ADDRESING THE SOCIAL EMOTIONAL LEARNING NEEDS OF ELLs/MLLs

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New York University

9:00 am – 12:30 pm

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New York State Language Regional Bilingual Education Resource Network

GOALS

At the end of this workshop, participants will:

- increase their knowledge on providing social emotional learning supports for ELLs/MLLs

- become familiar with and use the New York State **Social Emotional Learning Benchmarks**

- learn about the components in implementing a school-wide social emotional learning program

- obtain resources on how to provide multi-tiered social emotional learning supports

- increase their knowledge on how to engage parents and families so that they can encourage and support their children's social emotional development at home

SOCIAL-EMOTIONAL LEARNING CHALLENGES OF ELLs/MLLs

- Language barrier
- School vs. home culture
- Stress and fear of immigration status and deportation
- Economic responsibilities
- Family responsibilities
- Bullying

EARLY WARNING SIGNS OF SCHOOL DISENGAGEMENT

Researchers have found that dropping out of school is related to risk factors in **four domains**:

- **Academic**
- **School-related**
- **Family-related**
- **Individual**

Source: America's Promise Alliance, 2015; Chappell et al., 2015; Freeman & Simonsen, 2015

THINK – PAIR - SHARE

Discuss with the person next to you:

- What is Social Emotional Learning?

- Why is it important?

DEFINITION OF SOCIAL EMOTIONAL LEARNING

The process through which children, youth, and adults acquire and effectively:

- apply the knowledge, attitudes, and skills necessary to understand and manage emotions,
- set and achieve positive goals,
- feel and show empathy for others,
- establish and maintain positive relationships, and
- make responsible decisions

Source: Collaborative for Academic, Social, and Emotional Learning (CASEL)

RATIONALE

Effective mastery of social emotional learning competencies is associated with:

- Greater well-being and better academic performance

- Reducing emotional distress, improve engagement, lessen the disciplinary problems and suspensions

- Improve family communication with their children and with school staff members

- Improve teacher-student and peer relationships, and social emotional skills

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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➲ IDENTIFYING EMOTIONS
- ➲ ACCURATE SELF-PERCEPTION
- ➲ RECOGNIZING STRENGTHS
- ➲ SELF-CONFIDENCE
- ➲ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➲ IMPULSE CONTROL
- ➲ STRESS MANAGEMENT
- ➲ SELF-DISCIPLINE
- ➲ SELF-MOTIVATION
- ➲ GOAL SETTING
- ➲ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➲ PERSPECTIVE-TAKING
- ➲ EMPATHY
- ➲ APPRECIATING DIVERSITY
- ➲ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➲ COMMUNICATION
- ➲ SOCIAL ENGAGEMENT
- ➲ RELATIONSHIP BUILDING
- ➲ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➲ IDENTIFYING PROBLEMS
- ➲ ANALYZING SITUATIONS
- ➲ SOLVING PROBLEMS
- ➲ EVALUATING
- ➲ REFLECTING
- ➲ ETHICAL RESPONSIBILITY

GOALS TO GUIDE SOCIAL EMOTIONAL BENCHMARKS

1. Develop self-awareness and self-management skills essential to success in school and in life.

2. Use social awareness and interpersonal skills to establish and maintain positive relationships.

3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

Source: The School Climate and Student Engagement Workgroup of the NYS Schools Task Force

SEL BENCHMARKS COMPONENTS (Continued)

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

A. Identify and manage one's emotions and behavior

B. Recognize personal qualities and external supports

C. Demonstrate skills related to achieving personal and academic goals

SEL BENCHMARKS COMPONENTS (Continued)

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

  A. Recognize the feelings and perspectives of others

  B. Recognize individual and group similarities and differences

  C. Use communication and social skills to interact effectively with others

  D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

SEL BENCHMARKS COMPONENTS (Continued)

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts

  A. Consider ethical, safety, and societal factors in making decisions

  B. Apply decision-making skills to deal responsibly with daily academic and social situations

  C. Contribute to the well-being of one's school and community

SEL BENCHMARKS

By grade level, as follows:

- **Early Elementary (K-3)**
- **Late Elementary (4-5)**
- **Middle School (6-8)**
- **Early High School (9-10)**
- **Late High School (11-12)**

ACTIVITY – CASE STUDIES

- Using the Case Study assigned and the **Social Emotional Benchmarks**, identify the student's social emotional learning needs that must be addressed

- What services would you provide to the student in order to get the student to:

    1. **Develop self-awareness and self-management skills essential to success in school and in life.**

    2. **Use social awareness and interpersonal skills to establish and maintain positive relationships.**

