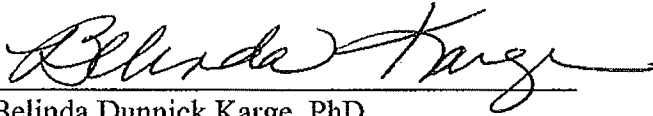


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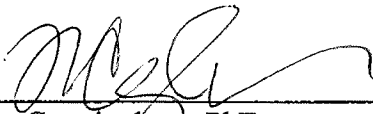
This dissertation, EXAMINING EDUCATORS' PERSPECTIVES OF EFFECTIVE STRATEGIES FOR SUPPORT OF CHINESE AMERICAN ADOLESCENTS LIVING WITH ONLY MOTHERS: HELPING WITH SOCIAL-EMOTIONAL LEARNING, was prepared under the direction of the candidate's Dissertation Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education, Concordia University Irvine.



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EXAMINING EDUCATORS' PERSPECTIVES OF EFFECTIVE STRATEGIES FOR  
SUPPORT OF CHINESE AMERICAN ADOLESCENTS LIVING WITH ONLY MOTHERS:  
HELPING WITH SOCIAL-EMOTIONAL LEARNING

by

Jiazhen Chen

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## ABSTRACT

This study examined the educators' perspectives on effective strategies to support the social-emotional learning of Chinese American adolescents living with only mothers in the U.S. This study used quasi-sequential mixed-methods phenomenological research including qualitative research and quantitative research. Participants were administrators, teachers and counselors from K-12 schools in California and the other states of the nation. Both qualitative and quantitative data were collected through snowballing sampling procedures. For quantitative research, Google Form was used for the survey questionnaire and the statistical data analysis. For qualitative research, interviews were conducted. A coding software called Delve was used for qualitative data analysis. In addition to Delve, the Data Analysis Spiral (Creswell, 2018) was also used from organizing the data, classifying codes into themes, developing interpretations to representing and visualizing the data.

Chinese American adolescents living with only mothers in the U.S. were observed with various social-emotional and behavioral problems. This study verified the needs for educators to pay attention and support this particular group of Chinese American adolescents and their single mothers. Through this study, the researcher discovered some effective strategies that educators used to help support Chinese American adolescents and their single mothers. This study also brought attention to parents, especially those who have Chinese American adolescents living with only mothers in the U.S., to be mindful of their adolescents' social-emotional issues. The results of this study validate the need for parents to adopt some of the strategies discussed here to help support their Chinese American adolescents not just academically, but socially and emotionally.

*Key words: Chinese American Adolescents, Social Emotional Learning, Chinese Mothers*



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## CHAPTER 1: INTRODUCTION

Many Chinese American adolescents living in Southern California either came originally from China at a young age or were born in the U.S. These children live in the U.S. with their mothers while their fathers live and work in China. Many of these families have adolescents experiencing social-emotional learning and behavioral challenges. It is of critical importance to discover the things that educators do at schools to support adolescents from China living in the U.S. with their mothers, especially in helping with social-emotional learning so that more effective strategies and practices can be discovered to help these children socially, emotionally, behaviorally and academically. The researcher was motivated to examine educators' perspectives on effective strategies to support adolescents from China who are living in the U.S. with their mothers: helping with social-emotional learning (SEL). Social-emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2021). Evidence-based social and emotional learning programs, when implemented effectively, lead to measurable and potentially long-lasting improvements in many areas of children's lives (Greenberg et al., 2017). It is for this reason, the researcher conducted this mixed methods quasi-experimental phenomenological study.

Many students do not have the tools to deal with their mental health issues. They lack the knowledge to understand what may be causing a downward spiral of emotion. Depression is a major and increasingly frequent health problem among young people. Adolescence is a peak time for the first onset of depression. Recent epidemiological data shows concerning trends in the emotional health of young people. Eleven percent of adolescents experience depression, 3% experience severe depression, and 8% experience moderate depression (Reicher & Matischek-



Jauk, 2017). Kim and Ge (2000) examined the relationship between parenting practices and adolescent depressive symptoms among Chinese Americans and found that adolescents' perceptions of parenting practices were considerably associated with their depressive symptoms. Cheung et al. (2020) called attention to the longitudinal relations between the emotion dysregulation of mothers, fathers, and adolescents and adolescents' internalizing problems.

Adolescents from ethnic minority backgrounds are less likely to receive school-based mental health services (SBMHS) than White students, although these services have increased accessibility and produced positive youth outcomes. To reduce barriers and engage minority and immigrant adolescents in SBMHS, it is important to understand parents' perception because they parents an important role in guiding adolescents to seek help for mental health challenges. Wang et al. (2019) examined Asian immigrant parents' levels of mental health literacy (symptoms recognition and knowledge of appropriate treatment options) using case vignettes describing bulimia or depression as well as their perceptions of barriers for utilizing SBMHS. A total of 19 parents (mean age = 45.4 years, SD = 4.5; 89.5% mothers) completed a survey and in-depth interview. All parents were born outside the U.S. and have been in the U.S. for an average of 16.8 years (SD = 11.1). Asian immigrant parents had difficulty recognizing bulimia and only 36.8% ( $n = 7$ ) rated antidepressants to be helpful for depression. In-depth interviews with parents revealed four major types of barriers to seeking SBMHS for their adolescents, including knowledge, attitudinal, structural/practical, and relational barriers. Furthermore, cultural themes were embedded in parents' perception, demonstrating the specific cultural influences on barriers related to SBMHS (Wang et al., 2019).

Social-emotional learning programs aid students who are feeling depressed (O'Conner et al., 2017). Students develop the tools necessary to cope with, at the very least, school life. Too



many schools do not provide SEL for their students. One challenge would be in the training of staff and their effectiveness in delivering the information. O'Connor et al. conducted a meta-analysis of 213 SEL programs and found that those that reported implementation problems (e.g., programs that failed to conduct all specified activities or to train staff properly) were far less successful than programs that reported sound implementation.

A SEL program requires support from the administration. The administration must be on board and willing to take the time out of the professional development schedule to allow for training. An administrator should consider the challenges and benefits. When the training is complete and implemented to the students, the teachers need to emphasize the importance and value of SEL. The student then needs to feel the effects of SEL to want to continue and improve their growth mind-set as well as their academic career. Every school must deal with behavior problems in the classroom and school site. Administrators can have a say in how they want to address these behavior problems. Most schools do not use suspension or expulsion to discipline, unless there are extreme circumstances. Schools are putting into action such programs as restorative justice to find solutions to peer relations in school before they become a problem. Minority students become victims of a disproportionate number of suspensions. Chinese immigrant children are among those children, especially those children from China who live in the U.S. with their mothers. SEL programs can help students deal with issues that arise at home and are brought to school.

### **Statement of the Problem**

The image of the model minority dominates scholarly and public discourse on Asian American children and adolescents. However, despite their high levels of educational achievement, Asian American students have poor psychological and social adjustment (Qin et



al., 2008). The analyses drawing on longitudinal data collected by Qin et al. in Boston and New York on 120 first- and second-generation Chinese American students suggested that many Chinese American adolescents feel alienated from their parents and peers. The alienation from parents was due to factors such as language barriers, parenting work schedules, and high parental educational expectations. Alienation from peers was due to ongoing peer discrimination from both Chinese and non-Chinese students (Qin et al., 2008).

Immigrant parents guide their children's education according to their cultural beliefs, which most likely vary based on factors including their cultural backgrounds. Cultural beliefs are correlated with children's social and developmental outcomes, so it is important to include culturally appropriate measures when analyzing parents' beliefs about their children's education. Hyun et al. (2021) underscored the importance of parents' voices in assessments of children's behavior to better reflect cultural nuance and variability, parenting strategies, and/or beliefs that may differ from mainstream U.S. culture. Parents' beliefs have an important influence on their children's learning experiences in home and at school. Given the dramatic increase in the number of Chinese immigrant families and children living in the U.S. (the population has grown more than six-fold since 1980, reaching 2.3 million in 2019), it is particularly important to gain a better understanding of these immigrant parents' beliefs.

Chinese immigrant mothers' behavioral participation in American culture is associated with more positive psychological well-being (Vu et al., 2019). In turn, better psychological well-being in mothers is associated with less reported engagement in authoritarian parenting and more authoritative parenting. Moreover, mothers' ethnic identity resolution moderates the association between their American acculturation and psychological well-being. Specifically, the indirect effect of mothers' American acculturation on their parenting styles through psychological well-



being is stronger for mothers with higher ethnic identity resolution. Vu et al. highlighted the importance of examining the interplay between ethnic identity and acculturation in promoting the psychological well-being and positive parenting of Chinese immigrant mothers in the U.S. Ren et al. (2021) also found that “Chinese behaviorally marginalized/psychologically separated mothers reported poorer psychological functioning than other Chinese mothers” (p. 1).

DeBell (2008) found that children with absent fathers had reduced well-being, referring to lower academic achievement, worse educational experiences, and less parental involvement in school activities. Kwong and Yu (2017) suggested that the prolonged separation and reunification arrangement impacts the emotional and psychosocial wellbeing of both parents and children. While the separation process put parents through emotional turmoil, the reunification process also exerts a toll on both parents and children. The experiences of these families gave a glimpse of the negative impacts of under-developed, or absence of, parent-child attachment and bonding as put forth by attachment theory and object relations theory. The parents came to realize that although there were benefits in sending their children back to China—namely better child-care assistance and support, and retention of language and culture—the price they paid would likely include poor parent-child relationship, attachment challenges, and socio-emotional and behavioral issues among the returning children.

The researcher has observed that Chinese American adolescents who live with their mothers in the U.S. while their fathers live and work in China experience social-emotional learning and behavioral challenges. Chinese American adolescents are afraid, anxious and depressed. They lack social skills, do not have many friends, feel lonely and helpless, are emotionally withdrawn, and socially isolated from others. They have conflicts with their mothers when they encounter the authoritarian parenting experience at home from their mothers in U.S.



and their fathers in China. They become defiant with teachers or administrators at school. Lack of bonding with their fathers on the other side of the world, they exhibit low self-esteem. The schools where these adolescents attend have attempted to help them with their social-emotional learning and behavioral problems, with mixed results. It is important to explore the effective strategies and practices for educators to support Chinese American adolescents living in the U.S. with only mothers. This study is designed to explore what educators including administrators, counselors, and teachers do at school to support these Chinese American adolescents living in the U.S. with only mothers.

### **Purpose of the Study**

The primary purpose of this mixed methods quasi-experimental phenomenological study was to examine the administrator, counselor and teacher perspectives on effective strategies to support the social-emotional learning of Chinese American adolescents living with only mothers in the U.S. It also aimed to explore the strategies that educators used to support single mothers of Chinese American adolescents with social- emotional issues. At this stage in the research, the central phenomenon of effective strategy to support Chinese American adolescents was generally defined due to social-emotional learning.

Xue (1995) examined the psychological and emotional stresses faced by new Chinese immigrant teenagers upon entering a new cultural environment. Interviews with teenagers ( $n = 22$ ) from three different political and economic areas of China, some of their parents ( $n = 10$ ), and school guidance counselors ( $n = 2$ ) indicate that these youth cannot grow up in the same way as native Chinese or mainstream American teenagers because of the impact of two cultures. Analysis of both traditional psychodynamic structures in the Chinese personality and the American conception of the rules that govern social behavior reveal these newcomers'



confusion and frustration in the new environment, in school, with parents, and with friends. These new Chinese immigrant teens' psychological and emotional crises are more serious than the language problem alone, which is temporary, because psychological stressors may permanently affect their nature, disposition, and life goals. These findings by Xu alert society, schools and parents to cooperate effectively on meeting these adolescents' psychological and emotional needs to bring them up to be successful adults.

Thakkar (2011) evaluated the social and cultural context of education among Chinese learners to identify ways through which American educators can best serve such students. It is intended that such efforts will create multiple pathways to knowledge for Chinese learners by accommodating their varying learning needs. Several common themes that emerge from current literature about the context of education in the Chinese culture suggest that Chinese learners emphasize the Confucian value of effort over ability, that they thrive under an authoritarian parenting style, and that they follow a constructivist learning style. American educators, by understanding Chinese culture as it relates to education, can adapt their pedagogy to better serve Chinese learners. Strategies and tools that emphasize effort, independent learning, and constructivist learning are therefore offered as guidelines to help American educators create appropriate pathways for their Chinese students (Thakkar, 2011).

### **Research Questions**

This research study examines school educators' perspectives regarding the strategies and practices to support Chinese American adolescents living with only mothers, especially helping them with their social-emotional learning and behavioral problems:

1. What strategies do educators use to support the social-emotional learning of Chinese American adolescents living with only mothers?



2. How do educators provide support to single mothers of Chinese American adolescents with social-emotional issues?

### **Theoretical Framework**

Social cognitive theory (SCT) is one of the most important theoretical frameworks that have been shown to be useful in understanding and explaining risk behaviors (Bandura, 1986). SCT is used in psychology, education, and communication and suggests that individuals' knowledge acquisition is directly related to observing others within the context of social interactions, experiences, and outside media influences. SCT was advanced by Bandura as an extension of social learning theory. The theory states that when people observe a model performing a behavior and the consequences of that behavior, they remember the sequence of events and use this information to guide subsequent behaviors. Bandura found SCT offers an important theoretical foundation for explaining how people acquire and maintain certain behavioral patterns including addictive behaviors.

As Bandura (1986) explained, SCT assumes that social-cognitive determinants, such as self-efficacy, motivation, outcome expectations and social support, serve as predictors of behavior. According to SCT, one's perceived self-efficacy has direct effects both on initiation of and persistence in behavior (Eslami et al., 2018). Social learning theory is a theory of learning process and social behavior which proposes that new behaviors can be acquired by observing and imitating others (Bandura, 1971). The social learning theory suggests that observational learning can have a powerful effect, and that the effect is enhanced when the observers believe that the person demonstrating the behavior is similar to themselves: a "similar other" (Deming & Johnson, 2009) Bandura (1982) originally proposed the concept of self-efficacy and described it as a personal judgment of "how well one can execute courses of action required to deal



with prospective situations” (p. 23). Bandura (1977) viewed behavioral change as being mediated by a common cognitive mechanism, self-efficacy, which is defined as the strength of individuals’ conviction that they can successfully execute a behavior required to produce a certain outcome. It is predicted that psychological procedures, whatever their form, alter the level and strength of self-efficacy which, in turn, influences performance (Weinberg et al., 1979).

Social-emotional learning (SEL) has been defined in various ways by various experts (Kamei & Harriott, 2021). For instance, Durlak and colleagues (2011) described SEL competencies including identifying and managing emotions, healthy attitudes toward self and others, positive goal setting, interpersonal problem solving, maintaining positive relationships with others, and making responsible decisions. More recently, Frey and colleagues (2019) employed integrated a SEL model including five broad categories: identity and agency (e.g., strengths recognition, self-confidence, growth mindset, grit, or resiliency), emotional regulation (e.g., impulse control, delaying gratification, stress management, or coping), cognitive regulation (e.g., metacognition, attention, goal setting, problem solving, or decision making), social skills (e.g., sharing, teamwork, communication, or empathy), and public spirit (e.g., ethical responsibility, civic responsibility, or social justice).

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) defined SEL as improving five intrapersonal and interpersonal competencies including self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Based on CASEL, self-awareness refers to the ability to accurately understand one’s own emotions, thoughts, and values and how they influence behavior. Self-management refers to the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. Social awareness refers to the ability to take the perspective



of and empathize with others, including those from diverse backgrounds, cultures, and context. Relationship skills refers to the ability to establish and maintain healthy and supportive relationships by communicating clearly, listening well, and cooperating with diverse individuals and groups. Responsible decision-making refers to the ability to make caring and constructive choices about personal behavior and social interactions based on ethical standards and safety concerns across diverse situations (CASEL, 2020).

