

FOCUS: SOCIAL AND EMOTIONAL LEARNING (SEL) FOR ENGLISH LEARNER AND IMMIGRANT STUDENTS

Dear CEEL Partners, Colleagues, Community Members, and Friends,

As a result of current events and the rapidly changing landscape that we find ourselves in today, the Center for Equity for English Learners (CEEL) thanks you for your unwavering support, your trust, and your belief in our mission to promote equity and excellence for English Learners (ELs).

We face an unprecedented challenge, and now, more than ever before, we must look out for one another and provide support to those who may need it the most. CEEL continues to provide services, programs, resources, and professional development that promote equity and excellence for EL students.

This communication is the first in a series focused on Education and Research Supports for ELs during COVID19. Each communication will include:

- * **Voices from the Field** - highlighting educators' commendable and courageous efforts to serve English Learners in virtual and real-time spaces during these challenging times.
- * **Resources and Research** - addressing a variety of topics, including resources for ELs such as social and emotional learning, highlights of best practices during these times, instructional materials, and professional learning in virtual spaces.

Leslie Hiatt— A Voice from the Field



Communication #1 features excerpts from an interview with fourth grade teacher, Leslie Hiatt, providing key insights on what she has experienced and learned after two weeks of teaching and supporting students virtually. CEEL is committed to uplifting teacher voices and experiences as they find new and innovative ways to not only maintain rigorous expectations for learning, but also to highlight lessons learned.

SEL Education Resources and Research

CEEL has curated several resources to support English Learner and Immigrant students' social and emotional health during these challenging times. These resources align with the Collaborative for Academic, Social, and Emotional Learning's (CASEL) framework that promotes skills to help students cope with their emotions during stressful situations and focuses on behaviors to enhance students' capacity to deal effectively with daily tasks and challenges.



In our next communications we will continue to highlight voices from the field and education and research resources as we walk this journey in partnership with our colleagues, fellow educators, advocates, and friends.

With warm regards and appreciation for our collaboration,

The CEEL Team

Visit our [CEEL Website](https://ceel.lmu.edu) to learn more about our research, professional development, policy work, and programs. Contact us at ceel@lmu.edu with comments, additional resources, or to share your story.

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VOICES FROM THE FIELD

The recent COVID-19 pandemic is causing much uncertainty for families, locally, nationally and globally. A common theme around the world is how the epidemic has exacerbated disparities in economic security and access to quality healthcare and education among historically underserved communities. This pandemic has hit during a time of intense anti-immigrant sentiment in the United States, which has unfortunately been magnified for our Asian and Asian American community. We know that even before the epidemic, research shows that English Learners in California face many barriers to obtaining an equitable, high quality education and that the quest for equity for English Learners has been elusive. In a sense, the COVID-19 pandemic has created the perfect storm that exacerbates the trauma and toxic stress that many English Learners face every day.

Teachers are at the heart of the matter when it comes to staying connected with their students to support continuity of learning during these challenging times. We are so indebted to teachers like Leslie Hiatt, and to all educators, for their dedication, heart and commitment to the students they serve.



The most important message from Leslie is about how vital it is to “make face-to-face connections” with each of her students. “Kids need to know that we’re still here for them and that along with high expectations for learning, that we love them.”

Leslie Hiatt is a fourth grade teacher at Bell Gardens Elementary School in the Montebello Unified School District (MUSD) near Los Angeles California. An accomplished teacher for over 37 years, Leslie’s commitment to social justice education with her students includes an impactful project involving the analysis of primary source materials as compared to the content of 5th grade history/social science textbooks, elucidating the lack of accuracy in representing diverse historical perspectives. The project engaged her students’ activism and advocacy, and resulted in the passage of a California state law to accurately portray 5th grade history in textbooks. Her dedication and commitment to community and her students is based on building relationships and close connections with her students, understanding and connecting with them holistically and with genuine care.

Insights on Social Emotional Learning

The most important insight after more than a week of learning is to attend first to students’ Social and Emotional Learning by avoiding the rigidity of a minute-by-minute daily schedule and, according to Leslie, “staying connected to each other every day.” 29 of Leslie’s 32 fourth graders, 42% of whom are English Learners, connect daily with Ms. Hiatt, largely as a result of Montebello USDs 1-1 computer initiative for grades 4-12. According to Leslie, the 3 newcomer students who are not able to stay connected via their school-issued laptops, have not been able to obtain internet access as of yet. However, Leslie calls each of them on their cell phones to check in with them.

After the first week, Leslie shifted her online teaching/learning routine from a tightly scheduled daily agenda and now checks in online 4 times per day, has moved to thematic instruction (as a best practice for English Learners) and uses many of the technology tools that keep her students engaged. She has whole class meetings, weekly small group book clubs and has tried to maintain the joy from her normal classroom routines with her students by helping them “make sense of their own learning collaboratively” online. Perhaps one of the most moving examples is from Gloria (pseudonym), a homeless student, who noticed that some of her newcomer classmates did not have the materials in Spanish, and independently translated for her peers. “She made me think right!” says Ms. Hiatt. This served as a reminder to continue to provide primary language support for her English Learners.

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RESOURCES AND RESEARCH

CEEL has curated several resources to support English Learner and Immigrant students' social and emotional health during these challenging times. These resources align with the Collaborative for Academic, Social, and Emotional Learning's (CASEL) framework that promotes skills to help students cope with their emotions during stressful situations and focuses on behaviors to enhance students' capacity to deal effectively with daily tasks and challenges.

Website: CASEL

Link: <https://casel.org/covid-resources/>

Summary: The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students.

Website: The National Child Traumatic Stress Network

Link: <http://www.nctsn.org/products/children-war-video-educators-2005>

Summary: The website provides a video for educators on raising the standards of care for traumatized children. A resource available through this website if the NCTSN Learning Center which offers free online access to over 200 webinars.

Website: Local Public Health Institute of Massachusetts

Link: <http://sites.bu.edu/masslocalinstitute/2011/10/19/dealing-with-stress-in-disasters/>

Summary: This site offers training materials, webinars, and resources that assist in the development of emergency preparedness and other competencies including: coping with stressful situations, building psychological resilience, and mitigating the emotional toll that emergencies and disasters take. This website also provides the definition of resilience, quizzes, resources, coping strategies, and activities.

Website: Center for Human Rights Legal Action (CHRLA)

Link: https://www.chirla.org/avada_portfolio/community-education/

Summary: This website provides Spanish and English language Covid-19 resources for the undocumented community and service providers.

Website: Young Minds UK

Link: <https://youngminds.org.uk>
<https://youngminds.org.uk/blog/tips-for-coping-with-ocd-during-the-coronavirus-pandemic/>

Summary: Resources and materials for teachers and school staff to build their skills and make mental health and wellbeing a core, rewarding part of their job. This website also provides Corona Virus advice and mental health support, advice blogs, coping tips, and resources for teachers.

Website: Reach Out

Link: <https://au.reachout.com>

Summary: Reach Out is Australia's leading online mental health organization for young people and their parents. Their website provides support tools and tips to help young people get through everyday issues and tough times.

Website: Positive Psychology

Links: <https://positivepsychology.com>
<https://positivepsychology.com/art-therapy/>
<https://positivepsychology.com/self-efficacy-theory/>

Summary: Positive Education is science based online resource packed full of courses, techniques, tools, and tips to help you put positive psychology into practice every day. Resources include communication games and activities for kids, teens, and students. This site also contains activities for using positive reinforcement in the classroom, 15 art therapy activities for children and adults, and self efficacy theory.

Website: Edmentum

Link: [https://blog.edmentum.com/trauma-informed-teaching-practices-educators -](https://blog.edmentum.com/trauma-informed-teaching-practices-educators-)

Summary: The Edmentum website provides resources on how to identify students affected by trauma and tips and resources to support students.

Website: Teaching Tolerance

Link: <https://www.tolerance.org/moment/supporting-students-immigrant-families>
<https://www.tolerance.org>

Summary: Teaching Tolerance provides best practices for serving English language learners and their families. This website also includes resources to support immigrant students and their families. The site also contains resources, activities, and strategies on how to respond to Corona Virus-based racism and xenophobia.

Website: We are Teachers

Link: <https://www.weareteachers.com/kids-mental-health-covid-19/>

Summary: This site provides materials on how to support children's mental health during the COVID-19 Pandemic and provides tips and resources.