FEBRUARY 2021

Multi-Tiered SEL and Mental Health
in Distance and Blended Learning

About This Toolkit

Schools have a responsibility to adapt to a changing society. The pandemic and raised consciousness around social injustice underscores the important roles schools play in the lives of students, families, and their communities to promote the understanding of schools as more than academic institutions alone.

The objective in creating modules around Multi-Tiered Social-Emotional Learning and Mental Health in Distance Learning is to give guidance to educators on how to create conditions of mental well-being in which youth and adults are socially and emotionally supported.

This toolkit prioritizes inclusive practices, a sense of belonging, and relationships to support the whole child and adults within schools. An aim of this project is to align support for schools and educators with the Learning Continuity and Attendance Plan in providing resources and supports to address student and staff mental health and social-emotional well-being. The following modules include videos and resources around foundations of social-emotional learning for students and adults, integrated SEL practices for students and adults, universal and supplemental behavioral supports virtually, supporting student mental health within a continuum of support, and promoting educator self-care. The modules and toolkit will demonstrate the "how to" of the specific topic, model the practices, and provide examples of strategies or activities that can be implemented immediately.

Educators, regardless of their specific role, will make use of this toolkit. It may be used to support the mental health and social and emotional well-being of students and staff. The videos linked in each section may be used for targeted professional development. The available resources may be provided to students and staff to address trauma and other impacts of COVID-19 on the school community.

CALIFORNIA
MTSS

For more information please contact
**camtss@ocde.us**

What is
SEL for Students?
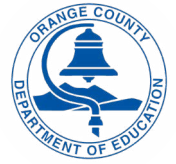
Understanding the social-emotional needs of students is the cornerstone to educating the whole child in an integrated system of instruction. This module covers the foundations of social-emotional learning (SEL) and the 5 core SEL Competencies from the Collaborative for Academic, Social, and Emotional Learning (CASEL).
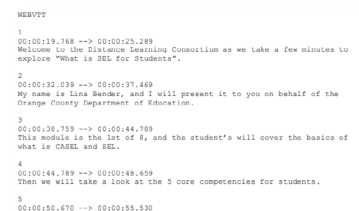
OBJECTIVES
Introduce CASEL and SEL definition
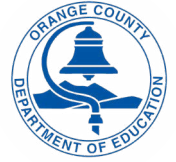Learn about the 5 core SEL Competencies for students
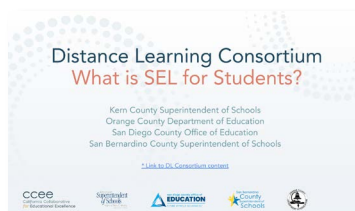
[Slide Deck](#)

[Video](#)

[Video Transcript](#)

RESOURCES

[California Multi-Tiered System of Support (CAMTSS)](#)

[Collaborative for Academic, Social, and Emotional Learning](#)

[CASEL Competency Wheel](#)

[CASEL Competency Wheel in Spanish](#)

[PBS Video on SEL](#)

[SEL and Developmental Stages](#)

[California's SEL Guiding Principles](#)

[California's SEL Guide to Resources](#)

[California Department of Education's SEL webpage](#)

[CASEL Resources for COVID](#)

[Executive Summary: From a Nation at Risk to a Nation at Hope from The Aspen Institute](#)

[How Right Now: Discussions and Support for Different Feelings](#)

Importance of
SEL Competencies for Adults

The 5 Core Competencies of social-emotional learning (SEL) apply to both the students and the adults on the school campus. In this module we will uncover the importance of incorporating SEL practices for adults and how to integrate them throughout our work as educators; for ourselves and for one another.
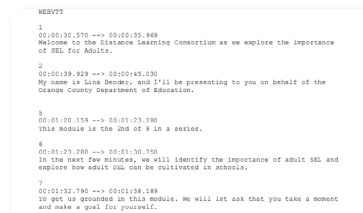
OBJECTIVES
Define "Adult SEL"

Explore how Adult SEL can be cultivated
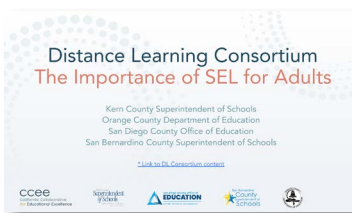
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Video

Video Transcript

RESOURCES

California Multi-Tiered System of Support (CA CAMTSS)

CASEL Guide to Schoolwide SEL - Focus Area 2: Strengthen Adult SEL

To Reach the Students, Teach the Teachers: A National Scan of Teacher Preparation and Social & Emotional Learning

Strategies for Adult SEL Facilitation: Professional Development Reflection

Professional Learning Rubric

Video: Improving the Well-Being of Teachers and Students

Mindful Teacher Articles

Personal Reflection and Assessment (English and Spanish)

Personal Reflection and Assessment [Google Form-still a draft but may be a useful resource] (English)