### **Significance of the Study**

It is critically important to discover the strategies that educators use to support Chinese American adolescents living with only their mothers in the U.S. with SEL. More effective strategies and practices can help these adolescents socially, emotionally, behaviorally and academically. SEL skills are essential for college and career readiness and failure to use SEL in school is often linked to several negative academic outcomes including rejection by school members, academic deficits, and higher rates of problematic behavior. The concurrent associations between students' perceptions of cognitive-behavioral and emotional engagement in schools and three factors align with the major aims of the school-wide SEL approach (Yang et al., 2018). A school-wide SEL approach can include teacher-student relationships, student-student relationships, and teaching social and emotional competencies (Bundy, 2019). Social skills interventions are commonly used to address deficits in SEL. To be most effective, these interventions must be culturally and contextually relevant to the student.

When evidence-based social-emotional learning programs are implemented effectively, measurable and long-lasting improvements would be made in many areas of children's lives (Greenberg et al., 2017). Durlak et al. (2011) presented findings from a meta-analysis of 213 school based, universal SEL programs involving 270,034 kindergarteners through high school



students. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement. School teaching staff successfully conducted SEL programs. The findings add to the growing empirical evidence regarding the positive impact of SEL programs. Policymakers, educators, and the public can support the use of evidence based SEL programming into standard educational practice.

Adolescents may especially need social and emotional help. They're learning how to handle new demands in school and social life while dealing with new, intense emotions (both positive and negative). Social-emotional learning programs are one way to help them navigate these difficulties. Social-emotional learning programs try to help adolescents cope with their difficulties more successfully by improving skills and mindsets, and they try to create respectful school environments that young people want to be a part of by changing the school's climate. Yeager (2017) found that effective universal SEL can transform adolescents' lives for the better.

Less encouragingly, typical SEL programs—which directly teach skills and invite participants to rehearse those skills over the course of many classroom lessons—have a poor track record with middle adolescents (roughly age 14 to 17), even though they work well with children. But some programs stand out for their effectiveness with adolescents. Rather than teaching them skills, effective programs for adolescents focus on mindsets and climate (Yeager, 2017). By using adolescents' developmental motivations, such programs aim to make them feel respected by adults and peers and offer them the chance to gain status and admiration in the eyes of people whose opinions they value.

There is a need to include culturally appropriate measures in understanding parents' beliefs about their children's education from diverse backgrounds. It is important to consider



parents' perspectives when assessing SEL (Hyun et al., 2021). Parents' beliefs have an important influence on their children's learning experiences in home and at school. Given the dramatic increase in the number of Chinese immigrant families and children living in the U.S., it is particularly important to gain a better understanding of these immigrant parents' beliefs. Their beliefs about their children's education most likely vary greatly based on numerous factors including their cultural backgrounds, and these beliefs have been shown to be correlated.

### **Definition of Terms**

*Chinese American adolescents:* Chinese Adolescents (7th-12th graders) who were born in the U.S. or came from China living in the U.S.

*Self-efficacy:* A personal judgment of how well one can execute courses of action required to deal with prospective situations (Bandura, 1982).

*Social cognitive theory:* A theory used in psychology, education, and communication, which holds that portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media influences (Bandura, 1986).

*Social learning theory:* A theory of learning process and social behavior which proposes that new behaviors can be acquired by observing and imitating others (Bandura, 1971).

*Social-emotional learning:* A process through which adults and children Understand how to manage emotions, achieve positive goals, show empathy for others, maintain positive relationships, and make responsible decisions (CASEL, 2020).

### **Summary**

This chapter highlighted that Chinese American adolescents who live in the U.S. with only their mothers struggle with social-emotional learning and behavioral issues. The



introduction of this dissertation focused on selected areas such as the background of the study, the problem to be researched, the purpose of the study, as well as the importance of the study.

The chapter outlined the significance and necessity for research that prioritized social-emotional learning as an important tool that the educators use to help support Chinese American adolescents living with only mothers.



## CHAPTER 2: REVIEW OF LITERATURE

The following review of the literature covers “Chinese immigrants in the U.S.” and “social-emotional learning.” The section of “Chinese Immigrants in the U.S.” focuses on the literature on Chinese immigrant families and children, particularly on Chinese immigrant mothers and Chinese American adolescents. The section of “social-emotional learning” focuses on the literature on the introduction of social-emotional learning and the practical strategies for social-emotional learning, particularly for supporting Chinese American adolescents.

This literature review emphasizes on social-emotional learning as an important tool that the educators use to help support children from China living in the U.S. with their mothers. Weissberg et al. (2015) noted that SEL is increasingly recognized as a critical component of academic and life success. In many schools around the nation, SEL is becoming (or has become) part of a comprehensive strategy to strengthen students’ academic performance, improve school and classroom climate, and lessen poor conduct. Social-emotional learning has been integrated into classes and taught in many schools, but the challenge for educators and policy makers is to better understand the most effective strategies for districtwide implementation. Students who participate in some SEL instruction have short-and long-term benefits in outcomes, although most researchers focus on elementary and middle grade programs (Kendziora et al., 2016).

### **Chinese Immigrant Families**

Liu et al. (2017) examined how supportive and negative relationships with family members (children and spouses) influence depressive symptom severity among Chinese immigrants. Intergenerational and marital relationships were characterized using self-reported measures of two supportive features and two negative features. The two supportive features include confiding and aiding. The two negative features include demanding and criticizing. Liu



et al. revealed the importance of both positive and negative interactions with spouses and children in shaping mental well-being among old Chinese immigrants. Huang (2006) suggested that the level of acculturation is negatively correlated to the level of perceived stress. Low acculturation was related to high stress. Huang pointed out that the level of adherence to Asian cultural values is positively correlated with the level of perceived stress: “The more one adheres to Asian cultural values, the higher the perceived stress” (2006, p. 2).

Lau (1996) re-examined long-held beliefs and preconceptions about Chinese culture, draws forth incompatible pictures and contradictory facts about Chinese children, and draws attention to new problems of the modern Chinese family. Lau explored the developmental context of Chinese culture and tradition, cognitive development as manifested by academic achievement, social adjustment and maladjustment, and new issues at home and abroad. The new issues mentioned by Lau included parental control, Chinese child development, Chinese parental influence and their children’s school success, mental health of Chinese adolescents, Chinese adolescents in the West, cultural adjustment and differential acculturation among Chinese new immigrant families in the U.S.

Chen et al. (2017) compared the relative endorsement of parenting patterns among two ethnic Chinese groups rearing preschool children: Chinese parents in China and first-generation Chinese immigrant parents in the U.S. There was a significant interaction effect between country and gender on the nonreasoning/punitive dimension of authoritarian parenting. Chinese fathers endorsed the pattern of authoritarian parenting more strongly than both Chinese immigrant fathers and mothers. There was also a significant interaction effect between country and gender on the practice of shaming/love withdrawal. Chinese fathers endorsed the pattern of shaming/love withdrawal more strongly than Chinese immigrant fathers and Chinese mothers.



Furthermore, Chinese immigrants endorsed beliefs about maternal involvement more strongly than their Chinese counterparts (Chen et al., 2017).

### **Chinese Immigrant Mothers and Children**

Chen et al. (2021) examined how English proficiency, aspects of social status (education, income, and shifts in subjective social status), and interpersonal support were directly and indirectly associated with variations in depressive symptoms among Chinese immigrant mothers. Chinese immigrant mothers' perceptions of postmigration changes in subjective social status and the availability of interpersonal support play important roles in their mental health. Immigrants' perceptions of their social status relative to others in their host country can differ dramatically from their perceived status in their home countries. Chen et al. noted, "Downward shifts in perceived social status are associated with more symptoms of depression among Chinese immigrant mothers, even after accounting for their levels of income and education and their access to interpersonal support" (2021, p. 3).

Zhang et al. (2021) examined how fathers' involvement in childcare, mothers' perceptions of social support and reported self-efficacy were related to mothers' parenting stress. Zhang et al. investigated the association between mothers' reports of parenting stress and two sources of parenting support—mothers' reports of fathers' involvement and social support. Both fathers' involvement and social support from others may influence Chinese immigrant mothers' parenting stress. Leung et al. (2019) examined Chinese immigrant mothers' negotiation between career and family and the role of social support and found immigrant mothers experience a unique situation because of the intersectionality of their multiple identities. Researchers and community organizations should recognize the distinct circumstances and needs of Chinese immigrant mothers to provide appropriate services.



Zhu (2020) examines the dynamic intersection of lifelong learning, transnational migration and migrant motherhood by locating Chinese immigrant mothers' transnational learning and mothering experience. Zhu aimed to understand how Chinese immigrant mothers learn mothering skills, reconstruct identities, and practice mothering in transnational spaces. Zhu argued that taking Chinese immigrant mothers' learning and mothering experience as a standpoint is critical to view transnational lifelong learning as non-linear, fluid, and dynamic. Zhu's perspective could help scholars to

acknowledge the experience, identity, work, and knowledge of immigrant mothers, to highlight the intersectionality of race, gender, and class, critically analyze the public/private binary and the learning space of lifelong learners, to reflect on the relationship between learning, mothering and transnational cultural capital, and to examine the race, gender and class relations underlying the changing meanings of lifelong learning in the context of transnational migration. (Zhu, 2020, p. 3)

Su et al. (2021) examined Chinese immigrant mothers of children with developmental disabilities (DDs) about their experiences of stressors, social support, and traditional cultural beliefs in Canada. Mothers expressed challenges in accessing services for their children, such as limited financial resources, occupational unemployment, excessive paper work, long waiting times, language barriers, limited knowledge of social services, emotional strain, transportation difficulties, dispersed services, and feelings of "loss of face" (Su et al., 2021, p. 2). All mothers actively seek treatment for their children without traditional reciprocity thought (Su et al., 2021).

Ren et al. (2020) explored the contributions of Chinese immigrant mothers' parenting cognitions and parenting practices to their children's social skills. Maternal attributions of successful events to uncontrollable causes and unsuccessful events to controllable causes were



associated with more authoritative parenting. In turn, more authoritative parenting was associated with more competent social skills in children. In contrast, maternal attributions of successful events to controllable causes and unsuccessful events to uncontrollable causes were associated with less authoritative parenting, which was associated with poorer social skills in children. Promoting Chinese immigrant “mothers’ attributions that preserve positive efficacy during daily parenting tasks may enhance their engagement in warm, autonomy-promoting and regulatory parenting, which in turn may facilitate their children’s social skills” (2020, p. 2).

Maternal warmth, the quality of the affectional bond between mothers and their children, is consistently associated with children’s positive developmental outcomes in Western cultures. However, researchers debate the potential differences in the cultural meanings of maternal warmth between Chinese and European American families. European American mothers expressed more warmth toward their children than Chinese immigrant mothers (Cheah et al., 2015). Furthermore, Chinese immigrant mothers reflected a cultural emphasis on nurturance and instrumental support. European American mothers’ responses reflected the Western cultural focus on more direct and outward demonstrations of warmth (Cheah et al., 2015).

Vu et al. (2018) examined situations in which European American and Chinese immigrant mothers in the U.S. expressed warmth and control with their children. European American mothers emphasized expressing warmth and control about Western cultural values of individuality, open-expression, and respect. Vu et al. pointed out that “Chinese immigrant mothers emphasized expressing warmth and control about psychological interdependence and Confucian-based values of group harmony and child obedience” (2018, p. 2).

Lo (1998) examined the relation among Taiwanese mothers’ and Chinese American mothers’ child-rearing attitudes and behaviors, children’s feelings and perceptions of



their parents' control-related behaviors, children's school-based behavioral competence in Taiwan and the U.S., and Taiwanese and Chinese American children's feelings and perceptions of their parents' control-related behaviors. First, differences existed between Taiwanese and Chinese American mothers' child-rearing practices. Mothers' attitudes related to control, consistency in discipline, and non-restrictiveness had positive effects on children's school-related competencies for Taiwanese families. However, for Chinese American children, mothers' attitudes in nurturance, responsiveness to children's opinions, non-restrictiveness, and organization had significant effects on children's school-related competencies (Lo, 1998). Taiwanese children had significantly more positive perceptions of their parents' controlling behaviors than Chinese American children. Furthermore, Taiwanese children's positive feelings and perceptions of their parents' control-related behaviors were positively related to their school social behaviors. Lo also found highly positive feelings and perceptions held by Taiwanese children for their parents' controlling behaviors, and the positive effects such feelings and perceptions had on their school behavioral competence may point to the importance of understanding culturally defined and contextually situated meanings in interpreting parents' behaviors in cross-cultural studies.

The socialization goals of immigrant parents in the U.S. for their children reflect the childrearing priorities of both their culture of origin and the mainstream culture. These goals, which guide parenting, have shared and unique characteristics with other immigrant groups from the same geographical region of origin. Shen et al. (2020) explored and compared the socialization goals of Chinese and Korean immigrant mothers in the U.S. They also investigated the role of child gender in mothers' socialization goals. The findings highlighted "the common socialization priorities of Chinese and Korean immigrant mothers of young children in urban



contexts, but also the need to examine sub-ethnic groups separately to understand their shared and unique parenting experiences” (Shen et al., 2020, p. 2).

### **Contrasts between Typical Chinese and U.S. Parenting**

How Chinese immigrant mothers perceive Chinese and U.S. parenting and changes in their parenting postmigration remains unclear, despite recent interest in Chinese parenting particularly in response to Chua’s (2011) controversial book on “tiger mothers.” Cheah et al. (2013) addressed this issue by examining the parenting beliefs and practices of Chinese immigrant mothers through qualitative interviews. Cheah et al. interviewed mothers who had been in the U.S. for an average of 10 years regarding their perceptions of the contrasts between typical Chinese and U.S. parenting, the strengths of Chinese and U.S. parenting, and what changes (if any) occurred in their own parenting after they migrated to the U.S. Mothers endorsed different aspects of parenting from both cultures and attempted to achieve a balance between supporting their child’s development of autonomy and individuality versus maintaining a sense of relatedness and familism in their parenting, contrary to Chua’s (2011) portrayal of ‘rigid Chinese parenting’ (Cheah et al., 2013). In terms of their parenting acculturation, mothers discussed “having to be flexible across different areas of their parenting in order to accommodate the cultural values of the larger societal context and promote their child’s development in the U.S.” (Cheah et al., 2013, p. 4). These complex dynamics highlighted “the challenges that Chinese immigrant mothers face as they adapt and adjust to the new cultural context, and how their parenting beliefs and practices acculturate” (Cheah et al., 2013, p. 4).

Yu et al. (2015) investigated the association between Chinese immigrant mothers’ authoritative parenting and their children’s socioemotional and behavioral difficulties. Authoritative parenting was associated with lower socioemotional and behavioral difficulties



in children as reported by preschool teachers (Yu et al., 2015). Yu et al. found that immigrant mothers' English proficiency moderated the association between authoritative parenting and children's difficulties and noted that "Authoritative parenting was significantly associated with fewer total difficulties only for children with mothers who reported higher English proficiency" (2015, p. 3).

### **Vulnerabilities of Immigrant Children**

Immigrant children appear to be more vulnerable to obesity and unhealthy eating in the U.S. compared to children born to natives; however, little attention has been paid to Chinese American children or children of Chinese immigrants. Zhou (2016) represented an initial step in understanding the food-related parenting experiences, and beliefs and practices, and the unique sociocultural contexts of Chinese immigrant families with young children utilizing a mixed methods design across three manuscripts. Zhou first utilized Bronfenbrenner's (1994) ecological model as a theoretical framework to identify and discuss different factors and mediating and moderating processes that may place Chinese U.S. immigrant children at risk for being overweight/ obese. Zhou then assessed food-related feeding practices among Chinese immigrant mothers through qualitative focus groups in order to capture culturally derived practices during parent-child food related interactions. Finally, Zhou examined parent-child food related interactions and mechanisms in predicting child dietary intake within and across 3 groups of Chinese mothers in the U.S. and urban China (Zhou, 2016).

### **Acculturation**

Tahseen and Cheah (2012) examined the acculturation of immigrant Chinese mothers and the demographic characteristics and psychological functioning related with each acculturation style. Their cluster analysis revealed "four acculturation styles: psychologically-behaviorally



integrated; psychologically-behaviorally assimilated; psychologically-behaviorally undifferentiated; and psychologically-behaviorally separated” (Tahseen & Cheah, 2012, p. 1). Assimilated mothers were the youngest at immigration and had resided in the U.S. for the longest time. Separated mothers were older at immigration, resided in the U.S. for a shorter time, were less educated, and had lower psychological functioning than mothers in the other clusters. However, Tahseen and Cheah (2012) found that “there were no differences in demographic characteristics and psychological functioning between psychologically-behaviorally integrated and psychologically-behaviorally undifferentiated clusters” (2012, p. 3).

