



Support for School Counselors Specific to EL Student Needs

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What Is the Topic

The [American School Counselor Association's ethical standards](#) contend that school counselors possess specialized qualifications and skills to implement comprehensive counseling programs that support students' academic, career, and social/emotional development from pre-K through 12th grade. As leaders, advocates, collaborators, and consultants, they drive systemic changes to ensure fair educational outcomes through their counseling programs. The Oregon Department of Education's [comprehensive school counseling framework](#) is essential in promoting student success, focusing on academic excellence, social-emotional development, and career readiness. [Research](#) consistently supports the impact of well-designed, data-driven counseling programs, showing they can close achievement gaps, reduce absenteeism, and improve graduation rates (Hatch & Chen-Hayes, 2008; Young & Kaffenberger, 2011). School counselors play a key role in these outcomes by creating and implementing a shared vision that aligns with the broader goals of the school. This vision, when supported by all stakeholders, helps ensure that every student has the opportunity to thrive (The Council of Chief State School Officers, 2008).

School counselors are especially important in [supporting English learners \(ELs\)](#). These students often experience barriers related to language, culture, and access to resources, which can affect their academic performance and socio-emotional well-being (Holcomb-McCoy, 2007). [Research](#) also emphasizes the importance of support from school leaders in making counseling programs effective (Shi Q. & Watkinson, 2019). When school leaders actively support and value the work of counselors, it creates an environment where counselors can better meet the diverse needs of all students (Leithwood & Hallinger, 2002). As the number of EL students continues to grow, the need for comprehensive and inclusive counseling programs becomes even more critical, highlighting the vital role that school counselors play in fostering a supportive and equitable school environment for ELs (Dahir & Stone, 2012).



Oregon has developed a comprehensive [school counseling framework](#) that includes key components such as social emotional development, career-and-college-readiness, and community involvement, as well as support for academic excellence that can guide counselors and school leaders. Additionally, Oregon's Transformative [social and emotional learning framework](#) outlines the elements needed to transform learning environments to effectively address the full range of students' social, emotional, and academic needs.

What Is the Evidence Base

Farrell et al. (2022) argue that English learners (ELs) experience higher barriers to education than non-EL students. School counselors are uniquely positioned to identify and respond to the needs of these students. Pagan-Rivera (2014) identified several barriers that ELs often experience in U.S. schools, including learning a new language, forming peer relationships, and low self-esteem, all of which often contributes to academic difficulties. Additionally, in some cases, ELs may experience psychological distress due to family separation during migration, adjusting to a new culture, navigating U.S. immigration laws, and facing discrimination (Pagan-Rivera, 2014; Roche & Kuperminc, 2012). [Research](#) shows that school counselors play a critical role in supporting the socio-emotional well-being of English learners (ELs). When counseling programs collaborate with teachers, provide referrals to mental health services, offer individual and group counseling, organize tutoring sessions, and secure translators to enhance learning experiences (Johnson et al., 2016), they are more likely to effectively support students' diverse needs and improve overall educational outcomes. Clemente and Collison (2000) argue that school counselors are deeply involved in delivering both direct and indirect services while advocating for ELs and their families. [Research](#) also emphasizes the positive impact counselors can have when they are accessible and actively engaged in supporting ELs.

McCall-Perez (2000) investigated the role of school counselors in the success of adolescent English learners (ELs) and emphasized the critical role counselors play in supporting these students. The study found that improving counselors' professional preparation to work with ELs led to several positive outcomes: increased academic achievement, as evidenced by better performance on standardized tests and assignments; higher graduation rates due to enhanced guidance and support; improved social integration through organized multicultural events and peer support; reduced behavioral issues by addressing cultural and language barriers; and more effective post-secondary planning, which provided ELs with clearer pathways to college and career opportunities. Similarly, Lau and Shea (2022) contend that while social-emotional learning (SEL) curricula have proven effective, there is a significant gap in integrating SEL into regular academic curricula and leveraging it for systemic improvement, particularly for English learners (ELs). In their study, Lau and Shea found that incorporating students' worldviews, experiences, values, and cultural assets enhance ELs' socio-emotional well-being, empower them to engage in meaningful social and emotional learning, and support their contributions to their schools and communities.



- **Framework 1: [Trauma-informed Counseling](#):** This framework is grounded in the understanding that [trauma](#) significantly impacts students' emotional and behavioral functioning and learning abilities. This approach integrates knowledge about trauma into all aspects of school operations and interactions to create a supportive and responsive environment (Maddox et al., 2024). This framework is built on principles that prioritize safety, trustworthiness, empowerment, and collaboration, ensuring that counseling practices are sensitive to the needs of all students. [Trauma-informed counseling tailored for English learners](#) have been proven to be effective in addressing socio-emotional and well being needs of the students, in particular those who may have experienced trauma due to migration, displacement, or other stressors (Alvarez et al., 2022).
 - Wall and Musetti (2018) conducted a [study](#) utilizing diverse data sources—including classroom observations, focus groups, interviews, questionnaires, and publicly available school data— and demonstrated that trauma-informed strategies significantly benefit English learners. Observations revealed fewer disruptions and increased engagement, while focus groups with students and parents showed improved safety, belonging, and academic performance. Analysis of school data further confirmed improvements in attendance and academic outcomes, underscoring the effectiveness of trauma-informed approaches in fostering supportive and inclusive educational environments for English learners.
 - Creswell Baez et al. (2019) evaluated trauma-informed supports in two low-income New York City schools, focusing on students' social skills and behavioral issues. The study found that students experiencing higher levels of trauma exhibited lower social skills and increased socio-emotional issues, despite the presence of additional interventions. Classroom observations revealed that these students struggled more with peer interactions and emotional regulation. The authors concluded that effective trauma-informed care requires counselors to actively engage in both direct support and community collaboration to better address the complex needs of traumatized students and enhance their overall well-being and development.

Framework 2: [Culturally Responsive School Counseling](#): This is an approach grounded in the recognition and utilization of students' cultural strengths to foster positive outcomes. This approach emphasizes the importance of connecting with and supporting all students within the learning environment. It is rooted in an understanding of how [diversity, equity, and inclusion play critical roles in creating a counseling environment](#) that empowers students to innovate, develop new perspectives, and gain deeper insights. By grounding their practice in these principles, school counselors can establish a culturally responsive program that truly meets the needs of every student. Counselor self-awareness is essential in this approach. Recognizing personal cultural values and biases helps counselors understand their own worldview and potential triggers, while also enabling them to better comprehend and support students' diverse backgrounds and needs (Shi Q. & Watkinson, 2019). This awareness is crucial for selecting appropriate interventions and effectively meeting students' needs. There is considerable



evidence that culture and context influence almost every aspect of the diagnostic and treatment process (Bernal et al., 2009)

- Castro-Villarreal and Rodriguez (2017) found that consulting with educators from diverse backgrounds who work with culturally and linguistically diverse students is crucial for enhancing culturally responsive counseling practices for English learners. These findings emphasize the need to bolster culturally responsive practices in both teacher support and counseling for English learners to promote socio-emotional well-being.
- Castro-Olivo et al. (2022) found that students who participated in a culturally adapted socio-emotional learning program reported significant gains in resiliency after the intervention. The study also found that students did not experience a reduction in internalizing problems. Another study found that a culturally adapted SEL program called Jóvenes Fuertes (Strong Teens) had a significant impact on the social-emotional resiliency of Latino ELs in middle and high school.
- Shi Q. and Watkinson (2019) studied the importance of counseling for ELs by highlighting the role of school counselors in addressing the unique barriers experienced by these students. The authors argue that culturally responsive practices are essential in this context, as these ensure that interventions are tailored to the diverse social identities and experiences of ELs. By fostering a sense of school belonging and addressing both academic and social-emotional needs, culturally responsive counseling can significantly enhance the overall success of ELs.

Summary

Review of relevant literature: Theoretical basis	Review of relevant literature: Support of identified research and practice	Empirical evidence on how it serves students and promotes systemic change
Trauma-informed practice is grounded in understanding the profound impact trauma can have on students' emotional and behavioral functioning. Key principles include safety, trustworthiness, empowerment, and collaboration (Maddox et al., 2024; Alvarez et al., 2022).	Wall and Musetti (2018) evaluated an elementary school's comprehensive approach to supporting English learners, including trauma-sensitive professional development and family outreach. The study showed effective strategies for supporting English learners and their families through inclusive practices. Creswell Baez et al. (2019) found that trauma-informed supports were	Wall and Musetti (2018) demonstrated that a comprehensive, trauma-sensitive approach in an elementary school effectively supported English learners. Creswell Baez et al. (2019) showed that trauma-informed supports were essential in addressing behavioral issues in low-income schools. These findings underscore the framework's role in improving student outcomes and



	crucial for addressing students' social skills and mental health issues, highlighting the importance of such practices in promoting student well-being.	promoting systemic change through enhanced support and interventions.
Culturally responsive school counseling based on leveraging students' cultural strengths to enhance their educational outcomes. It focuses on integrating diversity, equity, and inclusion into counseling practices and emphasizes counselor self-awareness and understanding of cultural contexts (Bernal et al., 2009).	Castro-Olivo et al. (2022) found that culturally adapted SEL programs improved resiliency in English language learners. Shi and Watkinson (2019) emphasized that culturally responsive counseling is crucial for addressing the unique challenges of English learners and fostering a sense of belonging in schools.	Castro-Olivo et al. (2022) showed that culturally adapted SEL programs had a positive impact on resilience among English language learners, and Shi and Watkinson (2019) found that culturally responsive counseling significantly enhanced the overall success of English learners by addressing their diverse needs. These studies demonstrate how culturally responsive practices promote systemic change by improving student outcomes and inclusivity in schools.

Equity Considerations

School counselors are encouraged to value the important and central role they play in the success of ELs. Particularly in periods of challenges to the educational rights of immigrant and language minority students, informed counselors can serve as their most effective advocates in schools. In some contexts, it may be the counselor who is an EL student's only advocate. The crucial gate-keeping role of counselors can either open or close the schoolhouse door in the educational journey of ELs (McCall-Perez, 2000). We know that not all English learners have experienced trauma, but unfortunately too many have been victims of events that could have produced traumatic memories—some as second language students who were born in the United States, some as immigrants before their arrival into the U.S., and others as immigrants after their arrival in the U.S (Custodio and O'Loughlin, 2021).

Example from the Field

Trauma can be experienced by any student, but for those who are also learning English as an additional language or who are adjusting to a new culture, these experiences add another dimension of care to be addressed by educators, school counselors, and school leaders.



When addressing the needs of English learners (ELs), equity considerations must encompass a broad range of intersecting factors, including disability status, socio-economic background, and in some cases, even foster care status (Shi Q. & Watkinson, 2019). For instance, [English learners with disabilities \(ELWD\)](#) experience unique challenges that require specialized support from school counselors (Cooc, 2023; Kangas & Cook 2020). School counselors are instrumental in developing and implementing [individualized education plans \(IEPs\)](#) that address both language needs and disability accommodations, ensuring that ELWDs receive equitable support (Hoover & Erickson, 2015). Additionally, counselors should work closely with special education teams to integrate language support into disability services, facilitating a more inclusive educational experience for these students. [The National Council on Disability](#) states that English learners (ELs) with disabilities who are from low-income families enter school with additional barriers to learning that are not directly associated with their disability. As a result, these students may confront extraordinary challenges in their efforts to receive a high-quality, inclusive education. They may also deal with financial instability and social disruptions that can affect their school experience, socio-emotional well-being, and academic success (Burns et al., 2022; Perry & Daniels, 2022). School counselors should advocate for resources such as academic support programs, mental health services, and stable learning environments tailored to these students' needs. For instance, low-income students might benefit from targeted tutoring and access to essential school supplies, while foster ELs may require additional support for managing school transitions and maintaining consistent educational relationships (Blakeslee et al., 2023).

Considerations for Local Context: Strategy Selection

As we consider the optimal next steps for supporting school counselors and school leaders to establish strategies that can effectively address the socio-emotional-well being of all students, a valuable source of information lies in the local context of the district and/or school. By local context, we refer to the specific factors within the community that may impact the development and effectiveness of the models and strategies discussed in this brief.

The Oregon Department of Education's [Multi-Tiered Systems of Support \(MTSS\) framework](#) organizes mental health systems into three service delivery tiers, built upon a foundation of professional development, family-school-community partnerships, and strategies for continuous quality improvement. This framework ensures a consistent structure while allowing flexibility in the services provided at each tier, focusing on the level of support needed rather than individual diagnostic categories. The collaboration between school counselors, administrators, and school counselor education programs are essential in promoting mental health and well-being in all students (see Figure 1).



School counselors	<ul style="list-style-type: none"> ▪ Self-assess their own competencies ▪ Formulate an appropriate professional development plan
School administrators	<ul style="list-style-type: none"> ▪ Guide the recruitment and selection of competent school counselors ▪ Develop or inform meaningful school counselor performance evaluation
School counselor education programs	<ul style="list-style-type: none"> ▪ Establish benchmarks for ensuring school counseling students graduate with the knowledge, attitudes and skills needed for developing comprehensive school counseling programs

Figure 1. School Collaboration

Consider answering the following questions as school counselors and leaders develop plans to foster socio-emotional well being with English learners and implement strategies to inform programs that may be already in place.

1. How can we enhance our training programs to better prepare counselors to work effectively with English learners and address their socio-emotional needs that are often culturally situated?
2. In what ways can we improve our counseling practices to ensure that they are responsive to the possible traumas experienced by English learners?
3. What collaborative efforts can we develop with educators and families to support the socio-emotional well-being of English learners, and how can we ensure these efforts are effective?
4. How can we use research and data to refine our counseling approaches and advocate for systemic changes that benefit English learners?

To better understand the characteristics of the local context in a school or district, it is recommended to consult the Oregon Department of Education [Integrated Model of Mental Health](#) (Figure 2) that contains valuable insights that can inform educational planning and decision-making processes. Two local examples of districts utilizing such resources to improve mental health programs include, [Polk county](#) and [Corvallis School District](#).

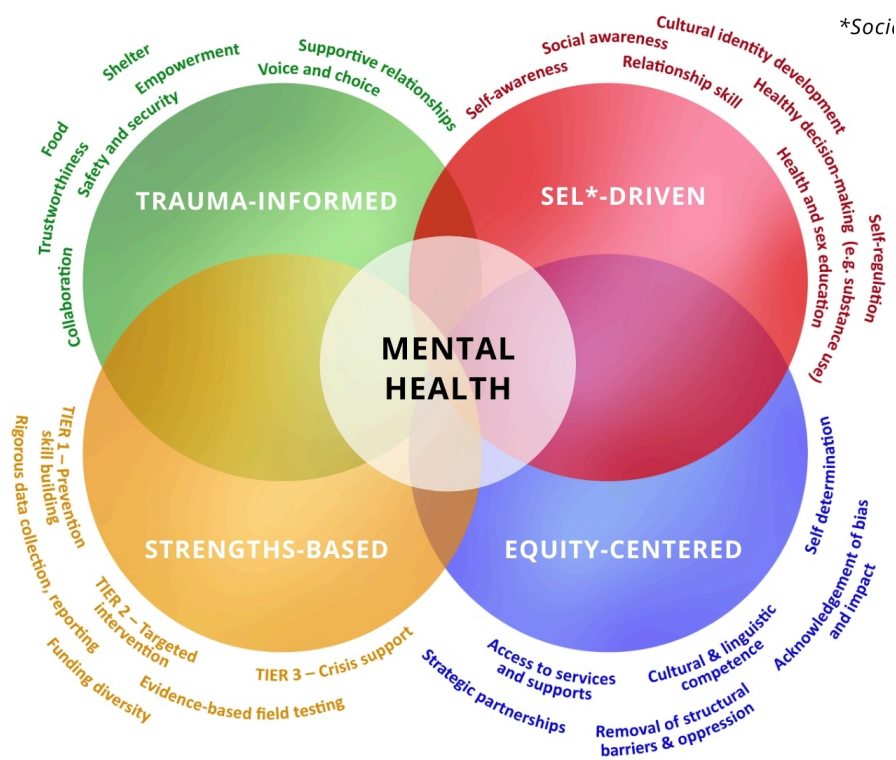


Figure 2. Oregon Department of Education Integrated Model of Mental Health

What Can Educators Do: Strategies for Success

While school counselors and school leaders are engaging in developing effective strategies to promote the socio-emotional well-being of English learners, it is important to consider the role [families](#) play in this topic. In school counseling, involving [families of English learners \(ELs\)](#) is critical for supporting students' socio-emotional well-being and academic success. Families offer unique insights into their children's experiences, challenges, and cultural backgrounds, which can help counselors tailor their approaches to be more effective and responsive. Aydin et al. (2012) and Bryan and Henry (2008) describe five ways in which school counseling can benefit from EL family involvement:

- **Understanding Context:** Families provide valuable information about the student's home environment, cultural practices, and potential stressors that impact their socio-emotional health. This understanding allows counselors to develop more personalized and relevant support strategies.
- **Building Trust:** Engaging families helps build a trusting relationship between the school and home. When families feel involved and valued, they are more likely to collaborate with counselors and support their children's needs.



- **Cultural Responsiveness**: By working closely with families, counselors can ensure that interventions and counseling practices are culturally sensitive and appropriate, which can improve their effectiveness.
- **Enhancing Communication**: Regular communication between counselors and families can keep parents informed about their child's progress and any emerging issues. This partnership fosters a more comprehensive support system for the student.
- **Empowering Families**: Providing families with resources, training, and guidance equips them to better support their children's emotional and academic needs at home. This empowerment can lead to improved student outcomes and a more supportive home environment.

The strategies below serve as examples of potential options rather than a definitive set of recommendations. Suitable approaches could support and key in on various factors associated with the school or district, such as the frameworks and strategies to foster equitable assessment practices that are already in place.

Strategy 1: Storytelling for Cultural Connection and Emotional Expression

Primary Audience: school counselors, school leaders, and students

Description: Storytelling is a dynamic educational strategy that allows English Learners (ELs) to share their personal experiences and cultural backgrounds, providing a platform for emotional expression and cultural connection (Romagnolo & Ohrt, J. H. (2017). Shi and Watkinson (2019) contend that this approach not only helps ELs build confidence in their language skills but also enhances their socio-emotional well-being by affirming their unique experiences and identities.

- **How to use it?**

- **Create a Storytelling Space**: Establish a dedicated area in the classroom or school where ELs can comfortably share their stories. This space can be physical, such as a storytelling corner, or digital, like an online forum or blog.
- **Use Thoughtful Prompts**: Provide prompts that encourage students to discuss socio-emotional topics, such as overcoming personal challenges or adapting to new environments. This helps students articulate their experiences and emotions.
- **Encourage Multilingual Expression**: Allow students to express themselves in their native languages when needed. Provide translation support or peer assistance to ensure effective communication.
- **Facilitate Peer Interaction**: Promote active listening and empathy by encouraging students to engage with each other's stories. This fosters a supportive and inclusive classroom community (Catala, 2023).

- **How is it beneficial? Who benefits from it?**

ELs benefit by improving language skills and gaining a sense of belonging as their cultural identities are recognized and valued. School counselors can gain insights into students' backgrounds, helping them tailor instruction to better meet students' socio-emotional needs.



- **How does it support changes in the systems?**

This approach contributes to systemic changes by:

- Enhancing the inclusivity of school culture,
- Encouraging empathetic interactions among students and staff,
- Informing school policies and practices to better support ELs' cultural and emotional needs (Vera et al., 2022).

- **Known or potential cautions? What not to do?**

Avoid forcing students to share personal stories if they are uncomfortable. Respect students' privacy and emotional boundaries, and offer alternative ways to participate, such as through writing or art. Additionally, be sensitive to topics that may evoke trauma.

Strategy 2: [Enhancing School Counseling Through Family Engagement](#)

Primary audience: school counselors, leaders, and students

Description: Engaging families and caregivers in the educational process is especially crucial for supporting English Learners (ELs). Effective family involvement helps address the unique needs of EL students, fostering a supportive environment that enhances their academic performance and socio-emotional well-being (Bryan & Holcomb-McCoy, 2007; Epstein, 2011). Research demonstrates that active participation of families is one of the most effective [strategies for counselors in culturally diverse schools](#) as it positively impacts EL students by bridging cultural and language gaps and providing a more holistic support system (Campbell & Ungar, 2004; Christenson & Sheridan, 2001).

- **How to use it?**

- Establish Multilingual Communication Channels: Create communication tools in multiple languages to ensure all families can easily access information. Use translation services for newsletters, school updates, and counseling resources (Christenson & Sheridan, 2001).
- Host Culturally Inclusive Workshops: Organize workshops and informational sessions that address both academic and socio-emotional aspects of EL students' lives. Topics can include navigating the school system, understanding academic expectations, and supporting emotional well-being at home.
- Involve Families in Counseling Processes: Integrate family perspectives into the counseling process by inviting caregivers to participate in counseling sessions or meetings that focus on their children's educational and emotional needs (Epstein, 2011).
- Offer Tailored Support Resources: Provide resources that are culturally and linguistically appropriate. This may include educational materials, access to community resources, and guidance tailored to the specific needs of EL families.

- **How is it beneficial? Who benefits from it?**

- For ELs: Enhanced family involvement leads to improved academic outcomes, better adjustment to school environments, and stronger emotional support. EL students benefit from a more comprehensive support system that recognizes and addresses the unique barriers they experience.



- For Families: Families gain a better understanding of the educational system, learn effective strategies to support their children, and feel more connected to the school. This involvement helps them advocate for their children's needs more effectively.
- For School Counselors and School leaders: Counselors benefit from gaining deeper insights into the challenges and strengths of EL students through family input. Schools benefit from stronger home-school partnerships, which contribute to a more supportive and inclusive educational environment (Epstein, 2011).
- **How does it support changes in the systems?**
Stronger family-school partnerships lead to more collaborative approaches in addressing the educational and emotional needs of EL students. A focus on family engagement creates a more welcoming and supportive school culture, where diverse needs are acknowledged and addressed (Bryan & Holcomb-McCoy, 2007).
- **Known or potential cautions? What not to do?**
- Avoid Overlooking Language Barriers: Ensure that all communication is accessible to non-English-speaking families and provide adequate support for those who still have limited proficiency in English (Christenson & Sheridan, 2001).
- Respect Cultural Differences: Be sensitive to cultural differences and avoid practices that may not align with the values or traditions of EL families. Tailor engagement efforts to be respectful and inclusive.
- Provide Flexible Options: Recognize that families may have varying levels of availability and access to resources. Offer multiple ways for families to engage and participate in the school community.

Implementation Considerations

As we embark on creating a plan and proceeding with implementation, it is useful to consider topic-specific aspects as well as general factors and guiding questions that can increase the likelihood for successful implementation. Consider reviewing the Oregon Department of Education's [Mental Health Guidance for School Counselors](#) and the [Comprehensive School Counseling Programs](#) to explore effective strategies for supporting the mental health and socio-emotional well-being of English learners, including best practices for creating inclusive and responsive counseling interventions. Additionally, we recommend exploring fostering [collaboration between school counselors and school psychologists](#) and how they can assist in the delivery of appropriate services to students and their families. [School leadership to support mental health](#) (p.10) also plays an important role in the effective implementation of the models and strategies aimed at improving school counseling programs.

Local Context

To understand how the local contexts of the school, district, and community may impact the implementation of strategies to support the socio-emotional well-being of English learners, consider



reflecting on the questions below. These questions will help in evaluating how local factors can impact the adoption and effectiveness of proposed strategies for supporting English learners:

1. What are the specific cultural and linguistic characteristics of the community, and how might these influence the effectiveness of strategies like storytelling for cultural connection?
This question aims to assess whether the community's diversity and cultural context are well-represented and supported by the proposed strategies.
2. How do current school and district policies regarding family involvement in student support align with the recommended approaches for engaging EL families?
This question evaluates whether existing policies facilitate or hinder the active involvement of families in supporting their children's socio-emotional well-being.
3. What resources and training are available to school counselors and teachers to effectively implement family involvement strategies, and how can these be improved or expanded?
This question seeks to identify gaps in resources and training that could affect the successful implementation of family involvement strategies.
4. How can the implementation of culturally responsive strategies, such as storytelling, be adapted to address any potential barriers related to student privacy and emotional boundaries within the local context?
This question addresses how to tailor strategies to ensure they are sensitive to individual student needs and cultural norms.
5. What role do school leaders play in supporting the integration of mental health guidance and family involvement practices, and how can they enhance their support for these initiatives?
This question focuses on understanding how school leadership can influence the effective implementation of mental health and family involvement strategies.

Consider as well:

- **Geographical Factors:** How do the location and size of the district/school impact the practical aspects of plan implementation?
- **Learning Mode:** What considerations are needed based on the learning mode (in person/remote/hybrid/other) prevalent in the local context?
- **Duration:** How long is the plan designed to last, and what measures are in place for its continuous effectiveness?
- **Reliability:** Is the implementation plan reliable and realistic given the local context, and what factors contribute to its sustainability?

Implementation Plan and Process

The following questions can further enhance clarity and provide practical guidance for educators and school leaders as they navigate the implementation process and monitor progress effectively:

- **What is our capacity for implementation?**

The capacity for implementation relies on several factors, including the current training and resources available to school counselors, the existing frameworks such as the Oregon Department of Education's



MTSS, and the level of support from school leadership. The successful execution of strategies like storytelling and family involvement requires well-prepared counselors and effective collaboration between all stakeholders. Our capacity is strengthened by our adherence to evidence-based frameworks, like trauma-informed practices and culturally responsive counseling, which align with our goal of fostering a supportive and inclusive environment for ELs.

- **How are families involved in the implementation of the plan?**

Families play a crucial role in the implementation of our plan through active engagement in their children's socio-emotional support. This involvement includes sharing valuable insights about their children's cultural backgrounds and home environments, which helps counselors tailor interventions more effectively. Strategies such as regular communication, family empowerment through resources and training, and building trust through inclusive practices ensure that families are integral to the support system. By working collaboratively with families, we enhance the relevance and effectiveness of our counseling strategies.

- **How will we know if the implementation is successful?**

Measure the success of our implementation through various indicators, including improvements in student outcomes such as enhanced socio-emotional well-being and academic performance. Regular feedback from families and school counselors will provide insights into the effectiveness of our strategies and their impact on student support. Additionally, monitoring systemic changes, such as a more inclusive school culture and increased family engagement, alongside analyzing data from assessments and evaluations, will help determine if our approaches are achieving the desired results and if adjustments are needed.

- **What resources do we need to implement the program, plan, or strategies?**

Comprehensive training and professional development for school counselors and teachers to ensure they are well-versed in trauma-informed and culturally responsive practices, materials for facilitating storytelling sessions, and tools for engaging with families, such as multilingual communication resources. Additionally, data systems to track student progress and family involvement will be essential for ongoing evaluation. Establishing partnerships with community organizations can also provide supplementary support and resources necessary for the successful implementation of our program. While funding may not always be readily available within school budgets, educators and school leaders can explore external funding opportunities. For instance, Oregon's Department of Education offers [grants and funding opportunities](#), and organizations like [Peter G. Peterson Foundation](#) may provide additional financial support. Additionally, fostering financial stewardship and involving [District Equity Committees](#) in the budgeting process can help prioritize resources based on student and community needs. Also consider the Oregon Department of Education's [Guideline](#) to spending funds responsibly.

- **Are accessibility supports in place?**

Accessibility support is crucial for the effective implementation of strategies and should include language accessibility through translation services and multilingual materials, as well as emotional support to address trauma and sensitivity issues. We need to ensure that our strategies are adaptable to the diverse needs of our students and their families, including respecting their privacy and emotional boundaries. Furthermore, the implementation should be flexible to accommodate local context



considerations such as geographical factors and varying learning modes, ensuring that all students and families have equitable access to the support they need.

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