

SOCIAL EMOTIONAL WELLNESS CONSIDERATIONS FOR ENGLISH LEARNERS

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 heighten 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 original.

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 socialemotional support?

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

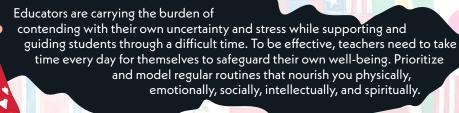
What is the best means
of communicating with
the family in a culturally and
linguistically responsive
way?

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?

IMPORTANCE OF
SELF-CARE

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



ENGLISH LEARNERS WELLNESS CONTROL PANEL

FOR EDUCATORS

MULTILINGUAL
RESOURCES
TO SUPPORT
ELs' REMOTE
LEARNING

HOW TO
PROVIDE SOCIALEMOTIONAL
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

<u>VDSS</u> <u>COVID-19</u> 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