



# Integrated Systems of Support

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## What Is the Topic

[Research](#) shows that addressing [socio-emotional well-being](#) has become essential for the academic success of all students (Dweck et al., 2011). Socio-emotional well-being in education refers to the holistic development of students' social and emotional skills within the school environment. It includes the ability to understand and manage emotions, build healthy relationships, show empathy, make responsible decisions, and navigate social complexities (Durlak et al., 2011; Zins & Elias, 2007). [Mental health literacy](#) involves understanding and developing awareness of mental health issues, including recognizing signs of mental health challenges and knowing where and how to seek help (Kutcher et al., 2016). In education, it entails teaching students about mental health in a way that reduces stigma, promotes emotional well-being, and equips them with the tools to manage stress, emotions, and interpersonal relationships effectively (Sampaio et al., 2022). For educators, literacy in socio-emotional well-being and mental health is vital for understanding students' unique social-emotional needs and developing strategies to create emotionally secure and supportive classroom environments. In Oregon, socio-emotional well-being and mental health literacy are integrated into various academic activities, enhancing both students' academic skills and their social-emotional development.

[Oregon Department of Education's Integrated Model of Mental Health](#) can serve as a guide for school leaders and educators to promote efforts in health promotion and illness prevention, offering a framework for supporting students, families, and school staff. This model emphasizes mental health and well-being through four interconnected pillars: strengths-based approaches, trauma-informed practices, principles of social-emotional learning, and equity-centered strategies. By integrating these pillars, the model ensures that all health and mental health promotion, prevention, and intervention efforts are comprehensive and effective.



For English learners (ELs), socio-emotional well-being and mental health literacy are important, as these students often navigate the dual challenges of mastering academic content while developing English language proficiency (Mesquita, 2022). [Multiple studies](#) demonstrate that socio-emotional well-being and mental health literacy help ELs adjust to new linguistic and cultural environments, leveraging their multilingual and multicultural competencies for success in school and beyond (Michael et al., 2007). ELs may also face stigma associated with the EL label, particularly "long-term ELs" who remain in English language development (ELD) programs for extended periods, leading to feelings of exclusion and lower self-esteem (Estrada & Wang, 2018). Educators play a crucial role in recognizing and nurturing the strengths and cultural assets of ELs, moving beyond a narrow focus on language proficiency to support the overall development of the child (Goldenberg & Coleman, 2010; Farrington et al., 2012).

## What Is the Evidence Base

Research indicates that social and emotional skills offer substantial benefits for academic performance, health, and long-term social outcomes. [The National Academies of Sciences, Engineering, and Medicine's 2017 meta-analysis on English Learners](#) revealed that, "Evidence indicates that ELs have comparable or better social-emotional competencies relative to their monolingual English peers." Educators, school leaders and researchers alike, strive to develop policies and foster practices on data and evidence to address the [social and emotional learning needs](#) of English learners.

Sampaio et al. (2022) describe seven social-emotional skills. Educators and school leaders can use these skills to identify strategies and programs to increase mental health literacy in their schools:

- Creating and sustaining relationships with adults and peers
- Managing and regulating one's emotions and behavior
- Developing curiosity and openness to exploration
- Understanding one's own emotions
- Understanding others' emotions and social cues
- Developing empathy for others
- Communicating one's thoughts and feelings

[EducationWeek](#) offers four ways for educators to help English learners develop social-emotional skills:

- a) Integrate socio-emotional learning into the curriculum
- b) Provide Hands-on Learning Experiences
- c) Normalize Sharing Human Experiences in the Classroom
- d) Gather and Act on Student Feedback

[Research-based evidence](#) supports the effectiveness of various models and frameworks grounded in best practices that address socio-emotional well-being in all students. Before exploring some of these



frameworks, we present a list of concepts designed to help educators and school leaders enhance mental health literacy in schools, for the benefit of their students and themselves. This list can guide school leaders and educators in fostering classroom conversations that include a wide range of [emotions and feelings](#), which we encourage them to become familiar with and normalize in their teaching.

1. **Empathy**: The capacity to understand and share the feelings of others, essential for building supportive relationships (Eisenberg, 2006).
2. **Growth Mindset**: The belief that abilities and intelligence can be developed through effort and learning, as opposed to being fixed traits (Dweck, 2006).
3. **Mental Health Literacy**: Understanding mental health issues, recognizing signs of mental health challenges, knowing how to seek help, and supporting peers in managing their mental health (Kutcher et al., 2016).
4. **Mindfulness**: The practice of paying focused, non-judgmental attention to the present moment, which can reduce stress and improve emotional regulation (McIntosh, 2022).
5. **Resilience**: The ability to recover from challenges or setbacks, maintaining a positive outlook and continuing to move forward (Masten, 2014).
6. **Self-Regulation**: The ability to manage one's emotions, thoughts, and behaviors in various situations, including managing stress, controlling impulses, and setting personal goals (Moffitt et al., 2011).
7. **Social-Emotional Learning (SEL)**: The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions ([CASEL](#)).
8. **Trauma-Informed Practice**: An approach in education that recognizes the impact of trauma on students' behavior and learning, focusing on creating a safe and supportive environment (Substance Abuse and Mental Health Services Administration [SAMHSA], 2014).

**Framework 1: [Social-emotional Learning](#)**: This a structured approach that outlines how to integrate social and emotional learning into educational settings. It provides guidelines, practices, and strategies for helping students develop crucial skills like self-awareness, self-management, social awareness, relationship-building, and responsible decision-making (see Figure 1). Research shows that integrating SEL into the curriculum helps ELs build the resilience and interpersonal skills needed to navigate the dual challenges of mastering academic content while developing English proficiency. For example:

- Zins and Elias (2007) and Durak et al. (2017) found that ELs with strong SEL skills perform better academically and show higher levels of school engagement compared to their peers without SEL support.
- The National Academies of Sciences, Engineering, and Medicine (2017) reported that ELs often demonstrate comparable or superior social-emotional competencies, such as self-regulation and interpersonal skills, relative to their monolingual peers. This suggests that an SEL framework not only aids in language acquisition but also enhances ELs' overall academic success and well-being.



- In this [extensive review of literature](#), the authors describe different studies that demonstrate the positive impacts of incorporating social-emotional learning in mainstream classrooms, which include English learners.

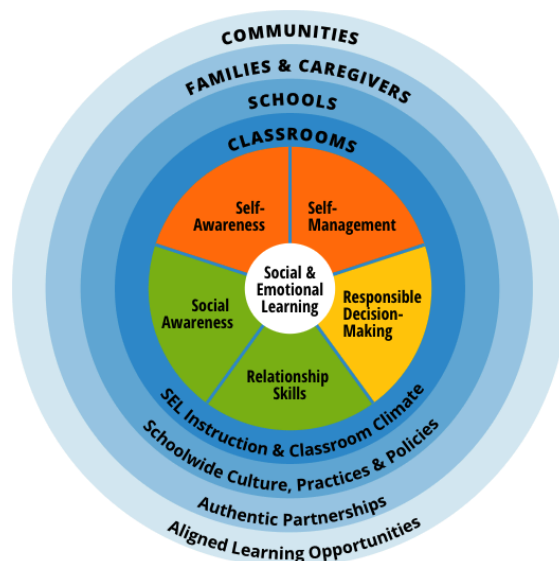


Figure 1. Social-emotional Learning Framework

**Framework 2: [Social, Emotional, and Ethical Learning - SEE Learning](#):** This framework extends the foundation of Social and Emotional Learning (SEL) by incorporating additional competencies such as attention, ethical values like compassion, emotional exploration, self-regulation, reflective practices, and systems thinking. Figure 2 illustrates the nine integrated components of the framework, emphasizing the "enduring capabilities" within each component. These capabilities represent the skills and knowledge that learners develop within the respective SEE domains and dimensions. The SEE framework also outlines a pedagogical model to guide learners toward proficiency in various competencies, progressing through three levels: (i) Required Knowledge—acquiring foundational knowledge related to SEE competencies, (ii) Critical Insights—personal realization of this knowledge, and (iii) Embodied Understanding—deep internalization of learned concepts. Designed to be inclusive and adaptable, SEE Learning is particularly effective for diverse student populations.

- The preliminary result of [this international research program](#) demonstrated that students who engage in SEE Learning are more likely to: Demonstrate feelings of empathy and perspective taking; Foster self-efficacy regarding one's school work; and Experience greater levels of intrinsic motivation.
- Cho et al., (2019) investigated the social-emotional learning of young refugee English Learners in U.S. schools. This study revealed that educators view social awareness, self-compassion, and relationship skills as critical for these students. To support these skills, teachers employed strategies such as explicit instruction, individualized attention, and fostering a positive classroom climate.



		Dimensions		
		Awareness	Compassion	Engagement
Domains	Personal	<b>Attention &amp; Self-Awareness</b> <ul style="list-style-type: none"> <li>• Attending to Our Body and Sensations</li> <li>• Attending to Emotions</li> <li>• Map of the Mind</li> </ul>	<b>Self-Compassion</b> <ul style="list-style-type: none"> <li>• Understanding Emotions in Context</li> <li>• Self-Acceptance</li> </ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Balancing the Body</li> <li>• Cognitive and Impulse Control</li> <li>• Navigating Emotions</li> </ul>
	Social	<b>Interpersonal Awareness</b> <ul style="list-style-type: none"> <li>• Attending to Our Social Reality</li> <li>• Attending to Our Shared Reality with Others</li> <li>• Appreciating Diversity and Difference</li> </ul>	<b>Compassion for Others</b> <ul style="list-style-type: none"> <li>• Understanding Others' Feelings and Emotions in Context</li> <li>• Appreciating and Cultivating Kindness and Compassion</li> <li>• Appreciating and Cultivating Other Ethical Dispositions</li> </ul>	<b>Relationship Skills</b> <ul style="list-style-type: none"> <li>• Empathic Listening</li> <li>• Skillful Communication</li> <li>• Helping Others</li> <li>• Conflict Transformation</li> </ul>
	Systems	<b>Appreciating Interdependence</b> <ul style="list-style-type: none"> <li>• Understanding Interdependent Systems</li> <li>• Individuals within a Systems Context</li> </ul>	<b>Recognizing Common Humanity</b> <ul style="list-style-type: none"> <li>• Appreciating the Fundamental Equality of All</li> <li>• Appreciating How Systems Affect Well-Being</li> </ul>	<b>Community &amp; Global Engagement</b> <ul style="list-style-type: none"> <li>• Exploring One's Potential for Effecting Positive Change in Community and World</li> <li>• Engaging in Communal and Global Solutions</li> </ul>

Figure 2. Nine Integrated Components of the SEE Framework

## Summary

Review of relevant literature: Theoretical basis	Review of relevant literature: Support of identified research and practice	Empirical evidence on how it serves students and promotes systemic change
<a href="#">Social-emotional Learning</a> integrates ethical values and advanced competencies like systems thinking, showing promise in fostering deeper emotional and cognitive skills.	Research supports that SEL improves academic performance and engagement (Zins & Elias, 2007; Durak et al., 2017).	Students with strong SEL skills show higher academic performance and school engagement. SEL programs contribute to resilience and better interpersonal skills, benefiting overall student well-being and academic success.
<a href="#">Social, Emotional, and Ethical Learning</a> extends the social emotional learning framework by including ethical values, systems thinking, and reflective practices.	Cho et al., (2019) demonstrated that this framework enhances emotional competencies and motivation in academic experiences of refugee English Learners in U.S. schools.	SEE Learning fosters greater empathy, self-efficacy, and intrinsic motivation among students. Its inclusive approach supports diverse student populations, promoting systemic change in educational settings.



## Equity Considerations

[Refugee](#) is a legal designation of displaced people who left their countries of origin due to fear of persecution or imprisonment based on their race, ethnicity, religion, and political or social affiliations (UNHCR, 2018). As U.S. refugee resettlement programs focus on the most vulnerable populations, individuals with young children are typically prioritized for resettlement. When young refugee English learners (ELs) start formal schooling in the United States, they often face new experiences, rules, and norms that are different from those in their home countries (Cho, 2019; Hooper et al., 2016). Social-emotional learning in the U.S. school context is especially unfamiliar to refugee ELs because [social-emotional skills are socioculturally situated](#) (Guerrero, 2004; Hamilton, 2004). Although many of these students have diverse experiences and excellent cognitive and social skills, such as survival skills, resilience, and problem solving, these assets are often overlooked by some educators (Roy & Roxas, 2011). Understanding the unique backgrounds of refugee ELs can help school leaders and educators better support these students and recognize their individual experiences. Additionally, it can highlight the potential need for [trauma-informed care](#). If additional mental health support is required, consult with family liaisons and mental health professionals at your school to identify appropriate resources and services.

## Considerations for Local Context: Strategy Selection

As we consider the optimal next steps for supporting school leaders and educators in applying socio-emotional well-being and mental health literacy principles and practices. A valuable source of information lies in the local context of the district and/or school. In this brief, by local context, we refer to the specific factors within the community that may impact the ways in which educators use principles of socio-emotional learning and mental health literacy. To support educators in developing and establishing effective ways of using this approach with ELs the questions below can serve as a guide:

1. How can we build effective partnerships with support staff and mental health professionals to develop programs that foster socio-emotional well-being in English learners (ELs)?
2. In what ways can we gather and utilize information about our ELs' cultural and familial backgrounds to enhance their social-emotional learning (SEL) experiences?
3. How can we design SEL curricula and classroom activities that reflect and respect the diverse cultural contexts of our ELs?
4. How can we integrate community resources and local expertise to support and enrich the SEL experiences of ELs in our schools?
5. What methods can we use to assess and monitor the effectiveness of our SEL programs in addressing the social and emotional needs of ELs, and how can we adapt these programs based on the data collected?





The [Oregon's Transformative Social Emotional Learning Framework and Standards](#) emphasize the holistic development of students, highlighting the importance of socio-emotional learning for both students and adults within the education system. We encourage educators and also school leaders to familiarize themselves with the characteristics of their school communities and programs offered within their schools. School districts may offer different resources like programs or other initiatives aimed at fostering socio-emotional well-being and mental health literacy programs, for example [Deschutes County healthy schools programs](#) and [4j Eugene School District's mental health resources](#) offer some initiatives, such as increasing mental health literacy and resources for students to use in case of crisis. Schools and districts can also use ODE's free mental health literacy course [Oregon Classroom WISE](#).

### *Example from the Field*

*"Transformative Social Emotional Learning is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being" (CASEL, n.d.).*

## What Can Educators Do: Strategies for Success in the Implementation of Strategies to Foster Socio-emotional Well-being and Mental Health Literacy

Effective implementation of [socio-emotional well-being](#) involves integrating students' social and emotional learning throughout the school day and collaborating with families and communities. This requires more than just a single program; it demands a coordinated approach across classrooms, the school, homes, and communities. To support this, focus on:

- **School:** Align school climate, programs, and practices to support socio-emotional well-being. This includes fostering a supportive climate, adopting evidence-based programs, elevating student voice, integrating socio-emotional well-being into student supports, and ensuring equitable discipline practices.
- **Classroom:** Create supportive classroom environments that build community, a sense of belonging, and student-centered discipline. Integrate socio-emotional well-being into instruction by aligning it with academic objectives, using interactive teaching methods, and providing explicit socio-emotional instruction. Incorporate [mental health literacy](#) into the curriculum to enhance students' understanding of mental health, reduce stigma, and promote proactive support.
- **Family Partnerships:** Develop meaningful partnerships and two-way communication with families to support students' socio-emotional development and mental health literacy.



- Community Partnerships: Build strategic community partnerships to ensure consistent socio-emotional support, increase access to community services, and expand professional learning opportunities for socio-emotional well-being and mental health literacy.

To effectively implement [Social-Emotional Learning \(SEL\) across a school](#), consider the following steps:

- **Form a Diverse SEL Team**: Create a representative team with clear roles to ensure cohesive and visible SEL implementation.
- **Provide Foundational Learning**: Introduce SEL to all stakeholders to build a shared understanding of its goals and benefits.
- **Support Two-Way Communication**: Establish consistent channels for open communication between the SEL team and all stakeholders..

The strategies below are examples rather than definitive recommendations. Effective approaches should consider various factors related to the specific school or district, including existing methods or programs that promote socio-emotional well-being and mental health literacy. The resources provided can help educators understand how to identify, adapt, and implement strategies tailored to the demographics and backgrounds of their students and families.

### **Strategy 1: [Mindfulness Practice](#)**

**Primary audience:** educators, students, school staff

**Description:** This strategy involves focusing attention on the present moment through techniques like deep breathing, meditation, or mindful movement. This practice helps create a calm, reflective atmosphere that supports socio-emotional well-being and mental health literacy by encouraging self-awareness and emotional regulation (McIntosh, 2022). [Mindfulness practice can be particularly effective for English Learners](#) (ELs), who may experience heightened stress due to language barriers and cultural adjustments. [Integrating mindfulness into classrooms](#) helps students manage anxiety and build resilience, enhancing their socio-emotional well-being.

- **How to use it?**

Use mindfulness exercises during transitional periods, such as the beginning of class or after returning from recess. Incorporate visual aids and simple, clear instructions to ensure ELs understand the exercises. For example, use a “breathing ball” to visually demonstrate deep breathing techniques.

