

**HOUSE . . . . . No. 593**

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**The Commonwealth of Massachusetts**

PRESENTED BY:

*Chynah Tyler*

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act for trauma informed and social and emotional learning supports and training expansion act.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Chynah Tyler</i>	<i>7th Suffolk</i>	<i>1/20/2023</i>

**HOUSE . . . . . No. 593**

By Representative Tyler of Boston, a petition (accompanied by bill, House, No. 593) of Chynah Tyler relative to social and emotional learning. Education.

**The Commonwealth of Massachusetts**

**In the One Hundred and Ninety-Third General Court  
(2023-2024)**

An Act for trauma informed and social and emotional learning supports and training expansion act.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1 Section 2. Findings

2 (a) Findings.

3 Finds that:

4 (1) Social and emotional learning is a set of skills that enable children to develop a strong  
5 sense of self-awareness, self-management, social awareness, relationship-building, and  
6 responsible decision-making.

7 (2) Decades of research demonstrate how social and emotional learning promotes  
8 academic achievement, mental wellness, healthy behaviors, and long-term success.

9 (3) results from a landmark meta-analysis show that social and emotional learning  
10 interventions that addressed the five core competencies (self-awareness, self-management, social  
11 awareness, relationship skills, and responsible decision-making) increased academic

12 performance by 11 percentile points, improved students' ability to manage stress, and improved  
13 attitudes about self, others, and school.

14 (4) cost-benefit research shows that for every dollar spent on social and emotional  
15 learning, there is an \$11 return on investment.

16 (5) the development of social and emotional skills in kindergarten has been associated  
17 with improved outcomes for young adults later in life, resulting in reduced societal costs for  
18 public assistance, public housing, police involvement, and detention.

19 (6) data consistently shows that parents nationwide--across demographics and political  
20 ideologies--overwhelmingly support social and emotional learning in schools, e.g.: 93 percent of  
21 parents say it is important that their children's schools teach them to develop social and  
22 emotional skills.

23 (7) 83 percent of teachers indicated that social and emotional learning is "somewhat" or  
24 "very" helpful for students' academic learning.

25 (8) According to a 2017 meta-analysis that included 82 studies that showed longitudinal  
26 effects, teachers who are highly socially competent are better able to protect themselves from  
27 burnout by developing nurturing relationships with their students, serving as behavioral role  
28 models for children, and regulating their own emotions.

29 (9) In order to create conditions to promote student learning and well-being, adults must  
30 engage in ongoing, scaffolded, and comprehensive professional learning to help staff understand  
31 their role in social and emotional learning and develop the skills, mindsets, and capacity  
32 necessary for implementation.

33 (10) In order to create conditions to promote student learning and well-being, adults need  
34 to feel empowered, supported, and valued.

35 (11) Training for teachers and school support staff is essential to managing behavioral  
36 crises and supporting students with behaviors within the scope of a medical diagnosis.

37 Section 3. Training Requirements for all LEAs.

38 (a) All school staff and support staff, including but not limited to teachers, administrators,  
39 counselors, transportation staff and contractors, out-of-school time providers and and para-  
40 professionals, and all contracted providers shall complete training on research-based behavioral  
41 interventions and crisis intervention.

42 (b) The training shall be conducted by qualified personnel and shall include, but is not  
43 limited to: 1. Techniques for recognizing and responding to student behavior; 2. Strategies for  
44 managing and defusing tense situations; and 3. Procedures and protocols for reporting and  
45 responding to crisis situations. 4. Techniques for recognizing and responding to children with  
46 autism and other special needs experiencing crisis or behaviors within the scope of a medical  
47 diagnosis

48 (c) The training shall be completed within one year of this Act's passage.

49 Section 4. Grants to Improve Trauma Informed and Social Emotional Learning Supports  
50 in Schools:

51 (a) Grants authorized. The Department of Elementary and Secondary Education shall  
52 develop and administer a grant to schools to provide educators and school staff with the  
53 necessary training and professional development to effectively foster safe and supportive

54 learning environments that are trauma-informed and integrated with social and emotional  
55 learning; (2) equip educators and school staff to appropriately respond to students experiencing  
56 behavioral health crises; (3) ensure that students are provided with the proper supports necessary  
57 for learning and well-being; and (4) promote the importance of integrating social and emotional  
58 learning in instruction.

59 (b) Participating LEAs will provide the Department of Education with a research  
60 based intervention support ladder that ensures that student behavior is addressed in a trauma  
61 informed manner that minimizes the involvement of law enforcement.

62 (c) Use of Funds. Allowable uses of funds shall include any of the following:

63 (i) Providing professional development on evidence-based trauma-informed care and  
64 social and emotional learning supports to instructional and support staff, which may include:

65 (i) Administrators

66 (ii) Teachers and classroom support staff

67 (iii) Deans/disciplinarians

68 (iv) MTSS, restorative practices, and behavior coaches

69 (v) Counselors

70 (vi) Social workers

71 (vii) Front office staff

72 (viii) Cafeteria workers

- 73           (ix)    Safety officers
- 74           (x)    Bus drivers/aides
- 75           (xi)   Recess supervisors
- 76           (xii)   Out-of-school time providers and other community partners (including
- 77 sports/extracurricular activities facilitators).

78           Section 5. Establishment of Task Force. Establish a task force to be known as the

79 Trauma-Informed and Social and Emotional Learning Supports and Training Task Force

80           Identify, determine, and make recommendations regarding best practices to help

81 educators and school staff foster safe and supportive learning environments through professional

82 learning, which may include:

83           (a)    Providing ongoing opportunities for school leaders and teams to learn from each

84 other;

85           (b)    Identifying of trainings on evidence-based trauma-informed and social and

86 emotional learning;

87           (c)    Integrating social and emotional learning throughout the school environment; and

88           (d)    Ensuring regular collection of data on the implementation of evidence-based

89 trauma-informed and social and emotional learning supports and practices.