

Supporting Multilingual Learners Social-Emotional Health and Development



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Agenda

- What does the research say about multilingual learners S/E?
- Identify strategies educators can use to support children's social and emotional development.
- Examples of assignments





Can be
found
on the
MLT
website

Social-emotional support is critical for all young learners, particularly for Multilingual Learners (MLs). Children who speak a language other than English may need additional support from teachers to make sure they feel comfortable and included in the classroom and to ensure they have meaningful access to all learning opportunities. Engaging with children and families in a friendly and accepting way helps foster self-confidence and family pride and conveys a message of caring and respect for the family and child.

Halgunseth, Linda & Jia, Gisela & Barbarin, Oscar. (2013)

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Research on Affective Filter

“Brain scans demonstrate that under stressful conditions information is blocked from entering the brain’s areas of higher cognitive memory consolidation and storage. In other words, when stress activates the brain’s affective filters, information flow to the higher cognitive networks is limited and the learning process grinds to a halt.”

Judy Willis (2007)



—— High Levels of Stress

Affective filter closes down and the holes in the screen get smaller, making it difficult for any information to get in, which interferes with language learning.

—— Low Levels of Stress


Affective filter opens up and the holes in the screen get larger, making it easier for information to get in, which facilitates language learning.




When my home language and life experiences are not reflected in my classroom, I feel...



Confused



**Unmotivated
to learn**



**Disconnected
from my family**



Invisible



**Rejected,
unappreciated,
misunderstood**



Lost



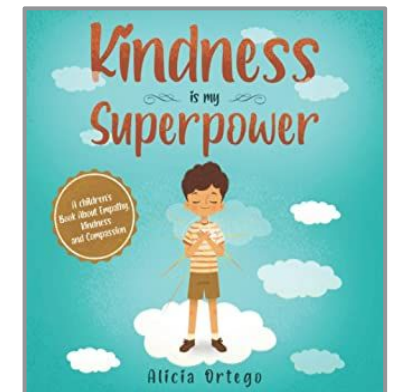
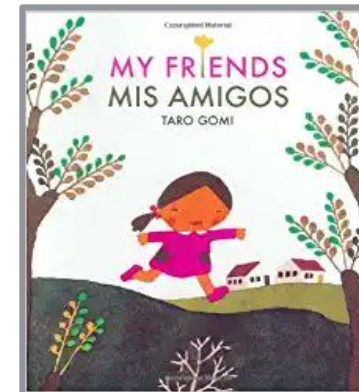
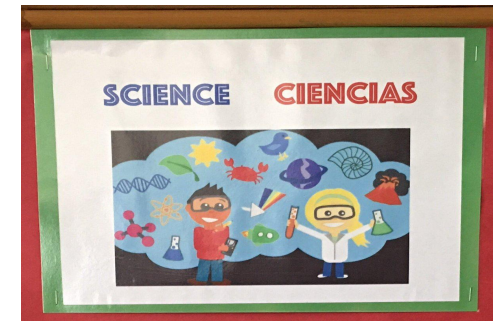
Strategies to Support Multilingual Learners Social-Emotional Development

- Provide many opportunities for practicing social interaction and relationship skills (planned and spontaneous)
- Daily schedule with visuals that show the routines of the day



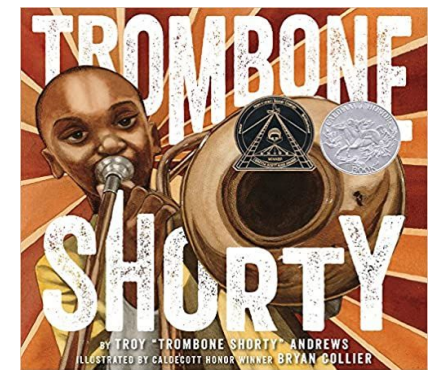
Strategies to Support Multilingual Learners Social-Emotional Development

- Environmental print written in English and all varieties of languages using a color code
- Frequently talk about diversity, fairness, and kindness with children



Strategies to Support Multilingual Learners Social-Emotional Development

- Family photos, artifacts, and tribal traditional materials, that reflect home life, cultural skills, values, beliefs, and community
- Incorporate books and visuals that are anti-bias in reflecting children's personal experiences, and community and cultural background



Strategies to Support Multilingual Learners Social-Emotional Development

- Cozy and welcoming areas for children to access throughout the day
- Use the child's home language for comfort when the child is in distress





How could we help
shape children's
sense of self and
belonging using the
strategies?



Padlet Link



Self-Reflection

Checklist: Diversity of Experiences



My Classroom: Diversity Of Experiences

What do I already know about the diversity of experiences among my students?

What do I need to find out? How and when can I get this information?

LANGUAGE DIVERSITY

Students with a language other than English spoken in their home or family	Languages

Can be
found
on the
MLT
website

Classroom Practice Strategies



En español

Cooperative Learning Strategies

Cooperative Learning has been proven to be effective for all types of students, including academically gifted, mainstream students and English language learners (ELLs) because it promotes learning and fosters respect and friendships among diverse groups of students. In fact, the more diversity in a team, the higher the benefits for each student. Peers learn to depend on each other in a positive way for a variety of learning tasks.

Students typically work in teams of four. This way, they can break into pairs for some activities, and then get back together in teams very quickly for others. It is important, however, to establish classroom norms and protocols that guide students to:

- Contribute
- Stay on task
- Help each other
- Encourage each other
- Share
- Solve problems
- Give and accept feedback from peers

On this page



- [Cooperative Learning for ELLs](#)
- [Some Cooperative Learning strategies](#)
- [Other ideas](#)

Can be found on the MLT website

Affirming Language, Culture & Identity

Video



Can be
found
on the
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website



Promote Peer Support and Interaction

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What strategies can teachers use to support these children?

