



SOCIAL/EMOTIONAL PRACTICES FROM A TRAUMA-INFORMED LENS

TOWSON UNIVERSITY
FALL CONFERENCE SERIES
2023

THE JOURNEY OF A BILINGUAL STUDENT

- **There are 4.9 million English Learners in US schools on their academic journey (Mitchell, 2020). While they speak more than 400 languages collectively, as of 2018, approximately 80% speak the following three: Spanish (75.2%), Arabic (2.7%), and Chinese (2.0%) (OELA, 2019).**
- **Supporting Emergent Bilinguals on their journey requires building on their assets.**

THE JOURNEY OF A BILINGUAL STUDENT

Emergent Bilinguals - Bilingualism is an asset, as students who can speak more than one language have demonstrated advantages in awareness of language, communication skills, memory, decision-making, and analytical skills. In addition to being bilingual, they are bicultural, which involves developing empathy through an awareness and respect for other cultures and customs. To honor the benefits of bilingualism—and, in many cases, multilingualism—it is important to choose terminology and educational services which respect this knowledge.

THE TRAUMA OF BEING NEW AND NOT UNDERSTOOD

Owhey ellway oyday ouya ecoday igpay atinlay?

Fühlst du dich schon unwohl?

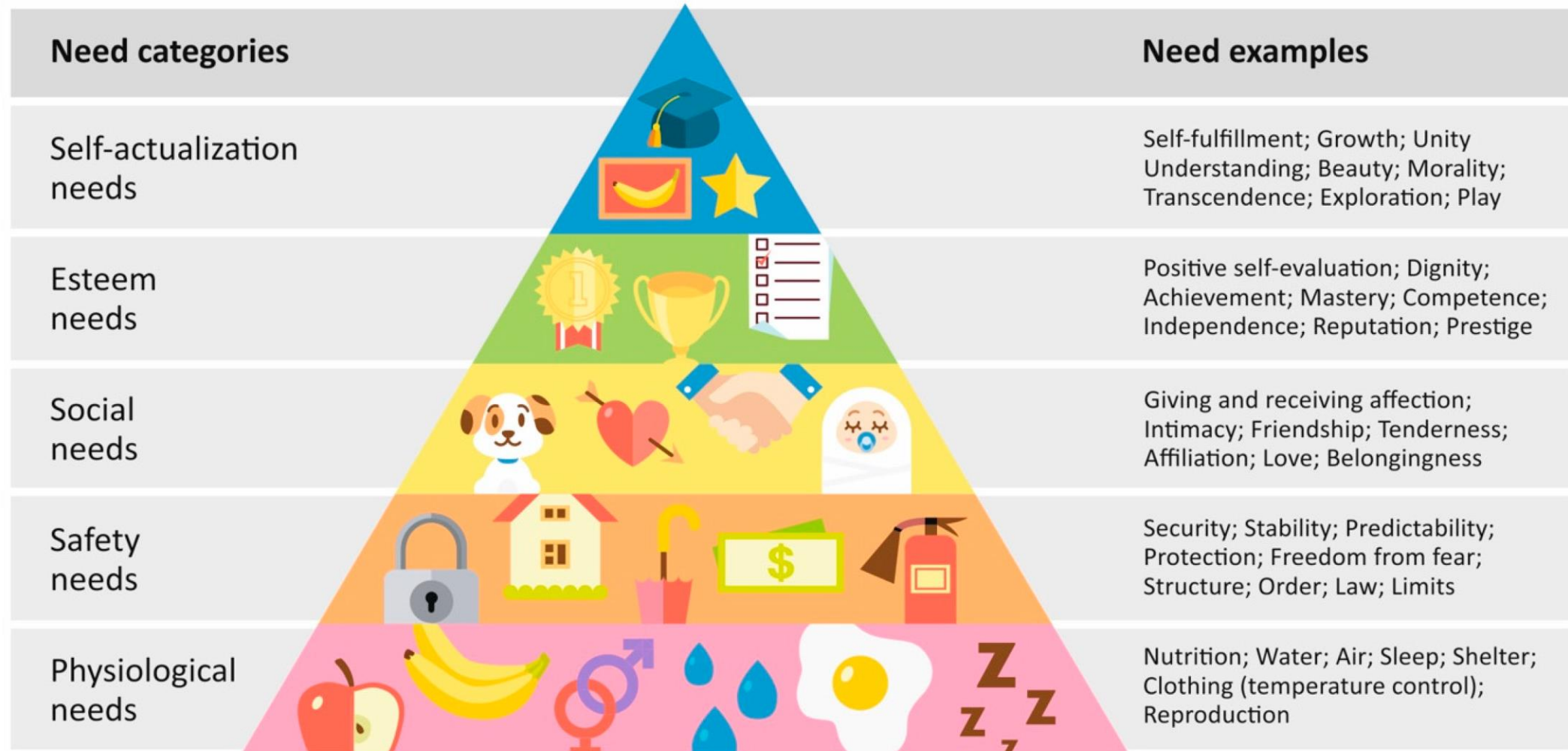
La sobreestimulación debe ser
agotadora.

现在，坐上八个小时

Xiànzài, zuò shàng bā gè xiǎoshí



MASLOW'S HIERARCHY OF NEEDS



STRONG CLASSROOM PARTNERSHIP

- **What are the differences between managing people or having a partnership with them?**
- **How does a partnership with your students allow for strong Social/Emotional Learning?**

SEL and BILINGUAL CLASSROOM

- Clear classroom expectations and rules in languages used by students
- Cultural awareness to gain trust and inclusion
- a
- Classroom awareness to other students (bilingual, autistic, medical if appropriate)
- Adding outside culture to any lessons when appropriate and try to increase use of visuals to expand knowledge (in math, pictures of lychees, writing prompts w/animals found in learner's home country)
- Expect response delays and pace yourself accordingly and be mindful of a new student's silent period.

