimination, cultural biases, and racism in education, and ensure an optimal learning environment for ELs
• Support districts in implementing specific initiatives to build positive school climates for ELs
• In monitoring and supporting EL Learning environments, the Department:
    ○ trains staff
    ○ engages families and community members
    ○ supports district initiatives that help ELs develop social-emotional skills that include conflict resolution
• Regularly share best practices around the social and emotional well-being of ELs through focus bulletins, network themes, and learning modules

Planning Resources

DESE Practical Tools and Resources

[Social and Emotional Learning in Massachusetts](#) This webpage provides a number of resources educators can access 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](#) These standards provide a frame for strategies and approaches for social and emotion learning in early education classrooms. Available in English, Chinese, Haitian Creole, Portuguese, and Spanish/

DESE Guidance

[Social and Emotional Learning for All: Access, Cultural Proficiency, and Cultural Responsiveness](#) This guidance addresses the critical intersection of social and emotional learning (SEL) and culturally-responsive teaching (CRT).

[Guidelines on Implementing SEL Curricula](#) This document contains guidelines for schools and districts on how to effectively implement social and emotional learning curricula for students in grades K-12. The information provided relates to leadership, professional development, resource coordination, instructional approaches, policies and protocols, and collaboration with families.

[Leading Educational Access Project (LEAP)](#) LEAP incorporates social emotional learning focus into professional development and support.

[Migrant Education](#) This webpage provides useful information and resources for supporting migrant students.

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

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

[Multi-Tiered System of Support: A Blueprint for Massachusetts Educators](#) This document focuses on system structures and supports for school improvement across the district, school, and classroom levels to meet the academic and non-academic needs of all students. It was developed to help guide the establishment of a system that provides high-quality core educational experiences in a safe and supportive learning environment for all students and targeted interventions/supports for students who experience academic and/or behavioral difficulties and students who have already demonstrated mastery of the concept and skills being taught.

Federal Resources

[Guiding Principles: A Resource Guide for Improving School Climate and Discipline](#) A resource to assist states, districts, schools, and other stakeholders who are seeking to develop school climate and school discipline policies and practices that are both locally tailored and grounded in recognized promising practices and research.

[Social and Emotional Supports for Newcomer Students](#) This paper is one in a series of three papers that focus on newcomers. The other papers in the series include Academic Supports for Newcomer Students *and* Programs for Newcomer Students. It addresses two general areas of consideration: (1) acclimating students to their new environment, and (2) addressing the impact of trauma and emotional stress, particularly in the case of unaccompanied youth.

[Positive Behavioral and Intervention Supports (PBIS)](#) Resources for schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Other Featured Resources

[How to Provide Social-Emotional Support for Immigrant Students](#) Learn more about strategies that individual educators and schools can use to support immigrant students, help address stress and anxiety, and create a respectful classroom environment discussions related to immigration.

[Collaborative for Academic, Social, and Emotional Learning (CASEL)](#) This webpage contains tremendous amount of resources that educators can use to support implementation of SEL into the classroom.

CURRICULUM & INSTRUCTION

EDUCATOR EFFECTIVENESS

[Creating Trauma-Informed Learning Environments](#) This brief describes five important actions teachers can take to design trauma-sensitive classrooms

[Massachusetts Consortium for Social-Emotional Learning in Teacher Education (SEL-TEd)](#) This webpage includes resources for educators on SEL.

[National Center for Safe Supportive Learning Environments](#) (NCSSLE) This webpage has a number of practical and usefully resources for creating a safe and optimal learning environment, including resources such as this concise summary of [Social Emotional Learning](#). You can also access a collection of resources and suggestions for improving the school community that the NCSSLE complied for the Massachusetts Department of Elementary and Secondary Education [here](#).

[Trauma-Informed Practices from Prenatal to Young Adulthood: Voices from the Field](#) In this resource, experts and practitioners in early childhood and K–12 education, health , mental health, and social services discuss how trauma-informed practices help to shape their work.

[Trauma-Informed Schools Resources: Project 180](#) Project 180 is an initiative of CHRIS 180 funded by SAMHSA (Substance Abuse and Mental Health Services Administration) with the purpose of developing trauma-informed school environments. This project is comprised of five integrated components: Trauma-Informed School environments; School-Based Trauma-Informed Mental Health Services; Mental Health Workforce Development; Trauma-Informed School Referral Network; Project Website.

[Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework](#) This framework presents a tiered approach to creating a trauma-informed school environment that addresses the needs of all students, staff, administrators, and families who might be at risk for experiencing the symptoms of traumatic stress. It offers a vision of a trauma-informed school, adhering to the "4 Rs": (1) realizing the widespread impact of trauma and pathways to recovery; (2) recognizing signs and symptoms of trauma; (3) responding by integrating knowledge about trauma into all facets of the system; and (4) resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices.