Understanding and Addressing the Social and Emotional Needs of ELLs

Newcomer English Language Learner Summit
ELL Newcomers/ SIFEs/ Port of Entry Programs

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The Whole Child

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Schools Across the World
Schools in America
Classroom in a Foreign Country
Classroom in America
What is Culture?

Culture is everything…..

How we think
How we view and interpret the world around us
How we communicate
How we behave
How we interact and socialize with others
Transitioning to a New Culture

*Acculturation* is a process where the cultural aspects of the majority community are adapted without losing the traditions and customs of the minority community.

*Assimilation* refers to the process where some of the majority community’s cultural aspects are absorbed in such a manner that the home cultural aspects get mitigated or lost.

**School Environment**

- Welcoming new cultures
- Promoting a culturally sensitive school environment

**Family Environment**

- Families ultimately have the choice to acculturate or assimilate to the new culture
What are your thoughts....?
Understanding Biases

Explicit
Thoughts and attitudes that are at the conscious level, deliberately formed

Implicit
Thoughts and attitudes that are at the unconscious level, involuntarily formed and unknown to us

Both types of BIAS impact the actions and behaviors of administrators, teachers, students, parents, essentially everyone

Identifying Biases

Explicit

Teacher

Students

ELL Students

Implicit

Teacher

Students

ELL Students

https://youtu.be/D6HUv2eFdLg
Social and Emotional: The Grieving Process

- Immigration is not a single life event but a collection of many life changes - cumulative effect
- The loss of the familiar - With loss comes grief.
- Grieving: friends, family, school, work, house, neighborhood, food, toys, tv shows
- Emotional reactions are expected
- If emotional reactions are extreme or do not diminish with time, individual should be encouraged to seek out the help of a professional.
Social and Emotional: Possible Stressors

- Leaving loved ones behind/Loss of support network
- Changes in family roles
- Loss of: school, neighborhood, friends, culture, etc.
- Language barriers: verbal and non-verbal
- Culture shock
- Socioeconomic Status
- Limited Health Care
- Discrimination: Racism, Stereotyping
- Limited freedom to return to native country and visit loved one
- Unrealistic expectations of opportunities in the U.S.
Social and Emotional: Understanding Stressors

Gain a deeper understanding by asking questions:

- Children's emotional well-being is affected both directly and indirectly by parent’s stress.
- Did child immigrate alone?
- Did child want to immigrate or was it forced by parent/guardian/caretaker? How long did the child know about immigration?
- Was child displaced from native country?
- What expectations did he/she have?
How Do We Support?

- The School Community
  - Routines = Predictability = Safety
  - Establish an environment of mutual respect
  - Acknowledge the emotions that arise when in a novel situation
  - Communicate feelings through drawing
  - Show interest in native country, schooling
  - Get to know the parents’ skills, strengths, and resources
  - Inform parents about services available to the child
  - Gain an understanding of potential stressors the child may be facing
The beauty of the world lies in the diversity of its people.

- Unknown

Happy by Choice
Resources

Implicit Bias:


NJDOE Bilingual Resources: [http://www.nj.gov/education/bilingual/resources/](http://www.nj.gov/education/bilingual/resources/)

Teaching Tolerance: [http://www.tolerance.org/culture-classroom](http://www.tolerance.org/culture-classroom)
