

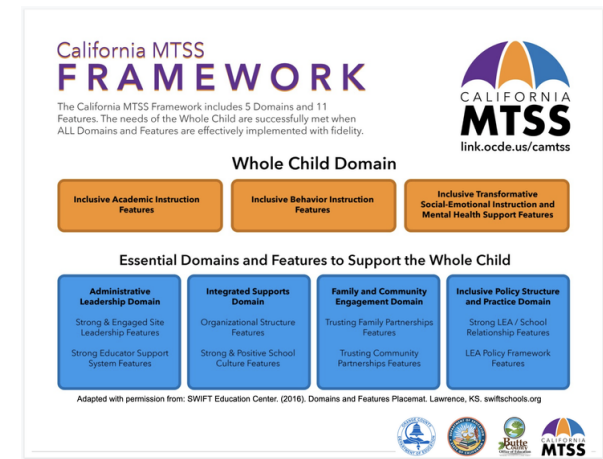


UNDERSTANDING SOCIAL-EMOTIONAL LEARNING AND MENTAL HEALTH SUPPORTS FOR STUDENTS



UNDERSTANDING SOCIAL-EMOTIONAL LEARNING AND MENTAL HEALTH SUPPORTS

The California Multi-Tiered System of Support (CA MTSS) framework combines social-emotional learning (SEL) with mental health supports under the Whole Child Domain. While SEL and mental health are not the same, **SEL can promote positive mental health in many ways**. By promoting responsive relationships, emotionally safe environments, and skills development, SEL cultivates important “protective factors” to buffer against mental health risks (CASEL). SEL and mental health are not interchangeable terms, although they have an interdependent relationship.



The ***Social-Emotional Learning (SEL) and Mental Health Supports for Students*** infographic is intended as a reference for administrators, educators, parents, and community members who want to understand the intersection of supporting every child’s mental and social-emotional health and the contexts of why and where these supports should be present in a school.



[CLICK HERE](#)

The infographic is organized by all 3 levels in the CA MTSS Continuum of Support for Social-Emotional Learning and Mental Health: universal supports, supplemental supports, and intensified supports. Each page provides information on the support level's goals, assessment, and implementation approach in schools.

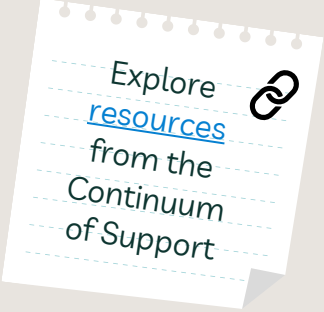
Prior to engaging with the following pages, you are encouraged to **watch this short video** that strives to assist you in navigating this resource and provide context and nuance to the intersection of SEL and mental health.



[Click here to access this document and corresponding materials in 5 different languages](#)

WHAT ARE SEL AND MENTAL HEALTH UNIVERSAL SUPPORTS?

Social-emotional learning and mental health education **build student knowledge and skills** at each grade level and teaches them how to maintain and improve their health, prevent illness, and develop healthy attitudes and behaviors. They include the ability to practice life skills such as: managing emotions, stress, conflict, making responsible decisions, developing good character, and building resilience during difficult times.



WHAT ARE THE GOALS?
To promote well-being, support life skills, and create healthy learning environments as a **preventive approach**.

HOW IS IT ASSESSED?

Assets-based Approach

Environments: Climate surveys for students, families, and staff

Skills: Student content knowledge of the essential concepts and standards-based skill development.

Assess **all** students



WHAT DOES IT LOOK LIKE IN A SCHOOL?

WHAT
Provide **explicit instruction** (instructional materials that prioritize skill development), **integration** throughout the day, and a **positive climate** and culture that all students experience daily. Instruction and integration should be universally designed.



HOW
Advance authentic school-family-community partnerships in developing safe, supportive environments, and healthy outcomes by creating a common vision, language, and coordinated services **for all students**. Ensure required mental health education as outlined in [Ed Code 51925](#) is included in middle and high school health courses.