Chen et al. (2012) investigated how Chinese immigrant mothers in the U.S. make meaning of their parenting styles and practices in rearing their young children (aged two to six). Chen et al. found that the “Chinese immigrant mothers’ parenting practices reflected the indigenous concept of *jiaoyang* in the Chinese culture (with *jiao* meaning educating, teaching and training; *yang* meaning rearing; and *jiaoyang* implying educating and rearing)” (2012, p. 3). Another finding is that except for one mother, the rest practiced authoritative parenting, combining high levels of both parental warmth and parental control. The Chinese immigrant mothers’ parenting seemed to best reflect what Kagitcibasi (2023) described as “the psychological interdependence interaction pattern of the family model with the childrearing orientation focusing on parental control, emotional closeness and child autonomy, leading to the child becoming both emotionally autonomous and related” (Chen et al., 2012, p. 2).

Wang (2013) took a narrative approach to examine parenting in changing cultural contexts as it pertains to emotion socialization in Chinese families in China and first-generation immigrant Chinese families in the U.S. Mothers were asked to talk with their 3-year-old children at home about two shared past events and a story. Mother–child emotion talk during the tasks



was analyzed along the dimensions of attributions (i.e., utterances ascribing an emotional state or reaction) and explanations (i.e., utterances explaining the causes or consequences of an emotion). Wang found that

immigrant Chinese mothers seemed more ‘Chinese’ in their emotion talk; they attributed fewer emotions to their children during memory sharing and yet ascribed more emotions to the story protagonist during storytelling, and they less frequently explained the causes or consequences of emotions in both tasks, compared with native Chinese mothers who exhibited a more Western pattern of interaction with their children. (2013, p. 4).

The findings highlight the dynamic nature of culture in shaping parenting and child development pertaining to emotion.

Maternal control is a major dimension of parenting and has different meanings, practices, and potential consequences across cultures. Cho et al. (2021) aimed to identify and compare mothers’ conceptualizations of parenting control across four cultures to reveal a more nuanced understanding regarding the meaning and practices of control: European American, Chinese immigrant, Korean immigrant, and Turkish. They revealed both shared and unique conceptualizations of maternal control across four cultures. All mothers reported that it is important to express maternal control over their children to set behavioral norms or standards, maintain child safety, support social relations and respect for others, provide guidance, and guide moral development. Mothers also discussed utilizing nonphysical punishment, setting and maintaining rules, reasoning/negotiating, consistency, physical punishment and verbal control, showing parents’ serious/stern attitude, correction, and psychological control forms of control. However, the levels at which mothers emphasize the different reasons and strategies varied across cultures, reflecting culturally emphasized values (Cho et al., 2021). The findings further



enrich our understanding of the complexities of maternal control across cultures (Cho et al., 2021).

Past studies have revealed potential differences in the functional meaning and social evaluation of children's temperamental shyness between Chinese interdependence-oriented and North American independence-oriented cultural contexts. However, very little is known about shy Chinese American children's adjustment in Western school contexts and potential pathways underlying their adjustment. To address this gap in the literature, Balkaya et al. (2018) examined the associations between Chinese American children's temperamental shyness and their social adjustment outcomes, including peer exclusion, prosocial behavior, and assertiveness/leadership skills. Moreover, the mediating role of children's display of anxious-withdrawn behavior and the moderating role of first-generation Chinese immigrant mothers' encouragement of modesty in their parenting practices as applied to associations between temperamental shyness and social adjustment outcomes were explored (Balkaya et al., 2018).

Balkaya et al. (2018) indicated that the impact of Chinese American children's temperamental shyness on their socioemotional adjustment was mediated by their display of anxious-withdrawn behavior in school. However, they found "when Chinese immigrant mothers encouraged "their children to be more modest, children's temperamental shyness was less strongly related to negative social adjustment outcomes through diminished anxious-withdrawn behavior" (Balkaya et al., 2018, p. 3). These results highlighted the importance of culturally emphasized parenting practices in fostering Chinese American children's adjustment in the U.S. (Balkaya et al., 2018).

Lee (2010) studied the experiences of Chinese immigrant parents raising their children in the U.S. Chinese immigrant parents were immersed in their culture of origin for a major part of



their life and when they chose to immigrate to the U.S., they removed themselves from what was familiar to a culture that was different. Lee noted that “this transition from one culture to another entailed many challenges and might reshape the way they identify with their values. This will also affect the way they choose to parent their children” (2010, p. 2).

Lee (2010) sought to understand what these Chinese immigrant parents’ experiences were in carrying their own cultural expectations of parenting their children that were immersed in the dominant U.S. culture. Lee examined parents’ expectations on helping their children maintain the Chinese cultural values of filial piety, face, and emotional control. Lee examined the background on Chinese immigrants in the U.S. and the different models that immigrants make from their transition from their culture of origin to the dominant U.S. culture. Lee also reviewed parenting and the challenges faced by immigrant parents in parenting their children in the U.S. culture. Chinese immigrant mothers can benefit from having a place to express their experiences of parenting in a different cultural environment. The participants talked about their responsibilities of being mothers and raising their children to be happy individuals with many opportunities in life. They believed that these opportunities can be achieved through education. The participants expressed their own ethnic cultural values and some participants even talked about integrating Western cultural values into their children’s life. Lee suggested,

the importance of providing a safe and comfortable place for the Chinese immigrant parents to talk about their parenting experiences or struggles and also learn about government or community resources, and different parenting techniques to help them achieve their responsibility of raising children to become happy individuals. (2010, p. 3).

Cheah et al. (2016) examined the mediating role of parenting daily hassles in the associations between three predictors (child temperament, maternal psychological well-being,



and marital quality) and psychologically controlling practices in two Asian immigrant group samples, Chinese immigrant mothers and Korean immigrant mothers. Cheah et al. also explored the moderating role of maternal acculturation in the path from parenting daily hassles to psychological control. Easier child temperament, higher psychological well-being, and better marital quality were each associated with fewer parenting daily hassles, which in turn were associated with less psychological control. These general mediating effects held for both groups. However, the indirect effects of child temperament, maternal psychological well-being, and marital quality through parenting daily hassles were further moderated by acculturation for Chinese immigrant mothers, but not Korean immigrant mothers.

Doan and Wang (2010) examined mothers' discussions of mental states and external behaviors in a story-telling task with their 3-year-old children and the relations of such discussions to children's emotion situation knowledge (ESK). The participants were 71 European American and 60 Chinese immigrant mother-child pairs in the U.S. Mothers and children read a storybook together at home and children's ESK was assessed. The results showed that European American mothers made more references to thoughts and emotions during storytelling than did Chinese mothers, who commented more frequently on behaviors. Regardless of culture, mothers' use of mental states language predicted children's ESK, whereas their references to behaviors were negatively related to children's ESK (Doan & Wang, 2010). Finally, mothers' emphasis on mental states over behaviors partially mediated cultural effects on children's ESK (Doan & Wang, 2010).

### **Chinese American adolescents**

Leung (1997) studied acculturation differences associated with relationship problems with Chinese American immigrant parents and their children. The subjects were 20 Chinese



Americans aged 9 to 16 years attending a Chinese church in a city in the mid-southern U.S. Most were second generation Chinese Americans. Parental comments about relationship problems were gathered informally. Over 90% of the respondents indicated that they were happy living in the U.S., that their parents loved them, and that they were happy with school life. Between 70 and 90% wished that their parents spoke English well, and most wished that their parents understood more about them and their feelings. Only 15% wanted to know more about China and its culture, and about 15% wished they were not Chinese (Leung, 1997). Parents expressed concerns that they did not understand the educational system adequately and also voiced concerns that their children did not respect them, did not like to converse with them, and did not know about Chinese culture and values, suggesting some acculturation problems. The most extreme negative opinions about culture and ethnic identity were voiced by the most recent immigrants. The “acculturation gap appears to be a factor in the parent-child relationship that could have a great impact on the children’s adjustment at school” (Leung, 1997, p. 2).

The image of the model minority dominates scholarly and public discourse on Asian American children and adolescents. However, recent research has shown that despite their high levels of educational achievement Asian American students report poor psychological and social adjustment. Qin et al. (2008) explored the family and peer experiences of Chinese American adolescents as these are the two most critical contexts influencing adolescents’ psychological and social adjustment. Many Chinese American adolescents feel alienated from their parents and peers. The alienation from parents was due to factors such as language barriers, parenting work schedules, and high parental educational expectations. Alienation from peers was due to ongoing peer discrimination from both Chinese and non-Chinese peers (Qin et al., 2008). Qin et al. noted



Generational cultural gaps (assessed as the mismatch between adolescents' ideals and perceptions of the parent-adolescent relationship) were investigated among Chinese youth with immigrant parents and their European American counterparts who have been in the U.S. for generations and assumingly do not have intergenerational cultural gaps. (2008, p. 2).

Wu and Chao (2011) examined the associations of generational cultural gaps with adolescents' behavioral problems and whether youth's appreciation of Chinese parent-adolescent relationships (parental devotion, sacrifice, thoughtfulness, and "guan") described by the notion of "qin" would moderate the relationship between discrepancies and youth's adjustment. They found that the U.S.-born Chinese American adolescents' ideals exceeded perceptions of parents' warmth and open communication to a greater degree than it did for European American adolescents. Such discrepancies in parental warmth were related to greater internalizing symptoms for second-generation Chinese American youth than for their European American peers (Wu & Chao, 2011). Moreover, for second-generation Chinese, their perceptions of "qin," particularly parents' devotion and sacrifice, had stronger moderating effects, diminishing the associations between generational cultural gaps and youth's behavioral problems compared with those of European American and first-generation Chinese youth (Wu & Chao, 2011). Parental thoughtfulness also played a similar beneficial role but did so for all youth (Wu & Chao, 2011).

Adjustment to a new culture can be a difficult process for Chinese immigrant adolescents. The pressures of acculturation can lead to tremendous conflicts which can be detrimental to their sense of self. Ching et al. (2009) examined Chinese immigrant adolescents' self-concept across several domains and explored the relationship between level of acculturation and self-concept as well as that between locus of control and self-concept. Cheng (2003) found that Chinese



immigrant adolescents reported poor self-concepts on verbal, general school, physical abilities, physical appearance, opposite-sex relations, and general self. Cheng also supported the view that there are risks inherent in the unknown source of control on one's self-concept. Adolescents with higher levels of unknown control reported lower levels of global, parent relations, and physical abilities self-concepts. Furthermore, for adolescents who had a low level of unknown control, greater levels of acculturation were significantly related to higher levels of academic and opposite-sex social self-concepts (Cheng, 2003). Cheng's study helps to advance more comprehensive and accessible mental and social services for Chinese immigrant adolescents. Cheng also anticipated further investigation on the unknown source of control in the hope that such knowledge will help to improve these adolescents' sense of self.

Chinese American academic achievement has been studied in the fields of sociology and educational anthropology as well as psychology. Explanations for high achievement, including genetic influence, socioeconomic factors, cultural/familial influence, and interactive adaptation, are presented and evaluated. Juang and Alvarez (2011) employed a cognitive developmental domain approach and examined how Chinese American and White adolescents judge and reason about academic achievement. The two groups were expected to agree that it is wrong to fail in school and to harm one's parents psychologically. Chinese American students were expected to apply moral reasoning to some aspects of academic achievement; the psychological harm caused parents by low academic achievement and the obligation of the child to achieve due to parental sacrifice. Chinese American students were also expected to reason that the right of the parent to exert authority is legitimate, and that academic achievement leads to occupational success within the context of the American opportunity structure. White students were expected to focus on the personal or prudential components of academic achievement (Juang & Alvarez, 2011). The



results showed that Chinese American and White students were more similar than different in their evaluations and justifications regarding psychological harm to the parent, the right of the parent to exert auth (Juang & Alvarez, 2011).

### **Sports/Physical Activities**

Yan and McCullagh (2004) examined the differences in participatory motivation in physical activities among Chinese (PRC), American born Chinese (ABC), and American children and adolescents (U.S.). These individuals were aged from 12 to 16 years. The results suggest that the U.S. male and female participants take part in sports or physical activities primarily for competition and improving skills. However, for the PRC participants, social affiliation and wellness are the main participation reasons for both males and females (Yan & McCullagh, 2004). The ABC participants are more likely to participate because of travel, equipment use, and having fun through physical activities and sports than their PRC and U.S. counterparts. Moreover, the inter-cultural differences (age- and gender-related) in sport motivation are greater than the intra-cultural differences (Yan & McCullagh, 2004). The results suggest that “children and adolescents in different cultures may be subject to the socio-cultural influences, resulting in culture-associated differences in the motivation to participate in physical activities or sports” (Yan & McCullagh, 2004, p. 3). Understanding the cultural influence on youth’s participatory motives may facilitate organizing physical activities that offer children or adolescents expected sport experiences and movement learning outcomes in a multicultural society (Yan & McCullagh, 2004).

### **Parent Adolescent Relationships**

Chao (2001) examined the effects of parent adolescent relationships on school performance to provide a clearer understanding of why authoritative parenting does not have as



beneficial effects for Asian Americans as it does for European Americans. Positive effects of both authoritative parenting and relationship closeness on school performance were found for European Americans and second-generation Chinese, but not first-generation Chinese. These effects were also stronger for European Americans than first-generation Chinese (Chao, 2001). Cultural identity is mediated by a host of factors, including acculturation, generational status, residential location, age, and community. Growing up with multiple cultural influences can be not just confusing, but impact mental health. Researchers have shown that second-generation Asian American individuals have higher incidents of mental disorders than their first or third generation counterparts (Takeuchi et al., 2007).

Lee (2013) examined intergenerational conflict between Chinese parents who never immigrated to the U.S. and their children who are first-generation immigrants to the U.S. Lee found that first-generation immigrants reported the highest level of intergenerational conflicts with their nonimmigrant parents compared to their counterparts. Lee also indicated that the acculturative experiences of members of the 1.5 generation may be similar to those of the first generation. Juang and Nguyen (2009) examined the relation between acculturation and misconduct among Chinese American adolescents. Juang and Nguyen found that acculturation (i.e., generational status and U.S. and Chinese cultural involvement) did not predict misconduct, but specific cultural values (i.e., family obligation and autonomy expectations) did. Youth with stronger family obligation and later autonomy expectations engaged in less misconduct. Juang and Nguyen's findings suggest that examining specific and developmentally salient cultural values may be helpful in explaining why some Chinese Americans engage in misconduct.

Bempechat et al. (2018) examined the relation among the virtue model of learning communicated by parents and adolescents' learning beliefs, self-regulated learning (SRL)



behaviors, and academic achievement. Perceptions of family educational socialization predicted students' endorsement of their culture's virtue-oriented learning beliefs and that adolescents' endorsement of these learning beliefs predicted their academic achievement. Adolescents reported that use of SRL strategies mediated the relationship between their endorsement of virtue-oriented learning beliefs and their academic achievement (Bempechat et al., 2018).

Thompson (2006) explored ethnic and generational influences among Chinese, Filipino, and Euro American adolescents on emotional distress and risk behaviors. Ethnicity predicted depression and delinquency scores, while generation within ethnic groups predicted somatic symptoms and substance use. Their findings diverged from theories using acculturation as an explanatory mechanism for distress and risk behaviors and underscore the importance of examining sub-groups and generations of Asian American youth. Yau (2016) explored second-generation Chinese American adolescents' nondisclosure to parents on the basis of their experiences in daily interactions. Nondisclosure as an adaptive strategy to pursue autonomy in harmony with parental regulation. Yau's findings suggest that Chinese American parents need to make adaptations in the way of their parental control and should focus more on adolescents' current interests.

Chan et al. (2009) found that Chinese American adolescents partially disclosed more to mothers about personal and multifaceted activities than did Mexican American adolescents and more to fathers about personal activities than did European American teens. European and Mexican American adolescents fully disclosed more to mothers about personal activities than did Chinese American adolescents (Chan et al., 2009). Chan et al. also found that second-generation Chinese American adolescents avoided discussing activities with parents more than did first-generation Chinese American adolescents. Chan et al. concluded that adolescents who



fully disclosed about all activities and lied less about multifaceted and personal activities were found stronger endorsement of obligations to help their families, more trust in parents, and less problem behavior. More depressed mood was related with more lying about personal activities (Chan et al., 2009).

Liew et al. (2014) challenged the popular notion that overly controlling or restrictive parenting is the primary pathway to academic achievement for Chinese Americans. Although traditional Chinese values require parents to make good choices for their children by supervising and asserting strict limits using *guǎn* (safeguarding) and *jiào xun* (demandingness of excellence), such parental duties do not preclude the use of autonomy support or noncoercive discipline to promote children's academic success (Liew et al., 2014, p. 1). Liew et al. found that parental autonomy support and emotion-related self-regulation are both promotive factors in adaptive and academic competencies. Liew et al. proposed that *guǎn* (管), or safeguarding, and *jiào xun* (教訓), or demandingness of excellence, represent parental strictness-supervision, which when counterbalanced by autonomy support, could be considered the yin and yang in parenting that promotes adolescents' academic success without harming their social-emotional or psychological well-being.

### **Social-Emotional Learning (SEL)**

#### **What is Social and Emotional Learning and Why is it important?**

SEL has been defined in various ways by various experts (Kamei & Harriott, 2021). SEL competencies including identifying and managing emotions, healthy attitudes toward self and others, positive goal setting, interpersonal problem solving, maintaining positive relationships with others, and making responsible decisions (Dulark et al., 2011). Frey et al. (2019) employed integrated a SEL model including five broad categories: identity and agency (e.g., strengths



recognition, self-confidence, growth mindset, grit, or resiliency), emotional regulation (e.g., impulse control, delaying gratification, stress management, or coping), cognitive regulation (e.g., metacognition, attention, goal setting, problem solving, or decision making), social skills (e.g., sharing, teamwork, communication, or empathy), and public spirit (e.g., ethical responsibility, civic responsibility, or social justice).

Additionally, the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) defined SEL as improving five intrapersonal and interpersonal competencies including self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Based on CASEL, self-awareness refers to the ability to accurately understand one's own emotions, thoughts, and values and how they influence behavior. Self-management refers to the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. Social awareness refers to the ability to take the perspective of and empathize with others, including those from diverse backgrounds, cultures, and context. Relationship skills refers to the ability to establish and maintain healthy and supportive relationships by communicating clearly, listening well, and cooperating with diverse individuals and groups. Responsible decision-making refers to the ability to make caring and constructive choices about personal behavior and social interactions based on ethical standards and safety concerns across diverse situations (CASEL, 2020).

Mainstream class teachers sometimes request further support in working with socially and emotionally vulnerable children in their classes (Doyle, 2004). Hamedani et al. (2015) studied three very different high schools that have centered their work on developing young people as whole human beings who are socially and emotionally aware and skilled, who engage a growth mindset that enables them to persevere when challenged, who learn to be mindful,



conscientious, and empowered, and who develop a sense of social responsibility about making positive contributions to their school community and the wider community beyond. Hultshorn and Mulholland (2018) provided a look at the historical context shaping the development SEL.

Sugishita and Dresser (2019) examined social-emotional learning (SEL) strategies taught during a year-long elementary teaching credential field course to examine what SEL strategies look like in practice. Balfanz et al. (2019) discussed the calls for schools to pay heed to children's social and emotional learning have grown in recent years and noted that learning science favors an approach to schooling that addresses all aspects of development: social, emotional, and academic. However, the current approach to social and emotional learning is misguided. Davis (2018) reported on how the Anchorage (Alaska) School District achieved social and emotional learning (SEL) and has been practicing it for the last 30 years. The district has a partnership with CASEL to design powerful professional learning to help its students engage in SEL programs.

Zalaznick (2018) focused on a superintendent's views on social-emotional learning. Topics include the experience of being a teacher and teaching pre-kindergarten students, a love of learning chemistry during college days, and compassion for focusing on the social-emotional development of students. Schonfeld et al. (2015) evaluated the results of a SEL program on academic achievement among students attending a large, urban, high-risk school district. Schultz et al. (2010) developed a questionnaire that focuses on teachers' perceptions of implementation support and teachers' attitudes about social-emotional learning and by assessing its psychometric properties.

Maughan (2018) explored the role of school librarians, teachers and other school-related professionals in helping students cope during times of distress through SEL. The State of



Professional Learning in Social and Emotional Learning (2018) presented statistics on SEL in U.S. states and the District of Columbia including teacher education programs, child physical safety at school, and district leadership.

Clayton (2018) presented information on the use of SEL assessment by Barnstable Public Schools district in Massachusetts. McClelland et al. (2017) examined the theory and science behind early childhood SEL interventions. McBride et al. (2016) examined the effectiveness of preventing school disciplinary incidents in middle school through an experiential, SEL program. Clayton presented information on SEL assessment by Barnstable Public Schools district in Massachusetts. Leaders of the school district chose Devereux Students Strengths Assessment (DESSA) tool for the assessment. The district already experienced a drop in the number of students marked for higher-level intervention.

Kramer et al. (2014) examined whether Strong Kids, an SEL program, delivered school-wide in all classrooms resulted in decreased internalizing behaviors and increased prosocial behaviors for both at-risk and general education students. Kramer et al. also evaluated whether teachers could implement Strong Kids as designed and whether they viewed it as socially valid. According to Crowder et al. (2019), growing interest in understanding the role of students' SEL for school success necessitates valid measures for large-scale use.

### **Strategies for SEL**

McKown (2017) noted that the next generation of SEL assessments should follow six principles. First, assessments should meet the highest ethical and scientific standards. Second, developers should design SEL assessment systems specifically for educational use. Third, assessments should measure dimensions of SEL that span the three categories of thinking, behavioral, and self-control skills. Fourth, assessment methods should be matched to what is



being measured. Fifth, assessments should be developmentally appropriate so that children of different ages will need different sorts of assessments. Last, to discourage inappropriate uses, developers should clearly specify the intended purpose of any SEL assessment system, beginning from the design stage.

Social and emotional learning programs have emerged as a promising evidence-based approach to affect change in a wide range of student outcomes. According to Rowe and Trickett (2018), such initiative's momentum invites careful assessment of its relevance across the increasingly heterogeneous nature of the public schools where such programs are implemented. The study contributed to this discussion through an analysis of published school based universal SEL intervention evaluations in terms of their theoretical and empirical attention to student diversity characteristics such as gender, race/ethnicity, socioeconomic status, disability status, and sexual orientation/gender identity. Rowe and Trickett assessed how and when demographic characteristics were reported, how demographic characteristics were analyzed as moderators of program outcomes, and how differential effects based on diversity were incorporated into reported intervention generalizability discussions.

Awareness and Resilience in Education by Jennings et al. (2011) and SMART (Stress Management and Resiliency Training) by Benn et al. (2012) are SEL programs that include mindfulness training and support to alleviate burnout. A randomized field trial of SMART found increases in teachers' mindfulness (including awareness and responding intentionally), more positive feelings about their jobs and students, more forgiving attitudes, and increased efficacy for regulating emotions (Benn et al., 2012).

### **Nature and Extent of the Problem**

A study of college freshman showed that SEL embedded in the Freshman Seminar



curriculum to be successful as evidenced with higher academic achievement compared to those who did not (Cullen et al., 2017). The study was effective for Both the students and the professors in a parallel learning process, where both student and professor were able to gain the knowledge and insight into their own SEL. In addition to the impact that SEL has on student success, the training in and instruction of the SEL based freshman seminars seems to have created a parallel learning process for the nonclinical faculty themselves, in developing their approaches to students as well as in curriculum delivery. It was clear that faculty engaged students in a relational process along with their teaching, especially when addressing process issues like adjustment to college, coping with conflict, accessing resources, and managing workload (Cullen et al., 2017).

Another implementation is to embed SEL into student-teaching to provide real life experiences for the teachers to place SEL into their curriculum. SEL was developed by Brackett and Caruso (2006) to assist in the development of teacher skills and competencies directly related to social-emotional learning. Teachers who participate in the one-day training learn strategies for effectively noticing, comprehending, and managing emotions in the classroom environment. The training is interactive and offers participants the resources needed to create sincere, encouraging, secure, and dynamic learning environments for students (Almerico, 2018).

### **How School Educators Help Chinese American Adolescents with SEL**

Many adolescents with depression and anxiety disorders do not consult mental health professionals. Lee (2009) examines how emotional distress, ambivalence over emotional expression, and causal attribution of depressive and anxious symptoms are related to adolescents' preferred sources of help for these symptoms. 300 secondary school students in Singapore were surveyed. Results show that distress, ambivalence, psychosocial causation, and



biomedical causation were positively correlated with each other; distress was inversely associated with preference for seeking help from a family doctor; ambivalence was inversely associated with preference for a Traditional Chinese Medicine (TCM) physician; physiological causation was positively associated with preference for a medical doctor and TCM physician; and psychosocial causation was positively associated with preference for a mental health professional. These findings are discussed from an Asian cultural perspective and their implications for school mental health services will also be discussed (Lee, 2009).

Anyon et al. (2013) examined whether school contextual factors, such as referral practices and peer dynamics, contribute to Chinese American students' underrepresentation in school health programs. The Chinese American students primarily defined the need for school health services as having personal problems, engaging in early sexual activity, or using drugs. For the most part, they did not recognize their own health or psychosocial concerns as falling in these categories. Teacher referrals and peer dynamics were also salient factors in students' decisions to seek help from school health programs. Relationships with providers in strengths-based prevention programs improved their utilization of individual therapy and reproductive health services. Anyon et al. concluded that "to increase Chinese American students' access of needed services, the organizational systems and social contexts of school health programs (in addition to the practices of individual clinicians) must be responsive to the needs and preferences of these ethnic minority youth" (2013, p. 3).

Few researchers have examined how low-income Asian American children are supported to achieve well in school. Li et al. (2008) used the notion of social capital to study higher versus lower achieving Chinese adolescents from low-income backgrounds. Li et al. found that families of higher-achieving adolescents built and used more effectively three kinds of social networks in



lieu of direct parental involvement: (a) designating a helper in and outside the home for the child, (b) identifying peer models for the child to emulate, and (c) involving extended kin to guide the child jointly. These forms of social capital reflect Chinese cultural values applied to the challenges of immigrant adaptation. According to Wu and Chen (2005), limited English proficiency, delinquency and gangs, and emotional and behavioral problems have been examined extensively. Wu and Chen investigated (a) the academic performance of children from microcultures and those with disabilities, (b) instruction-oriented resolutions to learning and behavioral problems, and (c) the correlation between cultural/societal factors and psychiatric problems are needed to enhance the quality of instruction for Chinese American students.

Today's adolescents have a tremendous number of stressors in their lives and need various resources to navigate through their problems. Providing middle school students with access to books may help them find ways to cope with various adverse childhood experiences that potentially stand in the way of learning. Bibliotherapy is a practice used to foster healing with books. School professionals can bridge the gap between students and a resolution to their problems. Providing students with books, along with guidance, may help youngsters come to terms with issues and lessen their adolescent burdens and put them in a better position for learning. Dunne (2021) assessed middle school professionals' knowledge, views, and comfort level of bibliotherapy. There is a wealth of appropriate books for adolescents to read, both fiction and non-fiction, to help to overcome problems, to better themselves as individuals, or to help them realize that they are not alone in each situation. Dunne found that educators at the middle school level recognize the prevalence of student adverse childhood experiences that are potential blockades in the way of learning. Teachers believe that students must feel safe and secure before learning can occur. Educators feel that bibliotherapy is an acceptable approach



to help adolescents navigate problematic issues. School professionals have a comfort level with this method of intervention as school seems a natural place to enhance social and emotional well-being. Addressing the needs of a “whole child” is important. Systemic change within schools would allow educators to be equipped with the tools and training to properly infuse the practice of using books for healing purposes into school setting (Dunne, 2021).

Though the benefits of social-emotional competence (SEC) are well-recognized, measuring it and designing appropriately matched interventions remains elusive and methodologically challenging. Banas et al. (2021) found that the curriculum paired well with national standards for health education and a respected SEC framework and it also served well as a vehicle to reveal students’ SEC. Biblioguidance approaches to developing SEC in health education and other school subjects are worth continued investigation. Health are the ideal professionals to deliver social-emotional learning instruction in schools (Banas et al., 2021). Jones et al. (2017) made three recommendations for policy makers, practitioners, and researchers for promoting social and emotional competencies in elementary school setting. The first is that educators should focus more on outcomes at the teacher and classroom level, because teachers’ own social-emotional competency and the quality of the classroom environment can have a huge effect on students’ SEL. Second, because the elementary years span many developmental and environmental transitions, SEL programs should focus on the skills appropriate to each grade and age, rather than taking a one-size-fits-all approach. Third, measurement of SEL skills among children in this age range should narrow in focus but become broader in context and depth.

### **Positive Effects and Cautions of SEL Indicators**

Researchers have amassed considerable evidence on the use of student performance data (e.g., benchmark and standardized state tests) to inform educational improvement, but few have



examined the use of nonacademic indicators (e.g., indicators of social and emotional well-being) and whether the factors shaping academic data use remain true for these newer types of data. While the field continues to advocate for greater attention to the social-emotional development of students, there remains little guidance on conditions supporting the use of data on these important mindsets, dispositions, beliefs, and behaviors (Marsh & Kennedy, 2020).

Marsh and Kennedy (2020) find that including SEL indicators in multiple measure systems can lead to uncertainty and interpretive complexity and divide educators' attention. Deficit conceptions may also shape sensemaking and are especially germane in the SEL context given documented gaps by race/ethnicity on measures of SEL. Another condition relevant to SEL indicator usage is the lack of coherence or clarity around SEL. The frequent misunderstandings of and disagreement about SEL—sometimes shaped by disciplinary background—could lead to different interpretations and responses. All these conditions suggest that sensemaking and response to SEL data indicators are complex processes that require multiple enabling factors.

Marsh and Kennedy (2020) concluded that given the significant investments in supporting and measuring student social-emotional development, it behooves policymakers, education leaders and practitioners to better understand the conditions facilitating and inhibiting productive use of SEL indicators. Marsh and Kennedy's results also raise a cautionary flag that while sometimes consistent with the process of using academic data, the use of SEL indicators may present added challenges worthy of attention. Education leaders and practitioners may want to invest in building common understanding of SEL and capacity to interpret and act on these indicators and consider how equity orientations shape understanding and use of SEL indicators (Marsh & Kennedy, 2020). Policymakers may want to consider more formative uses of SEL data



that are provided to educators earlier in the year and attend to the human capital needs that accompany SEL data use (Marsh & Kennedy, 2020). Finally, researchers might build on this work by further examining the relationship between SEL and culture/climate and the ways in which educators respond to data on both and investigate the outcomes of SEL data use, such as actions that lead to meaningful improvements in SEL (Marsh & Kennedy, 2020).

### **SEL Strategies**

SEL has become an area in which educators in K-12 settings must develop skills and strategies. According to Tussey and Haas (2020), one specific way educators can support the social and emotional needs of students is through the development of text sets focused on SEL. Text sets can be utilized during literacy instruction and can be differentiated based on the unique needs of individual children (Tussey & Haas, 2020). Specific SEL resources include books, vocabulary lists, handouts, visual displays, videos, songs, games, teacher's choices, and other (Tussey & Haas, 2020). Additional instructional practices supporting quality text sets include discussion, didactic teaching, writing, drawing, art/creative projects, skill practice, role-play, and kinesthetic activities (Tussey & Haas, 2020). Although educators can structure SEL instruction in a variety of ways, developing and utilizing text sets is a literacy practice that can be easily embedded. Educators can use the resources for read alouds, partner reading, or independent reading. The online resources include a variety of apps, games, songs, and videos that can be utilized in the whole class or in small groups (Tussey & Haas, 2020). By utilizing components of text sets, educators provide students with opportunities to engage with materials at their academic level that focus on a specific SEL area of need (Tussey & Haas, 2020).

### **Emotional Intelligence (EI)**

The constructs of emotional intelligence, perceived social support, and resilience have



been primarily developed in a Western, individual-oriented societal context. The application of these constructs in Eastern cultures requires further investigation. Chen (2017) examined the relationships among trait emotional intelligence, perceived social support, and resilience for Chinese adolescents. Chen (2017) found that the magnitude of the moderation by social support from friends depended on school type. For students who have less friend support, school type makes a difference, with boarding school experiences providing a stronger positive relationship between trait EI and resilience than day school experience. The highest level of resilience occurred in individuals who reported high trait EI and high perceived social support from friends (Chen, 2017).

Trait emotional intelligence construct shifted the interest in personality research to the investigation of the effect of global personality characteristics on behavior (Chen, 2017). The SEL movement emphasized the cultivation of social skills for positive relationships. Poulou (2014) investigated the role of students' global personality characteristics and social skills in the occurrence of emotional and behavioral difficulties. Poulou found that students with higher trait emotional intelligence and stronger social skills were less likely to present emotional and behavioral difficulties. Trait emotional intelligence and social skills are influential factors of students' emotional and behavioral difficulties. Poulou presented a heuristic model for the interpretation of students' emotional and behavioral difficulties and discusses implications for educators to improve the quality of students' lives in schools.

### **EI and Social Skills Development**

Ng et al. (2019) examined a cultural socialization model in which differences in Chinese and American parents' goals for children foster differences in children's emotional distress via parents' responses to children's performance. Mothers reported on their self-improvement (i.e.,



children striving to improve) and self-worth (i.e., children feeling worthy) goals, as well as responses to children's performance (Ng et al., 2019). Children reported on their emotional distress (e.g., anxiety and depression). Chinese (vs. American) mothers' greater endorsement of self-improvement goals predicted their more frequent use of failure-oriented responses (e.g., highlighting children's mistakes), which accounted for Chinese (vs. American) children's heightened emotional distress over time (Ng et al., 2019).

Mothander and Wang (2014) investigated the associations between perceived parental rearing, attachment, and social anxiety and found that intercorrelations between adolescents' rated attachment to parents were stronger than between parental and peer attachment. Girls scored higher on attachment to mother and peer than boys. Lack of parental rejection and presence of emotional warmth were strongly related to parental attachment. Mothander and Wang also found that the rated level of total anxiety was not related to gender or age, but it was lower than what has earlier been reported from China.

### **Soft Skills**

“Soft skills” is an umbrella term covering various survival skills such as communication and interpersonal skills, emotional intelligence, leadership qualities, team skills, negotiation skills, time and stress management and business etiquette (Deepa & Seth, 2013). In recent years, the corporate world felt that soft skills are crucial at the workplace and its training must be a part of the curriculum during education (Deepa & Seth, 2013). Soft skills are necessary in the workplace for professional success—they are vital at every level of an organization if it is to function smoothly and productively (Deepa & Seth, 2013). Deepa and Seth provided educators with a guideline to design the soft skills course curriculum in such a way to bridge the gap that exists between the existing one and the industry expectations. Deepa and Seth also pointed out



that the basic skills should include good communication style along with the ability to work in teams and ability to get things done on time as well as manage conflicts tactfully.

### **English Proficiency and Heritage Language Proficiency**

Liu et al. (2009) examined the role of adolescents' and mothers' self-reports of English and heritage language proficiency in youth's academic and emotional adjustment among Chinese American families. Liu et al. found that adolescents who were proficient in English tended to exhibit higher reading achievement scores, math achievement scores, and overall GPA. Mothers who were English proficient tended to have children with higher academic achievement and fewer depressive symptoms. Liu et al. also found that adolescents' heritage language maintenance was associated with positive adjustment, particularly amongst foreign-born youth and for youth whose parents were highly proficient in the heritage language. Mother-adolescent match in heritage language proficiency was related to higher math achievement scores and overall GPA. Additionally, higher heritage language proficiency was associated with fewer depressive symptoms for foreign-born but not U.S.-born youth. The findings by Liu et al. suggest that proficiency in both the English and heritage language may confer advantages to Chinese American youth.

### **Authoritarian Parenting**

Gorman (1998) explored the qualitative information on the parenting style of Chinese immigrants by examining the perspectives on mothers' experiences raising immigrant Chinese adolescents in the U.S. Gorman found that Chinese parenting has historically been seen as more "authoritarian" than mainstream American culture. Authoritarian parenting may be a Western concept that does not accurately depict Chinese socialization. Shek (1995) examined Chinese school students' perceptions of parenting styles of fathers and mothers. Shek explored the



reasons why scientific study of parenting patterns of fathers and mothers need to be carried out, gender differences in parenting during infancy and childhood, and characteristics of paternal and maternal roles in Chinese culture.

Hsieh and Shek (2008) examined the personal (gender and academic performance) and family (gender of parent living together and family type) correlates of resilience of the participants with reference to different psychosocial domains. They found that whereas girls displayed higher resilience in some dimensions of personal and school resilience domains than did boys, boys experienced higher family resilience than did girls. Better academic performance was positively related to effective coping, personal independence, global personal resilience, and parental expectation on academic performance. Adolescents living with single mothers displayed higher personal independence and family resilience than did adolescents living with single fathers. (Hsieh & Shek, 2008, p. 2)

Compared with adolescents not living with any parent or those who lived with both parents after divorce, adolescents living in nuclear and stem families displayed higher positive orientation to older people and experienced higher family resilience (Hsieh & Shek, 2008).

### **Parent Adolescent Relationship**

Chen-Bouck et al. (2017) explored contemporary approaches to parenting in urban China. They also examined the applicability of Chao's construct of Chinese parenting *guan* (管) for adolescence; the participants seemed to support the idea but viewed the underlying meaning of *guan* differently than described in earlier studies conducted with mothers of younger children. Chen-Bouck et al. argued that *guan*jiao (管教), which means "to govern and to educate/teach," may be a more appropriate word to use than *guan* to describe urban, middle-class Chinese



mothers' approach to parenting of adolescents (Chen-Bouck et al., 2017, p. 3).

Chen (2014) examined potential differences between Chinese mothers and their adolescent children, between urban and rural areas, and between single-child and multiple-children families regarding their beliefs about parental authority and individual autonomy as reflected in their reasoning about daily parent-adolescent conflicts and the quality of their relationship. Adolescent participants listed issues they would or would not discuss with their parents, and mother participants listed issues they thought their children would discuss with them or withhold from them. Each participant rated the sense of closeness regarding parent-adolescent relationship and described their perspectives on what child and parents should improve for an ideal parent-adolescent relationship. Chen found major regional differences as follows: (1) compared to their rural counterparts, urban adolescents reported a larger number of conflicts, used more moral justifications and fewer personal ones for conflicts; (2) compared to rural mothers, urban mothers reported more conflicts over adolescents' interpersonal relationships, and used more conventional justifications for conflicts.

Major sibling status differences included: (1) children from multiple-children families reported more conflicts over parents' problems than those from single-child families; and (2) when answering in which areas parents should improve, mothers of multiple-children families expressed more concerns in the psychological area than those of single-child families (Chen, 2014). Chen (2014) wrote that "As for the role differences, adolescents and mothers in the study differed significantly in almost every aspect of their beliefs about parental authority and individual autonomy as reflected in their reasoning about daily parent-adolescent conflicts and the quality of their relationship" (p. 4). Across urban and rural areas, regardless of sibling status, Chinese adolescents desire freedom, independence, and individuality, just as adolescents



of diverse ethnicities in the U.S. (Fuligni, 1998; Smetana, 1995). Chen also found that Chinese adolescents and mothers differed significantly in viewing parent-child conflicts and the quality of their relationship, they all believed that psychological improvements, mostly pertaining to interpersonal communication.

### **Maternal Work Hours**

Gennetian et al. (2008) examined how changes in maternal work hours affect adolescent children's school participation and performance outcomes. They found unfavorable effects of increased maternal work hours on three of six outcomes: skipping school, performing above average, and parental contact about behavior problems. Further, adolescent-aged sons seem to be particularly sensitive to changes in mothers' hours of work.

### **Self-esteem and Life Satisfaction**

Choy and Moneta (2002) found that Chinese single mothers' psychological adjustment can be enhanced by fostering their self-regard, self-acceptance, and readiness to seek help from trusted others. Leung and Shek (2018) examined the moderation effect of family functioning on the relationship between maternal expectations of the children's future and adolescent achievement motivation. They found that family functioning moderated the influence of maternal expectations of the children's future on adolescent achievement motivation. The relationship between maternal expectations and adolescent achievement motivation was significantly positive in single-mother families having higher family functioning, while the relationship was not significant in those families with relatively lower family functioning. The main and moderating effects were found stable between immigrant and nonimmigrant mothers. Leung and Shek provided important insight into how single-mother families living in poverty strive to nurture their children in the face of adversity.



Camras et al. (2008) compared Mainland Chinese, Chinese American and European American mothers' emotional expression within the family. European American mothers reported significantly more positive emotional expression than Mainland Chinese mothers, although no significant differences were found for expression of negative emotion. No child-gender differences were obtained. Leung and Shek (2018) confirmed the presence of cultural differences in mothers' emotional expressivity.

Chiu (1987) stated, "Psychologists generally agree that parental attitude towards child rearing make a significant impact on the personality development of the child" (p. 2). Chinese parents exert more control over children than do American parents. Chiu examined whether this is due in part to Chinese parents' feelings of worth being more contingent on children's performance. Psychologically controlling parenting was higher among Chinese than American mothers, particularly European (vs. African) American mothers. Chinese (vs. American) mothers' feelings of worth were more contingent on children's performance, which contributes to their heightened psychological control relative to American mothers (Ng et al., 2014).

### **Defining Maternal Warmth**

Maternal warmth, the quality of the affectional bond between mothers and their children, has been found to be consistently associated with children's positive developmental outcomes in Western cultures. However, researchers debate the potential differences in the cultural meanings of maternal warmth, particularly between Chinese and European American families. Cheah et al. (2015) found that European American mothers perceived expressing more warmth toward their children than Chinese American mothers. Chinese immigrant mothers' responses were interpreted as reflecting a cultural emphasis on nurturance and instrumental support, whereas European American mothers' responses reflected the Western cultural focus on more direct and



outward demonstrations of warmth (Cheah et al., 2015).

### **Midlife Parenting Experience**

Chang and Greenberger (2012) investigated ethnic differences and similarities in the correlates of parenting satisfaction among mothers with a college-enrolled child to understand the potential role of culture in shaping the midlife parenting experience. Chang and Greenberger found that Chinese American mothers reported significantly lower parenting satisfaction than did European-American mothers, as well as less positive relationship quality (i.e., lower mutual warmth and acceptance and higher parent-child conflict) and poorer perceived college performance by their young-adult child (i.e., grades, academic investment, and satisfaction with students' college experiences). Perceived grades and academic investment were correlated with the parenting satisfaction of Chinese American mothers but not with that of European-American mothers. Chang and Greenberger also found that mutual warmth and acceptance contributed independently to maternal satisfaction with parenting and reduced ethnic differences in parenting satisfaction to no significance. Chang and Greenberger concluded that mutual warmth with young-adult children is a key feature of midlife parenting satisfaction for mothers of both ethnic groups.

Despite the theoretical conceptualization of parental psychological control as a multidimensional construct, most researchers have examined psychological control as a unidimensional scale. Moreover, the conceptualization of shaming and its associations with love withdrawal and guilt induction are unclear (Yu et al., 2015). Yu et al. found that psychological control is essentially empirically isomorphic with guilt induction, noting that, "Although love withdrawal and shaming factors were strong indicators of psychological control, each exhibited important additional unique variability and mutual distinctiveness" (2015, p. 2).



Benner and Kim (2010) investigated whether the family stress model could be replicated with a sample of Chinese American families. Mothers' and fathers' reports of economic status (i.e., income, financial, and job instability) were associated with parents' economic stress. Benner and Kim (2010) stated that "Economic stress and economic status were related to parental depressive symptoms, which, in turn, were associated with more hostile and coercive parenting, less nurturing and involved parenting, and greater interparental hostility" (p. 1). Mothers' hostile and coercive parenting was directly related to both adolescents' academic and socio-behavioral outcomes, whereas fathers' nurturing and involved parenting was related to academic but not socio-behavioral outcomes (Benner & Kim, 2010).

### **Parenting Styles of Mothers and Fathers**

Shek (2000) examined Chinese adolescents' perceptions of differences between mothers and fathers in parenting styles, parent-adolescent communication, and quality of the parent-adolescent relationship. Shek found that fathers, compared with mothers, were perceived to be less responsive, less demanding, to demonstrate less concern, but to be harsher, and paternal parenting was less liked. There was less communication with fathers, and adolescents reported more negative feelings when communicating with fathers than with mothers (Shek, 2000).

The understanding and study of fathers has traditionally assumed that fathers, compared to mothers, are less involved with their children (Shmuel & Inge, 2016). Wang et al. (2019) examined the various configurations of Chinese fathers' emotion socialization behaviors and how these configurations relate to adolescents' emotion regulation (ER). Wang et al. found that Chinese adolescents with supportive and balanced fathers reported greater use of cognitive reappraisal than did those with disengaged and harsh fathers, and ER ability was the highest among adolescents with supportive fathers and the lowest among those with harsh fathers. The



findings by Wang et al. highlight the importance of adopting person-centered approaches in understanding parental emotion socialization strategies and their associations with adolescents' emotion regulation.

### **Intergeneration Dynamics**

Parental psychological control (PPC) is a parenting style more frequently observed in Asian countries that can be passed from generation to generation. Such parenting style can exert negative consequences on children. Intergeneration dynamics can provide valuable information on how psychological control transmits through parent-child interaction and identify potential target to intervene. Sun et al. (2021) examined whether PPC of parents associated with that of their child through the endorsement of Chinese parenting beliefs of control by the child. Sun et al. found that the grandparents' PPC significantly associated with the parents' PPC. This transmission followed through a gender-specific path (i.e., grandmothers' PPC only associated with mother's PPC and grandfathers' PPC only associated with father's PPC). Chinese parenting beliefs mediated the transmission process. Sun et al. provided support of intergenerational transmission of PPC in the Chinese family. It also indicated different strategies Chinese fathers used to raise up daughters and sons. It could inform the future practice to alter the parenting beliefs as a potential target to diminish the impact of PPC in China (Sun et al., 2021).

Shek et al. (2006) examined the relationship between father-adolescent communication and mother-adolescent communication with adolescent life satisfaction. Shek et al. found that fathers were perceived to have less communication with adolescents than did mothers. The satisfaction and quality ratings for father-adolescent communication were lower than those for mother-adolescent communication (Shek et al., 2006). Shek et al. also found that the frequency of parent-adolescent communication, satisfaction level and quality of parent-adolescent



communication were more strongly associated with adolescent psychological well-being. Shek et al. further found that, although global quality of father-adolescent communication and mother-adolescent communication were associated with adolescent life satisfaction, global quality of father-adolescent communication seemed to have a stronger relationship with adolescent mastery than did mother-adolescent communication.

### **Parenting Styles and Self-Harm**

Ran et al. (2021) pointed out that parenting styles are significantly associated with self-harm (SH) in adolescents. Ran et al. evaluated the potential mediating role of impulsivity in the association between parenting styles and SH in Chinese adolescents (10 to 17 years old). Impulsivity, less paternal emotional warmth, maternal over-protection, and rejection were significantly associated with SH. Ran et al. pointed out, “For Chinese children and adolescents who experience a harsher maternal parenting style, impulsivity-centered intervention measures might be effective in reducing SH related to parenting styles” (2021, p. 2).

### **Gender Role Development**

Mandara et al. (2005) assessed gender role development in father-absent and father-present African American adolescents. Mandara et al. found that father-present boys had higher perceptions of their masculinity than did father-absent boys. Lower income father-absent girls perceived themselves to be higher in masculinity than did all other girls. Father-parent adolescents tended to have more traditional gender role orientations than did those in father-absent homes (Mandara et al., 2005). Mothers’ and fathers’ different socializing strategies seem to balance out in two-parent homes. However, in father-absent homes, mothers’ tendency to rely on and pressure their daughters fosters relatively more masculine girls, whereas a lack of father socialization fosters less masculine boys (Mandara et al., 2005).



Social changes that may influence parents' rearing styles have impacted Chinese family structures in recent decades. Su and Chen (2020) examined changes in parents' rearing styles perceived by Chinese adolescents according to birth cohort. They found that Chinese adolescents' perceptions of fathers' too much interference and mothers' overprotection and excessive interference decreased over the period of their study and the adolescents' perceptions of mothers' emotional warmth increased. Moreover, boys perceived more severe punishment and rejection from their fathers than girls did (Su & Chen, 2020).

Due to traditional cultural values and a rapidly expanding economy, Mainland Chinese adolescents commonly experience high levels of pressure from their parents to perform well in school, which may have negative effects on adolescents' psychological functioning. Quach et al. (2015) examined relationships of Chinese parents' warmth and parental pressure regarding students' schoolwork with the adolescents' levels of anxiety and depression symptoms. Quach et al. tested whether a parent's level of warmth can moderate negative effects on adolescent symptoms of the parent's own academic pressure on the adolescent, as well as negative effects of the other parent's pressure. Quach et al. explored gender differences in associations between parenting behavior and adolescent functioning and they found that both female and male adolescents rated mothers as displaying higher warmth and pressure than their fathers. Although both parents' behaviors were related to children's mental health, fathers' parenting (especially academic pressure) had stronger associations than mothers' parenting with adolescents' depression and anxiety. Greater parental warmth reduced the association between that parent's academic pressure and adolescents' psychopathology symptoms, but one parent's warmth had mixed impacts on effects of the other's pressure (Quach et al., 2015).

### **Perfectionism**



Chinese parenting tends for perfectionism. Based on Brown (2018), perfectionism is surrounded by mythology. Brown noted perfectionism is not the same thing as striving for excellence. Perfectionism is not about healthy achievement and growth: it is a defensive move. Further,

Perfectionism is not the self-protection we think it is. It is a twenty-tons shield that we lug around, thinking it will protect us, when in fact it's the thing that's really preventing us from being seen. Perfectionism is not self-improvement. Perfectionism is about trying to earn approval. Most perfectionists grew up being praised for achievement and performance (grades, manners, rule following, people pleasing, appearance, sports). Perfectionism is not the key to success. In fact, research shows that perfectionism hampers achievement. Perfectionism is correlated with depression, anxiety, addiction, and life paralysis, or missed opportunities. The fear of failing, making mistakes, not meeting people's expectations, and being criticized keeps us outside the arena where healthy competition and striving unfolds. Perfectionism is not a way to avoid shame. Perfectionism is a function of shame.

### **Family Instability and Children's Problem Behavior**

Cavanagh and Huston (2006) investigated the association between family instability and children's problem behavior during the transition to first grade. Cavanagh and Huston found that instability was related to family structure at birth: those born into cohabiting parent families experienced the most instability, followed by those born into single mother families and finally, those in two-biological married parent families. Children who experienced instability had higher teacher and observer reports of problem behaviors than those from stable family structures (Cavanagh & Huston, 2006). They also pointed out, "Differences in problem behavior associated



with family instability varied by family structure at birth and the emotional, social and material resources in the family” (Cavanagh & Huston, 2006, p. 3).

### **Father-child Relationship**

Coley (1998) explored the importance of biological fathers and other men for children in unmarried-mother families and found that fathers’ provision of warmth and control related to better academic achievement for children, and the provision of control from nonpaternal men predicted fewer teacher-rated behavior problems in school and more prosocial behaviors toward peers. Coley pointed out that these relations were moderated by children’s gender, race, and maternal marital history. Coley wrote, “Girls and Black children were more positively affected by relations with fathers and father figures than were boys and White children, and divorced fathers were more influential in children’s achievement than never-married fathers” (1998, p. 1).

Amato and Gilbreth (1999) examined nonresident fathers and children’s well-being and found that fathers’ payment of child support was positively associated with measures of children’s well-being. Amato and Gilbreth pointed out that the frequency of contact with nonresident fathers was not related to child outcomes in general. Amato and Gilbreth stated, “Two additional dimensions of the father-child relationship—feelings of closeness and authoritative parenting—were positively associated with children’s academic success and negatively associated with children’s externalizing and internalizing problems” (1999, p. 2).

Georgiades et al. (2007) examined contextual influences on children’s mental health and school performance. The moderating effects of family immigrant status and underlying family processes might explain the relationships between children’s mental health and school performance. Children living in recent immigrant families had lower levels of behavioral problems and higher levels of school performance. Georgiades et al. pointed out, “Living in a



neighborhood characterized with higher concentration of immigrants was associated with lower levels of emotional-behavioral problems among children living in immigrant families; the reverse was true for children living in nonimmigrant families” (2007, p. 1).

### **Single Parents**

Koulouglioti et al. (2011) found that consistent daily routines have been associated with children’s well-being, but children of single parents are less likely to engage in regular family meals or bedtime routines. They explored routines and the challenges of maintaining routines as experienced by single mothers with a preschool age (3-5) child. Mothers described routines as an integral part of their parenting role and a reflection of successful parenting but maintaining routines around bedtimes and mealtimes were major concerns. Koulouglioti et al. pointed out that difficulties managing their child’s behavior and their own fatigue were major challenge. West et al. (2017) explored six single mothers’ experiences of support at their young children’s school and suggested it is important for school teachers, staff members, and administrators to be mindful of tangible and intangible supports they provide single parent families.

### **SEL Program**

Black (2006) discussed how schools should go about ensuring that all students receive adequate academic and emotional support and stressed that SEL programs are important in improving students’ academic performance. Black also described ways to implement and sustain high-quality SEL programs. Jones et al. (2017) made three recommendations for policy makers, practitioners, and researchers on how to implement high-quality SEL programs. The first is that we should focus more on outcomes at the teacher and classroom level, because teachers’ own social-emotional competency and the quality of the classroom environment can have a huge effect on students’ SEL. Second, because the elementary years span a great many



developmental and environmental transitions, SEL programs should take care to focus on the skills appropriate to each grade and age, rather than taking a one-size-fits-all approach. Third, measurement of SEL skills among children in this age range should grow narrower in focus but broader in context and depth.

### **White American Educators' Biases/Preconceived Notions**

DeCastro-Ambrosetti and Cho (2011) stated that educators in the U.S. have been socialized to believe that their mission in teaching is to play nice and treat all their students the same, regardless of race, ethnicity, class, or gender. What is often missing in this teaching-all-equally approach is a counter-narrative that questions whether teachers can in fact successfully act as the gate keepers of equal educational opportunities (DeCastro-Ambrosetti & Cho, 2011). DeCastro-Ambrosetti and Cho used an attitudinal survey to solicit teacher candidates' perceptions about adolescents based on the adolescents' physical characteristics. The survey consisted of a series of eight photos of adolescents from four major racial groups (Black, White Asian, and Hispanic) and 10 statements formulated to elicit deep-seated perceptions. The participants' responses were categorized into five major themes: (1) academic success; (2) athletic success; (3) perceived as outsiders; (4) academic adversity; and (5) challenging classroom authority (DeCastro-Ambrosetti & Cho, 2011). The participants' responses to the photos reflected perceptions of adolescents that were clearly related to race and gender and, as such, revealed their own personal stereotypes and prejudices (DeCastro-Ambrosetti & Cho, 2011). The findings demonstrated that the teacher candidates carried preconceived notions about the adolescents they were shown in the photos and that these notions were stratified clearly along gender and racial lines (DeCastro-Ambrosetti & Cho, 2011).

### **Summary**



This chapter of the literature review of this dissertation focused on selected literature research areas such as Chinese immigrants, Chinese immigrant families and children, Chinese immigrant mothers, Chinese American adolescents, social-emotional learning, strategies for SEL and practices/strategies for supporting Chinese American adolescents. This literature research found that Chinese mothers' parenting style and their acculturation level to American culture were among the factors that affected Chinese American adolescents' social-emotional well-being, especially for those Chinese American adolescents living in the U.S. only with mothers. The chapter highlighted the strategies and practice that educators used to help support Chinese American-adolescents with their social-emotional learning and behavioral issues at school and at home.



### CHAPTER 3: METHODOLOGY

Within the recent decades, a large population of Chinese immigrant families have moved to California and the other states in the U.S. Most of these Chinese immigrant families have children living here in the U.S. only with their mothers while their fathers are living and working in China. These children only see their fathers several times a year. Since the pandemic, many of these children have not seen their fathers for a couple of years. These children go to different schools in California and the other states in the U.S. This particular group of Chinese American children, especially Chinese American adolescents (7<sup>th</sup>-12<sup>th</sup> graders) were observed to have various social-emotional and behavioral problems. This group of Chinese American adolescents need extra attention and special support social-emotionally and behaviorally from school and home.

This research study focused on examining the perspectives of educators from the K-12 schools in California and the other states in the U.S. on effective strategies and practices to help support Chinese American adolescents with social-emotional learning. The researcher chose participants from administrators, teachers and counselors from K-12 schools in California and the other states in the U.S. to participate in the study in order to explore the better and more effective strategies and practices to help support this group of Chinese American adolescents with social-emotional and behavioral problems. This study used quasi-sequential mixed methods phenomenological research including qualitative research and quantitative research. Both qualitative and quantitative data were collected through snowballing sampling procedures. For quantitative research, Google Form was used for the survey questionnaire and the statistical data analysis. For qualitative research, interviews were conducted. The coding software, Delve tool was used for qualitative data analysis.



### **Sampling Procedures**

The researcher used the snowball sampling to recruit participants from administrators, teachers and counselors from K-12 schools in California and the other states in the U.S. to participate in the study. The survey was sent to about 200 educators (administrators, teachers and counselors) working in K-12 schools in California and the other states in the U.S. through the researcher's professional and personal social networking tools/social media including emails, texting, LinkedIn, Twitter, Facebook and WeChat.

This study used mixed methods including qualitative research and quantitative research. Both qualitative and quantitative data were collected through snowballing sampling procedure. For quantitative research, Google Form was used for the survey questionnaire. The researcher's goal was to have 100 responders for the survey meeting that goal with having 101 respondents. For qualitative research, interviews were conducted with eight participants. The researcher conducted Zoom interview meetings with two high school teachers, two middle school teachers, two special education teachers, one elementary school principal, one high school counselor who indicated during the snowball survey that they would participate.

### **Instrumentation and Measures**

#### **Research Questions**

1. What strategies do educators use to support the social-emotional learning of Chinese American adolescents living with only mothers?
2. How do educators provide support to single mothers of Chinese American adolescents with social-emotional issues?

#### **Samples of Survey Questionnaire Questions**

The survey questionnaire focused on the perspectives from educators (administrators,



teachers and counselors) about the strategies they used to help support Chinese American adolescents living with only mothers. The survey questionnaire took approximately 10-15 minutes to complete. The survey had 26 questions including four open-ended questions. Participants were asked to check Never, Occasionally, Sometimes, Often, or Always for a response. The following questions are examples of questionnaire items:

- I have found that many Chinese American adolescent students live here in California with only their mothers.\*
- I have ensured Chinese American adolescent students living with only mothers receive adequate both academic and social-emotional support.\*
- I have integrated social-emotional learning into my curriculum and instruction to help support all my students including Chinese American adolescents living with only mothers.\*

The following items are examples of open-ended questions:

- How do you implement SEL in your school to help support students including Chinese American adolescents living with only mothers?
- What kind of support services and resources do you have in your school district to help support parents including Chinese American parents?

### **Interview Questions**

The researcher conducted interview Zoom meetings to two high school teachers, two middle school teachers, two special education teachers, one elementary school principal, one high school counselor who indicated during the snowball survey that they would participate. Each interview lasted around 30 minutes. The interview had nine questions listed in Table 4.14 below.



**Table 4.14***List of Interview Questions*

Number of Question	Interview Question
QUESTION 1	What kind of social-emotional and behavioral problems have you observed among Chinese American students living with only mothers in your school (class)?
QUESTION 2	What have you done to help support students including Chinese American student living with only mothers with social-emotional learning in your school or class?
QUESTION 3	What other things that you would do, or you might do differently to help support students including Chinese American students with social-emotional learning?
QUESTION 4	What kind of parent resources, programs, workshops and services do you have in your school district to help support parents, especially this Chinese American single mothers?
QUESTION 5	How do you implement schoolwide or districtwide social-emotional learning program to help you help support students including Chinese American students in your school or district?
QUESTION 6	How do you integrate social-emotional learning into the curriculum and instruction to help support students including the Chinese American student in your class/district?
QUESTION 7	What kind of counseling service, student support service and mental health service does your school district provide to students especially Chinese American students?
QUESTION 8	What special accommodation strategies for class arrangement and class scheduling do you use in your school as an administrator or counselor to help support such a particular group of Chinese American students?
QUESTION 9	How do you respond as an administrator or counselor or teacher to meet the friend request or male teacher request from parents of Chinese American students living with only mothers in terms of class arrangement and teacher assignment for the new school year?

**Reliability and Validity**

Researchers build rapport with participants, learn the culture and context, and check for misinformation that stems from distortion introduced by themselves (Creswell, 2018). Repeated observations and interviews, as well as the sustained presence of the researcher in the setting studied, can help rule out spurious associations and premature theories (Maxwell, 2013). To conduct a valid and reliable study, the researcher had to continually remind herself not to judge



things too quickly. Gibbs (2012) argued that people change from day to day, and people can have different results, depending on if they have a good day on different days. One of the reliability procedures in qualitative research that the researcher used was having multiple coders to help analyze transcript data. In qualitative research, reliability often refers to the stability of responses to multiple coders of data set (Creswell, 2018). Gibbs (2012) argued that reliability is important for the quality of good research, and good research has to be consistent.

### **Data Collection**

This study used mixed methods including qualitative research and quantitative research. Both qualitative and quantitative data were collected through snowballing sampling procedures. For quantitative research, Google Form was used for the survey questionnaire. The survey was sent to approximately 200 educators working in K-12 schools in California and the other states in America through social networking tools and social medias including emails, texting, LinkedIn, Twitter, Facebook and WeChat. For qualitative research, interviews were conducted with eight participants. The researcher conducted Zoom interview meetings with two high school teachers, two middle school teachers, two special education teachers, one elementary school principal, and one high school counselor.

### **Data Analysis**

Google Form was used for the survey questionnaire and the statistical quantitative data analysis. The coding software, Delve tool was used for qualitative data analysis to analyze the responses from the participants to the interviews and to the survey open-ended questions. In addition to using coding software, Delve, the researcher also used the data analysis spiral (Creswell, 2018) from managing and organizing the data, reading and memoing emergent ideas, describing and classifying codes into themes, developing interpretations, and visualizing the



data. The researcher followed the specific steps for data analysis and representation listed in Table 8.5 (Creswell, 2018) to code the data for this study, create and organize data files, read through text, make margin notes, and form initial codes, describe personal experiences through epoche, describe the essence of the phenomenon, develop significant statements, group statements into meaning units, develop a textural description, and develop a structural description (how the phenomenon was experienced), and develop the “essence” using a composite description (Creswell, 2018).

### **Ethical Issues**

The researcher herself is one of those Chinese mothers supporting children in the U.S. while their father is living and working in China. She has experienced different administrators, counselors and teachers who helped her sons with social-emotional learning at school. She has found both the positive and negative things that those educators did. The researcher was careful not to allow her bias to filter into the results. To reduce and eliminate ethical issues with the participants of this study, the researcher sent them consent forms that stated the overall purpose of this study. Confidentiality to the participants was also assured. Only the perspectives of the administrators, counselors and teachers were analyzed with this study.

### **Summary**

This chapter of methodology of this dissertation focused on the introduction of methodology, sampling procedures, instrumentation and measures, research questions, samples of survey questions and interview questions, validity and reliability, data collection, data analysis and ethical issues. The researcher selected participants from administrators, teachers and counselors from in K-12 schools in California and the other states in the U.S. to participate in the study. Both qualitative and quantitative data were collected through snowballing sampling



procedure. For quantitative research, Google Form was used for the survey questionnaire. For qualitative research, interviews were conducted. Google Form was used for quantitative statistical data analysis. The coding software, Delve, was used for qualitative data analysis.

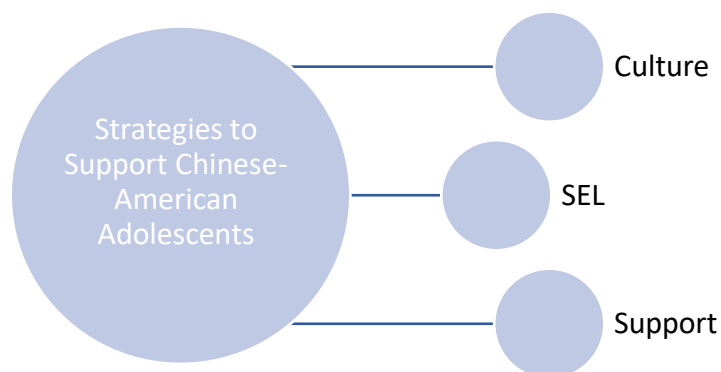


## CHAPTER 4: RESULTS

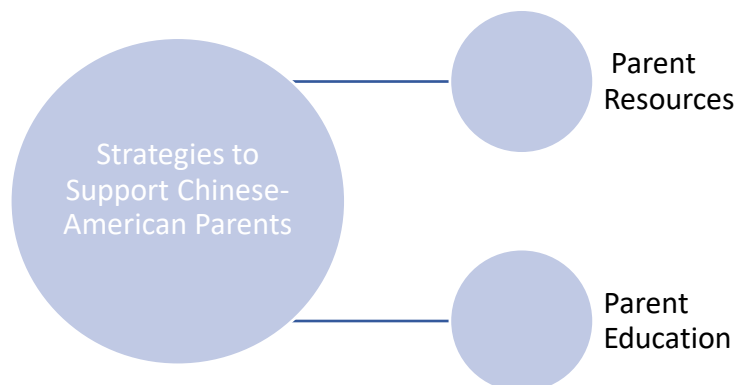
The purpose of this study was to examine educators' perspectives on effective strategies to support the social-emotional learning of Chinese American adolescents living with only mothers. Specifically, the current study asks: 1) What strategies do educators use to support the social-emotional learning of Chinese American adolescents living with only mothers? 2) How do educators provide support to mothers of Chinese American adolescents with social-emotional issues? Participants' demographic results were presented first in this study, followed by the quantitative results from the responses to the survey questionnaire questions. Then, the qualitative data results from interviews and the responses to the survey open-ended questions were presented. The results were placed into specific themes to answer the two research questions. The main themes for answering research question one on the strategies to support Chinese American adolescents included culture, social-emotional learning (SEL) and support. These themes are illustrated in Figure 4.1. The main themes for answering research question two on how to support Chinese American parents included parent resources and parent education. Figure 4.2 highlights these themes.

**Figure 4.1**

*Strategies to Support Chinese American Adolescents*



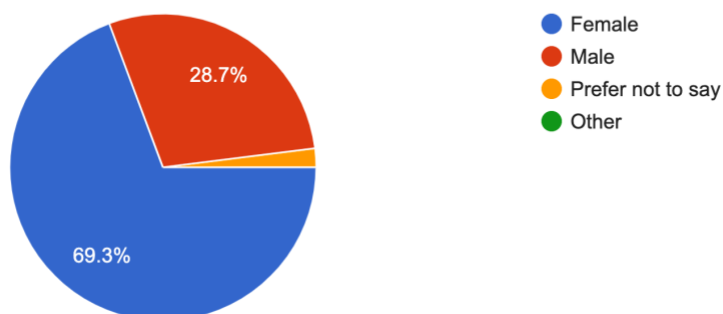


**Figure 4.2***Strategies to Support Chinese American Parents***Participants' Demographics**

One hundred and one surveys were completed by the educators working in K-12 schools in California as well as the other states all over the U.S. of America. Out of the 101 survey respondents, 69.3% ( $n = 70$ ) were female and 28.7% ( $n = 29$ ) were male (Figure 4.3).

**Figure 4.3***Gender*

1. Gender  
101 responses

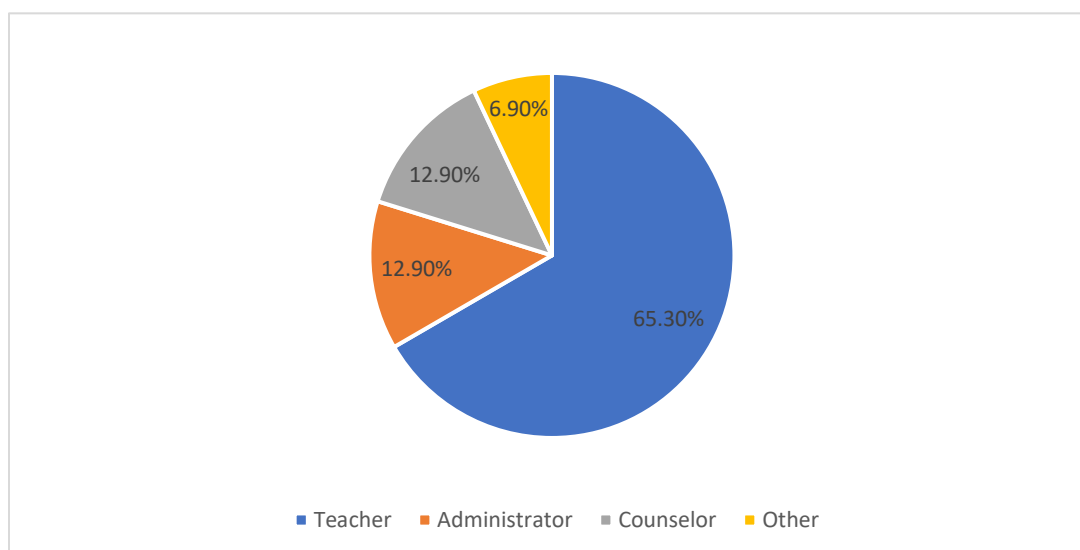




The researcher aimed to examine the different perspectives among various types of educator participants in the study for the purpose of finding effective strategies on how various types of educators helped support Chinese American students with social-emotional learning (SEL). The type of educator breakdown included 65.3% ( $n = 66$ ) teacher, 12.9% ( $n = 13$ ) administrator, 12.9% ( $n = 13$ ) counselor, 6.9% ( $n = 7$ ) other school positions (nurse, psychologist, mental health specialist, social worker, librarian, instruction assistant, administrative assistant, athletic coach, etc.; Figure 4.4).

**Figure 4.4**

*Type of Educator*

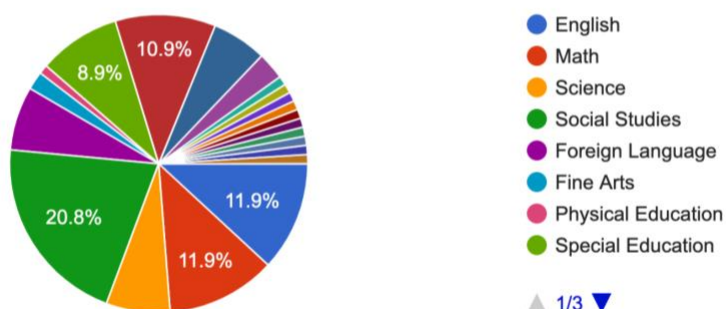


The researcher also aimed to examine the different perspectives specifically among teacher participants in the study for the purpose of finding effective strategies on how teachers integrated social-emotional learning (SEL) into the curriculum and instruction of the different subjects they teach. The subject taught breakdown included 20.8% ( $n = 21$ ) social studies, 11.9% ( $n = 12$ ) English, 11.9% ( $n = 12$ ) math, 10.9% ( $n = 11$ ) multiple subjects (elementary), 8.9% ( $n = 9$ ) special education, 5.9% ( $n = 6$ ) immersion education, 3% ( $n = 3$ ) ESL, 1% ( $n = 1$ ) counseling, 1% ( $n = 1$ ) health related subject and 1% ( $n = 1$ ) Mandarin Chinese (Figure 4.5).



**Figure 4.5***Subject Taught***3. Subject Taught (as a teacher)**

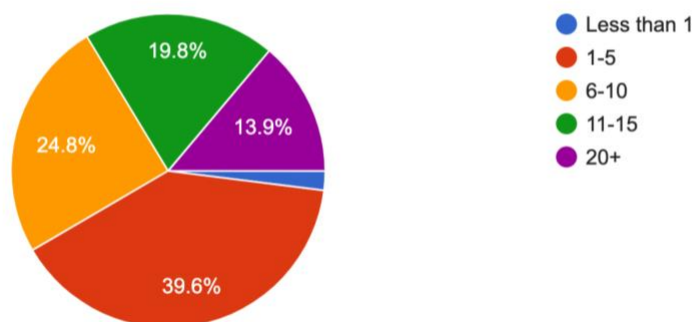
101 responses



A range of length of years in the education profession of the participants responses were represented amongst the population surveyed. The years in the education profession breakdown of the survey respondents were stated as follows: 39.6% ( $n = 40$ ) 1-5 years, 24% ( $n = 25$ ) 6-10 years, 19.8% ( $n = 20$ ) 11-15 years, 13.9% ( $n = 14$ ) 20 or above years and 2% ( $n = 2$ ) less than 1 year. Figure 4.6 illustrates the breakdown of the number of years educators had spent in the profession.

**Figure 4.6***Years in the Education Profession***4. Years in the Education Profession**

101 responses



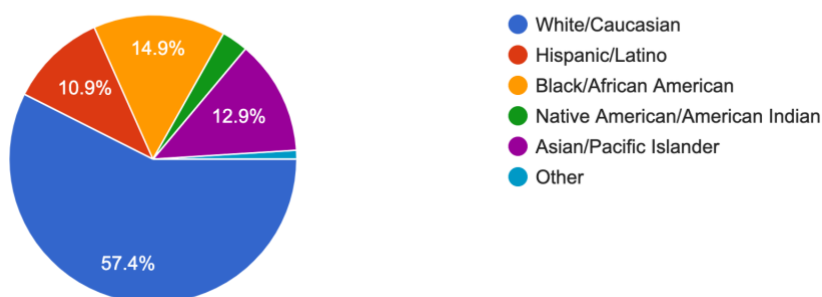


The ethnicity breakdown included 57.4% ( $n = 58$ ) White/Caucasian, 14.9% ( $n = 15$ ) Black/African American, 12.9% ( $n = 13$ ) Asian/Pacific Islander, 10.9% ( $n = 11$ ) Hispanic or Latino, 3% ( $n = 3$ ) Native American/American Indian and 1% Other ( $n = 1$ ; Figure 4.7).

**Figure 4.7**

*Ethnicity*

5. Ethnicity  
101 responses

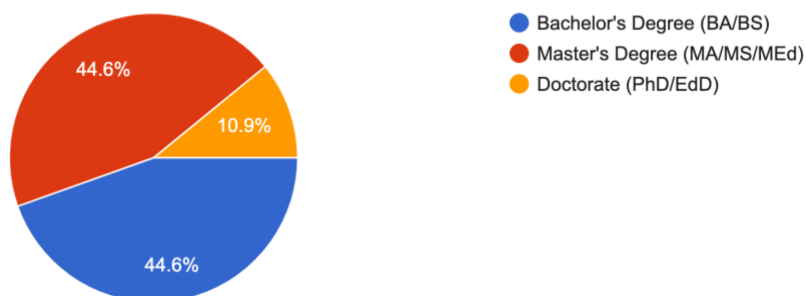


The researcher conducted a demographic study of the survey participants including an education level (highest degree) breakdown of the survey respondents which are as follows: 44.6% ( $n = 45$ ) bachelor's degree (BA/BS), 44.6% ( $n = 45$ ) master's degree (MA/MS/MEd), and 10.9% ( $n = 11$ ) doctorate (PhD/EdD; Figure 4.8).

**Figure 4.8**

*Education Level (Highest Degree)*

6. Education (Highest degree)  
101 responses





### Research Question One

The first research question was, “What strategies do educators use to support the social-emotional learning of Chinese American adolescents living with only mothers?”

#### Quantitative

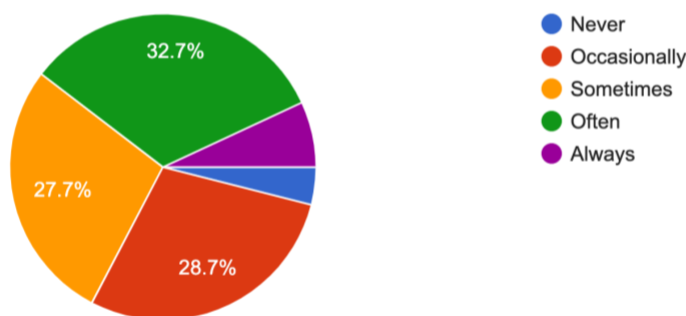
Some Chinese American adolescents were found living with only mothers in the U.S. This finding is illustrated in Figure 4.9. The breakdown of the participant responses to the survey question seven stated that 32.7% ( $n = 33$ ) respondents “often” found Chinese American adolescents living with only mothers, 28.7% ( $n = 29$ ) respondents “occasionally” found Chinese American adolescents living with only mothers, and 27.7% ( $n = 28$ ) respondents “sometimes” found Chinese American adolescents living with only mothers.

**Figure 4.9**

*Chinese American Adolescents Found Living with only Mothers in the U.S.*

7. I have observed that many Chinese-American students live with only their mothers in the United States.

101 responses



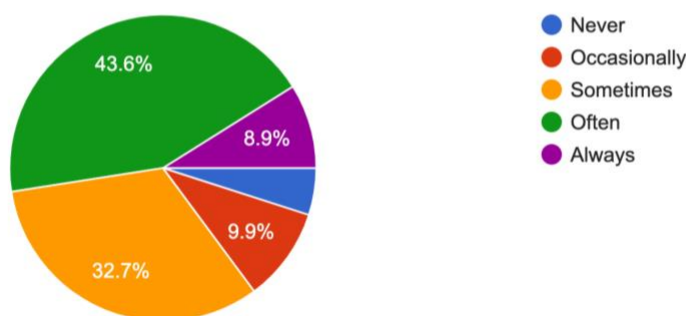
Some educators observed that only mothers attended the parent-teacher conference among Chinese American students in their class at school. The breakdown of the frequency of educators' observation included 43.6% ( $n = 44$ ) often, 32.7% ( $n = 33$ ) sometimes, 9.9% ( $n = 10$ ) occasionally and 8.9% ( $n = 9$ ) always (Figure 4.10).



**Figure 4.10***Educators' Observation on Mothers Attending Parent-Teacher Conference*

18. I have observed that only mothers attend the parent-teacher conference among Chinese-American students in my school/class.