- **How is it beneficial? Who benefits from it?**

Students benefit by learning techniques to manage stress and anxiety, which can improve focus and participation in class. Educators benefit by creating a calmer, more focused classroom environment (Jennings, 2014). This practice can also help ELs feel more grounded and secure, and in some cases, aid in their overall adjustment to a new school setting.

- **How does it support changes in the systems?**

By embedding mindfulness into the school culture, schools create a more supportive and responsive environment that prioritizes mental health and socio-emotional well-being. This systemic change can lead to improved student outcomes and a stronger sense of community.





- **Known or potential cautions? What not to do?**

Avoid complex language or culturally specific mindfulness practices that might be unfamiliar to students, particularly to English learners. Instead, focus on simple, universal practices. Be mindful of students who may have experienced [trauma](#); always offer an opt-out option.

### **Strategy 2: [Create a Vocabulary for Mental Health Literacy in the Classroom](#)**

**Primary audience:** educators, school staff, students

**Description:** Creating a [shared vocabulary for emotional literacy](#) involves teaching students and staff to recognize, name, and communicate emotions effectively. This strategy supports socio-emotional well-being by fostering a deeper understanding of emotions and enhancing communication skills (Bale et al., 2020; Rimehaug & Kårstad, 2022). This strategy is important for English learners, who may struggle to express their emotions due to possible language barriers and using this strategy can help them articulate their feelings more effectively and be more open to talk about [mental health](#).

- **How to use it?**

Integrate emotional vocabulary into daily lessons and conversations. Educators can start by introducing basic emotion words, gradually expanding to more complex terms as students become more comfortable. Encourage the use of this vocabulary in journaling, peer discussions, and conflict resolution activities. Consider this [mental health literacy vocabulary](#).

- **How is it beneficial? Who benefits from it?**

Students benefit from improved emotional awareness and communication, which can reduce misunderstandings and conflicts. Educators benefit by having more tools to support students' emotional needs, leading to a more harmonious classroom environment (Moskowitz & Dewaele, 2021).

- **How does it support changes in the systems?**

A common emotional vocabulary across the school fosters a consistent approach to socio-emotional learning. This shared language can be used in socio-emotional learning programs, mental health initiatives, and disciplinary practices, creating a cohesive strategy for promoting emotional well-being.

- **Known or potential cautions? What not to do?**

Avoid oversimplifying emotions or forcing students to label their feelings when they may not be ready. It is important to respect students' privacy and emotional boundaries. Additionally, ensure that emotional vocabulary is [culturally responsive](#) and inclusive of diverse experiences.

## Implementation Considerations

Support from school administrators is crucial for implementing programs and policies that address mental health literacy. Specifically, leaders can:

- **Show Support:** Clearly communicate understanding and support for mental health literacy programs, practices, and policies to teachers and staff.



- **Create Guidelines:** Establish consistent guidelines and practices for mental health training, including mental health literacy. Ensure staff are equipped to support students in distress, know how to seek help for immediate needs, and understand how to communicate concerns to families.

Creating a [shared vision](#) to promote socio-emotional well-being and mental health literacy schoolwide is a collaborative effort that serves as both an inspirational call to action and the foundation for effective planning and implementation. This vision reflects the unique strengths and needs of the school, incorporating the hopes, efforts, and aspirations of the entire school community. A well-developed shared vision for socio-emotional well-being and mental health literacy:

- **Anchors All School Efforts:** It serves as the guiding principle for everything the school does to support students academically, socially, and emotionally. The vision should be rooted in the specific context of the school, aligning with its mission and values.
- **Expresses Community Hopes:** The vision articulates what the school community wants students to experience and achieve. This ensures that all stakeholders—from teachers and administrators to students and families—are working toward common goals.
- **Fosters Collective Responsibility:** By involving a diverse group of stakeholders in its development, the vision creates a sense of unity and shared responsibility. It helps ensure that everyone feels invested in the success of SEL initiatives.
- **Guides Planning and Implementation:** The vision should be a living document, revisited regularly to inform and guide ongoing SEL efforts. It ensures that planning and implementation remain aligned with the community's goals.

Consider reflecting on these questions:

1. Has the vision been communicated clearly to everyone in the school community?
2. Does the vision actively inform planning and implementation of socio-emotional well-being and mental health literacy initiatives?
3. Is the vision revisited and updated regularly to reflect the evolving needs of the school?

