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Differentiated Social and Emotional Learning for Latine Students

Patricia Lopez-Chavez
Dominican University of California

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Social and Emotional
Learning in a Pandemic:
Lack of Cultural Relevancy for Bay
Area Latine Elementary Students

Patricia Lopez-Chavez
Dominican University of California
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Why am I interested in this intersection of Social and Emotional Learning and Latine students?



CASEL:

Collaborative
for Academic,
Social, and
Emotional
Learning

Core 5
Competencies:

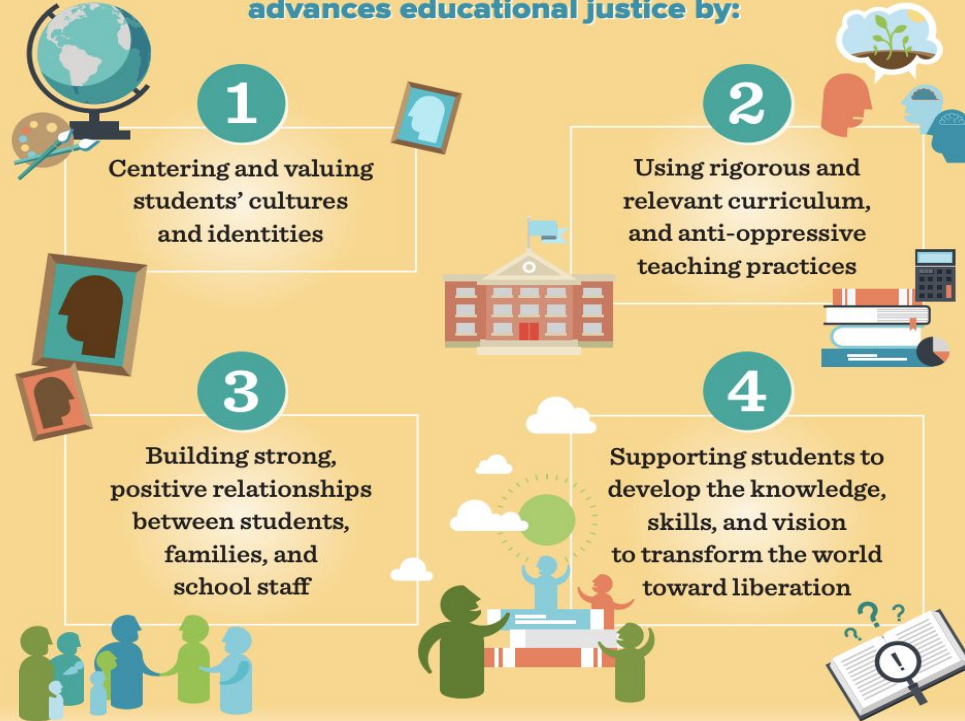


Culturally Relevant Teaching

WHAT IS

CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

CULTURALLY RESPONSIVE-SUSTAINING EDUCATION (CRSE)
advances educational justice by:



Trauma Informed Teaching

THE SIX AREAS OF TRAUMA INFORMED CARE.

1. Safety.
2. Trustworthiness and Transparency.
3. Peer Support.
4. Collaboration and Mutuality.
5. Empowerment, Voice and Choice.
6. Cultural, Historical and Gender Issues.



01

The Problem

- Social and Emotional Learning framework and programs are covering surface level topics such as, friendship and conflict resolution
- NOT covering deeper topics such as, immigration, systemic racism, internalized/externalized discrimination
- Literature Review is expansive for Social and Emotional Learning, Culturally Relevant Teaching, and Trauma Informed Pedagogy as separate pedagogical practices
- Little to no academic research on the intersections of SEL, CRT, and TIP

O2

Research

Questions



01

How teachers in predominantly Latine, low-income elementary schools bridge existing social-emotional learning framework/programs to meet the unique needs of their Latine students, especially during the time of a pandemic.

02

How these adaptations draw from models for culturally relevant teaching and/or trauma informed pedagogy.



O3

Methodology



Marin County Elementary Schools

2 low-income,
predominantly Latine
school sites



Teacher participants

6 teachers total from
both school sites,
ranging from teaching
grades K-5th



Qualitative Interviews

2 interview sessions,
via zoom or in person

Dialogic interview
process, time ranging
from 25 min to an
hour and a half

O4

Findings



1a

Social and Emotional Learning Not Identified as Priority for Classrooms

Teachable Moments are used more than intentional SEL program/planning.

- Intentional SEL: using a program and its materials religiously and/or creating SEL units/lessons/materials for regular use
 - 6 out of 6 participants using teachable moments
 - 2 out of 6 participants intentionally teaching SEL

1a

Social and Emotional Learning Not Identified as Priority for Classrooms

"I think a lot of, especially when it comes to like our read alouds and class, there are definite themes where I would embed it, but I also think that there's times... I don't know, how do I say this... I don't know, maybe if something happened at school. Something kind of I don't know about dramatic, but I guess a word or maybe something kind of a little more serious happened?" *-Participant Robert*

1a

Social and Emotional Learning Not Identified as Priority for Classrooms - Exception

"So we (grade level team) talked about this (continuing the use of SEL) and we were like this needs to take priority now more than ever. And I had written down a few things students had talked to me about, you know, their depression of being sad about not getting to play with friends, being in the apartment all day, relatives getting sick, fear of relatives getting sick." *-Participant Mia*

1b

Social and Emotional Learning Not Identified as Priority for Classrooms

SARS-CoV-2 (coronavirus) Pandemic is a significant factor in this finding.

- **Different schedules:** online learning, hybrid learning, and in-person learning with a shortened, modified school schedules
- **Different pressures:** adapting to new schedules, routines when student(s)/teacher(s) affected with covid, trying to 'catch kids up'

2

Social and Emotional Learning Not Connected To Culturally Relevant Teaching Nor Trauma Informed Pedagogy

- SEL that *is* being taught, is not intentionally connected to culturally relevant teaching nor trauma informed pedagogy
- Some teachers are culturally relevant
- None of the teachers had sufficient knowledge on trauma informed pedagogy

3

Social and Emotional Learning is Not Tailored to The Latine Student Experience

- SEL surface leveled
- SEL not connected to CRT nor TIP
- Latine students have specific lived experiences and traumatic experiences that set them apart from their White counterparts



05

Implications

Personal bias + expectations:

- Latina
- SEL as a means to cope with the pandemic for Latine students

- Social and Emotional Learning is **relevant**
- Social and Emotional Learning, Culturally Relevant Teaching, and Trauma Informed Pedagogy are conceptualized by many teachers to be **separate pedagogical approaches** that each have their own pedagogical strategies and potential to serve students
- Latine students can benefit from differentiated Social and Emotional Learning instruction in order to receive **equitable social and emotional development**

Future Research:

- Add more perspectives
- District/State level policies
- “Why is SEL burdensome / not seen the same as other subjects?”



Questions?
Comments?

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THANKS

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