Examining Biases for Cultural Competence

Strategies

Self-care Infographic

3 SEL Signature
Practices for Students

Integrated social-emotional practices are important for fostering a supportive environment and promoting social-emotional learning (SEL) schoolwide. The 3 Signature SEL Practices for students intentionally and explicitly support practices through which students build their SEL skills. This module briefly covers the foundations and benefits of social-emotional learning. You will also learn how to create structures that foster belonging and engagement for students.
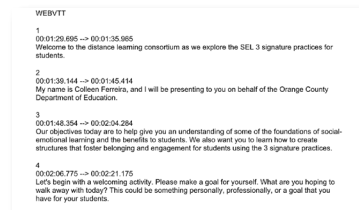
OBJECTIVES
Understand the foundations & benefits of social-emotional learning
Learn how to create structures that foster belonging & engagement for students
with the SEL Three Signature Practices
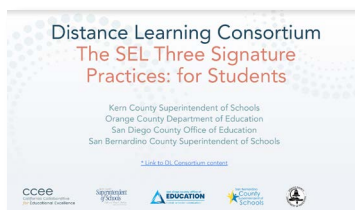
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RESOURCES

Three Signatures Practices Playbook

Overview of the Three Signature Practices in the Classroom

Overview of the Three Signature Practices in the Classroom During Challenging Times

Three Signature Practices Planning Tool

Engaging Practices from Expeditionary Learning Catalog: Detailed Lesson Activities to Support Engaging Practices

Engaging Practices from The Colorado Education Initiative Catalog: Detailed Lesson Activities for Middle/High School
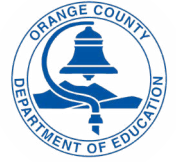
Article: "15 of the Best Breaks"

Optimistic Closures: One Page Resources for Prompts and Sentence Stems

Video: SEL 3 Signature Practices: Classroom

CASEL (Collaborative for Academic, Social, and Emotional Learning)
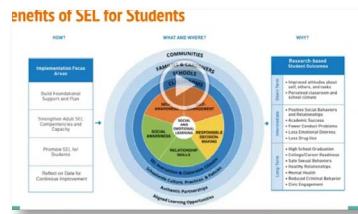
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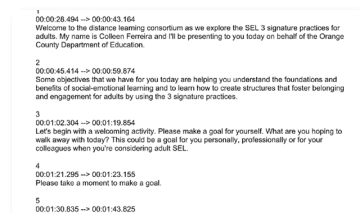
OBJECTIVES
Understand the foundations & benefits of social-emotional learning
Learn how to create structures that foster belonging & engagement for adults
with the SEL Three Signature Practices

Slide Deck

Video

Video Transcript

RESOURCES

Three Signatures Practices Playbook

Summary of the Three Signature Practices from CASEL for Adults and Students

Three Signature Practices for Adults from Denver Public Schools: One Page Overview

Three Signature Practices for Adults from OUSD: Two Page Overview

Welcoming Ritual Examples

Optimistic Closure Examples

Video: SEL 3 Signature Practices: Adult SEL

CASEL (Collaborative for Academic, Social, and Emotional Learning)

Behavioral Support
In the Virtual Classroom

One of the most powerful tools educators can use to improve behavior and strengthen relationships--as well as create a positive and welcoming school environment-- is to use feedback and acknowledgement on a regular basis. Learn how to effectively deliver student acknowledgements, how to set yourself up for remembering to use the acknowledgement, and determine how often you are using this strategy.

OBJECTIVES

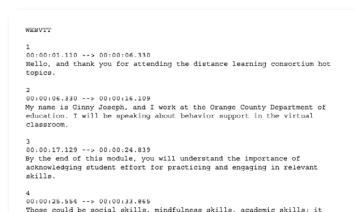Acknowledge student effort for practicing and engaging in relevant skills

Make connections to social-emotional skills, relationships, and trauma-informed classrooms

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Video

Video Transcript

RESOURCES

Track Behavior Specific Praise with the Free Be+ App

Creating a PBIS Behavior Matrix for Remote Instruction

Classroom Snapshot Midwest PBIS: Behavior Specific Praise

5 Ways to Reward Students the Right Way

Article: "How to Build Relationships Virtually: The Ultimate Guide for Teachers"

Article: "Improving Students' Relationships with Teachers to Provide Essential Supports for Learning"

Article: "Let's Talk: Effectively Communicating with Your Online Students"

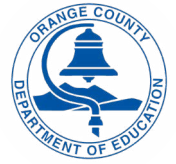Article: "How to Create an Inclusive Virtual Classroom"

Article: "7 Ways to Maintain Relationships During Your School Closure"

Video: "Building Remote Learning Relationships"

# Tier 2 Support
In the Virtual Classroom

Check-In Check-Out is a well-researched evidence-based Tier 2 targeted intervention, and when implemented with fidelity has strong positive outcomes for students. Learn how this Tier 2 intervention aligns with Trauma-Informed Practices and is effective for students with externalizing and internalizing symptoms. An overview of recommended virtual adaptations are included.

