

CHAPTER 2

The SEL Framework for MLs



Room 207 is buzzing with activity on a typical Tuesday morning. The 28 second graders, including 11 multilingual learners (MLs), are scattered throughout the room, working on a variety of literacy activities. A quick scan of the classroom reveals two teachers, each working with a small group of students at a kidney-shaped table, four students reading books in the library corner, several students clustered around an assignment on the rug at the front of the room, and the remaining students seated at individual student desks, working either independently or with a few peers.

Before we take a closer look at what is happening in some specific areas of this classroom, take a moment to note your initial response to what you just read.



- What is your initial reaction to this scenario?

- What is your sense of the social emotional well-being of the students in this classroom?

(Continued)

(Continued)

- What questions come to mind about the social emotional strengths and needs of the MLs?

Now let's get back to the classroom.

All seems to be going well in this second-grade classroom. At first glance, we might not have any concerns about the students or question whether their social emotional needs are being met. The classroom hums with activity and discussion. We can hear both teacher and student voices, yet the noise level is manageable, and all students appear to be busy. But let's take a closer look at what is really happening with some of the students.

As we zoom in on the group working on the rug, we see students with papers and pencils, and we hear some conversation. But as we continue to observe and listen in, we see two students examining their pencils and discussing whether or not they have good erasers. They each try out their eraser by making squiggly marks on their paper and then erasing them. They point excitedly to each other's papers, noting how well each eraser worked. A third student, sitting just on the edge of this group, is quietly and independently working on the assigned worksheet. Every now and then he looks at the two students discussing the erasers and advises them to stop playing and get to work. Two other students appear to be discussing the assignment in Uzbek, the official language of Uzbekistan, pointing to the paper, the anchor charts the teacher left displayed at the front of the room, and making gestures such as shrugging their shoulders and shaking their heads. One of the teachers has been monitoring the group on the rug, occasionally looking up from his group at the table. Eventually, he calls over, telling the students, "You'd better stop fooling around and get busy because you only have five minutes left to complete your assignment."

- What questions do you have about the classroom?



- How has your thinking changed about the social emotional strengths and needs of the students in this class?

- What are you thinking specifically about the social emotional strengths and needs of the multilingual learners?

In reflecting on the scenario, it is probably relatively easy for you to come up with some quick suggestions to offer to this teacher to enhance the students' learning in the classroom. Some suggestions might relate to the classroom setup or classroom management techniques to ensure students stay on task and complete assignments. While implementing some of these suggestions may result in obvious changes in behavior or attention to task for some students in the short term, they will not necessarily provide students with the tools or support they will need long term to be independent learners. However, integrating meaningful social emotional skill development and practice alongside academic instruction can better equip students to thrive both in and out of school environments. Our use of the word "meaningful" in the previous sentence is very intentional, as it is essential that social emotional learning (SEL) considers and addresses the background experiences, strengths, and needs of multilingual learners. We know this may be a different way of thinking and planning for instruction, but we are here to support you with research, tools, and strategies all aligned to our SEL for MLs framework. We share our complete framework in Chapter 8.

CHAPTER OVERVIEW

This chapter will lay the foundation for the information that we will discuss in the following chapters of the book. We will share our thinking and rationale behind the development of our SEL framework to ensure access to social emotional learning for multilingual learners in school. We'll briefly describe each of CASEL's five SEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. We will then introduce our framework and the key components that will support SEL for MLs. For each SEL competency, we will describe considerations related to that competency that are unique to MLs and share practical actions educators can take in their classrooms geared toward recognizing and building on MLs' strengths and targeting their needs. Later in the book, in Chapters 3 through 7, we devote a full chapter

to a more in-depth discussion of each competency and how it relates to MLs. We will close out this chapter by discussing the importance of developing relationships with ML families and their vital role in supporting and enhancing the social emotional learning taking place in school. Throughout the chapter, we will offer opportunities for you to stop and reflect on your work with MLs in your own context and consider how you might begin to use some of the resources from the chapter.

WHY WE NEED AN SEL FRAMEWORK FOR MLs

As we shared in Chapter 1, with ever-increasing attention devoted to the discussion of social emotional learning needs for students, more and more materials, programs, and activities are available to schools and districts. With the great variety of SEL programs available today, it is not surprising that many schools and districts choose to adopt a packaged SEL program or curriculum. On a building level, there could be a sense that implementing this type of program will be “easier” for school staff, especially if it includes grade-specific scripted lessons, access to digital resources, student worksheets, suggested scenarios, and assessment components. The goals of a packaged program are often clearly defined, and there is a sense of cohesiveness when every classroom in a school building is implementing the same program and making use of similar instructional materials, routines, and activities.

However, while materials in some SEL programs are becoming more culturally diverse, there is still work to be done to ensure that SEL is implemented in a way that intentionally includes MLs. To do so, educators must be able to provide instruction that acknowledges their *own* students’ experiences, as well as the structural inequities both within and outside of school that may have impacted their experiences and ultimately their social emotional skill development. Educators can’t simply implement a program without carefully examining it for factors that may be irrelevant to MLs’ experiences, thereby excluding them. Even with the great variety of instructional materials and resources available, it is still very likely that MLs will not have this access to equitable SEL instruction that honors and affirms their cultural and linguistic identities unless their teachers take on the responsibility to adapt and enhance whatever program their school may have chosen to implement (Jones et al., 2021).

