Social and emotional learning with multiple languages

Happy Hour
August 14, 2024 @ 6:30PM

SHARING
Languages

Tell us more about yourself

How do you promote social and emotional learning with linguistically and culturally diverse young children?

What Is Social and Emotional Learning (SEL)?

self-awareness   **self-management**   **social awareness**
relationship skills   **responsible decision-making**

The process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Public Act 19-166). – CT.gov
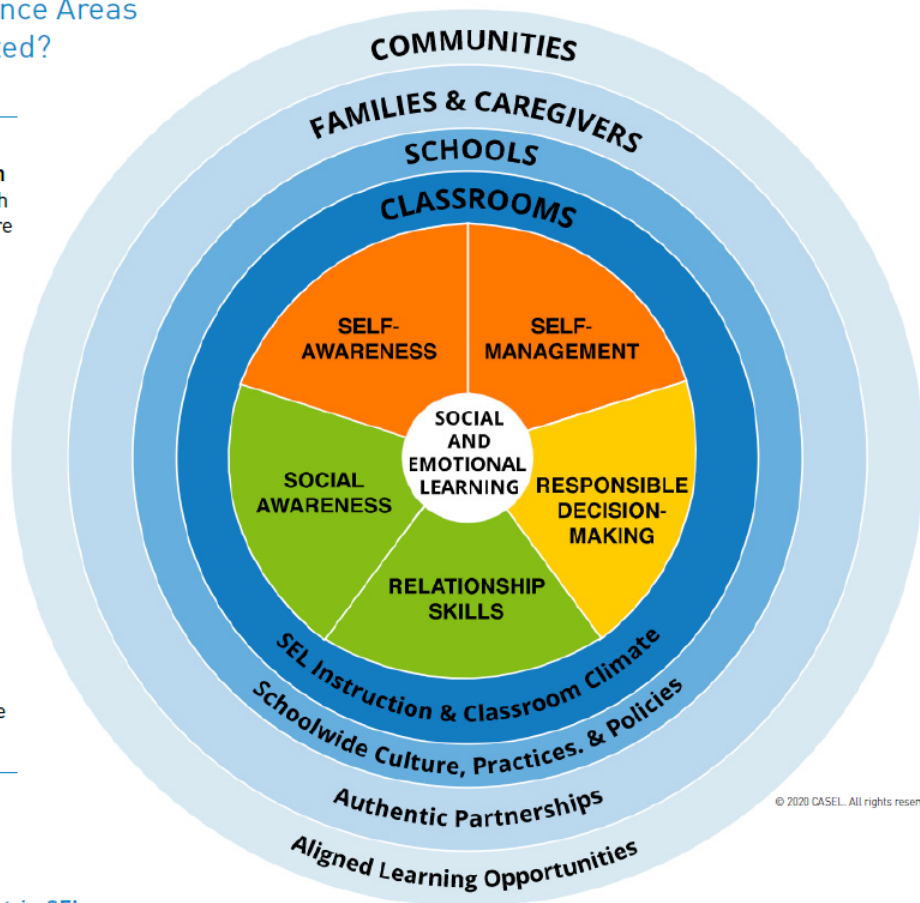
The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. – NJ Department of Education

CASEL'S SEL FRAMEWORK:
What Are the Core Competence Areas and Where Are They Promoted?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is 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.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

COMMUNITIES

FAMILIES & CAREGIVERS

SCHOOLS

CLASSROOMS

SELF-AWARENESS
SELF-MANAGEMENT
SOCIAL AND EMOTIONAL LEARNING
SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING
RELATIONSHIP SKILLS

SEL Instruction & Classroom Climate

Schoolwide Culture, Practices. & Policies

Authentic Partnerships

Aligned Learning Opportunities

Learn more: www.casel.org/what-is-SEL

Language and Identities

"The connection between language and identity is a fundamental element of our experience of being human. Language not only reflects who we are but in some sense it *is* who we are, and its use defines us both directly and indirectly. We use language in a direct way to denote and describe who a person is through use of naming and kinship terms, descriptions based on appearance, behaviour, background, and so on, and we use language to assign identities indirectly when we base our judgements of who people are on the way they speak. Language-mediated attribution of identity to individuals is so ingrained in human social affairs that we consider a person lacking a name to also lack an identity."

(Carmen Llamas and Dominic Watt, 2010, p. 1)

LANGUAGE AND IDENTITIES

Edited by Carmen Llamas & Dominic Watt

THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness, self-management, social awareness, relationship skills,* and *responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

www.casel.org/what-is-SEL

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Essential Actions for Multilingual Learners' Access to Social-Emotional Learning

Sense of Urgency: The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been researching and supporting Social-Emotional Learning (SEL) in education for over 25 years. However, the CASEL framework does not take MLs' unique contexts into consideration. We developed a framework that is aligned with CASEL's five core social and emotional competencies that highlights how to specifically support MLs with SEL.

Framework Structure: We first list each of CASEL's five SEL competencies and its definition. Next, we provide ML Considerations for the competency that identify factors that may impact MLs' access to or participation in this area. We then share four observable educator actions that will provide MLs access to each competency area and include a space for educators to note if the action is present or not in their context. We also leave a space for educators to note steps they can take to support the action in their own context. Finally, we allow room for educators to add in their own additional actions to foster MLs' access to each competency.

Note: While each of CASEL's SEL competencies has its own definition and related skills, we recognize that our ML Considerations may overlap across competencies. In the same way, educator actions in one competency can support or build on actions listed in another competency.

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

SEL Webinar - SupportEd

What Can Teachers Do?

High-Quality Relationships: All young children (including DLLs) need responsive, sensitive, trusting, and nurturing relationships with adults in order to develop the social–emotional competencies that underlie all future learning. (National Research Council and Institute of Medicine [NASEM] 2000)

High-Quality Language: The quantity and quality of adult language that is directed at a child, as well as the diversity of that language, influences future cognitive and language outcomes. (Tamis-LeMonda, Kuchirko, and Song 2014)

Sustaining Home Languages: Early loss of a child's first or home language is associated with long-term language difficulties as well as the risk of becoming estranged from their cultural and linguistic heritage. (NASEM 2017)

Preschool DLLs with a strong foundation in their home language and high levels of English proficiency thrive in a global, multilingual world while maintaining and sustaining strong bonds with their immediate and extended families. (California Department of Education)

Resources

CASEL SEL Framework
https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

Explore SEL, Harvard University
http://exploresel.gse.harvard.edu/

Improving Education for Multilingual and English Learner Students
https://www.cde.ca.gov/sp/ml/documents/mleleducation.pdf

Navigating Social and Emotional Learning form the Inside Out: Preschool and Elementary Focus (2nd edition) https://wallacefoundation.org/sites/default/files/2023-08/navigating-social-and-emotional-learning-from-the-inside-out-2ed.pdf

Social and Emotional Learning for Multilingual Learners https://supported.com/sel-webinar/

Thoughts?

Experiences?

Additional resources?

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