



English Learners (ELs) may face unique challenges and have distinct social emotional needs. School closures and social distancing could exacerbate the stresses of learning a new language and navigating a different culture as well as heightened inequities and disparities.

KEY FACTORS

Some immigrant children have survived severe trauma, experienced either in their home country or during their journey to the United States (US).

Current events and the coronavirus pandemic may contribute to a rise in discrimination and bullying of certain students based on their actual or perceived race, ethnicity, or national origin.

Immigrant students may be at a higher risk for homelessness due to arriving in the country unaccompanied or due to parental deportation.

ELs may have additional responsibilities outside of school such as caring for younger siblings, helping with financial burdens, or helping translate or interpret for family members.

Students' or their family members' immigration status may impact their stability and ability to secure services. Depending on policy changes, they may forego benefits they previously used.

Families and caregivers may be unfamiliar with the US school system, have difficulty communicating with staff due to language and cultural differences, have different expectations about education, or are unable to help their children due to their own level of academic proficiencies and school experience in their home country.

TOP TIPS FOR EDUCATORS SUPPORTING ENGLISH LEARNERS

- Understand the impacts of trauma and know how to interpret behaviors a student may exhibit while also taking into account the student's family and cultural norms for behaviors.
- Help students maintain a consistent and regular routine such as reinforcing classroom expectations and processes and leveraging familiar materials and tasks.
- Build a trusting, empathetic relationship and check in with students about their feelings using strategies consistent with their personal and cultural preferences, including the use of nonverbal mediums such as art to express themselves.
- Teach and model skills to express and manage emotions that honor family and cultural practices; incorporate coping techniques into learning routines.
- Foster connectedness and belonging, such as building a classroom community and identifying peer mentors.
- Teach about stereotypes and scapegoating, support targeted students, and promote a respectful and inclusive school climate.
- Be flexible and set reasonable expectations for distance learning.
- Establish relationships and connections with the family to understand the student's and family's strengths and needs; connect them to community resources that are culturally and linguistically responsive when they request or are willing to accept assistance.

How do I infuse trauma-sensitive practices into my virtual classroom?

Which of my students may need additional social-emotional support?

How do I help my students to build a support network that honors their cultural and linguistic backgrounds?

What is the best means of communicating with the family in a culturally and linguistically responsive way?

ESSENTIAL QUESTIONS FOR EDUCATORS OF ENGLISH LEARNERS

What are the particular challenges that my students and their families may be facing and how can I help?

How do I build relationships with families, and who are potential partners in the community that can help?

IMPORTANCE OF SELF-CARE



Educators are carrying the burden of contending with their own uncertainty and stress while supporting and guiding students through a difficult time. To be effective, teachers need to take time every day for themselves to safeguard their own well-being. Prioritize and model regular routines that nourish you physically, emotionally, socially, intellectually, and spiritually.

ENGLISH LEARNERS WELLNESS CONTROL PANEL

FOR EDUCATORS

[MULTILINGUAL RESOURCES TO SUPPORT ELs' REMOTE LEARNING](#)

[HOW TO PROVIDE SOCIAL-EMOTIONAL SUPPORT FOR IMMIGRANT STUDENTS](#)

[UNDERSTANDING REFUGEE TRAUMA: FOR SCHOOL PERSONNEL](#)

[SUPPORTING MLs/ELLs DURING THE COVID-19 SHUTDOWN](#)

[HELPING REFUGEE CHILDREN AND PARENTS COPE DURING THE COVID-19 CRISIS](#)

FOR STUDENTS & FAMILIES

[TIPS FOR SUPPORTING STUDENT WELLNESS DURING COVID-19](#)

[DISTANCE LEARNING FOR ELLS](#)

[VDOE ENGLISH LEARNER EDUCATION](#)

[RESOURCES FOR FAMILIES SUPPORTING THEIR CHILDREN WHO ARE DLL](#)

[VDSS COVID-19 RESOURCES](#)

FOR SELF-CARE

[VIRGINIA CORONAVIRUS RESOURCES FOR THE IMMIGRANT COMMUNITY](#)

[A ROUND-UP OF MULTILINGUAL RESOURCES ON COVID-19](#)

[IMMIGRANT FAMILY MENTAL HEALTH GUIDE](#)

[SELF-CARE DURING COVID-19](#)

[COPING WITH STRESS DURING INFECTIOUS DISEASE OUTBREAKS](#)