As we mentioned in Chapter 1, the work of CASEL (The Collaborative for Academic, Social, and Emotional Learning) is widely recognized in the United States and often serves as a starting point for school-based SEL. Regardless of whether a school purchases a packaged program or implements its own model of social emotional learning, there is likely to be a connection or a reference to developing skills in one or more of CASEL’s five SEL competencies. Yet when we dig deeper into the definitions of each

SEL competency and the related skills, there is much room for interpretation based on educators' own culture and personal lived experiences. Considering that white, middle-class women make up the majority of educators in the United States, it is understandable that in most classrooms the SEL competencies will be interpreted from the perspective of this demographic (Taie & Lewis, 2022). Without a careful exploration of the range of MLs' experiences and backgrounds, this could become the default interpretation. For MLs, it is crucial to consider how their diverse cultural and linguistic backgrounds can impact their understanding and response to the definition of each competency, as well as its corresponding skills and the lessons and activities used in the classroom to support skill building.

HOW OUR FRAMEWORK CAME TO BE

Before beginning the work on our framework, we meticulously read through the definitions of CASEL's SEL competencies and observed sample lessons from a variety of SEL programs carefully designed to build students' capacities in the five competencies. Based on our many years of work with MLs and educators of MLs, several questions immediately arose in our minds around MLs and their access to SEL instruction, some of which you can see in Figure 2.1.

FIGURE 2.1 • Questions About MLs and Access to SEL

ML-FOCUSED QUESTIONS
<ul style="list-style-type: none">• Will MLs feel comfortable with the language and practices being used in support of social emotional learning?• Will MLs have the resources, including language supports, they need to feel comfortable enough to fully engage in SEL activities?
ML TEACHER-FOCUSED QUESTIONS
<ul style="list-style-type: none">• Will teachers be able to provide SEL instruction and activities that build on the strengths and support the unique needs of MLs?• Will teachers understand that how MLs express and develop skills in the various SEL competencies may be a reflection of their culture?

We want students to experience SEL that is meaningful to them, but in order for this to happen, their teachers need to have the resources and support available needed to ensure they are providing lessons that consider students' experiences and can provide such access. All of the questions we raise in Figure 2.1 lead up to this big question: Will MLs' access to SEL be equitable to that of their monolingual peers?



Think about your classroom and work you have done with MLs.

- What questions do you have about MLs' equitable access to SEL?

- What questions do you have about how you or other teachers are currently implementing SEL for MLs?

This is where our framework comes in. The research is clear that when students engage in high quality social emotional learning, they experience positive outcomes in terms of academic growth as well as in a stronger sense of well-being (Durlak et al., 2011). To achieve the positive outcomes, students need to be able to successfully and meaningfully access and engage with SEL lessons and activities. If MLs don't feel that the lessons relate to their lives, or if the language or ideas are too unfamiliar, they may not participate and may risk feeling isolated or disconnected from the classroom.

In the previous chapter, we expressed our belief that to benefit all students, SEL needs to be thoughtfully integrated throughout the school day. We developed our framework to ensure teachers would have practical guidance and support in this SEL integration for the sake of MLs. We also recognize that while many schools expect teachers to implement SEL, not all are providing adequate professional development on the topic (Klein, 2022; Will, 2020). In the fall of 2022, more than one-third of the 824 educators who participated in an EdWeek Research Center Survey responded that the lack of professional development was holding back their efforts to teach SEL in schools (Klein, 2022). Teachers are feeling uncertain about what they should be teaching in terms of SEL and how they should be teaching it. Our framework tool integrates what we know about best practices for educating MLs (Staehr Fenner & Snyder, 2017; Staehr Fenner et al., 2024) within the context of social emotional learning and culturally responsive teaching for MLs (Snyder & Staehr Fenner, 2021). Using the framework tool, in tandem with some of the strategies we provide in Chapters 3 through 8, you will have the support and guidance you need to confidently move forward with SEL for MLs.

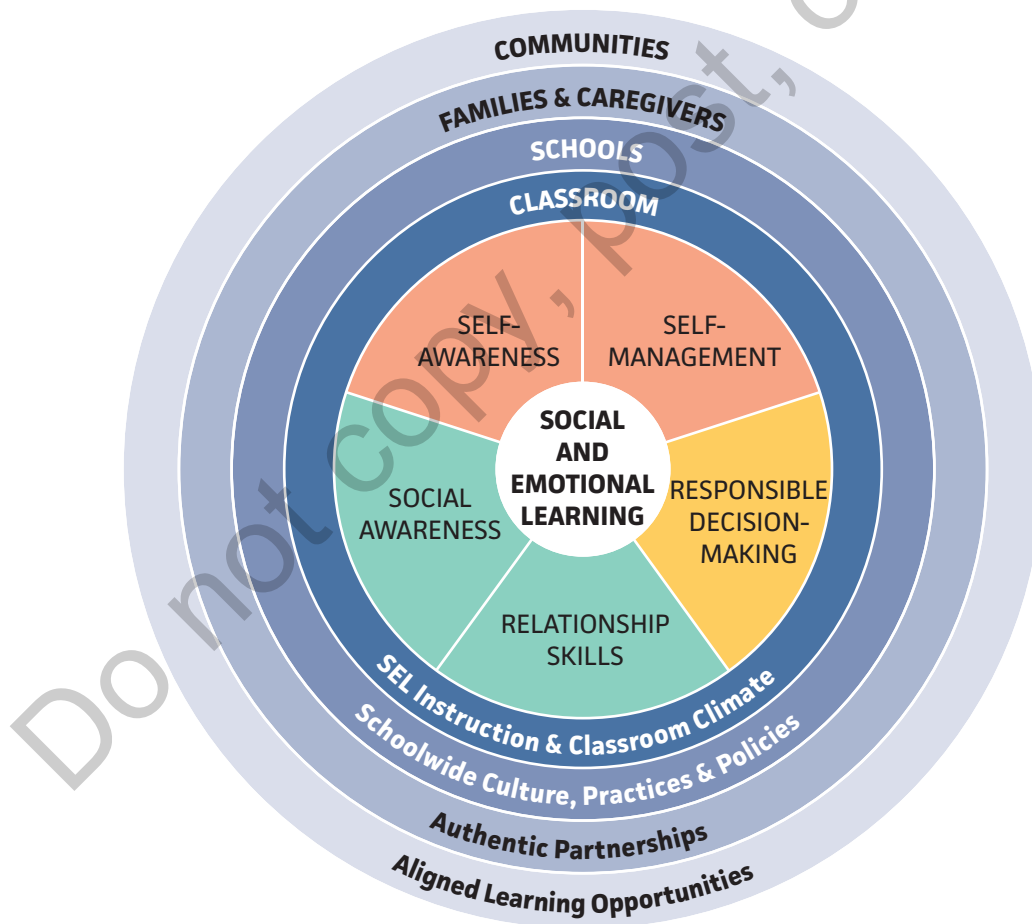
Before taking a closer look at our SEL for MLs framework and its components, let's make sure we all have a good understanding of the CASEL