    3. **Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.**

LEVELS OF INTERVENTIONS
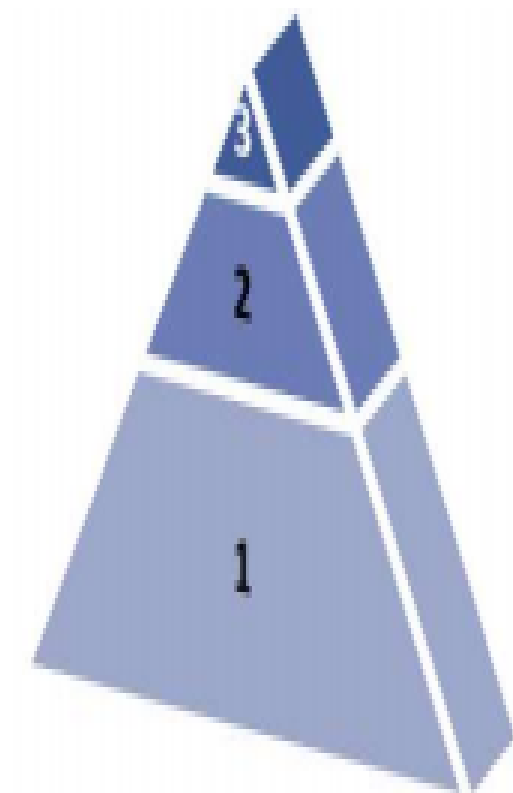
Tier 3: Tertiary Interventions - Specialized, individualized, serves high-risk students (1 -5% of total population)

Tier 2: Secondary Interventions - Specialized, serves groups with at-risk behaviors (5-15% of total population)

Tier 1: Universal Interventions - School-wide or classroom-wide, serves all students (Effective for approximately 80% of total population)

SOCIAL EMOTIONAL LEARNING
SYSTEM OF SUPPORTS

Using the assigned Case Study:

- Identify what Tier Intervention level of support the student will require and what type of supports you would provide

- How will you engage the student's parent/family?

EXAMPLE OF SEL SYSTEM OF SUPPORTS

	SEL
Tier 3	• Individual instruction in SEL competencies strategies and skills • Practice and coaching
Tier 2	• Targeted explicit instruction in SEL competencies, strategies, and skills • Practice and coaching with feedback • Peer-to-peer SEL workshops • SEL focused community building circles
Tier I	• Explicit instruction in SEL Competencies • Integration of SEL within the content areas • General teaching practices that model and support SEL • School climate surveys (student, staff, families) • SEL Plan based on survey and other student data • Family engagement

EVERY STUDENT SUCCEEDS ACT (ESSA) SUPPORTING ALL STUDENTS

NYS believes that the highest levels of learning can occur when students and educators learn and teach in environments that are safe, culturally and linguistically responsive, supportive, and welcoming to all.

THEORY OF ACTION FOR SCHOOL-WIDE SOCIAL EMOTIONAL LEARNING

1. A shared vision for Social Emotional Learning is established among all stakeholders within a school
2. The needs of available resources for school-wide SEL implementation are assessed
3. Ongoing and embedded professional learning in SEL instruction is provided
4. Evidenced-based SEL programming is adopted and incorporated into the school's educational practices
5. SEL is integrated into every day practices at school
6. Cycles of inquiry are conducted to ensure continuous improvement

Source: Oberle, et. al. (2015)

SEL PROGRAMS

Schools should select an Social Emotional Learning program that matches their goals with regard to desired outcomes. The program must meet the following design, implementation, and evaluation criteria:

- Be well-designed
- Deliver high-quality training and other implementation supports
- Show evidence of effectiveness

QUESTIONS

I have no doubt that the survival of the human race depends at least as much on the cultivation of social and emotional intelligence, as it does on the development of technical knowledge and skills. Most educators believe that the development of the whole child is an essential responsibility of schools, and this belief is what has motivated them to enter the profession.

Linda Darling-Hammond
Handbook of Social and Emotional Learning: Research and Practice, 2015

RESOURCES

- Social Emotional Learning: Essential for Learning, Essential for Life, Essential for New York State: http://www.p12.nysed.gov/sss/sel.html

- CASEL: https://casel.org/

- CASEL Guide: Effective Social and Emotional Learning Programs – Preschool and Elementary School Edition: http://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf

- 2015 CASEL Guide: Effective Social and Emotional Learning Programs – Middle and High School Edition: http://secondaryguide.casel.org/casel-secondary-guide.pdf

- ED School Climate Surveys (EDSCLS): https://safesupportivelearning.ed.gov/edscls

- Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulation §100.2(j) – Guidance Pertaining to Commissioner's Regulation §100.2(j) Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs (Effective July 1, 2019 for the 2019-2020 school year): http://nyssca.org/wp-content/uploads/2018/06/Guidance-document-100.2j-6-15-18.pdf

RESOURCES

- New York State Education Department: www.nysed.gov and www.p12.nysed.gov/ciai/gradreq/intro.html

- New York State Statewide Language RBE-RN: steinhardt.nyu.edu/metrocenter/rbern/

- New York City Department of Education: www.schools.nyc.gov

- Undocumented Students: *National Immigration Law Center* at www.nilc.org/

- Career Plans for elementary levels and adults: http://www.p12.nysed.gov/cte/careerplan/

- The NYC-DOE Translation and Interpretation Unit: http://schools.nyc.gov/Offices/Translation/default.htm

- Mental Health Education Literacy in Schools – Linking to a Continuum of Well-Being: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/continuumofwellbeingguide.pdf

- NYSparenthotline@nyu.edu/(800) 469-8224