Introduce Yourself

Using the chat function, share your role and an example of how you practice self-care.

From Mindi Teich to Everyone:

I am an ML Coach. As part of my self-care I practice yoga and take walks with my dog.

Use #SELforMLs to join the conversation on Twitter!
SEL for Multilingual Learners: Urgent Considerations and Tools to Use for Equity

Diane Staehr Fenner, Ph.D.
Mindi Teich, M.A.
November 3, 2021
Session Facilitators

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This session is being recorded.
GetSupportEd.net/SEL-Padlet
Thank you!
Before We Get Started: Zoom Tips

Click the ‘Chat’ button to ask any questions

*** Chat messages from the SupportEd team (e.g., relevant links, technical support) will start and end with three asterisks. ***
Objectives

- Define
- Examine
- Identify
- Plan
How often do you consider **social-emotional learning strengths and needs for MLs** as part of your instructional planning?

A. On a regular basis
B. Occasionally
C. Rarely
D. It is not something I think about
Define Social Emotional Learning and Explore Importance
What Is 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*
- Achieve personal and collective *goals*
- Feel and show *empathy* for others
- Establish and maintain supportive *relationships*
- Make responsible and caring *decisions*
Why SEL Right Now?

• Shared trauma of COVID-19 pandemic:
  – Illness or loss
  – Isolation
  – Routines and responsibilities
  – Food and job security
  – School resources
  – The future

• Increased violence against racial groups

Use #SELforMLs to join the conversation on Twitter!
Impact of Covid-19 on Students and Teachers

40% of hybrid, 38% fully remote, and 29% fully in-person students reported their state of mind during class is more negative than it was before the pandemic.

SOURCE: EdWeek Research Center, 2021

Kids In Illinois Will Soon Be Able To Take 5 Mental Health Days From School

New Day for Social-Emotional Learning: How the Pandemic Has Altered District Needs

Biden administration pledges $85M to support student mental health

EdWeek Research Center, 2021; www.k12.com, npr.org
Shift in Strategic Priorities in K-12 Schools

- **Increase academic achievement per state standards and/or achievement tests**: 58% (Pre-COVID) vs. 29% (Current) -29% (Delta from 2019)
- **Increase the number of college-ready graduates**: 35% (Pre-COVID) vs. 13% (Current) -22% (Delta from 2019)
- **Improve students’ mental health and well-being**: 26% (Pre-COVID) vs. 69% (Current) +43% (Delta from 2019)
- **Promote students’ social and emotional competence**: 23% (Pre-COVID) vs. 46% (Current) +23% (Delta from 2019)
- **Improve school diversity, equity, and/or inclusion**: 20% (Pre-COVID) vs. 30% (Current) +10% (Delta from 2019)
What SEL Is Not

• SEL is **not** intended to:
  – Identify deficits
  – Fix problems
  – Ensure compliance
  – Control students
SEL Research: Academic Impact

Students who participated in SEL showed:

- Greater **motivation** to learn
- Increased **academic achievement**
- Improved **metacognition**
- Better **problem solving and planning**

SEL Research: Personal Impact

Students who participated in SEL showed:

• Deeper **connection** to school
• Greater **sense of security** at school
• Stronger sense of **belonging**
• Fewer **absences and suspensions**

SEL for Multilingual Learners
Who are Multilingual Learners?

National Center for Education Statistics, 2017
Why SEL for MLs? Why Now?
Urgency for SEL Support for Multilingual Learners

- Population growth
- Teachers’ connection
- Mental health
- Academic growth
- Graduation rates
- Affective filter

Bauer et al. 2010; NAEP, 2019; Krashen, 1986
Example: Jóvenes Fuertes (Strong Teens)

- Unique strengths and needs of adolescent Latino ELs
- Culturally adapted
- Student-reported positive impacts

Castro-Olivo, 2014
Questions around MLs’ Equitable Access to SEL

- Are MLs’ experiences reflected in SEL programs and practices?
- Does research on SEL programs include ELs and/or MLs?
Think about your work with MLs in your context.

