Social-Emotional Learning in Diverse Communities

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http://bit.ly/SinghSEL4CLD   1

Welcome! I'm so excited you're here.

Who is Meghan Singh?

- Bilingual School Psychologist
  - Clark University, UMass Boston
- Certified in ESL
- Doctoral candidate at Northeastern University in Organizational Leadership
- In practice for 8 years,
  - Cambridge Public Schools since 2011
  - Trained in Boston Public Schools
- Graduate of Quincy Public Schools –
  - QPS went from a total of two Asian students when my mother attended (1982) to 48% Asian in 2003

- Conversational and assessment Spanish
- Introductory Mandarin
- Enough Hindi to order a good meal
- Enough Punjabi to get married

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Overview

- Review of MTSS/Social Emotional Learning

- Common concerns and stumbling blocks for engagement in SEL with diverse communities

- Best Practices for Culturally Responsive SEL

- Question/Answer/Case Consult

Quick survey of the room:

- Who is here?
  - Urban/Suburban/Rural
  - District based/building based
  - K-12+, EI/Pre-K, K-5, 6-8, 9-12+, others?
- Thumbs up/thumbs down:
  - I understand social emotional learning
  - My school/district has an SEL plan in place
  - My school/district is open to discussing issues of diversity
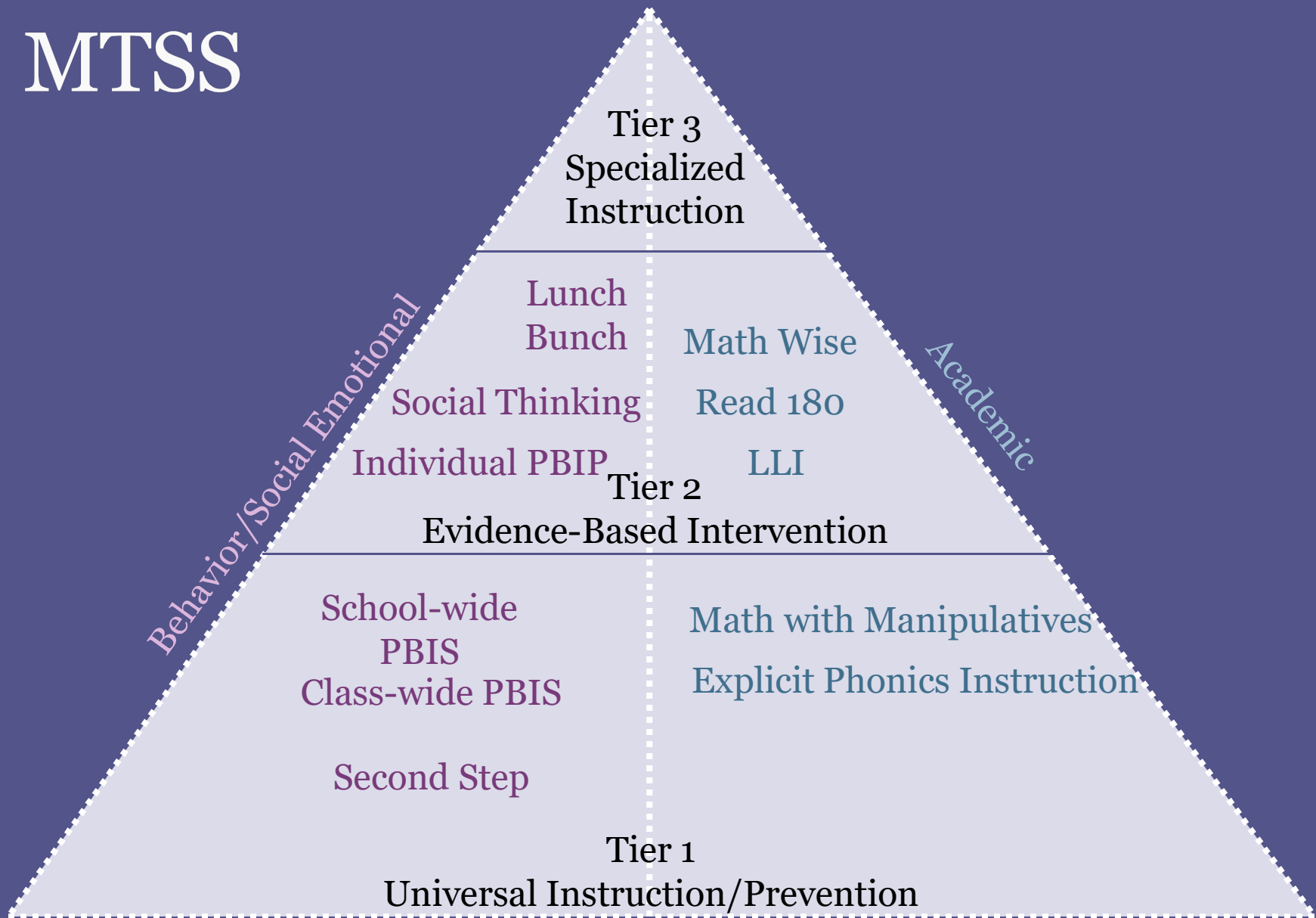 - I have specific questions I hope to get answered today

Key Terms

- ELL : English Language Learner
- L1/L2: L1 is the home language, L2 is English
- CLD : Culturally and Linguistically Diverse
- SEL : Social Emotional Learning
- Implicit Bias : Subconscious bias against a group imbued by cultural and personal exposure.
- PBIS : Positive Behavior Intervention Systems
- PBIP : Positive Behavior Intervention Plan ("behavior plan")
- MTSS : Multi-Tiered Systems of Instruction
  - RtI : Response to Intervention

Working Definition of Diversity

- Diversity: any way a child is different from the modal student in your building or district. Including but not limited to:

  - Race
  - Religion
  - Culture

  - Socioeconomic status (SES)
  - Family composition
  - Language(s)

- While many students from diverse backgrounds have experienced trauma, it should not be assumed that all have.