CULTURAL KNOWLEDGE & ACCEPTANCE

- It is NEVER ok to mispronounce a student's name.
- Be careful with discussions and understandings of family living situations, foods, types clothing, even dancing.
- Eye movements, body language, and even facial expressions can be misinterpreted easily.

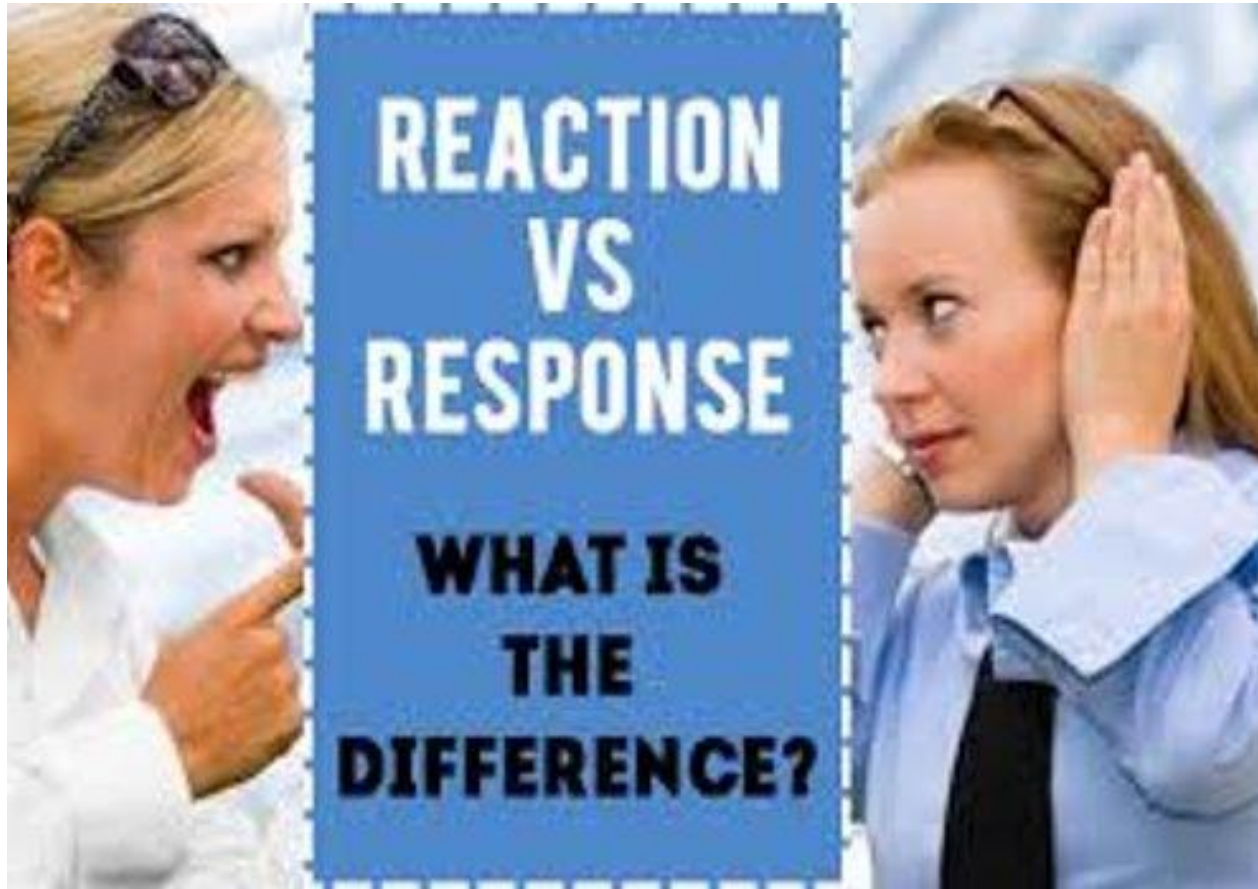
POSITIVE REINFORCEMENT IS YOUR FRIEND

- **FREQUENT**
- **DIRECT**
- **MEANINGFUL**
- **TACTILE AND NON-TACTILE**

Building relationships is a key aspect when it comes to creating a positive environment. It helps foster **mutual respect** and **trust** with students and their families.

When an adult establishes **relationships** with all students, they are most likely to engage in expected behavior and **respond to your attempts to correct their behavior.**

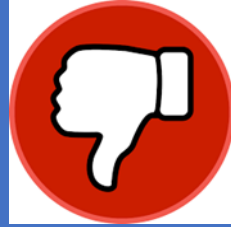




Prevention is key but doesn't work 100% of the time.

When unexpected behavior occurs, we want to respond not react.

Reacting



A reaction is instant. It is **driven by our feelings, beliefs, and biases** in that moment. A reaction **neglects to take into consideration the long-term effects of what you are about to say/do.**

Responding



Responding involves more **thought**...when we respond to a crisis, we are **calmer, thinking about the short-term and long-term effects** of what we are about to say or do.

SUPPORTING DE-ESCALATION

- Be proactive in preventing power struggles. **Offer choices (assignments, environment, ways to display learning).**
- Keep a calm neutral tone (do not talk over students or raise voice).
- Keep responses brief, to the point, and avoid lecturing, debating or patronizing.
- Avoid over-prompting (one staff providing prompt/direction).
- Offer choices that result in compliance. Acknowledge/praise approximations towards expected behavior.
- Allow a student space to vent.

TIME FOR QUESTIONS

- What worries you the most?
- What are you most excited about?