In which area do you see the greatest urgency regarding MLs’ equitable access to SEL?

A. Population growth
B. Teachers’ connection
C. Mental health
D. Academic growth
E. Graduation rates
F. Affective filter
Examine SEL Framework for MLs
• 5 competencies
• Key settings
Poll #3 The CASEL 5 SEL Competencies

Which of the 5 SEL Competencies do you feel is the highest priority for MLs in your context?

A. Self-awareness
B. Self-management
C. Social awareness
D. Relationship skills
E. Responsible decision-making
## SEL for MLs Framework

<table>
<thead>
<tr>
<th>CASEL SEL Competency</th>
<th>Brief ML Consideration to Support Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Self-Awareness</strong></td>
<td>Collectivist culture</td>
</tr>
<tr>
<td><strong>2. Self-Management</strong></td>
<td>Social norms</td>
</tr>
<tr>
<td><strong>3. Social Awareness</strong></td>
<td>Empathy and perspectives</td>
</tr>
<tr>
<td><strong>4. Relationship Skills</strong></td>
<td>Unique communication patterns</td>
</tr>
<tr>
<td><strong>5. Responsible Decision-Making</strong></td>
<td>Inequity and trauma</td>
</tr>
</tbody>
</table>
# SEL Framework for MLs

## Structure

- CASEL SEL Competency description
- ML Consideration to Support Equity
- Suggested Educator Actions to Support Equity for MLs

## Competency 1: Self-Awareness

**CASEL definition:** The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.

**ML Consideration to Support Equity in Self-Awareness:** MLs’ identities may be rooted in a collectivist culture which places more value on group interdependence rather than the individual. This sense of identity may result in MLs feeling uncomfortable or self-conscious in speaking about their strengths or using language of self-awareness.

<table>
<thead>
<tr>
<th>Educator Actions to Support Equity for MLs in Self-Awareness</th>
<th>Present</th>
<th>Not Present</th>
<th>Steps I can take to support this action in my context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Validate students’ cultures and linguistic assets.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b. Teach, support, and practice MLs’ use of language of self-awareness.</td>
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<tr>
<td>1c. Model the language of positive self-talk and a growth mindset.</td>
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<tr>
<td>1d. Create scaffolded lessons and/or learning opportunities throughout the school day that help students identify, build on, and demonstrate strengths.</td>
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<td></td>
<td></td>
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<tr>
<td>1e. Additional action:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1f. Additional action:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Telch, M., & Stuehr Fenner, D. Adapted from CASEL, n.d. Copyright 2021 SupportEd. All rights reserved.

Use #SELforMLs to join the conversation on Twitter!
1. Self-Awareness

The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts
1. ML Consideration to Support Equity in Self-Awareness

- Collectivist culture
- Uncomfortable or self-conscious
- Language of self-awareness
1. Educator Actions to Support Equity for MLs in Self-Awareness

- **Validate** students’ cultures and linguistic assets.
- **Teach, support and practice** language of self-awareness.
- **Model** the language of positive self-talk and a growth mindset.
- **Identify, build on, and demonstrate** strengths.
2. Self-Management

The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
2. ML Consideration to Support Equity in Self-Management

- Dominant culture’s social norms
- Different expectations at home
- Potential disconnect
- Misinterpretation of skills
- Conflicting messages
2. Educator Actions to Support Equity for MLs in Self-Management

• **Directly teach** expected social norms, while validating students’ social norms.

• **Name and identify** emotions.

• **Use** relevant examples.

• **Collaborate** to set goals.

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3. Social Awareness

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
3. ML Consideration to Support Equity in Social Awareness

- Understand and empathize
- Navigate across cultures
- Support cross-cultural skills
- Perspectives of dominant culture
3. Educator Actions to Support Equity for MLs in Social Awareness

- **Create** a safe, welcoming environment.
- **Discuss and model** empathy.
- **Incorporate** diverse texts and materials.
- **Teach, model, and scaffold** expectations for social and academic conversations.
Share in the chat:
What word or phrase comes to mind when you think about supporting MLs with relationship skills?

