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¿Qué es eso?“ Socio-Emotional Learning in ELL Households

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Liberal Studies 400: Senior Capstone

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Abstract

The focus of this Capstone Project is on Social Emotional Learning (SEL) within the English Language Learner (ELL) community that immigrated from Mexico to the United States (U.S.). This project will address the importance of implementing SEL both at home and in the classroom. The goal of this capstone project is to create a better understanding of how essential social emotional learning is across environments, especially in the home and school environments. This is an important issue because a student's success may be dependent on the stability of their overall wellbeing and ability to cope with a range of feelings that come up throughout their academic journey and life. Evidence supporting this claim was obtained through literature and interviews at a local Elementary school and professionals that will be later explained in the paper. The three primary stakeholders found in this issue were analyzed to be students, teachers and parents. Lastly, three actions were proposed in this Capstone Project to address the need of parents and ways that educators can support parents in creating a social emotional learning environment in the home.

Keywords: ELL students, SEL, Home, Classroom

Implementing SEL In & Out of the Classroom

Over the past four years of college, I have been working with an organization called Mini Corp. Mini Corp helps ELL students with direct instructional services to increase English Learners student academic achievement through trained partnering with skilled college tutors. My work with ELL students over the past four years has helped me gain perspective of their experience and struggles. On a typical day, I walk in and sit at the back table where I work one-on-one with students. They bring their work and anything they did not complete or understand to me for assistance. The students are going at the same pace their classmates are. Typically I go over the prerequisite skills that are not targeted by the current activities. On many occasions, the students will share with me that they are entirely lost and understand nothing; I try to show a different way of doing the work, and even then, I can see the frustration in the students' eyes.

I have worked with many students who have recently relocated to the U.S. Many are attending school for the first time while also trying to assimilate, learn a new language, balance their workload, and adjust to a new way of living. ELL students have to find a way to new roles and identities in an unfamiliar cultural context. This means that many have to choose what language to speak, music to listen to, and which social group to join. Aside from this, they have to alter different social groups' stereotypes and find where they fit in. The students have shared that they feel like they have to be at the same level as their other classmates, causing classroom pressure. As educators, it is important we meet students where they are at, model tolerance, and try to avoid comparing ELL students with other children who have had more access to learning and resources. After weeks working with ELL students, repeatedly going over the same curriculum, it became clear to me that something significant was missing; they were struggling and in need of social emotional support before they could begin to focus on their learning. I have worked and lived in an ELL household, so I know that their stress is beyond classroom work. The students may be coming to school with stress from home; this may mean that the parents are having trouble adjusting to a new country, looking for a job, and, at times, living in unstable living conditions. These circumstances often get in the way of their learning, which can have a setback on their academic performance.

Many of these children are feeling what I once felt when I was in elementary school. Growing up, I was an ELL student myself. Both my parents worked as farmworkers, I remember as a child my exhausted parents coming home after a long day of working in the fields under scorching temperatures, struggling to manage their time to make dinner, help me with my homework and attend after school events. Luckily, I had my siblings who were able to help when they were not doing homework themselves, but that was not enough time as I required a lot of support at home. There were many times where I found myself overwhelmed, not being able to finish my homework and I can tell that my parents were overwhelmed too. My parents were the type of parents that wanted to help but did not have the resources to do so, which is a current issue that many other ELL families are facing.

Parents whom I work with have reached out and shared their stories on why many of their kids are struggling. Many families struggle financially, so both parents need to work full time in order to provide for their family. In addition to working full time jobs, parents need to come home to feed their children and prepare for the next day. In doing this work, I have had the opportunity to establish relationships with the childrens' families and have had the opportunity to hear their tragic stories and their struggles as parents. One of the families I work with shared that she has lost their spouse, which has increased the stress for the whole family. This means that when one was working, the other agreed to stay home and help with what they could for school. This now means that this individual is now alone, with four children, three in school and one under five. This individual had to choose between staying home and educating the children or returning to work to support the family that now only has her. Many of the ELL families have no history in the U.S. They are on their own without family support and are often struggling with the decision to stay in the U.S. or return to native country. This is a very difficult decision for many families; if they return to their country, they may not have the opportunity to come back to the U.S.

The challenges that immigrant children face have distinct social and emotional components. For example, some students may have experienced trauma while immigrating to a new country, separation from their parents, and living with relatives while their parents are working. This is very common when parents have seasonal jobs and need to work at multiple job sites and travel every four months to follow the harvest. For example, parents might come to work in the Watsonville/ Salinas area during the strawberry, lettuce or other vegetables season

and then travel to Arizona for the cabbage season. Leaving their children with a family member is common because having kids moving to a new school district twice or more a year can be a challenging transition. For many children, staying with relatives is not an option; therefore, many have to follow their parents to different states and adjust to a new school, friends, teachers, and community. All children who have experienced migration and stress have been impacted and need social emotional support in order to overcome the trauma they have experienced. Even when parents are present, students can still experience trauma and stress related to immigration or their current living situation.

While trying to understand my students and give them the best of my ability to support them with adequate support that will help them be successful in and out of the classroom. Social emotional learning will help students understand that the way they feel is common for someone who has experienced a traumatic event and, at the same time normalize their feelings and provide them with the tools necessary to be able to manage those feelings in a healthy way. Ensuring that all students have the right mindset of social emotional learning is essential for their success during their learning.

Literature Synthesis & Integration Section

The Latino population is the largest and fastest-growing minority group in the U.S. (Derr, 2016 & Merianos, 2017). According to the U.S. Census Bureau, Latinos constitute 24% of the total U.S. population (Derr, 2016 & Merianos, 2017). As the Latino population continues to grow in the U.S., understanding their needs and experiences will be important for educators. Latino immigrants that come to the U.S. are more likely to experience stress and psychological distress due to acculturation (Lawtob, 2018). For many ELL students, acculturation involves adapting to the U.S. culture and the school system while maintaining the cultural values and norms they learn in their native country. Many students who attend school in Mexico have different experiences when they arrive in the U.S. For example, many of the students have never experienced English and are extremely surprised and overwhelmed when placed in a classroom where all they hear is a different language other than their own. In addition to acculturation, mental health disorders are more prevalent among Latinos in the U.S.; however, access to mental health treatment for this population is relatively low compared to non-Latinos, leaving this population at risk of untreated mental health disorders (Derr, 2016 & Merianos, 2017).

English Language Learners (ELLs)

California has numerous Second Language Learners. Language Learners are students whose first language typically is not English; instead, it is Spanish or any other foreign language. Spanish is a widespread language among second language learners in the U.S. that is very common in second language learners. Currently, more than 10% of all students in U.S. public schools are identified as ELLs and are predicted to be the fastest growing segment of the U.S. K-12 population (NCELA, 2010).

Languages spoken by California ELLs

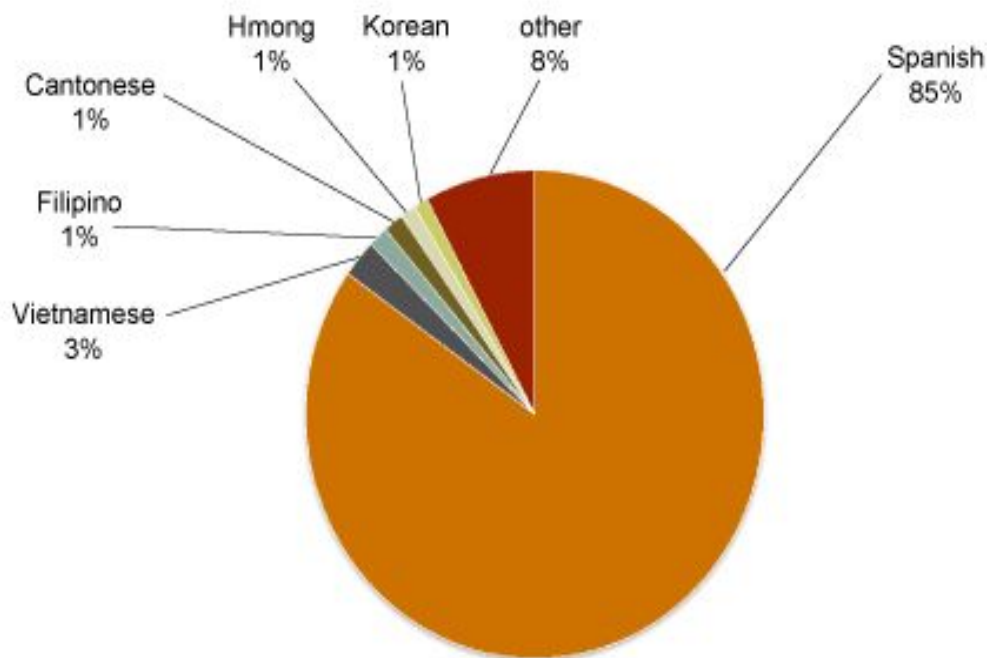


Figure 1. Languages spoken by California ELLs.

Graph of languages spoken by California ELLs. Reprinted from 2016-17 Who Are California's English Learners students?, by Public Policy Institute of California.

Retrieved from

<https://www.ppic.org/publication/k-12-reforms-and-californias-english-learner-achievement-gap/>

The graph above shows 85% (2016) of Spanish is being spoken by ELL students in California. 85% of these students come from a Spanish background which is why their primary language is Spanish.

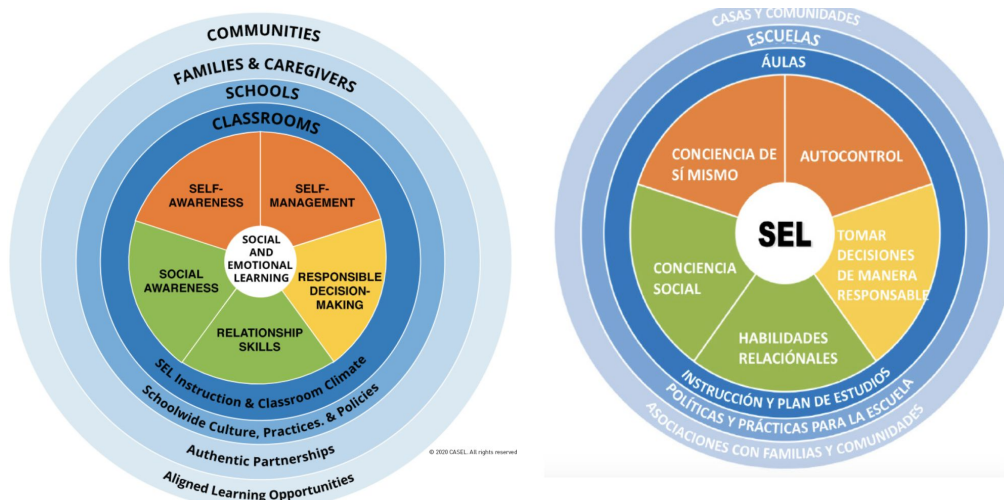
Social emotional Learning (SEL) is a human development program, where an individual learns and applies their knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, show and feel empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2017). Federal and state policies create the conditions for social and emotional learning (SEL) to flourish in districts, schools, classrooms, and communities. They help to scale and spread good practice and to foster SEL as an integral part of every student's education (CASEL, 2017).

SEL is a program targeting the development of these skills that can translate into higher academic achievement, among other gains (CASEL, 2017). This will make a significant impact on many ELL students. Many students need to know and maintain a healthy relationship and connection with the teachers. The teachers should also offer the students with knowledge on ways that the students can implement SEL in their home as that will benefit the student in the long run. This will help the students have the tools necessary to cope with their feelings not only in the classroom, but at home too. For example, the teacher might be checking in with the student in the classroom, monitoring their emotions and reaching out to the parents with the resources they use in the classroom to be able to help the parent assist their child at home.

SEL in the classroom can be taught in various ways; SEL skills can be taught by the teacher through direct instruction and role-playing. SEL can be incorporated into the existing academic curriculum (Thorson, 2018). SEL in a classroom setting is perfect for teachers and students to feel more comfortable and connected to one another (Thorson, 2018). There are multiple SEL activities that can be done in the classroom that will highly benefit the students such as art projects, check in journal writing and books. SEL at home will benefit the child and their family. Adjusting SEL at home means that the parents will be able to adjust and continue what is being done in the classroom but in the home setting. "SEL with English Language Learners, is a very important aspect for the ELL community, supporting the unique PreK-12 experiences of English Learners requires a fresh look at any approach to social and emotional learning" (McGraw Hill, Pg.4 2018).

Figure 2

Sel Framework



Note. Source: Casel.org (2020)

The graph above demonstrates the SEL framework in both Spanish and English and it demonstrates the focuses of SEL which is, self-awareness, self-management, social awareness, relationship skills and, responsible decision making.

What is the issue?

The CASEL policy, federal and state policies create the conditions for social and emotional learning (SEL to flourish in districts, schools, classrooms, and communities. They help to scale and spread good practice and to foster SEL as an integral part of every student's education (SEL, 2017). The term "social emotional learning, refers to the format in which students are able to cope with their feelings and emotions on their own. However, many teachers and schools are implementing this in the classroom and is becoming a very positive outcome for the children's achievement in the classroom"(CASEL, 2017).

The real issue presents itself, many ELL families are facing many challenges that include migration, deportation and socioeconomic circumstances that get in the way of their children's learning. The need to support the emotional needs of the students is crucial in order for students to meet their highest learning potential. When their social emotional well being is not taken into consideration, this becomes an issue within the school system. Implementing SEL in the family's home will bring a higher positive impact for not just the students but their whole family which can become a successful family outcome. A study by Niehaus and Adelson (2013), identified specific environmental stressors that can negatively impact ELLs . The stressors include trauma

and upheaval associated with immigration, family separations, poverty, discrimination, and cultural conflicts between the home and the school. Additional burdens include difficulty in learning English and experiencing bullying by peers (Adelson & Niehaus, 2013).

ELL families struggle from many social emotional aspects, many parents have their own trauma and worries, therefore, supporting their children at home can be hard or almost impossible. Social emotional health is important for ELL students as it will reflect on their school performance. Implementing SEL in a classroom will mean that teachers can do a simple 10 minutes of one-on-one and ask how they feel or a quick morning check-in. To build this habit with students, you must implement it in a classroom setting so that it can be followed at home. It is important to also keep in mind that many parents may have challenges accessing resources, lack of knowledge about navigating technology, live in crowded households and many may not have the luxury to stay home and support their child because they have to work in order to provide for their family. Furthermore, Including all the trauma many have already experienced or the worry about their parents being deported if they are immigrants. This stress can impact their ability to focus in school. SEL can help the ELL students if it is implemented both at home and classroom. If the teacher implements SEL with the child and then follows up with the parents this can have a positive outcome not only for the child, but for the family as a whole. If teachers start implementing SEL in their classroom and engage the parents throughout the process, it will provide both the teachers and parents with more knowledge of each child's needs. “ Many parents are not aware that they are capable of supporting the social and emotional well being of their child if they are taught the skills to be able to support their child manage their feelings of stress, worriedness related to distance learning with healthy coping mechanisms (Walker, 2020). “ Walker (2020) also states, “we have to take into consideration the fact that so many of our students are experiencing trauma at this moment. If we neglect to include SEL as a significant part of the conversation that we are currently having, we will not be equipped to meet the nuanced needs of all our students in the future.”

Why is it an Issue?

To understand why ELL families need SEL in the home is a very important aspect in the educational field. We need to understand that many of these families need additional support aside from just schooling their children. Many educators who have already started to use SEL in

their classroom see the positive implications. As an educator, the role is endless, besides teaching the student the right academic needs, you also need to take into consideration and understand what is impacting the student outside the school and be willing to support the student's emotional health in order to help the students meet their highest learning potential. Not helping or implementing SEL at a child's home is an issue, because the students' academic performance and their personal future is impacted. In order for the students to have a healthy learning and a successful life it is important to consider the learning of SEL both in the classroom and at home.

Culture Shock

The culture shock theoretical framework will be used in this paper to help understand ELL students and their families. The culture shock theory is “ the physical, psychological, and behavioral reactions that often occur when individuals are attempting to live, work, or study in unfamiliar cultural contexts” (Bruce, 2018). Culture shock is a relatively recent theoretical construct even if the behaviors associated with the discomfort of crossing cultural boundaries can be found as far back as classical Greek literature (Bruce, 2018). ELL students come into a classroom with little to no English language, which makes them a high risk group of students to get “culture shock”. Ferlazzo (2012), states that culture shock can dramatically affect a student's first year in a U.S. school. In the education setting, there are four stages of Cultural Shock, the honeymoon or euphoric stage; rejection or culture shock stage; integration stage; assimilation or adaptation stage. Typically many educators know the stages that culturally shook students go through although at times they are not aware how to help them or lower the culture shock. SEL will benefit those students and families who go through the cultural shock, SEL is a way for the students to be able to take their emotions into consideration and SEL is a great learning so that they can improve their academic performance the first year rather than set a setback.

Adjusting to a new country can be difficult for parents too, “parents of ELLs may be unable to help them because they are also suffering from culture shock (Ferlazzo, 2020). This means that parents will not be any help to their students academic performance if they are going through the same problem. ELL is an overall growing minority in the U.S., therefore knowing that this is an issue the majority of the ELL students face, it is important to adjust SEL in the classroom and include their parents in the process. Including the parents in the students ELL learning will not only benefit the student but the parents as well which is a great advantage as if they are able to help themselves they will be able to help their children.

The culture shock theory is a very important theory for ELL educators to be well aware of as it will be a common stage that many ELL students will witness throughout their academic years. The culture shock theory can be used as a guide to help understand and ensure that the needs of ELL are taken into consideration. Aside from this the culture shock can also help in the development of SEL. For example, depending on the culture shock stage the student is in, you might like to consider what approach you take into the SEL program. Of Course, SEL should always be the main consideration but, if the student is in the culture shock stage it might take more than just a couple SEL adjustments for the student. SEL will help the students throughout the culture shock stages as they will know how to manage their emotions through the process. “In order to cope with culture shock you have to learn to recognize its symptoms (you feel angry, uncomfortable, and confused) says (Travel, 2016).

