![SISEP logo — State Implementation and Scaling-up of Evidence-based Practices]

Supporting Social-Emotional Learning for Dual Language Learners: Guidelines for a successful school year in the time of COVID-19

Please join us in welcoming Dr. Ximena Franco to the SISEP team! Ximena joins our team with a wealth of knowledge in applied research with ethnically diverse children and families within various settings including K-12 education. She is especially interested in the study of socio-emotional development of dual language learners (DLLs).

As a follow up to our last eNote on planning systematic adaptations to use of practices or innovations, Dr. Franco offers considerations for adapting our implementation efforts to attend to the social and emotional well-being of dual language learners in the midst of the COVID-19 pandemic.

Promoting students' social and emotional wellness

To promote students' social and emotional wellness, attention should be focused on:

1. Encouraging the development of social and emotional competencies students need to participate in learning effectively and successfully.
2. Addressing students' mental health needs stemming from the pandemic; such as school closures, lack of interactions with friends, lack of basic needs being met at home, lack of one-on-one educational support, and limited remote access.

Guidance to teachers

Provide teachers with professional development focused on culturally and linguistically diverse students and families; how to engage and communicate with families in appropriate and meaningful ways; AND culturally sustaining pedagogy.

Positive Connections

Promote positive connections between the school district and their principals and between principals and their teachers. This is a critical context for school reentry. For example, when students feel safe and connected, even if they have been struggling with various issues, they will be able to reengage more quickly and more productively when school personnel are able to promote a positive school climate as shown by their job satisfaction and commitment levels.
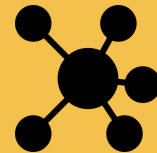
Communication

- Determine how to get information from families in an appropriate and meaningful way. For example, consider making direct contact with the parent(s)/family (e.g. phone call), instead of simply using a questionnaire or survey; and identify who will be responsible to follow-up with families
- Review and evaluate the recommendations in the context of equity in access, including equity in resources, and supports for the most vulnerable families/students in the schools/programs

Community/school resource mapping activity

- Encourage teachers to ask families about their community support systems; and if a family needs assistance, encourage teachers to help connect the family with the appropriate resources.
- Maximize existing resources, prioritize resources in the district to serve families—redirecting them to online/digital resources when necessary.
- Identify community members who can serve as bridges to engage the school personnel with the community.

The guidelines above were developed by dual language experts to address potential social and emotional well-being issues.

Key to effectively adapting our implementation efforts is engaging with those responsible for using the practices, intended beneficiaries and other stakeholders. These guidelines reflect researchers' and practitioners' careful thinking about the involvement of administrators, teachers, parents, students and the community.

To Learn More:

- Franco, X., Slater, R., Roberts, G., & the DLI Research Alliance Group (2020). Supporting Social-Emotional Learning in DLI Programs: Guidelines for a successful school year in the time of COVID.

Other News from SISEP:

- The newest version of the State Capacity Assessment (SCA) is now available in the NIRN-SISEP Data System. Check out version 26 of the SCA on the AI Hub or complete the online Capacity Assessment Administration Course in order to gain access to the online data system where you can enter SCA data and generate graphs and reports in real time!
- Lessons on the Active Implementation Hub are being upgraded to no longer use Adobe Flash. The upgraded Drivers Ed: Coaching and Drivers Ed: Decision Support Data Systems lessons are available now, and all remaining lessons will be available in a simpler video format in the coming month!

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