Don’t hit enter! Wait until I say “Go.”

Waterfall chat idea from Esther Park, 2021
4. Relationship Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
4. ML Consideration to Support Equity in Relationship Skills

- Patterns of interaction
- Nonverbal communication
- Potential misunderstandings
4. Educator Actions to Support Equity for MLs in Relationship Skills

- **Identify** a staff member.
- **Support** ways of communicating.
- **Teach and validate** nonverbal communication.
- **Model** self-advocacy skills.
5. Responsible Decision-Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.
5. ML Consideration to Support Equity in Responsible Decision-Making

- Uncertainty about social norms
- Possible trauma
- Stress of acculturation
- Sense of agency
- Caring and constructive choices

Use #SELforMLs to join the conversation on Twitter!
5. Educator Actions to Support Equity for MLs in Responsible Decision-Making

- **Elicit and validate** MLs’ views.
- **Foster** social interactions.
- **Teach** language for explaining choices.
- **Model** informed decisions.
Of the selected **educator actions** listed, which one are you most interested in **trying out** in your work with MLs?

A. Identify, build on, and demonstrate students’ strengths  
B. Name and identify emotions  
C. Incorporate diverse texts and materials  
D. Identify a staff member for each ML  
E. Foster social interactions
Identify Strategies to Support MLs’ Strengths and Needs
3 Strategies to Support SEL for MLs

1. Build relationships*
2. Directly teach SEL skills*
3. Integrate SEL with academic content*

*Within a culturally responsive context
1. Build Relationships
Strategy: Jenga Icebreaker*

*Possible ML supports: sentence frames, use of home language, modeling

Jenga Icebreaker

1. Who is one of your favorite music artists?
2. What is something you are looking forward to this school year?
3. If you had a million dollars, what would you spend it on?
4. What is one word that you would use to describe yourself?
5. Go again!
6. If you could travel anywhere in the world, where would you go and why?
7. What is a hobby of yours/what do you like to do for fun?
8. What is your biggest fear?
9. What is your biggest pet peeve?
10. If you could travel back in time, what year would you travel to and why?
11. If you could meet any celebrity who would you want to meet?
12. Go again!
13. What is your favorite holiday?
14. What is your favorite way to spend a weekend?
15. What is the last show you binge watched?
16. What is your most prized possession and why?
17. If you could have any super power, which would you choose and why?
18. Go again!
19. If you had to eat one thing for every meal going forward, what would you eat?
20. What is your favorite app?
21. What is your favorite season? Why? (Fall, Winter, Spring or Summer)
22. What is one thing that you can’t live without?
23. What is your favorite restaurant?
24. What is the last show you watched?
25. Go again!
2. Directly Teach SEL Skills
Strategy: “Data Day”/“Den Day”

Montgomery County Public Schools, 2021
3. Integrate SEL with Academic Content

Strategy: Modeling Stress Management

Teacher:
1. Models feelings
2. Models stress management strategy
Plan to Apply Strategies
Your Reflection

Please share in the chat:

• What is your “a-ha” moment from today’s webinar?
Questions and Comments
Online Professional Development

On-Demand Book Studies | bit.ly/ELBookStudies

Online Book Study
Unlocking English Learners’ Potential: Strategies for Making Content Accessible

Online Book Study
Culturally Responsive Teaching for Multilingual Learners: Tools for Equity

Online Book Study
Advocating for English Learners: a Guide for Educators

On-Demand Courses | GetSupportEd.net/OnDemand

Culturally Responsive Teaching for Multilingual Learners
5 PD HOURS

Program Development Strategies for SLIFE and LTEls
1 PD HOUR

Scaffolding Content Instruction for ELs
1 PD HOUR

Supporting ELs’ Pathways to Graduation
1 PD HOUR

Formative Assessment for English Learners
1 PD HOUR
Thank You!

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