framework and its five SEL competencies. In the next section, we will briefly explore each of the competencies, including CASEL’s definition and associated skills. You will have an opportunity to reflect on the definition, connect it to what you have observed with MLs in your context, and reflect on skills instruction.

CASEL’S FIVE SEL COMPETENCIES

The CASEL framework, commonly known as the “CASEL wheel” (Figure 2.2; CASEL, 2020), highlights five key SEL competency areas, including a definition and some examples of associated skills for each. These five competencies are well recognized as key areas that all students need to develop and master to be successful in school, college, careers, and beyond. Based on educators’ high level of recognition and extensive use of the CASEL framework, we aligned our work on MLs and SEL with CASEL’s framework and their five SEL competencies.

FIGURE 2.2 ● CASEL’s SEL Framework



Source: © Collaborative for Academic, Social, and Emotional Learning (CASEL), published at <https://casel.org/fundamentals-of-sel/>

While CASEL's original definition of SEL and an initial set of guidelines for educators were developed in 1994, the organization is committed to ongoing research and attention to the shifting needs and priorities of both children and adults (CASEL, 2020). As a result, CASEL has expanded the definition of SEL along with their framework to include a sharper focus on equity, taking special care to draw attention to the identities and assets of students who have often been overlooked in our education system (Niemi, 2020). We recognize CASEL's move in this direction and look forward to following the course of their ongoing research, analysis, and implementation of equity-focused SEL. Currently, however, we believe that the competency definitions and descriptions are not yet sufficient to address MLs' unique contexts or provide enough practical guidance for teachers who work with MLs.

Over the next several pages as you read through CASEL's definition and list of skills and examples for each of the five SEL competencies, keep in mind that, as defined by CASEL, these competencies apply not only to children but also to adults. While the focus of this book is to support educators in their work to champion SEL for students who are MLs, as you read through the information on each of the competencies you may want to think about how it also applies to yourself. The more you understand your own social emotional skills, the better equipped you will be to support students. We will provide you with ample opportunities to make connections with your own SEL skills in the chapters that follow.

Before we share our SEL for MLs framework, we want to give you an opportunity to reflect on each competency as it is defined by CASEL and consider how it relates to your work with students, both non-MLs and MLs. Or, if you're not currently working directly with students, consider how it relates to your work supporting educators. After you read through each of the definitions, there will be space for you to note observations from your context. We have also provided a space for you to consider the skills associated with the competency, noting those you are already teaching or supporting in your context and those you would like to try in an effort toward greater inclusivity for MLs. As you are reading through the skills, remember that these are examples that can help you start thinking about ways to support students in this competency. This is not a complete list, and not every example will be a priority for you or your students. When thinking about skills to try, there are many factors to consider, such as your students' age, previous SEL instruction in the competency, goals and priorities for your class or school, and any district-level initiatives related to SEL implementation. Let's begin with CASEL's first competency of Self-Awareness.

SELF-AWARENESS

When teaching social emotional learning, self-awareness is a typical starting point. As you might expect, this competency begins with students

having a good understanding of themselves, and this self-knowledge will support and enhance capacity in the other four SEL competencies. At first glance, self-awareness might seem obvious or simple to achieve, yet after reading through CASEL's definition and examples (Figure 2.3), we can see that building students' skills in this competency will require careful thought and regular practice as this competency expects students to truly understand what makes them who they are and what they value, and it asks them to delve into their emotions, strengths, and limitations.

 **FIGURE 2.3** • Self-Awareness

CASEL'S DEFINITION	EXAMPLES OF SELF-AWARENESS SKILLS
<p>Self-awareness is the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</p> <p>This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.</p>	<ul style="list-style-type: none"> • Integrating personal and social identities • Identifying personal, cultural, and linguistic assets • Identifying one's emotions • Demonstrating honesty and integrity • Linking feelings, values, and thoughts • Examining prejudices and biases • Experiencing self-efficacy • Having a growth mindset • Developing interests and a sense of purpose

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As you begin thinking about and reflecting on the SEL competencies as they relate to students in general and also MLs, we ask you to fill in Figure 2.5, Your Reflection: Self Awareness. To get you started, we provide a completed example reflection in Figure 2.4, Self-Awareness Example Reflection.

FIGURE 2.4 ● Self-Awareness Example Reflection

<p>What is your reaction to the definition of self-awareness?</p> <p><i>I always thought of self-awareness as relating to identity and values, but the idea of understanding how this influences behavior is new.</i></p>		
<p>What have you observed related to self-awareness of students in general in your context?</p>	<p>What have you observed related to self-awareness of MLs in particular?</p>	<p>What skills have you tried?</p> <p>What new ideas would you like to try to be inclusive of MLs?</p>
<p><i>Many students participate in discussions that draw connections between their emotions and their actions.</i></p>	<p><i>MLs in my class don't always share or show their strengths. It makes me wonder if students have enough opportunities to showcase strengths during class.</i></p>	<p>Skills I have tried:</p> <ul style="list-style-type: none"> • <i>Supporting a growth mindset</i> • <i>Students offer peer feedback to each other so they can get comfortable hearing both compliments and suggestions from peers</i> <p>New ideas I'd like to try to be inclusive of MLs:</p> <ul style="list-style-type: none"> • <i>Helping students see their language and culture as assets</i> • <i>Direct instruction to help MLs learn vocabulary to identify emotions</i>

FIGURE 2.5 ● Your Reflection: Self-Awareness

<p>What is your reaction to the definition of self-awareness?</p>		
<p>What have you observed related to self-awareness of students in general in your context?</p>	<p>What have you observed related to self-awareness of MLs in particular?</p>	<p>What skills have you tried?</p> <p>What new ideas would you like to try to be inclusive of MLs?</p>
		<p>Skills I have tried:</p> <hr/> <hr/> <hr/> <hr/> <p>New ideas I'd like to try to be inclusive of MLs:</p> <hr/> <hr/> <hr/> <hr/>

SELF-MANAGEMENT

Self-management and self-awareness are closely related. The more awareness students develop about themselves—especially around their thoughts, values, and emotions—the better equipped they will be to manage their reactions to different types of situations. It is important to note that until students have the self-awareness to truly understand their emotions, including how to identify and name the precise emotion they are experiencing, they will not be able to successfully manage them. In classroom situations, it is natural to emphasize self-management skills connected to students maintaining control in highly charged emotional situations or controlling impulsive actions. These are both important parts of self-management, but especially for the sake of academic achievement, we also need to help students develop the self-management skills that will help them set and work toward goals, find motivation, and take initiative. We will focus on the latter skills in this book.



FIGURE 2.6 • Self-Management

CASEL'S DEFINITION	EXAMPLES OF SELF-MANAGEMENT SKILLS
<p>Self-management is defined as the abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</p> <p>This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.</p>	<ul style="list-style-type: none">• Managing one's emotions• Identifying and using stress management strategies• Exhibiting self-discipline and self-motivation• Setting personal and collective goals• Using planning and organizational skills• Showing the courage to take initiative• Demonstrating personal and collective agency

Source: © Collaborative for Academic, Social, and Emotional Learning (CASEL), published at <https://casel.org/fundamentals-of-sel/>

FIGURE 2.7 • Your Reflection: Self-Management

What is your reaction to the definition of **self-management**?

(Continued)

(Continued)

What have you observed related to self-management with students in general in your context?	What have you observed related to self-management with MLs?	What skills have you tried? What new ideas would you like to try to be inclusive of MLs?
		Skills I have tried: New ideas I would like to try to be inclusive of MLs:

SOCIAL AWARENESS

When we move to the SEL competency of social awareness, we are shifting away from focusing only on understanding the self and instead thinking about what we can learn and understand about others. The emotions or feelings related to this competency—empathy, compassion, gratitude, concern—are all emotions that students and adults express in relation to another person or group. As students develop social awareness, they are learning not only how to interact with people as individuals but also how to interact within larger groups or in specific environments that may have their own set of social norms (e.g., classrooms, the cafeteria, pep rallies, sporting events, etc.).



FIGURE 2.8 ● Social Awareness

CASEL'S DEFINITION	EXAMPLES OF SOCIAL AWARENESS SKILLS
Social awareness is defined as the abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.	<ul style="list-style-type: none">• Taking others' perspectives• Recognizing strengths in others• Demonstrating empathy and compassion• Showing concern for the feelings of others• Understanding and expressing gratitude• Identifying diverse social norms, including unjust ones• Recognizing situational demands and opportunities• Understanding the influences of organizations and systems on behavior

Source: © Collaborative for Academic, Social, and Emotional Learning (CASEL), published at <https://casel.org/fundamentals-of-sel/>

FIGURE 2.9 ● Your Reflection: Social Awareness

What is your reaction to the definition of social awareness ?		
What have you observed related to social awareness with students in general in your context?	What have you observed related to social awareness with MLs in particular?	What skills have you tried? What new ideas would you like to try to be inclusive of MLs?
		Skills I have tried: New ideas I would like to try to be inclusive of MLs:

RELATIONSHIP SKILLS

Relationship skills clearly focus on how we interact and engage with others. Relationships, both teacher–student and student–student, are an essential part of the school experience for all students, including MLs. Many teachers recognize the value of the relationships they build with students, but they should also be very aware that the words and actions they use to build these relationships are important models for peer-to-peer relationships. As you read through the information in Figure 2.10, think about if and how you and other adults in your school building model each of the recommended skills both in and beyond the classroom.



FIGURE 2.10 ● Relationship Skills

CASEL'S DEFINITION	EXAMPLES OF RELATIONSHIP SKILLS
Relationship skills are defined as the abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.	<ul style="list-style-type: none"> • Communicating effectively • Developing positive relationships • Demonstrating cultural competency

(Continued)

(Continued)

CASEL'S DEFINITION	EXAMPLES OF RELATIONSHIP SKILLS
This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.	<ul style="list-style-type: none">• Practicing teamwork and collaborative problem-solving• Resolving conflicts constructively• Resisting negative social pressure• Showing leadership in groups• Seeking or offering support and help when needed• Standing up for the rights of others

Source: © Collaborative for Academic, Social, and Emotional Learning (CASEL), published at <https://casel.org/fundamentals-of-sel/>

FIGURE 2.11 ● Your Reflection: Relationship Skills

What is your reaction to the definition of relationship skills ?		
What have you observed related to relationship skills with students in general?	What have you observed related to relationship skills with MLs in particular?	What skills have you tried? What new ideas would you like to try to be inclusive of MLs?
		Skills I have tried: New ideas I would like to try to be inclusive of MLs:

RESPONSIBLE DECISION-MAKING

Think about all the decisions you make in a day. You will likely notice that some decisions are so simple you probably don't even give them a lot of

thought, but there are also times when you might be confronted with a situation that is more complicated, requiring you to consider various possible options and outcomes. But this competency goes beyond simply choosing between options as it also involves thinking through consequences of decisions, evaluating the impact on others, and aligning choices with personal values and social norms. In supporting students in this competency, it will be important to take into account the range of possibilities that encompass the concept of a “responsible decision.”



FIGURE 2.12 • Responsible Decision-Making

CASEL'S DEFINITION	EXAMPLES OF RESPONSIBLE DECISION-MAKING SKILLS
<p>Responsible decision-making is defined as the abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.</p> <p>This includes the capacities to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.</p>	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • Learning how to make a reasoned judgement after analyzing information, data, and facts • Identifying solutions for personal and social problems • Anticipating and evaluating the consequences of one's actions • Recognizing how critical thinking skills are useful both inside and outside of school • Reflecting on one's role to promote personal, family, and community well-being • Evaluating personal, interpersonal, community, and institutional impacts

Source: © Collaborative for Academic, Social, and Emotional Learning (CASEL), published at <https://casel.org/fundamentals-of-sel/>

FIGURE 2.13 • Your Reflection: Responsible Decision-Making

What is your reaction to the definition of **responsible decision-making**?

(Continued)

(Continued)

What have you observed related to responsible decision-making with students in general in your context?	What have you observed related to responsible decision-making with MLs in particular?	What skills have you tried? What new ideas would you like to try to be inclusive of MLs?
		Skills I have tried: New ideas I would like to try to be inclusive of MLs:

Now that you've had a chance to review CASEL's definitions and sample skills for each of the five SEL competencies as well as reflect on what you've noticed and tried in your context, take a moment to think about your SEL priorities.



1. In your context, which SEL competency is the highest priority for students in general?

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Why do you think so?

2. Focusing specifically on the MLs in your context, which SEL competency do you think is the highest priority at this point in time?

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Why do you think so?

3. Were the priorities you selected for non-MLs and MLs the same or different?

- Same
- Different

4. How might you approach SEL skill-building differently for MLs and non-MLs?

ML CONSIDERATIONS AND EDUCATOR ACTIONS

Now that we have a common understanding of each of CASEL's five SEL competencies, we can begin to think about how MLs are situated within the CASEL framework. Much in the same way that you completed a reflection activity after reading about each of the SEL competencies, in writing this book we also reflected on each of the definitions and thought about how they apply to MLs. We carefully considered what we might want to add to the definitions to shed light on MLs' unique contexts. Our reflections, coupled with research, learning, and observations from working with MLs in classrooms and collaborating with their teachers, are the basis of our ML Considerations and suggested Educator Actions.

For each SEL competency, we have provided ML Considerations in which we articulate factors drawn from the competency definition and related skills that may impact MLs' access to or participation in each area. In the ML Considerations, we detail potential strengths and needs of MLs in the SEL area and then provide examples of specific actions educators can take in their classrooms and schools to help support MLs in accessing the SEL competency and reaching their fullest potential (see Figure 2.14).

As you read through the components of the framework, you will notice some common themes related to MLs that overlap in several of the SEL competencies, such as the role of culture, the level of familiarity with social norms, and the importance of validating the language, culture, and experiences that MLs bring to school. You will read much more about each of these ideas and the role they play in fostering MLs' access to SEL in the rest of the book. With this in mind, we will offer only a brief overview of the ML Considerations and the corresponding Educator Actions in the next section. We will devote a

FIGURE 2.14 • Structure of SEL for MLs Framework

COMPETENCY 1: SELF-AWARENESS

CASEL Definition: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.

ML Considerations for Self-Awareness: MLs’ identities may be rooted in a collectivist culture that places more value on group interdependence rather than the individual. This sense of identity may result in MLs feeling uncomfortable or self-conscious in speaking about their strengths or using language of self-awareness.

EDUCATOR ACTIONS TO FOSTER MLs’ ACCESS TO SELF-AWARENESS	PRESENT	NOT PRESENT	STEPS I CAN TAKE TO SUPPORT THIS ACTION IN MY CONTEXT
1. Validate students’ cultures and linguistic assets.			
2. Teach, support, and practice MLs’ use of language of self-awareness.			
3. Model the language of positive self-talk and a growth mindset.			
4. Create scaffolded lessons and/or learning opportunities throughout the school day that help students identify, build on, and demonstrate strengths.			


complete chapter to deeper discussion of the ML Considerations and Educator Actions for each competency in Chapters 3 through 7.

**SELF-AWARENESS:
ML CONSIDERATIONS AND EDUCATOR ACTIONS**

Self-Awareness for students is deeply rooted in a strong understanding of their unique identity. Culture will play a role in how students see themselves and understand their identity, and we draw attention to this interplay in our ML Considerations. The distinction between cultures with an individualist orientation and those with a collectivist orientation, which we will explore in greater depth in Chapter 3, plays out in how students perceive and talk about their unique identity, strengths, and individual goals. The four sample Educator Actions provide practical suggestions to

guide educators to help MLs learn to recognize, articulate, and build on their strengths, including those strengths that are tied to their culture and community (see Figure 2.15).

FIGURE 2.15 ● ML Considerations and Educator Actions for Self-Awareness


COMPETENCY 1: SELF-AWARENESS			
CASEL Definition: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.			
 ML Considerations for Self-Awareness: MLs’ identities may be rooted in a collectivist culture that places more value on group interdependence rather than the individual. This sense of identity may result in MLs feeling uncomfortable or self-conscious in speaking about their strengths or using language of self-awareness.			
EDUCATOR ACTIONS TO FOSTER MLs’ ACCESS TO SELF-AWARENESS	PRESENT	NOT PRESENT	STEPS I CAN TAKE TO SUPPORT THIS ACTION IN MY CONTEXT:
1. Validate students’ cultures and linguistic assets.			
2. Teach, support, and practice MLs’ use of language of self-awareness.			
3. Model the language of positive self-talk and a growth mindset.			
4. Create scaffolded lessons and/or learning opportunities throughout the school day that help students identify, build on, and demonstrate strengths.			

SELF-MANAGEMENT: ML CONSIDERATIONS AND EDUCATOR ACTIONS

Our ML Considerations for Self-Management (Figure 2.16) recognize that MLs may not yet be familiar with the array of unwritten social norms at school; therefore, it is unfair to expect students to act in ways that align with these unfamiliar school norms and expectations. We also know that MLs may have different background experiences than non-MLs, which may include exposure to trauma. As a result of the ongoing impacts of their experiences, MLs may behave and interact in ways that are different from those expected at their school, leaving much room for misunderstanding and misinterpretation

on the part of school staff and peers around self-management skills. To support students, the sample Educator Actions encourage educators to be aware of and sensitive to MLs' backgrounds and validate their social norms while suggesting educators provide direct instruction and scaffolds as needed to ensure MLs grow to understand school-based norms. By actively engaging ML families, educators also have the potential to help MLs bridge conflicting messages around interactions with others and personal goals they may receive from home and school.

FIGURE 2.16 ● ML Considerations and Educator Actions for Self-Management


COMPETENCY 2: SELF-MANAGEMENT			
CASEL Definition: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.			
 <p>ML Considerations for Self-Management: MLs may be unfamiliar with the dominant culture's social norms, including self-management expectations, which may be different from social norms and self-management expectations MLs experience at home. Students' potential disconnect between home and school expectations, as well as possible impacts from trauma, may manifest as an educator's misinterpretation of students' self-management skills at school. MLs may also experience conflicting messages around goals and aspirations from home and school.</p>			
EDUCATOR ACTIONS TO FOSTER MLs' ACCESS TO SELF-MANAGEMENT	PRESENT	NOT PRESENT	STEPS I CAN TAKE TO SUPPORT THIS ACTION IN MY CONTEXT:
1. Directly teach expected social norms in a variety of situations while validating students' social norms and possible experiences with trauma.			
2. Teach students to name and identify emotions using appropriate scaffolding.			
3. Use relevant examples, incorporating topics and people familiar to students, to teach a range of strategies for MLs to manage emotions and address challenges.			
4. Schedule time to collaborate with ML students and families, in a space that feels safe and in their preferred language, to set and monitor goals.			

SOCIAL AWARENESS: ML CONSIDERATIONS AND EDUCATOR ACTIONS

Appreciating diversity and cultural differences are key components of Social Awareness (Figure 2.17). While this appreciation may be a challenge

for students who have not had much exposure to people different from themselves, this is an area where MLs may demonstrate significant strengths. In our ML Considerations for Social Awareness, we emphasize MLs' unique potential to understand and empathize with peers from diverse backgrounds, including those that are different from their own. To encourage and support the continued development of this capacity, the sample Educator Actions guide educators to carefully consider their classroom environment and materials as well as expectations around classroom interactions. It will also be important for educators to explicitly teach and model empathy, while thoughtfully including how empathy applies to situations that are relevant to MLs and non-MLs.


FIGURE 2.17 • ML Considerations and Educator Actions for Social Awareness

COMPETENCY 3: SOCIAL AWARENESS			
<p>CASEL Definition: The abilities to understand the perspectives of and empathize with others, including those with diverse backgrounds, cultures, and contexts.</p>			
<p> ML Considerations for Social Awareness: MLs' unique backgrounds and life experiences may position them to have significant strengths in understanding and empathizing with individuals from diverse backgrounds, as well as the capacity to navigate across cultures. MLs may need assistance in recognizing and developing these cross-cultural skills. MLs may rely on educators for guidance in understanding perspectives of the dominant culture and sharing their own perspective.</p>			
EDUCATOR ACTIONS TO FOSTER MLs' ACCESS TO SOCIAL AWARENESS	PRESENT	NOT PRESENT	STEPS I CAN TAKE TO SUPPORT THIS ACTION IN MY CONTEXT:
1. Create a safe, welcoming environment where all students feel comfortable sharing their perspectives.			
2. Incorporate a variety of texts and materials that include diverse cultures and perspectives (i.e., mirrors and windows).			
3. Discuss the concept of empathy and model what empathy may look like in different cultures and contexts.			
4. Teach and model expectations for academic conversations in order for MLs to share their perspectives while also validating students' culturally bound expectations.			

RELATIONSHIP SKILLS: ML CONSIDERATIONS AND EDUCATOR ACTIONS

All forms of communication, whether verbal or nonverbal, play an essential role in developing relationships. In our ML Considerations for Relationship Skills (see Figure 2.18), we recognize how MLs may use different patterns of communication, which may add complexity as they build relationships with teachers and peers. The Educator Actions encourage educators to appreciate their own role in modeling relationship building, while also building and honoring the variety of methods of communication they will see from MLs in their classrooms.


FIGURE 2.18 ● ML Considerations and Educator Actions for Relationship Skills

COMPETENCY 4: RELATIONSHIP SKILLS			
<p>CASEL Definition: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p>			
<p> ML Considerations for Relationship Skills: MLs' patterns of interaction and communication, including nonverbal communication, may be different than those of their peers and teachers. These differences can be extra challenging if students are learning English, leaving room for potential misunderstandings and misinterpretations of interactions and attempts at relationship building.</p>			
EDUCATOR ACTIONS TO FOSTER MLs' ACCESS TO RELATIONSHIP SKILLS	PRESENT	NOT PRESENT	STEPS I CAN TAKE TO SUPPORT THIS ACTION IN MY CONTEXT:
1. Identify one staff member for each ML who will actively build a relationship in which the student feels safe and supported by showing vulnerability, sharing interests, and demonstrating concern for the student and their family.			
2. Support, encourage, and affirm students' ways of communicating, including use of home language.			
3. Teach about nonverbal communication, including differences in the dominant setting and in MLs' cultures, while validating MLs' nonverbal communication patterns.			
4. Model, practice, and scaffold self-advocacy skills while recognizing self-advocacy may not be expected in students' cultures.			

RESPONSIBLE DECISION-MAKING: ML CONSIDERATIONS AND EDUCATOR ACTIONS

There is much language to unpack around the definition of Responsible Decision-Making. Key terms include “responsible,” “caring,” “constructive,” and “choice.” Student perception and understanding of these terms will be greatly impacted by their understanding of social norms and their life experiences. As part of our ML Considerations, we acknowledge that negative life experiences may impact how MLs approach decision-making, especially as it relates to their sense of their capacity to make changes in their own lives. In the Educator Actions, we again encourage educators to recognize their own role as models, in this case helping MLs understand how and why they make decisions, while at the same time validating what students bring to the classroom that might impact their own decision-making and rationale for choices.

FIGURE 2.19 • ML Considerations and Educator Actions for Responsible Decision-Making

COMPETENCY 5: RESPONSIBLE DECISION-MAKING			
CASEL Definition: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
 ML Considerations for Responsible Decision-Making: MLs’ potential uncertainty about social norms, possible experiences with inequity and trauma, and stress of acculturation may challenge their sense of agency and impact their perception of what constitutes caring and constructive choices.			
EDUCATOR ACTIONS TO FOSTER MLs’ ACCESS TO RESPONSIBLE DECISION-MAKING	PRESENT	NOT PRESENT	STEPS I CAN TAKE TO SUPPORT THIS ACTION IN MY CONTEXT:
1. Elicit and validate MLs’ views of constructive and caring choices.			
2. Intentionally group students to foster interactions that support decision-making skills.			
3. Teach students the language for explaining their rationale for choices.			
4. Model how to make informed decisions and provide practice using scaffolded, relevant scenarios for students.			

Now that you have had the opportunity to read and reflect on the ML Considerations and Educator Actions that support each of CASEL's five SEL competencies, please take a moment and use Figure 2.20 to reflect on the ML Considerations and Educator Actions as a whole.

FIGURE 2.20 ● Your Reflection: ML Considerations and Educator Actions

WHAT STANDS OUT TO YOU ABOUT THE ML CONSIDERATIONS AND EDUCATOR ACTIONS?	HOW DO YOU THINK YOU MIGHT USE THESE IN YOUR CONTEXT?
ML Considerations: <hr/> <hr/>	ML Considerations: <hr/> <hr/>
Educator Actions: <hr/> <hr/>	Educator Actions: <hr/> <hr/>

After reviewing the ML Considerations and Educator Actions for each of the five SEL competencies, has your thinking changed about SEL priorities for MLs in your context? If so, how?





Now you can use the table in Figure 2.21, SEL Areas of Strength and Need for MLs and Educators, to think more deeply about how each SEL competency and its aligned ML Considerations apply to your own context. For each competency, identify areas of strength and areas of need you have noticed for MLs. Then, consider your own strengths and areas of need as they relate to your sense of comfort in integrating the competency into instruction. Finally, respond to the reflection questions.

FIGURE 2.21 ● SEL Areas of Strength and Need for MLs and Educators

 1. SELF-AWARENESS	
Strengths of MLs in Self-Awareness I have noticed in my context	Needs of MLs in Self-Awareness I have noticed in my context
My strengths in Self-Awareness that will help me integrate this competency into instruction	My needs in Self-Awareness that may impact how I integrate this competency into instruction
 2. SELF-MANAGEMENT	
Strengths of MLs in Self-Management I have noticed in my context	Needs of MLs in Self-Management I have noticed in my context
My strengths in Self-Management that will help me integrate this competency into instruction	My needs in Self-Management that may impact how I integrate this competency into instruction

(Continued)

(Continued)

 3. SOCIAL AWARENESS	
Strengths of MLs in Social Awareness I have noticed in my context	Needs of MLs in Social Awareness I have noticed in my context
My strengths in Social Awareness that will help me integrate this competency into instruction	My needs in Social Awareness that may impact how I integrate this competency into instruction
 4. RELATIONSHIP SKILLS	
Strengths of MLs in Relationship Skills I have noticed in my context	Needs of MLs in Relationship Skills I have noticed in my context
My strengths in Relationship Skills that will help me integrate this competency into instruction	My needs in Relationship Skills that may impact how I integrate this competency into instruction



5. RESPONSIBLE DECISION-MAKING

Strengths of MLs in Responsible Decision-Making I have noticed in my context	Needs of MLs in Responsible Decision-Making I have noticed in my context
My strengths in Responsible Decision-Making that will help me integrate this competency into instruction	My needs in Responsible Decision-Making that may impact how I integrate this competency into instruction
<p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. What themes did you notice regarding strengths and needs of MLs as you reflected on the SEL competencies? <hr/><hr/> 2. How will the ML Considerations impact your work with SEL for MLs? <hr/><hr/> 3. What are you still wondering about in terms of SEL for MLs? <hr/><hr/> 	



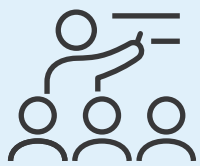


ML SHADOWING

How easy was it for you to identify SEL strengths and needs for ML students in your context? Think about how prepared you feel to provide evidence or an observation to support your response. We want you to feel confident that the SEL instruction you are providing is just what the MLs in front

of you need. One way to gain some perspective on this is to experience a school day, or part of a school day, in an ML's shoes by shadowing a student.