- Consider use of the term **disenfranchised** students over terms like disadvantaged or high need, placing the onus on the systems of oppression not the person.

MTSS

Tier 3
Specialized
Instruction

Behavior/Social Emotional

Academic

Lunch Bunch

Math Wise

Social Thinking

Read 180

Individual PBIP

LLI

Tier 2
Evidence-Based Intervention

School-wide PBIS
Class-wide PBIS

Math with Manipulatives

Explicit Phonics Instruction

Second Step

Tier 1
Universal Instruction/Prevention

School-Wide Cultural/Linguistic Considerations for MTSS

- How pervasive are issues of inequity in my school?
  - What are the trends in the data?
  - Can the data be disaggregated?
- Is one group of students differentially treated (e.g., office referrals, RtI/special education referrals) and why might that be?
- What universal supports are in place to address inequity in my school/district?
- Do these supports consider adaptations for culturally diverse groups?

(Boddapati, Oka, and Balaghi, 2014)

Individual Cultural/Linguistic Considerations for MTSS

- Has the student always had access to robust and consistent instruction, in L1 and/or L2?
- Has the student consistently been enrolled in school/what does school look like in their home country?
- What expectations for school behavior/attendance existed at the previous school?
- Were there any traumatic experiences in the immigration process? Extended family separations? With whom did the student live across their life?

Common concerns for SEL Implementation with Diverse Communities

- Staff ability to provide culturally responsive SEL opportunities

- The SEL curriculum is geared toward one population and doesn't reflect the needs of a diverse group.

- Seeing cultural behaviors as problem behaviors

- Marginalization of CLD students

Training Providers for CLD SEL

- Before we can engage students in robust social emotional learning we need to model it.
  - How are we treating each other? What is our professional culture, and how are we amplifying the diverse voices in our professional communities?
- We need to do the work to help students do the same.
  - Backpack of Privilege, Peggy McIntosh (1989, 2010)
  - Implicit Bias: https://implicit.harvard.edu/implicit/takeatest.html

How can I address issues for my community? 1

- Parents are your best allies to understand their culture
  - A comprehensive, culturally reflective interview is the best tool in your tool box to determine what social emotional needs exist in your building.
  - Use of translators, community members and relationships is critical.
  - Meet families where they are – literally and figuratively

How can I address issues for my community? 2

- Learn about the cultures that make up your community
  - Iceberg Theory of Cultural Competency (E.T. Hall)

An Iceberg Concept of Culture

dress ✿ age
gender ✿ language
✿ race or ethnicity ✿
physical characteristics

Adapted by the NCCC

✿ eye behavior ✿
✿ facial expressions ✿
✿ body language ✿ sense of self ✿
✿ gender identity ✿

notions of modesty ✿ concept of cleanliness
✿ emotional response patterns ✿ rules for social interaction ✿ child rearing practices ✿
✿ decision-making processes ✿
✿ approaches to problem solving ✿

✿ concept of justice ✿ value individual vs. group ✿

✿ perceptions of mental health, health, illness, disability ✿

✿ patterns of superior and subordinate role in relation to status by age, gender, class ✿ sexual identity & orientation ✿

and much more...

Slide Source: The National Center for Cultural Competence, 2005

https://nccc.georgetown.edu/documents/pptculture.pdf

How can I address issues for my community? 3

- Bicultural/Third-Culture Issues
  - People can't be asked to choose a singular cultural identity
  - What support are you providing for Third Culture students
    - The translation/cultural explanations they are expected to provide for family
    - The code switching responsibilities they experience

In summary…

- Social Emotional Learning is a major building block for long-term student success.
- Educators must model SEL for students and address individual identity/bias as well as systemic inequity.
- Engage with families and community groups to determine their values and needs.
- Our focus is always the students, what skills they need, and how we can empower them.

Recommended Readings

- Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York: Guilford Press. https://www.guilford.com/books/Assessing-Culturally-and-Linguistically-Diverse-Students/Rhodes-Ochoa-Ortiz/9781593851415/authors

- Roseberry-McKibbin, C. (2018). *Multicultural students with special language needs: Practical strategies for assessment and intervention*. Oceanside, CA: Academic Communication Associates. https://acadcom.com/acawebsite/prodView.asp?idproduct=130

- Read fiction and autobiography by people who represent people in your school community.

Contact information

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Citations

Boddapati, S., Oka, E., & Balaghi, D. (2014, February). Cultural Competence and RtI: The Contributions of Critical Race Theory. Paper Presentation presented at the National Association of School Psychologists Annual Conference, Washington, D.C.

McIntosh, Peggy. "'White Privilege: Unpacking the Invisible Knapsack' and 'Some Notes for Facilitators.'" *White Privilege: Unpacking the Invisible Knapsack" and "Some Notes for Facilitators"*, National SEED Project Wellesley Centers for Women, Wellesley College, 2010, nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack.