

Culturally Responsive Programming for SEL

**Presented by SEL4TX Representatives
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How is this session going to go?

Poll - We are going to do a participant poll in a few minutes and ask that everyone participate so we can review this community's data.

Mindful Moments - We are going to pause, breathe and reflect on our discussion as we go for a minute or so, and we ask you allow yourself these moments to follow along.

Padlet - We want to be able to share ideas and information with each other, and in this forum, we are going to use the Padlet to give everyone space to share thoughts and ideas.

Q/A - Use this if you have Questions. These are going to be monitored so we can get to as many as possible.

Chat Box - We are going to pose some questions for you and we ask that you participate and respond to our questions using Chat Box.

Our Objectives for You:

- Expand on the SEL framework and what will need to be considered when implementing SEL programming with a Culturally Responsive lense.
- Describe key considerations and challenges for SEL implementation that employs a social justice perspective and ensures a foundation for Culturally Responsive schools.
- Generate ideas, and reflect on possible "next steps" participants can take in moving forward with implementing/assessing more culturally responsive SEL programming for all students.



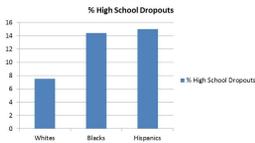
Our Community Agreements

-  Listen with Respect
-  Welcome new ideas

The "Why"

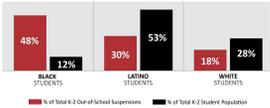


% High School Dropouts at Age 25 by Race



Race	% High School Dropouts
Whites	~7%
Blacks	~14%
Hispanics	~15%

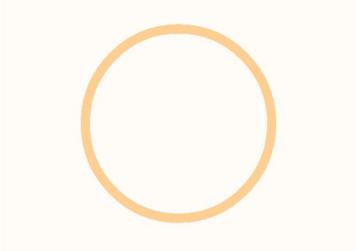
Suspended Childhood
(Report of the School-to-Prison Pipeline Texas Applesseed Project)



Race	% of Total K-3 Out-of-School Suspensions	% of Total K-3 Student Population
BLACK STUDENTS	48%	12%
LATINO STUDENTS	30%	53%
WHITE STUDENTS	18%	28%

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Tell Your Story - The "Why"



Let's Get Started!

First Thing's First

Operational Definitions

Culture

- Race
- Ethnicity
- Language
- Sexual Orientation
- Gender
- Religion
- Family Dynamics
- Physical or Emotional Differences
- Socio-Economic Status



Social Emotional Learning
Most schools use the CASEL framework for social-emotional learning
www.casel.org

The framework addresses 5 competencies which, with instruction, schoolwide focus, and family/community support work together to develop these competencies in our students, and adults.



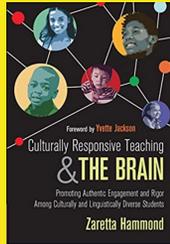
First Thing's First

Culturally Responsive Teaching
Using the cultural knowledge, prior experiences, frames of references and performance styles of ethnically diverse students to make learning encounters more appropriate and effective for them; it teaches to and through the strengths of these students.
(Gay, 2010, p. 31)



Putting It All Together

SEL Programming with a Culturally Responsive Lens



SEL/CR SLIDE HERE

Break it Down Again

Sharing Key Considerations: SEL Competencies Under a Culturally Responsive Lens



Self Awareness

As students develop the SELF AWARENESS competency, they are able to connect feelings to behaviors and understand that actions have consequences.

Guiding CR Questions:

Can you recall times or events in which your identity (race/ethnicity, social class status or gender) were made obvious or important to you?

Self Management

As students develop the SELF MANAGEMENT competency, they are able to set and accomplish goals as well as engage tools to cultivate calmness. Students regulate their emotions, overcome challenges, and effectively take part in learning activities.

Guiding CR Question:

How do you best support students who experience difficulties outside of the classroom? What about inside the classroom?

Social Awareness

As students develop the SOCIAL AWARENESS competency, they are able to recognize and address issues of social justice. Students participate in community-based engagement learning and recognize how life experiences shape one's decision making. Students understand the importance of embracing diversity and model empathetic thinking.

Guiding CR Questions:

What are the social dynamics among students from different backgrounds in your classes?

Relationship Skills

As students develop the RELATIONSHIP SKILLS competency, they are able to work collaboratively, deal with challenges, address conflict, and understand ally-ship.

Guiding CR Questions:

How do you ensure that you create an inclusive, safe learning environment for all of your students?

Responsible Decision Making Skills

As students develop the **RESPONSIBLE DECISION MAKING** competency, they are able to participate in productive and respectful discourse and analyze the consequences of actions.

Guiding CR Questions:

How can you help students to become informed and engaged citizens?

Challenges to Implementation



Key Challenges To Ensure Implementation with a Culturally Responsive Lens

"Students from single family homes don't do as well on state assessment"

Challenge is a "deficit mindset" - student success or skill development is dependent on something missing from their families.

"When I look at my students, I don't see color."

Challenge is a "color blind" or "identity neutral" mindset - ignoring student culture ignores and invalidates student experiences.

"This student is always oppositional. They never do what I ask"

Challenge is a "always/never" or "all or nothing" mindset - student response, attitude, and behavior is confrontational and negative due to willful behavior, and does not consider the underlying reason behind student responses, such as trauma.

Key Challenges To Ensure Implementation with a Culturally Responsive Lense

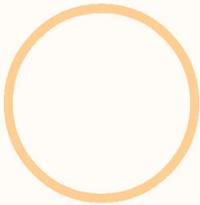
"I don't talk to my students, or others, about race. It's not for me to talk about."

Challenge is an "avoiding" mindset - student relationship and voice is ignored and devalued.

"I am always aware of race and don't do anything to go against my values."

Challenge is a mindset of denial of "implicit bias" - students are alert to bias all the time and recognize it even if you do not.

Mindful Moment - Reflect on Your Next Steps



Your Time to Respond

- Research, read and make connections.
- Take bite-sized action - build relationships
- Practice action research - observe your current practice and get a baseline, take your bite-sized action step, collect data, and analyze.
- Invite others to join you on your journey

- Paraphrased from Page 9, *Culturally Responsive Teaching and the Brain*

Resources

[Culturally Responsive Teaching is Culturally Responsive Teaching Strategies](#)

[Engaging SEL Competencies to Create a Culturally Responsive-Sustaining Classroom](#)

[Guiding Questions for Educators: Promote Equity Using SEL, Social Emotional Learning and Equity](#)

[Culturally Responsive Teaching Mindsets](#)

[Equity in Social and Emotional Learning: A Cultural Analysis](#)

Resources

Hammond, Zaretta. (2014). *Culturally Responsive Teaching and the Brain*. Thousand Oaks, California. Corwin Publishing.

[School-to-Prison Pipeline](#)

[The Collaborative for Academic, Social and Emotional Learning \(CASEL\)](#)

Gay, Geneva. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice*. NY, NY. Teachers College Press

[Reversing the Trend in Discipline Data Disproportionality](#)

Resources

[Implicit Association Test from Project Implicit](#)

<https://www.nasponline.org/teachers-and-certification/training-practice-model/name-practice-model-implementation-and-implementation-practice-model-overview/name-practice-model-18-summery>

Thank You