### Local Context

On your own and with your team, consider answering the following questions to determine how the local contexts of the school, district, and community may impact the implementation of the strategies and approaches discussed in this brief:

1. What local community resources or partnerships could be leveraged to support the implementation of SEE Learning and mental health literacy initiatives for ELs?  
*(Identify community organizations, cultural centers, or mental health services that can enhance or complement school-based efforts).*
2. In what ways can the socio-economic conditions of the local community impact the accessibility and effectiveness of socio-emotional well-being and mental health literacy programs?  
*(Think about how factors like family income, housing stability, or access to technology might influence student engagement with SEL and SEE Learning activities).*



3. What existing school or district programs could be aligned with SEE Learning and socio-emotional well-being initiatives to create a more cohesive and culturally responsive approach for supporting ELs?

*(Explore how current programs or initiatives within your school or district can be expanded or adapted to better serve ELs within the local context).*

Consider as well:

- **Geographical Factors**: How do the location and size of the district/school impact the practical aspects of plan implementation?
- **Learning Mode**: What considerations are needed based on the learning mode (in person/remote/hybrid/other) prevalent in the local context?
- **Duration**: How long is the plan designed to last, and what measures are in place for its continuous effectiveness?
- **Reliability**: Is the implementation plan reliable and realistic given the local context, and what factors contribute to its sustainability?

### Implementation Plan and Process

The following questions can further enhance clarity and provide practical guidance for educators and school leaders as they navigate the implementation process and monitor progress effectively:

- **What is our capacity for implementation?**

The capacity for implementation relies on the existing structures within the school, such as established socio-emotional well-being and mental health literacy frameworks, the [support of school administrators](#), and the presence of mental health professionals. In [Oregon](#), for example, socio-emotional well-being and mental health literacy are already integrated into various academic activities, which enhances the capacity for further implementation. Additionally, the collaborative approach that includes the school, classroom, family partnerships, and community partnerships increases the overall capacity for successful implementation. However, there may be a need for additional professional development and support for educators to fully integrate these strategies into their daily practices.

- **How are families involved in the implementation of the plan?**

[Families and caregivers](#) are crucial partners in the implementation process. Developing meaningful partnerships and two-way communication with families helps ensure that socio-emotional well-being and mental health literacy are supported at home, which reinforces the efforts made at school. This approach includes educating families about SEL and mental health literacy, [involving them in the planning process](#), and encouraging them to practice socio-emotional learning strategies at home. The strategy of creating a shared vision that reflects the hopes and aspirations of the entire school community, including families, fosters collective responsibility for the success of these initiatives.

- **How will we know if the implementation is successful?**

Success can be measured through various indicators such as improved academic performance, increased school engagement, and enhanced socio-emotional competencies among students. Tools like student feedback, observations, and assessments of social-emotional skills (e.g., empathy,



self-regulation) can provide data on the effectiveness of the implementation. Additionally, regular review and adaptation of the strategies based on this data will help ensure continuous improvement. The success of the implementation will also be reflected in a supportive school climate, [reduced stigma around mental health](#), and stronger relationships between students, educators, and families.

- **What resources do we need to implement the program, plan, or strategies?**

The implementation requires several resources, including [professional development for school leaders, school staff, and educators](#) on socio-emotional well-being and mental health literacy, curricular materials that integrate SEL into academic subjects, and tools for mindfulness practices and emotional vocabulary development. Access to mental health professionals and community services is also essential to support students' socio-emotional needs. Additionally, resources for fostering family and community partnerships, such as workshops and communication platforms, are important for reinforcing the program outside of school. While funding may not always be readily available within school budgets, educators and school leaders can explore external funding opportunities. For instance, Oregon's Department of Education offers [grants and funding opportunities](#), and organizations like [Peter G. Peterson Foundation](#) may provide additional financial support. Additionally, fostering financial stewardship and involving [District Equity Committees](#) in the budgeting process can help prioritize resources based on student and community needs. Also consider the Oregon Department of Education's [Guideline](#) to spending funds responsibly.

- **Are accessibility supports in place?**

Accessibility support should be in place to ensure that all students, and especially [students with trauma backgrounds](#), can benefit from the program. This includes providing [culturally responsive approaches to socio-emotional learning](#), language support for ELs, and trauma-informed practices. Strategies like using simple, clear language in mindfulness exercises and ensuring emotional vocabulary is inclusive are examples of accessibility support. Moreover, offering opt-out options for students who may find certain practices triggering or uncomfortable is crucial for creating an inclusive environment.

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## Learn More

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