WHO'S INVOLVED?
All staff, family, students, and community partners.

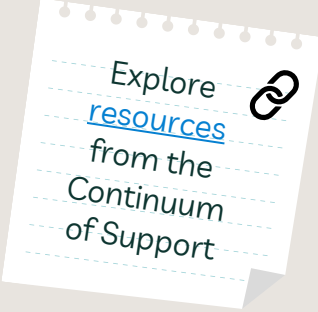


WHY
Mental and emotional health are integrally related and begin developing at an early age.



WHAT ARE SEL AND MENTAL HEALTH SUPPLEMENTAL SUPPORTS?

Some students may need **additional support to reinforce mental and social-emotional health, knowledge, and skills**. These supports can be an extension of classroom instruction or an on-campus opportunity to receive individual or group services.



WHAT ARE THE GOALS?

To promptly **match and provide short-term services** so that students may thrive through universal supports.



HOW IS IT ASSESSED?

Needs-based Approach

Progress Monitoring:

[Aligned to CA MTSS continuous improvement](#),

both formal and informal **formative** assessment of student progress should be utilized:

- On the use of their social and emotional skills
- To rate their responsiveness to the intervention

Assess **some** students



WHAT DOES IT LOOK LIKE IN A SCHOOL?

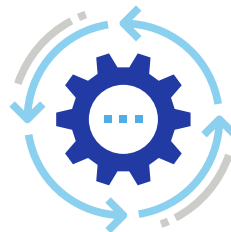
WHAT

Provide students knowledge and skills resources within supportive staff relationships that match their social-emotional and mental health needs in a non-clinical setting. These resources **extend or reinforce the knowledge and skills previously taught**.



HOW

Students receive supports that supplement universal instruction, individually or through small groups, based on [decision rules](#) for entry and exit.



WHO'S INVOLVED?

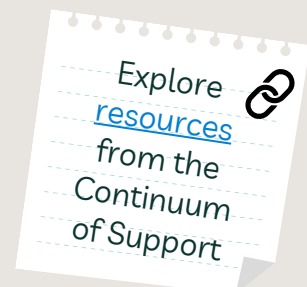
With input from parents, supports can be facilitated by **any staff member identified and trained** in supplemental supports.

WHY

To provide the supports necessary to promote well-being for students who **may be at risk** for developing more serious concerns.

WHAT ARE SEL AND MENTAL HEALTH INTENSIFIED SUPPORTS?

Mental health services assist an individual or group in alleviating mental or emotional illness, conditions, or issues.



WHAT ARE THE GOALS?

Supporting children with **significant** social and emotional or mental health issues with evidence-based counseling or therapeutic interventions.

HOW IS IT ASSESSED?



Mental Health Needs Assessment:

Based on student progress with supplemental supports and the team's recommendation:

- Assess for current issues and history of mental health services
- Assess and prioritize resources (Triage)

Risk Assessment:

- Based on student self-report or request
- Screen for imminent risk
- Threat assessment

Specifically for students with IEPs:

- **Psychoeducational Assessment** to qualify for [ERMHS](#)

WHAT DOES IT LOOK LIKE IN A SCHOOL?

WHAT

Provide **individual or group counseling** to support mental health issues.



HOW

Students receive support through **community or school-based** counseling or therapeutic interventions.



WHO'S INVOLVED?

With input from parents, supports are provided based on recommendations from a school team, such as a [Coordination of Services Team](#), including: administrators, teachers, community, and [school-based mental health providers](#).

WHY

To provide students **treatment or counseling** with a specialized service provider that cannot be met fully through universal or supplemental supports.



DID YOU KNOW?

Mental health issues can result from the interaction of multiple factors, including:

- **Biological factors**, such as genes or family history of mental health issues
- **Psychological factors**, such as trauma or mood disorders
- **Social factors**, such as isolation, disconnectedness, or discrimination