

Connecting the Dots:

California MTSS and Social-Emotional Learning

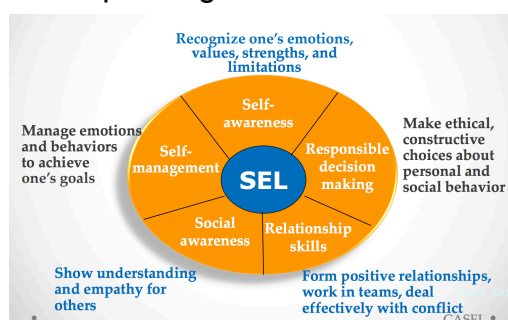
Multi-Tiered System of Support (MTSS) is a framework designed to address academic, behavioral, and social-emotional learning in a fully integrated system of support. Teams use data to guide instruction and identify students who require additional support for increasingly intensive interventions based on need. Student supports are universally designed, differentiated, and integrated. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.



In California MTSS, counties, regions and state educational agencies are the source of technical support, local educational agencies are the place of intervention and schools are the place of transformation. MTSS is a framework that supports equity-based inclusion within a multi-tiered framework.

What is Social and Emotional Learning (SEL)?

SEL is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make



responsible decisions, and handle challenging situations effectively. CASEL (Collaborative for Academic and Social Emotional Learning) has identified five domains of skills for social emotional competence enabling learning success: 1. Self-Awareness: Recognize one's emotions, values, strengths, and limitations, 2. Self-Management: Manage emotions and behaviors to achieve one's goals, 3. Social-

Awareness: Recognize one's emotions, values, strengths, and limitations, 4. Relationship Skills: Form positive relationships, work in teams, and deal effectively with conflict, and 5. Responsible decision-making: Make ethical, constructive choices about personal and social behavior.

How do MTSS and SEL align?

Neuroscience research shows that emotion, attention, and learning are all linked. SEL needs a positive school climate to flourish and has a direct impact on school climate. When social-emotional learning skills are explicitly taught to both students and staff and practiced this can lead to a less stressful school environment, a stronger focus on learning, and positive relationships between student and staff.



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In turn, these conditions create a more positive school culture leading to improved student achievement. Social and emotional learning can be implemented in a tiered system of student support. A strong foundation of skill development and practice is key. Building upon this universal tier of best first instruction, data can be used to identify students needing more targeted and intensive support. The four main approaches to SEL include explicit instruction, academic integration, instructional practices, and extracurricular activities. Initiatives that focus on developing the adults' social and emotional competence support their ability to be healthy role models for students and more effective teachers of social and emotional skills and attitudes.



Want to learn more about using Social and Emotional Learning to support your MTSS work?

1. Check out these resources to support your CA MTSS work.
 - [SEL Guiding Principles](#)
 - [SEL Website](#)
 - [CASEL: Collaborative for Academic and Social Emotional Learning](#)
 - [CASEL District Resource Center](#)
 - [Core SEL Competencies](#)
 - [Effective Social and Emotional Learning Programs](#)
 - [Dr. James Doty](#)
2. Consider where Social Emotional Learning Supports fit within your developed design.
3. Examine your data to determine whether Social Emotional Learning is a priority area in your local MTSS implementation work.
4. Map your current SEL initiatives and available resources. Identify any additional resources you would need to support your design priorities.
5. Match resources to your identified priorities for implementing MTSS.