Shadowing a student can be a powerful way to gain insight into MLs' school experience. In her book *Shadowing Multilingual Learners*, Ivannia Soto (2021) shares a protocol that “allows all teachers within a system—whether it be by grade level or department, entire school, district, or county office—to focus on the specific need of an (ML) through the lens of one student” (p. 10). While Soto aims to collect information specifically about MLs' academic speaking and listening, educators can also use or adapt a data collection form to tailor the shadowing experience to address needs or answer questions in their own context. We have created an adapted observation form (Figure 2.22) to collect information about intentional SEL practices for MLs observed during a classroom visit and have provided two rows of examples.

FIGURE 2.22 ● ML Shadowing Data Collection Form

Date: <i>10/21</i>		Time: <i>9:35</i>		
Content Area: <i>History</i>				
<i>Student Information</i>				
Name: <i>Paulina R.</i>		ELD Level: <i>2.7</i>	Grade Level: <i>9</i>	
Years in U.S. Schools: <i>3</i>		Years in District: <i>1</i>		
Specific activity	Notes on ML interactions with peers	Notes on ML interactions with teacher/school staff	Intentional practices observed to foster SEL for students	SEL competency this addresses
				
<i>Independent reading of article; encouraged to annotate</i>	<i>None</i>	<i>Asks teacher questions about the article</i>	<i>Teacher available for questions</i>	<input checked="" type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input type="checkbox"/> Responsible Decision-Making

<i>Partner talk: Is the author for or against U.S. involvement in the war? How do you know?</i>	<i>Engages in discussion in home language with partners Listening to partners</i>	<i>None</i>	<i>Grouped in a triad—includes one student who speaks same home language</i>	<input type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Social Awareness <input checked="" type="checkbox"/> Relationship Skills <input type="checkbox"/> Responsible Decision-Making
				<input type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input type="checkbox"/> Responsible Decision-Making
				<input type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input type="checkbox"/> Responsible Decision-Making

Source: Adapted from Soto (2021). Icons by iStock.com/appleuzr

A key component of the ML shadowing experience is the analysis, discussion, and planning for next steps that follows the observations. It may be challenging for you to find the time, or to rationalize taking the time, to simply observe a student, let alone analyze and discuss your findings with colleagues. However, the information that you gather can dramatically impact your understanding of MLs' SEL strengths and needs and therefore help you carefully prioritize instruction. You might consider engaging in a shadowing project with your grade-level team, perhaps scheduling each team member to shadow on a different day to limit needs for classroom coverage. Once all the grade-level team members have had an opportunity to shadow a student, you could make use of grade-level or PLC meetings to discuss your findings and plan for next steps. It is also beneficial to include other specialists who work with MLs on the grade level in the shadowing experience, such as English language development (ELD) teachers, reading specialists, special education teachers, and school counselors. You will reap the dual benefit of providing them with new insights into one ML student's day, as well as hearing their perspectives on observations. In addition to shadowing one ML, we also need to consider engaging ML families as a key component to providing MLs equitable access to SEL instruction.

ENGAGING ML FAMILIES



Can you think of a time when you were in school when a teacher reached out to your family? How did it make you feel? What was one result of the connection?

Families are students' first teachers (Skoog-Hoffman, 2022) and as such provide the earliest "lessons" in all learning, including social emotional learning. They model a range of skills from managing emotions, setting goals, and resolving conflicts. But let's remember that families model these skills through their cultural realities. In order for students to experience the greatest benefits of SEL, two-way communication between schools and families should be clear and ongoing. Many ML families may not be familiar with SEL instruction, as the concept may not exist in their culture, so it is essential to create opportunities for families to first learn about and understand SEL and then share their feedback and SEL priorities with schools. While there is a range of methods schools can consider in order to ensure families' voices are heard, we propose that all SEL content be developed with a culturally responsive lens. Focus groups, surveys, interviews, and committee meetings can all gather information from ML families, but only if they are accessible and appropriately accommodate the language, time constraints, and personal strengths and needs of families (Snyder & Staehr Fenner, 2021). See Chapter 8 for more ideas.



- How does your school or district demonstrate the value of including ML families' voices in your SEL planning?

- How does your school or district gather this information from families?

As part of your regular communication with families, you can describe the specific activities you are doing in the classroom that directly relate to social emotional skills and draw attention to how these skills tie in to the agreed-upon SEL goals as well as student achievement and language growth. For example, you may be working with students on strategies to help them manage their frustration with challenging assignments in order to help them get right to work rather than avoid the task or disrupt the class with emotional outbursts. For families, you might highlight how this SEL work supports a calm classroom environment with fewer disruptions and more time on task, which leads to deeper learning for all students.

Summary of Key Ideas

- The Collaborative for Academic, Social, and Emotional Learning (CASEL) provides a framework for SEL instruction that includes five key competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making.
- Our SEL Framework for MLs includes ML Considerations and Educator Actions. These two components highlight MLs' unique strengths and needs in each of the five SEL competencies and provide concrete actions educators can take in their classrooms to support full access to the competency skills for MLs.
- School partnerships with ML families play an important role in student achievement and social emotional well-being.

Chapter 2 Reflection Questions

1. What is a takeaway from this chapter about MLs and social emotional learning?
 2. What SEL competency do you think is especially relevant in your context? What are you looking forward to learning about it?
 3. How will you keep ML families engaged in planning, implementing, and supporting social emotional learning in your school or district?
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