Figure 3

Culture Shock Curve Stages

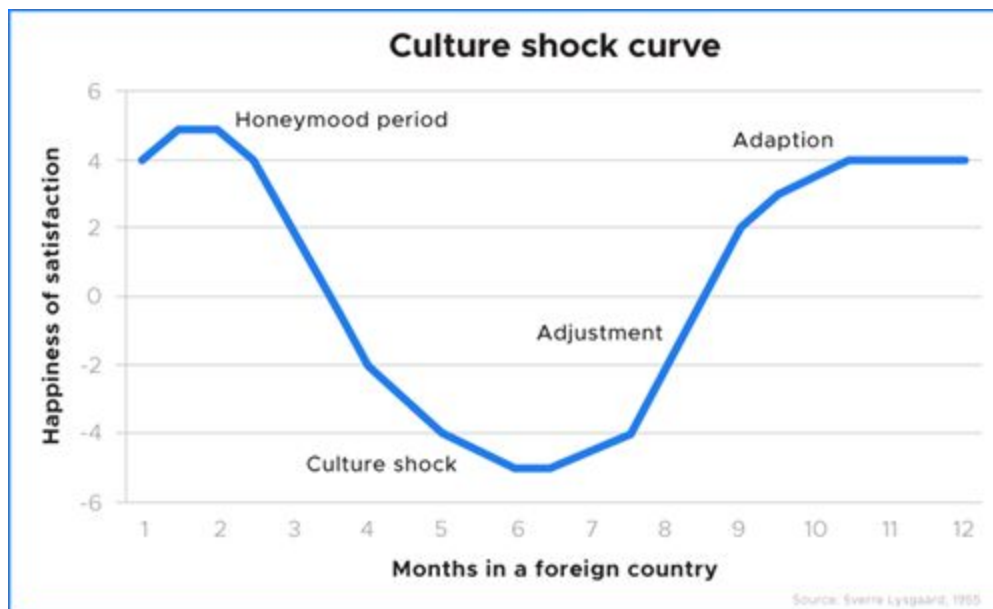


Image 3

Source – Sverre Lysgaard, 1955

What Should be Done?

If schools are going to implement SEL in the classroom they should also include their families in the process or give additional resources to the families so that they can also implement it in the home. Applying what they are learning in the home and in the classroom will give the students a higher possibility of greater achievement overall. Following the student's individual SEL program at home (every student is different, and needs different needs) will allow the students to perform and adjust SEL throughout the student's day to day life (home and school) setting.

If we start to include SEL in a classroom, it will help the students in the future. This will mean that students will be able to process their emotions positively among themselves and others such as getting along in the classroom with classmates or problem solving at recess, "SEL has been shown to be an effective method of reducing negative social interactions and increasing academic achievement" (Norris, 2010). As more studies have shown such as SEL and ELL : A Review of Literature states that SEL is a positive program I believe that implementing it in the ELL community will benefit the students, parents and teachers (Taylor, 2017). Taylor (2017) states that after she reviewed the SEL program students vs. non-SEL programs there were higher percentile points of those who were in a SEL program which means that those students who were exposed to the SEL framework showed higher academic achievement performance.

Conclusion

Overall, several things can be improved to help the ELL community within SEL. These children's progress will increase, and there will be good outcomes in the long run for the ELL families and students overall. School and the classroom are meant to be a safe place for a child to feel ready and comfortable to learn, grow, and have their strengths fostered. Therefore, if we help each child advance in and learn how to cope with their issues, we will develop healthy students in the long run. This will create a positive way for ELL students to learn and feel more comfortable in their learning. This solution serves a possible explanation for the stakeholders. Overall, these options are closely associated with creating an ELL student environment and giving opportunities for the child's growth, learning, and feel comfortable with their social emotional health at school and home.

¹Method

For this Capstone Project an investigation was conducted to determine how SEL can affect ELL students in a positive way. School can be challenging; therefore, the researcher wanted to gain a better understanding of what exactly is being done for the English Language community with respect to SEL. Based on an analysis of the data and the relevant research literature, the researcher to formulate an action that responds to the focus issue in a way that inspires, informs, or involves a particular individual.

Context

This research took place at Central Coast Elementary School. This is in Monterey County, California. Central Coast Elementary School is one of 12 schools in the Central Coast Elementary School district. It is located near downtown close to many agricultural fields, parks and shopping malls. Central Coast Elementary school is a very old school that has been open since 1996 and to this day, the school is expanding (Ed-Data, 2017). Central Coast Elementary School serves approximately 800 students from preschool through sixth grade. There is about 16-29.9 percent of poverty in Central Coast Elementary school this means that many families did not report a living location. The student population is 98.5 percent Hispanic and 85 percent English Learners. (<https://www.sarconline.org/SarcPdfs/11/27659616113542.pdf>, 2019) . There are about 21-30 children per classroom.

Recently the school replaced the school garden with an outdoor classroom. The grass area has been upgraded by replacing a lime-treated area with new grass. This motivates the students to keep their school safe and clean (Sarc online, 2019). Central Coast Elementary School has one psychologist that supports the students emotional health. Moreover , Central Coast Elementary School parents play a critical role in the success of their children, and there are numerous ways that parents can be involved in school. In addition to helping with homework and attending parent conferences, parents are also involved in school events. They also take on leadership roles at the school through the Parent Teacher Club and our School Site Council (Sarc online, 2019). Currently, the school is being run by principal Jimenez. He has been the principal at Central Coast Elementary school for many years, he first started as a teacher, then went back to school

¹ From the Capstone Project of Vanessa O. (FA 20)
Pseudonyms have been used for the names of people, places, and organizations

to receive a masters degree in psychology. His staff is composed of primarily Spanish and English speaking teachers.

Participants and Participant Selection

I invited two current teachers to participate in this project; one with ten plus years of experience and one whose first year is this year during distance learning. The principal was also interviewed so that we know what the goals are for the school. Aside from them, I also invited a school psychologist and a future school social worker to participate. I invited these individuals because they have relevant experience, knowledge and background history within the topic.

Adriana Sotelo. Former CSUMB Kinesiology graduate whose first goal was to become a therapist. Recently she discovered that she wanted to pursue a career in teaching. This love and encouragement came while working for Mini Corp assisting ELL students. Adriana is now teaching in, Mart Chapa Elementary school in a sixth grade classroom. This is Adriana's first year teaching as a full time sixth grade teacher. Aside from distance teaching struggles she has many students whose first language is not English, therefore she has to translate the majority of the work.

John Jimenez. Mr. Jimenez has been a principal for 10 years now, and he first was a Spanish English teacher where he developed a strong love for teaching and an understanding of the importance of SEL in a classroom. He decided to return to school and earn a masters degree in psychology, which he used for several years and then became a principal. In his current position as a principal he realized the importance he makes in the school as a whole and he believes that he is the role model to all. Recently when I interviewed this individual, he said that he wants to provide the best support for his students based on SEL.

Shannon McGilloway. McGilloway (LMFT, PPS) is a former USF and UCLA alumni. McGilloway graduated from USF Undergraduate with a BA, Psychology and her masters of Psychology with an emphasis on Marriage & Family Therapy. McGilloway, has 15 years of experience working with children and families in the San Francisco Bay Area. She is Passionate about education, parenting, program leadership, and strengthening family systems. She is Dedicated to working with children and families on social, emotional, behavioral, and systemic development. McGilloway supports increasing connectedness, identifying and achieving

personal and familial goals, and finding meaning in the day-to-day life experience. Her current position as a School-based counselor in Presidio Hill School.

Julieta Ortiz. earned her Undergraduate degree in Justice Studies and minor in Sociology from San Jose State University. She is currently pursuing a Master of Social Work (MSW), a Pupil Personnel Service Credential (PPSC) and a Spanish Language Counseling Certificate from San Jose State University. Her goal is to work as a school social worker to be able to serve and advocate for families from underserved communities and minority groups within the school system. In the last 7 years, she has been employed by Kinship Center, a member of Seneca Family of Agencies. She has supported children and adolescents with mental health challenges by providing behavioral interventions, family support, and 24-hour crisis support. In addition, she has supported relatives and near kin who are caring for children whose biological parents are uninvolved due to substance abuse, mental illness, death, or incarceration. In addition to helping children remain connected to their family and community, she provides support, advocacy in accessing resources in the community, and ensuring that the children in their care get their mental health and educational needs met. She emphasized that the implementation of SEL is crucial within school systems in order to address the social and emotional needs of students.

Researcher. The social emotional health of students is personally meaningful to me because I believe that the students' SEL is very important for the students' school academics and structure of life. Growing up I was an ELL child myself, and oftentimes I found myself stressed and caught in emotions and feelings that were hard to manage because I did not have the knowledge or resources to be able to process them in a healthy way. Therefore, my heart is full of love and compassion and seeks to do this for all my future students. As an educator, I want to make sure that I serve as a role model and help these students understand their feelings and help them identify healthy coping mechanisms that will help them manage their feelings. I believe that it is important to involve parents and help them understand the importance of implementing SEL in and out of the classroom so that the students can have a consistent routine in the classroom and at home.

Semi-Structured Interview and Survey Questions

1. Can you please give me a brief summary of yourself and what has gotten you, where you are now?
2. What are your thoughts on social emotional Learning(SEL)?
3. As a principal, do you believe that social emotional learning is essential in a classroom?
4. What is the school district doing or your school around Social-emotional learning? Is there any training for school staff (teachers, custodial workers, office staff, etc)? Is that a need in your school?
5. Is the school district looking into hiring more school social workers or counselors to help with addressing and supporting the students that need more social and emotional support? How will referrals come in?
6. What is the most challenging aspect of learning from your perspective involving ELL students?
7. What are your thoughts on Culture shock?
8. What do you see as the challenge of reaching ELL students and helping them with social and emotional learning during COVID-19?
9. Is the school providing any training to parents about SEL and the importance and how they can support their children at home?
10. As a school counselor how do you associate emotional-learning with?
11. Is social emotional learning important for a child's growth and development?
12. As a future Social Worker what are your main goals, involving social emotional Learning?
13. Which of my three emerging themes do you believe would be the most effective for the ELL student and families? Why so?

Procedure

Participants were interviewed; all interviews were done individually. When it was not possible to interview them in person they were done through Zoom, phone calls, or email. During the interview they were asked a total of 10-15 questions that took less than one hour per person. The interviews were audio recorded, and there was a follow up process if some answers, explanations were not clear.

Data Analysis

Transcribed interviews were coded and analyzed for emergent themes.

Results

For this Capstone Project, the school principal, two current third and sixth grade teachers, a school psychologist and a school social worker intern were interviewed to see what they thought could be done to improve SEL inside the classroom and in the home. This is important because many ELL and their families do not have access to the resources needed to be able to implement what they are doing in the classroom at home too. Based on an analysis of the data and the relevant research literature three themes emerged (see Table 1). Evidence-based decision making required evaluating each potential Action Option by the following criteria: time, reach, and effectiveness. Time refers to how much time is required to implement the action; it is important to consider how time effective the action options are. Reach is an important criterion as it considers the possibility of how long it will take to reach the option. Lastly, effectiveness is a necessary criterion because it analyzes the possibility and extent of success. Based on the evaluation of each Action Option an action will be recommended and justified.