OBJECTIVES

Recommended virtual adaptations of Check-In Check-Out (CICO) Tier 2 intervention
Make connections between Check-In Check-Out and Social-Emotional needs
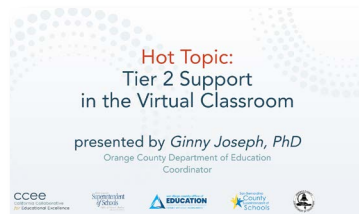
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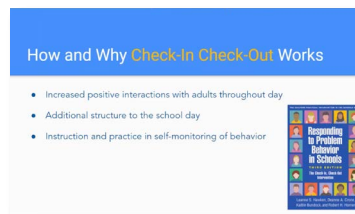
Video

Video Transcript

RESOURCES

Guidance on Adapting Check-In Check-Out for Distance Learning

Michigan MTSS Guidance Adapting CICO

Systematic Screening for Behavior in Current K-12 Instructional Settings

Tier 2 Evidence-Based Practices Video
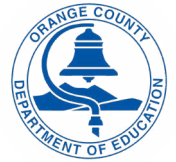
CICO for Internalizers Teacher Feedback Video

Sample Daily Progress Report

Mental Health
## Within a Continuum of Support

Research indicates students are more likely to seek mental health support when available in schools. When students receive support, they show a marked improvement in academic performance. This module highlights how School Based Mental Health Providers (SBMHP), including school counselors, school social workers, and school psychologists work together to support student mental health.
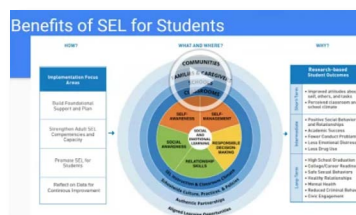
OBJECTIVES

Define and identify School Based Mental Health Providers (SBMHP) trained in supporting student mental health

Outline best practices for collaboration among SBMHP to address the full spectrum of student mental health
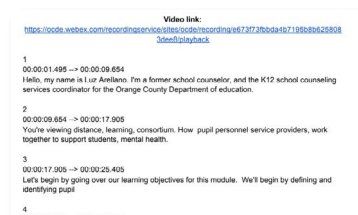
Explore examples of data elements for early identification of need for supplemental or intensified supports
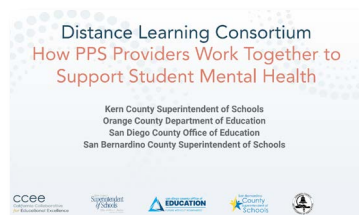
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[Video](#)

[Video Transcript](#)

RESOURCES

[Fostering the Whole Child: A Guide to School Mental Health Professionals](#)

[Overview of the Role of the School Counselor in Student Mental Health](#)

[One Pager of the Role of the School Counselor](#)

[One Pager of the Role of the School Social Worker](#)

[One Pager of the Role of the School Psychologist](#)

[Examples of Supplemental and Intensified Data Elements by Domain](#)

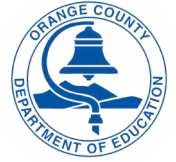[Warning Signs of Mental Health for Youth](#)

[Virtual Signs of Serious Mental Health Problems: A Teacher's Guide to Protecting Students](#)

[Guidance on Role of School Counselor in a Multi-tiered System of Support](#)

[Table of Role and Service Agreement Between Pupil Personnel Service Providers](#)
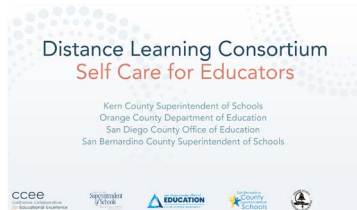
Self-Care
For Educators

Self-care is a necessity and ethical responsibility for educators. Practicing positive self-care strategies will support educators in becoming more effective and productive in their role as an educator. This presentation provides practical self-care exercises that can be applied immediately.
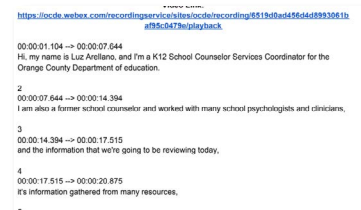
OBJECTIVES

Define self-care and list the benefits of practicing self-care behaviors

Identify warning signs of burnout/compassion fatigue

Explore strategies to engage in positive self-care behaviors

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Video

Video Transcript

RESOURCES

Care for Caregivers: Tips for Families and Educators

Care for the Caregiver: Guidelines for Administrators and Crisis Teams

Self-Care Assessment

Self-Care Assessment Worksheet

Lifestyle Behavior Assessment

Compassion Satisfaction and Fatigue Self-Assessment

Self-Care Wheel

Your Portable Guide To Stress Relief

My Maintenance Self-Care Plan

Emergency Self-Care Worksheet

Breathing Practices for Adults

Stress Relief Mental Activities

Stress Relief Physical Activities

Article on Stress Management: How to Reduce, Prevent, and Cope with Stress

Article on Time to Ditch 'Toxic Positivity,' Experts Say: 'It's Okay Not to Be Okay'

NAMI National Helpline Resource Directory