Page 9: Promote Peer Support and Interaction

Although peers spend a lot of time together, they are often overlooked as a resource for supporting the learning and language needs of young DLLs with disabilities. However, if peers are to play such a role, teachers must first structure social opportunities and teach peers communication strategies. It is important for teachers to be intentional and explicit when using peer-communication strategies. Below are three practices teachers can use to promote peer support and interactions.

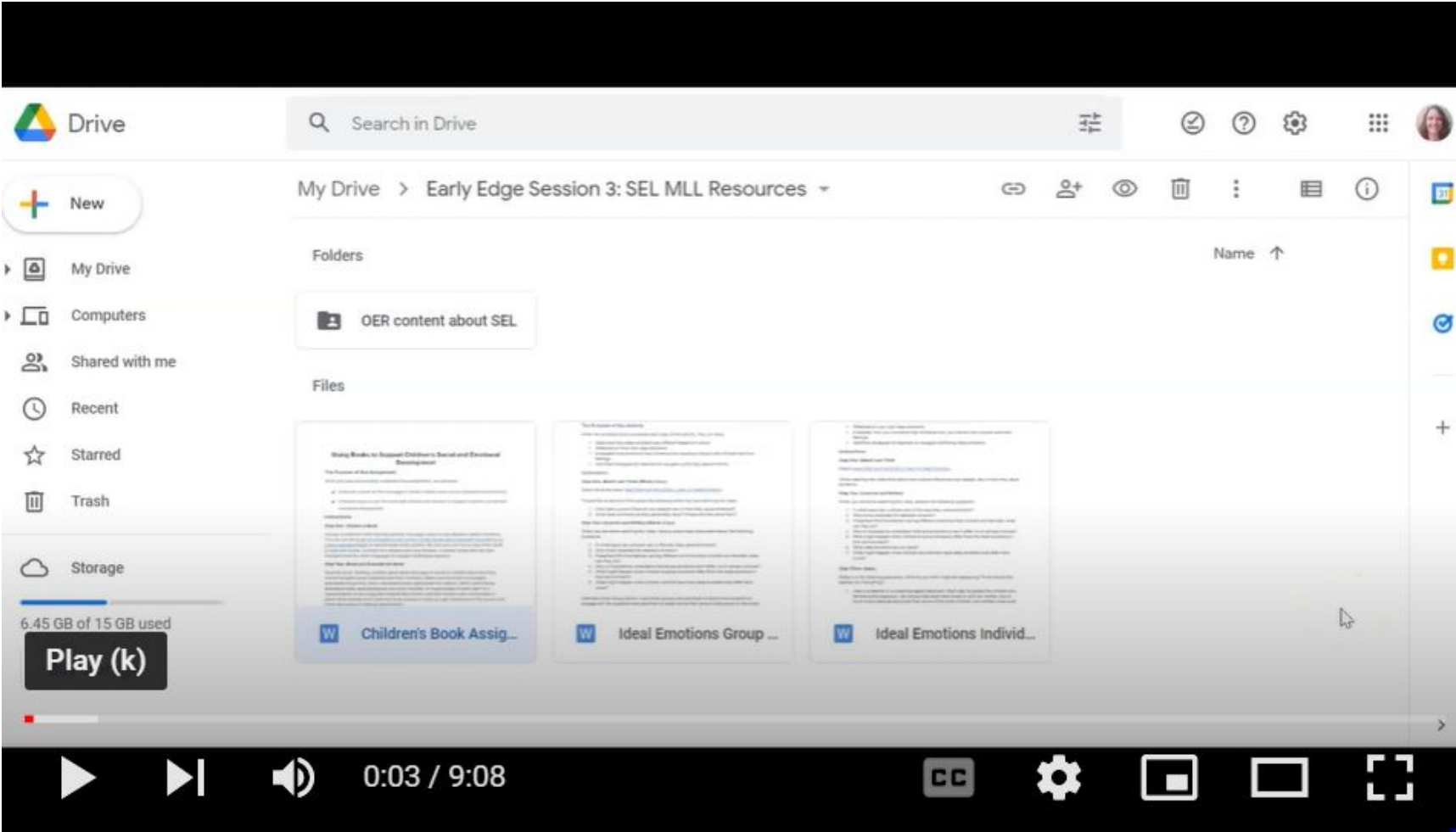


- Create opportunities that encourage young DLLs to interact with their English-speaking peers. In the context of these activities, all the children are able to practice goals, including learning new words and concepts. For example, the teacher can be intentional about how she:
 - Assigns a group of children that includes DLLs as well as English speakers to play together in a center
 - Pairs a DLL child with an English-speaking child for a playground activity
 - Creates a small-group art project during which young DLLs and their English-speaking peers are required to share materials
- Create and support opportunities that encourage children to communicate with a peer who shares the same home language. For example, the teacher can:
 - Arrange for two young DLLs to look at a book together and discuss what they see
 - Seat two young children with the same home language next to each other at the snack table
 - Arrange for a few children who speak the same language to be in a small group together
- Systematically teach English speakers to effectively communicate with their DLL peers. By doing so, teachers can increase the likelihood that the interactions are successful and rewarding for all. Teachers can systematically teach English-speaking peers to:

Can be found on the MLT website

Assignment Examples

Can be found on the MLT website



The Gift





Questions





Thank you

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