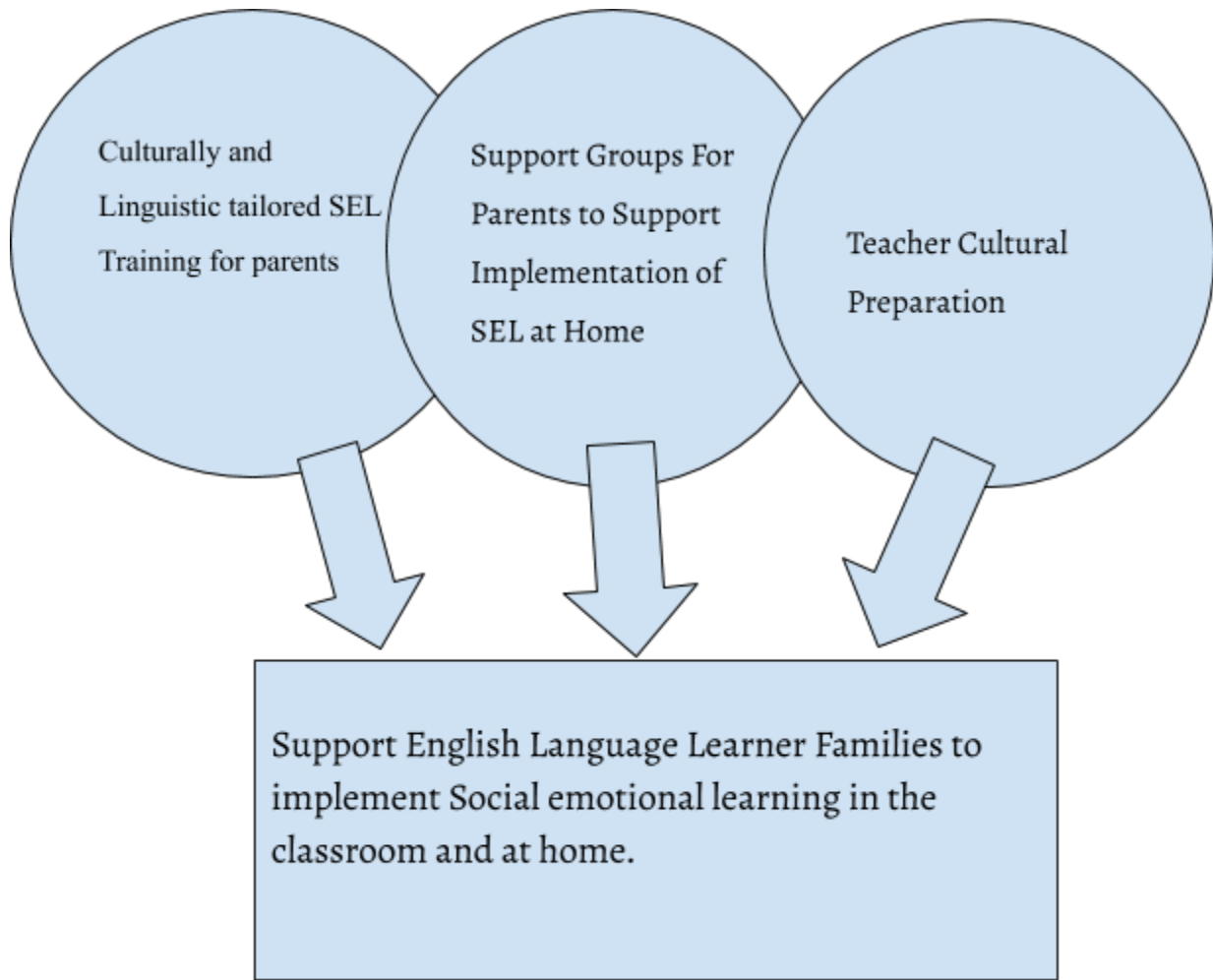


Image 1. Themes which emerged from the data and literature.

Table 1

Evaluation of Action Options

	Time Required	Reach	Effectiveness
Culturally and Linguistic tailored SEL Training for parents	High	Medium	Medium

Support Groups For Parents to facilitate Implementation of SEL at Home	High	Medium	High
Teacher Cultural Preparation	High	Medium	Medium

Socio-Emotional Learning in a Home Language/ Native Language

Language and knowledge is a very important aspect for an ELL family. Understanding basic and not so basic vocabulary is something that many immigrant families struggle with. As one interviewee, the professional psychologist, stated, “many parents whom I work with do not understand the vocabulary and they do not tell me. I can notice the student’s outcome” (personal communication, Oct, 2020). She was not alone, two other teachers shared, “ at times when I share with parents work or any additional information they do not really understand what I am saying because they do not speak my linguistic language, different Spanish” (personal communication, SEP, 2020). Many families speak spanish but, in their own linguistic language for example, many speak american Spanish but do not know the proper language vocabulary. “Providing language support is beneficial to the ELL population as it develops their English proficiency, ability to understand the content” (Dresser, 2012; Pappamihiel, 2002).

The language spoken at home (because it will be different for each family) will be delivered in a language that families can understand. This option will be for the parents. Being mindful of their language and the needs of the family, will support parents in learning and implementing social and emotional learning at home. This way the parents are able to learn about SEL and ways to respond to their child's needs in a language that they will understand. This option will allow for an opportunity to be more culturally competent for the parents and address the needs of the family and their student. These services will be provided by the school psychologist and the school social worker. The teachers will be allowed to be present so that they can provide support during the parent education. The training would be offered throughout the

year in order to ensure that all new aspects of the students' SEL learning are explained to parents to ensure that they are understanding each new aspect. Reach and effectiveness in this option is not 100% insured. Parents would need to want to be able to learn and be consistent with their attendance throughout the child's academic year. If parents are able to be consistent with their attendance, this option will be highly effective.

Support Groups

Outside activities are highly common for ELL families. Families rely on community resources and after school programs. Support groups will be an additional community resource for the ELL families. The support groups would be facilitated by the school psychologist and will provide the parents with a safe place to address their needs and concerns. Teachers can be present or volunteer as a way to engage and build rapport with the parents. If teachers decide to join, it will allow the opportunity to address and talk about the needs of the children and how they can implement social emotional support in the home. Throughout the support groups the parents will be able to pick a time that best fits their schedule. If the support group can not be facilitated in person, it will be important to take into consideration the parent's ability to navigate technology in order to join a Zoom meeting. If that is the case, the parents will need additional support and resources to ensure that for the parents where they are able to navigate technology and join a Zoom call. The training and resources will need to be provided to the families before the support groups begin. The support groups will be ongoing and will help support parents in supporting the children at home and it will also allow the school psychologist to use psychoeducation to educate parents on the importance of SEL for those parents that want to implement social and emotional learning at home. The time required would be more than a couple hours a week. If offered on campus during non-pandemic classes they can offer coffee afterschool with all required staff. The reach depends on parents showing up at least 3 out of the 5 days of the week throughout the rest of the year or until needed. The effectiveness of this action is medium if the parents are able to log in to Zoom or meet in person and share their needs with the staff. If so, they will be able to successfully implement SEL at home.

Teacher Cultural Preparation

A third theme that emerged during the data analysis process was the need to raise awareness of the needs of ELL students and the Latino community. This is important because “general SEL programs are not necessarily designed for the English learners’ (ELs) needs in mind (Cuocci, Sophie & Arndt, 2020; Rebeca, 2020). These training will focus on ways that teachers can support ELL students and their families. The training would be ELL programs for ELL students only, this development would give the English language teachers some training based on their ELL students only. Dresser (2012) states that there are many SEL programs that have already been implemented in the classroom but many of those programs do not adapt to ELL’s needs. This possible solution will give the teachers the right type of SEL program for ELL students, which will help the student move forward in the right path but dependent on the teacher. The teacher will also need to communicate with the parents weekly, where she will share the training with them and try to give resources so that the parents can implement at home. The teachers will be able to send their learning to the child’s home since they will be communicating personally with the child’s family. This will mean that the parents are responsible for implementing what is being sent home with their child. Every single teacher interviewed adhered to the principle of meeting every family’s needs. The interviewees shared numerous techniques including: knowing the parents’ background, their cultural values, and being mindful of what their experiences have been (e.g. trauma, discrimination, immigration status, etc). These connections must be consistent in order for them to come across as genuine. One teacher shared that she got to know one of her students really well by being able to identify what her family went through. She reached out to the parents and offered additional support for that individual student. Mrs. Sotelo says, “after she shared her story with me, I would check in with her and her parents at least once a week after our assigned Zoom meetings” (personal communication, November 2, 2020). These teacher training will be given throughout the year; the teachers will be given a time frame to finish and reflect back on their understanding. This will allow the administration to evaluate that the teachers are understanding and how they will implement what they learn in the classroom and with the families. The teacher already spends a lot of time as it is, so this option will be effective and reachable if the teacher is able to take the training and implement it in the individual student's life and family.

Conclusion

Of the three action options, I recommend support groups with parents who want to learn and implement SEL in the home. Based on the literature and the data collected in the interviewing process, I am confident that this is the best solution for implementing SEL in an ELL home. This section will discuss the concessions, limitations, and possible negative outcomes that this action option may entail.

Concessions. While I choose support groups as the best action option moving forward, the other two action options have considerable strengths as well. For example, the SEL In a Culturally Linguistic Language will give the parents a better understanding that will benefit the family as a whole for more than just one academic year. The family will be able to learn and share resources with other parents and their families. Aside from that, the parents will benefit from new information and can help them individually as well. Many studies have proven that if parents are educated in the proper way and are given the resources they need, they will be able to assist their children at home. Teacher Cultural Preparation would be beneficial as teachers will be able to learn more about the culture of ELL students and will be able to adjust in the classroom what they have learned. Many teachers already implement SEL in a classroom but, this training will benefit the ELL students and their families. The teachers will know and gain knowledge of how to provide culturally relevant support to students. The learning taught to parents will benefit the parents through their whole life. The parents will be able to provide knowledge learned throughout their kids' lifetime. After all, if the parents do not try to be a part of their child's socio-emotional development no matter what action options are put in place, SEL will not be able to be implemented at home.

Limitations. While choosing support groups as my best recommended action option, I believe that there are still limitations to recognize. For example, time is still an adversary for ELL families. Regardless of the action, this option requires parents to make connections with the resources given and offered at school. It is important to consider that an ELL family may not be able to attend these support groups due to their work schedule. An ELL family typically works from 5am-5pm. Making dinner, feeding their family and getting ready for the next day of work might be more of a priority for these families. Another limitation can be traced back to the importance of the issue to the parents. If the parent does not fully understand and believe that SEL is essential for their child's life, this might not be a support group that a parent might want

to attend. Forcing a parent to come to a group session to get information that they will not implement at home might be useless for this family.

Potential negative outcomes. There are possible negative outcomes to consider in this action option. For instance, support groups may cause parents to feel overwhelmed which can cause the children to feel that emotion too. Keeping up with additional children they might have, their household duties, and other stressful situations they may be facing can become stressful for the family. Furthermore, while they strive to be diligent in this action, they may lose interest in other aspects of their home lives, and the children might feel that they are not being cared for.

Conclusion. Despite all limitations or potential negative outcomes, I still recommend support groups as the best action option to support parents in implementing SEL at home. This action has the strongest reach of all the actions because it includes the most support from many individuals. Implementing SEL at home should be a priority, because if students do not have it addressed both at home and in the classroom, there might not be as positive of an outcome. Additionally, I believe that taking the time to connect as a whole with all the students' support that they have is very important. This semester has been the first semester that I have implemented SEL not only with myself, but with my students and their family. I can personally attest that being able to effectively manage my stress, controlling impulses, motivating myself, and setting and working toward goals has helped me tremendously this semester. Correspondingly, this action is an anchor for many educators, families and professionals in the education setting. Their focus is on the students and this action option forces parents to visualize this on a regular basis. In this way, the action option rises above the others as the best solution moving forward.

Action Documentation

Social emotional Learning (SEL) is often used by teachers without them even acknowledging it, because SEL is a very important aspect of a child's life and wellbeing. Many English Language Learners families do not have the resources to assist their children at home. Many times the teachers are willing to adjust their classrooms so that the students can receive

some SEL programs. This is important because, as the literature shows, adjusting SEL at home and in the classroom is highly effective. After researching the literature and conducting several interviews with teachers, principals and certified professionals three action options emerged. The first action option is to implement SEL in the child's home language. The second action option, which was the chosen option, is weekly support group meetings hosted by certified school staff, for the parents and students. The last action option was providing teachers with training throughout the year to ensure they can support their students and the students' families. Efforts to support their child socially and emotionally is very essential for SEL learning. The support groups was the only action option that ensured that the family would be provided the knowledge necessary to implement SEL at home. Support groups, was the option that gave the best one on one support to both parents and students. Adjusting to a parents schedule is very important as we may not know what works best for each individual family. Supporting the families individually will give all the staff a better understanding of each child's living situation and work around that to adjust SEL in a right way that best fits their families.

Moving forward with this recommendation, a letter was written and sent to the school principal and classified professionals. The letter explained that after carefully analyzing the literature and their interview responses, an action option emerged that would support them addressing SEL in the child's homes. Additionally, the letter elucidated the action option, listed some examples, and explained the creativity in the implementation of support groups. Furthermore, an emphasis was put on the documentation aspect of the action option followed by an example. All in all, the letter made it clear that it was only a suggestion that would assist English Language Learners' families. As of yet, there has been no response from the teachers or classified professionals.

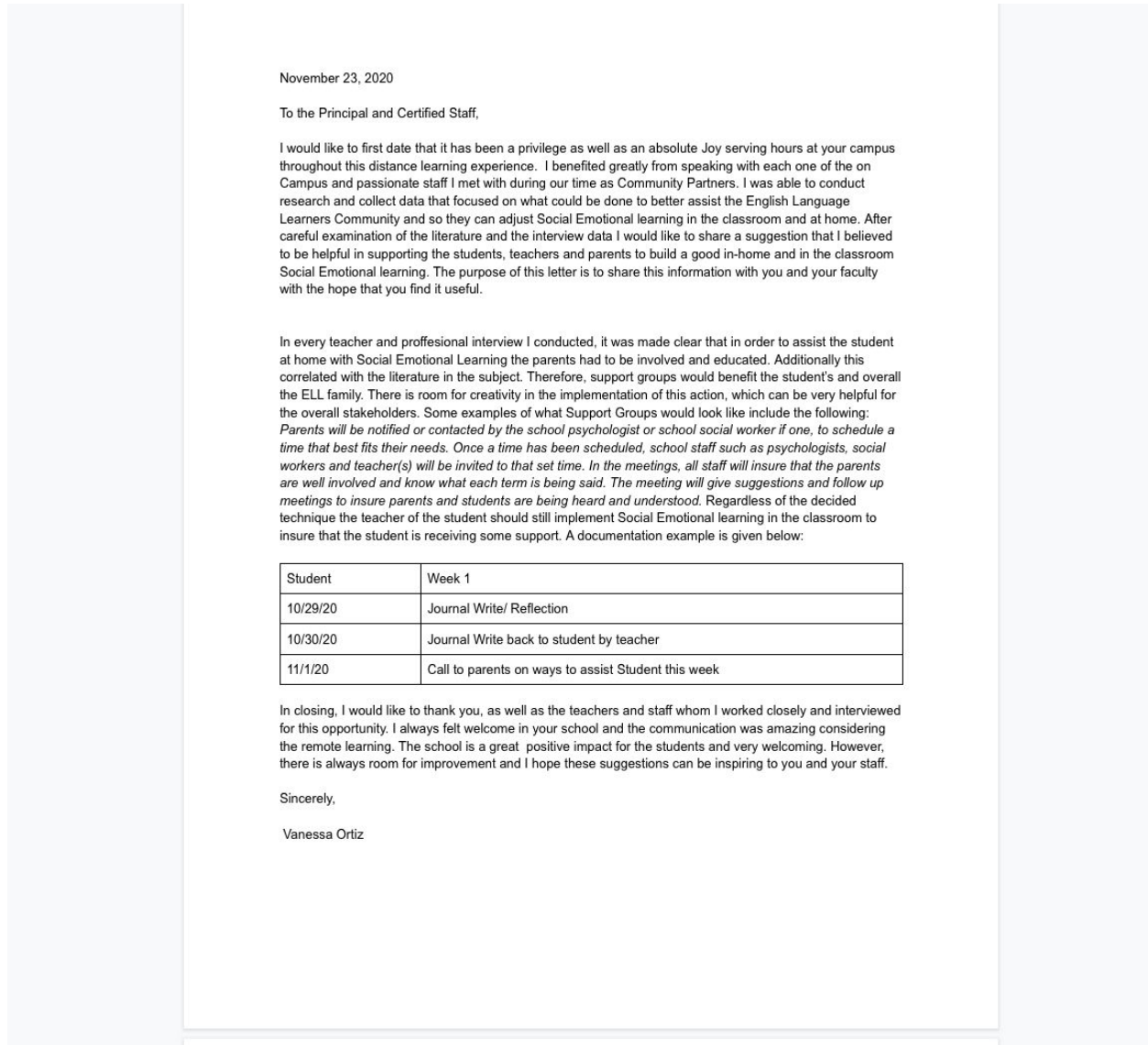


Image 2. Screenshot of the letter sent to the principal, teachers and certified staff with suggestions and examples to help support English Language Learners and in home social emotional Learning.

Critical Reflection

Beginning the semester, I did not know what to expect in my LS 400: *Senior Capstone course*. However, I soon found myself overjoyed to express my interest of my choice as my project. For that reason, I chose a topic that surrounded the importance of acknowledging ELL and their families. The area that surprised me the most was the unwillingness from those interviewed to explore potential areas and a lack of willingness to grow. Nearly all the staff whom I worked with, especially the principal, guided me to more understanding of the situation, and always answered all questions with honesty. However, some teachers admitted that it is hard to communicate with parents and students outside of the classroom. I decided to also interview professionals, such as psychologists and social workers, as I would know they can assist me more effectively. Throughout the process I struggled with my main points and what ways I wanted to take this project, it was at this point I sought my professor. Speaking to my instructor gave me relief and I was able to start writing again. I realize that there were still developing themes between the literature and the interview responses to continue writing and rewriting my paper. Subsequently, I was a bit hesitant to write a letter to the classified staff having faced their prior hesitancy. Nevertheless, I realize that this was very important and necessary not because they were doing anything wrong, but because it could be an important part of information and would contribute to their knowledge. It was through this experience that I learned it is possible to have a professional relationship with others who personally do not agree with you, and it is acceptable to offer your personal suggestions that may or may not be taken into consideration. Aside from that, I must continue to have confidence in my own self as a professional and what I can offer to others.

Synthesis and Integration

My time as an undergraduate student at California State University Monterey Bay (CSUMB) has been a challenging and rewarding journey. The required coursework, Liberal Studies (LS) MLOs, and this action research project have positively impacted and provided me with the right professional development for my future. Beginning with MLO 1: Developing Educator, I am confident in my skills to think, write, and speak critically regarding the subject matter of my project and in the context of a California public educator. The project itself gave

me the opportunities to connect and speak with, as well as learn from other professionals in the field by communicating with my community partner and other service learning experiences.

MLO 2, Diversity and Multicultural Scholar required me to evaluate my own and others' experiences as influenced by social identities, socialization practices, and societal institutions from both historical and contemporary perspectives.

MLO 3, Innovative Technology Practitioner I am confident that I have effectively used technology for investigation, expression, design, and collaboration through many of my courses at CSUMB (LS 350). Students reflect on the role of technologies for innovative teaching and learning, and effective instruction especially given the pandemic that has given rise to technology usage.

MLO 4: Social Justice Collaborator where students combine disciplinary knowledge, community experience, and reflective practice to become ethically and socially responsible educators working toward a just and sustainable world. Students identify and pursue paths for social change. Students collaborate with stakeholders to advocate for access, equity, and justice in public education and other societal institutions.

Additionally, in terms of MLO 5: Subject Matter Generalist, I recognize my newfound experience in completing a coherent depth of a study successfully within my action research project. Furthermore, analyzing the literature has developed my understanding and inspired me to research further in the field of education. As I move forward toward the professional career I desire, I believe that it is necessary that I further familiarize myself with the literature regarding my passions and carry confidence in my own abilities as a professional speaker, writer, and thinker. My greatest takeaway after completing this project I am confident enough that I am able to inspire and collaborate with others.

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