101 responses

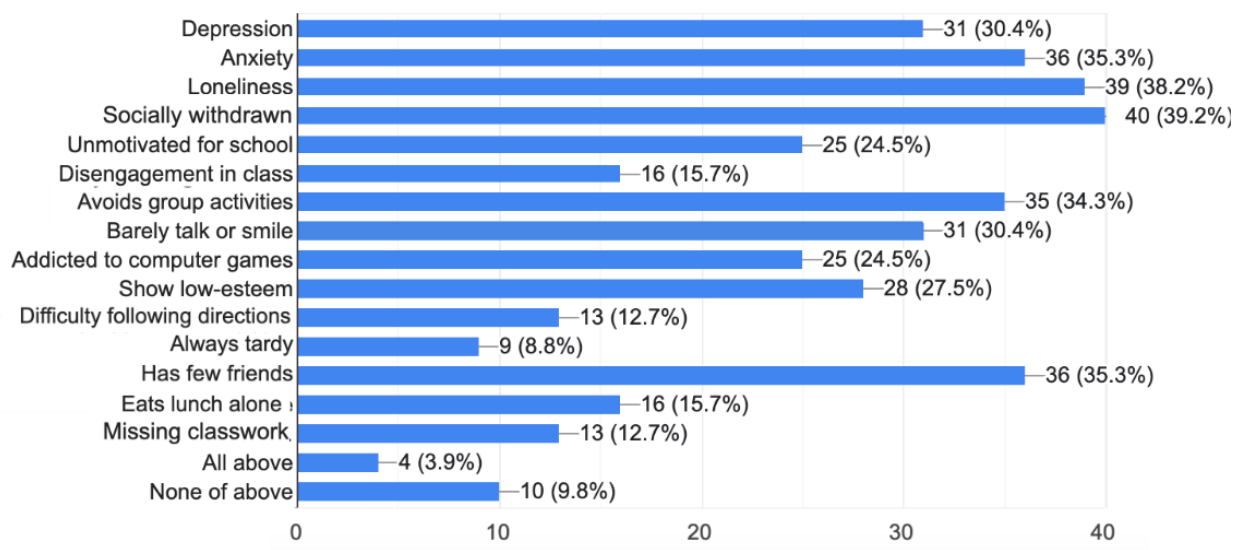


Some Chinese American adolescents living with only mothers in the U.S. were observed with various social-emotional and behavioral problems. The Chinese American adolescents' social-emotional and behavioral problems are illustrated in Figure 4.11. The Chinese American adolescents' social-emotional and behavioral problems included 30.7% ( $n = 31$ ) depression, 35.6% ( $n = 36$ ) anxiety, 38.6% ( $n = 39$ ) loneliness, 39.6% ( $n = 40$ ) socially withdrawn/self-isolated, 34.7% ( $n = 35$ ) do not have many friends, 33.7% ( $n = 34$ ) no participation in group activities, 30.7% ( $n = 31$ ) barely talk or smile, 27.7% ( $n = 28$ ) shows low self-esteem, 24.8% ( $n = 25$ ) unmotivated for school, 23.8% ( $n = 24$ ) addicted to computer games, 14.9% ( $n = 15$ ) disengagement in class, 12.9% ( $n = 13$ ) have difficulty in following directions, 11.9% ( $n = 12$ ) always have late or missing assignments, 7.9% ( $n = 8$ ) always late for school or class, 9.9% ( $n = 10$ ) none of above, 4% ( $n = 4$ ) all above.



**Figure 4.11**

*Social- Emotional and Behavioral Problems Educators Have Observed Among Chinese American Adolescents Living with Only Mothers*

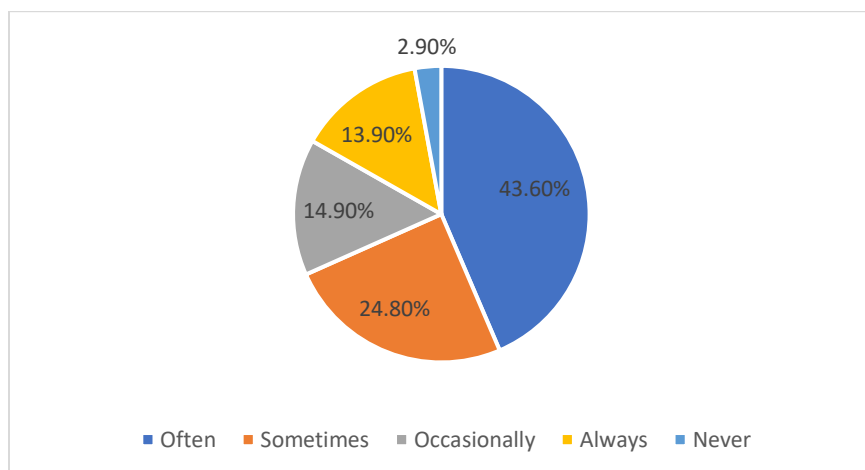


The data results were placed into specific themes to answer the research questions. The main themes for answering Research Question One on the strategies to support Chinese American adolescents included culture, social-emotional learning (SEL) and support services.

### ***Culture***

The responses from the survey respondents on using culturally appropriate measures to help support Chinese American adolescents are highlighted in Figure 4.12. The breakdown of the frequency level of the educators using the culturally appropriate measure in understanding Chinese parents' belief on their children's education from their cultural backgrounds included 43.6% ( $n = 44$ ) often, 24.8% ( $n = 25$ ) sometimes, 14.9% ( $n = 15$ ) occasionally and 13.9% ( $n = 14$ ) always.



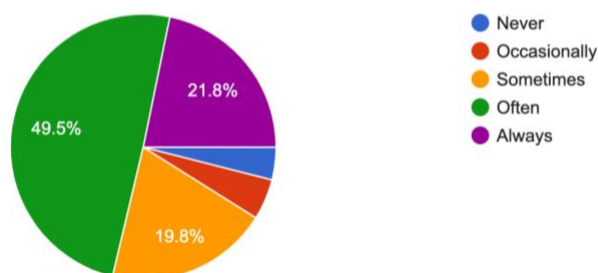
**Figure 4.12***Responses on Using Culturally Appropriate Measures****Social-Emotional Learning (SEL)***

The responses from the survey respondents on using social-emotional learning programs to help support Chinese American adolescents are illustrated in Figure 4.13. The breakdown of the frequency level of the educators using social-emotional learning programs to help support Chinese American adolescents included 49.5% ( $n = 50$ ) often, 21.8% ( $n = 22$ ) always, 19.8% ( $n = 20$ ) sometimes, 5% ( $n = 5$ ) occasionally and 4% ( $n = 4$ ) never.

**Figure 4.13***Responses on Using Social-Emotional Learning Programs*

13. I have used social emotional learning programs to help support students including Chinese-American students in my school/class.

101 responses





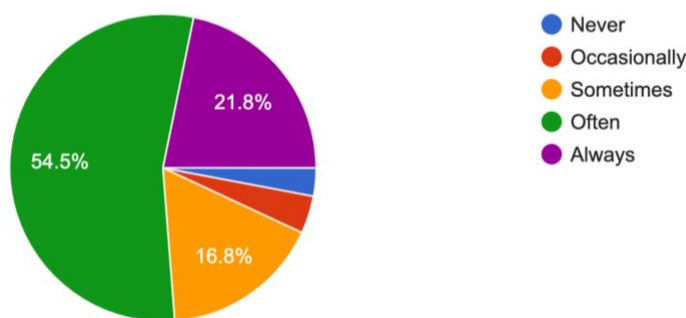
The responses from the survey respondents on integrating social-emotional learning into the curriculum and instruction to help support Chinese American adolescents are revealed in Figure 4.14. The breakdown of the frequency level of the educators integrating social-emotional learning into the curriculum and instruction to help support Chinese American adolescents included 54.5% ( $n = 55$ ) often, 21.8% ( $n = 22$ ) always, 16.8% ( $n = 17$ ) sometimes, 4% ( $n = 4$ ) occasionally and 3% ( $n = 3$ ) never.

**Figure 4.14**

*Responses on Integrating Social-emotional Learning into the Curriculum and Instruction*

14. I have integrated social-emotional learning into the curriculum and instruction to help support students including Chinese-American students in my school/class.

101 responses



**Support**

The responses from the survey respondents on ensuring both academic and social-emotional support for Chinese American students are illustrated in Figure 4.15. The breakdown of the frequency level of the educators ensuring both academic and social-emotional support for Chinese American students included 45.5% ( $n = 46$ ) often, 23.8% ( $n = 23$ ) sometimes and 19.8% ( $n = 20$ ) always.

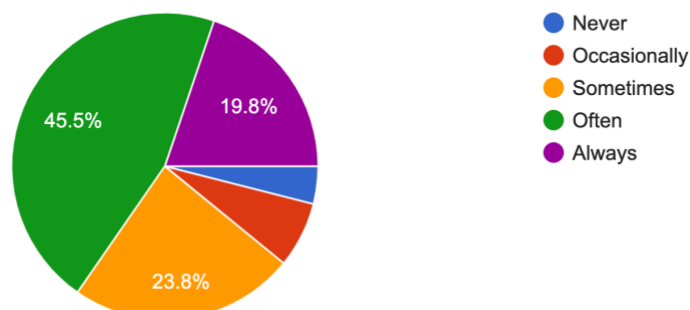


**Figure 4.15**

*Responses on Ensuring Academic and Social-Emotional Support for Chinese American Students*

12. I have ensured Chinese- American students living with only mothers receive both academic and social-emotional support in my school/class.

101 responses



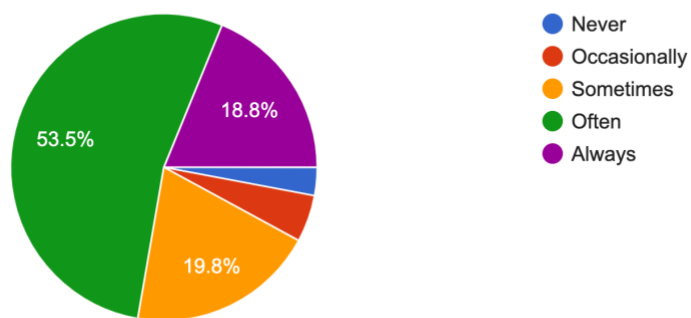
The responses from the survey respondents on encouraging peer support among Chinese American students are highlighted in Figure 4.16. The breakdown of the frequency level of the educators encouraging peer support among Chinese American students included 53.5% ( $n = 54$ ) often, 19.8% ( $n = 20$ ) sometimes and 18.8% ( $n = 19$ ) always.

**Figure 4.16**

*Responses on Encouraging Peer Support among Chinese American Students*

15. I have encouraged peer support among Chinese-American students.

101 responses



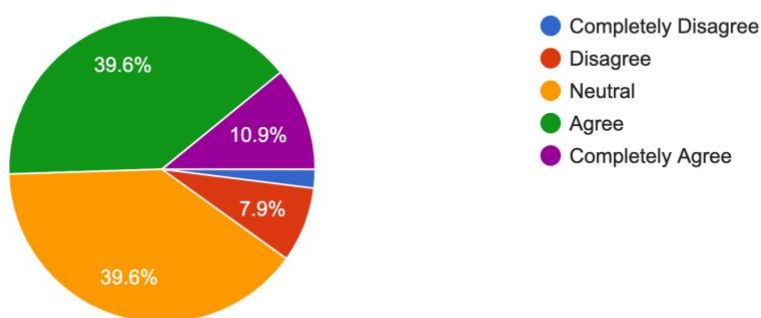


The responses from the survey respondents on group counseling verse individual counseling for Chinese American students are illustrated in Figure 4.17. The breakdown of the responses from the survey respondents on group counseling verse individual counseling for Chinese American students included 39.6% ( $n = 40$ ) agree, 39.6% ( $n = 40$ ) neutral, 10.9% ( $n = 11$ ) completely agree and 7.9% ( $n = 8$ ) disagree.

**Figure 4.17**

*Responses on Group Counseling verse Individual Counseling for Chinese American Students*

16. Group counseling works better than individual counseling for Chinese-American students.  
101 responses



The responses from the survey respondents to the statement, “Chinese American students seldom seek mental help” are shown in Figure 4.18. The breakdown of the responses from the survey respondents to the statement, “Chinese American students seldom seek mental help” included 41.6% ( $n = 42$ ) agree, 32.7% ( $n = 40$ ) neutral, 17.8% ( $n = 18$ ) completely agree and 7.9% ( $n = 8$ ) disagree.

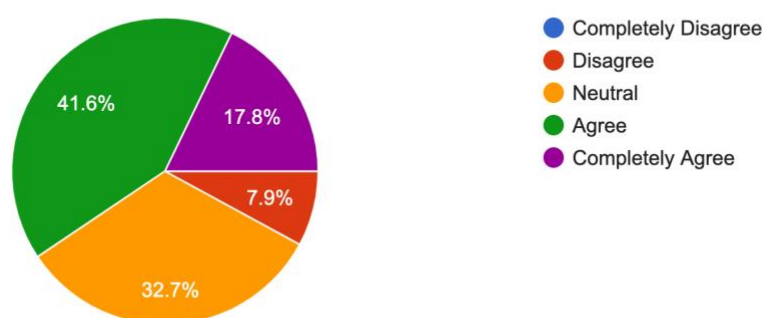


**Figure 4.18**

*Responses on “Chinese American Students Seldom Seek Mental Help”*

17. Chinese-American students seldom seek help for mental health.

101 responses



## Qualitative

The qualitative data was collected through interview and survey open-ended questions. The qualitative data results included the participants' responses to the interview and survey open-ended questions. The qualitative data results were organized and presented based on the main themes emerging from the qualitative data analysis using the coding software called Delve. The discussion of these analysis is in Chapter Five.

## Interviews

The researcher interviewed a total of eight participants during the qualitative phase of the study. The eight interview participants were educators in different positions as teachers, counselors and principals in k-12 school setting. Among the eight interview participants, there were six teachers, one principal and one counselor. Two of the teachers taught middle school, two taught high school, and two taught high school special education (one of the high school special education teachers was also an adult ESL instructional coach). One of the middle school



teachers taught English, and one taught science. One of the high school teachers taught history, and one taught English. The principal worked in an elementary school. The counselor worked in a high school.

The researcher thoroughly examined the perspectives shared elaboratively by these eight different educators on the strategies that they used to support the social-emotional learning of Chinese American adolescents living with only mothers. The interview protocol consisted of nine open ended questions. The interview responses were organized and presented based on the main themes emerging from the qualitative data coding analysis using the coding software called Delve. The interview responses were stated and visualized in tables under interviewee codes and perspectives shared. The interviewee codes represented the interview participants based on their different educational position titles respectively. ESP stands for Elementary School Principal. MSET stands for Middle School English Teacher. MSST stands for Middle School Science Teacher. HSHT stands for High School History Teacher. HSET stands for High School English Teacher. HSSET stands for High School Special Education Teacher. HSC stands for High School Counselor. HSSET/ESLIC stands for High School Special Education Teacher/English as Second Language Instructional Coach.

The researcher started the interview by asking the interviewees to describe the social-emotional and behavioral problems they had observed among Chinese American students living with only mothers. The responses from the interview respondents stated in Table 4.1 were to answer the interview question one, “What kind of social-emotional and behavioral problems have you observed among Chinese American students living with only mothers in your school (class)?”



**Table 4.1**

*Social- Emotional and Behavioral Problems Educators Have Observed Among Chinese American Adolescents Living with Only Mothers*

Interviewee Code	Perspectives Shared
HSSET/ESLIC	<p>“What I noticed is that these students were very shy. Although quite intelligent where they were able to, a couple of the students were high achieving in mathematics. They were taking higher level classes than their peers. And then when I started to get to really know them, it seemed like that the family was separated due to economic reasons. I think for the most part where one side of the family remains in China, and the other side of the family has moved to the U.S. What I realized is I didn’t know that sometimes Chinese families moved together in a group and live within that group so that the students can go to school in the U.S. So that was just some kind of the behavior. They abided by all the classroom norms. They seemed willing to do the work as long as I was building a relationship with them. And that’s for all, for most students, that’s the case.”</p>
MSET	<p>“But what I have noticed from the few students that I was able to observe who I had that for knowledge about, I noticed a couple of things. One of them is that there’s a tinge of sadness. And I want to say sometimes it goes to a degree of depression. I know that dealing with life in a new country, and sometimes they have limited English or the parent that they’re with does not speak English to a high extent. So I think that is to be taken to consideration in the evaluation, the psychological evaluation of that student. I’m not a clinical psychologist, so I won’t say for sure it’s a depression, but it’s at least a tinge of sadness. And it’s understandable given the background of the student. And it’s not just having one parent missing, but one of them mentioned that she misses her dad a lot, and she spoke very fondly about him.”</p>
MSST	<p>“I find them to be sweet kids. They’re very intelligent. They love going to school. They love learning. They love being part of the social life of the school and not being able to be part of that social life is very hard for them during covid. They seem to have good relationships with their parents. I only know and have one or two, one of them is not really of Chinese descent, but one student that has a turbulent relationship with his mother... High expectations on the part of Chinese parents have been a real pressure point for our Chinese students.</p> <p>American born Chinese students were the ones that were having problems. The Chinese students that were born in China and had come here as international students don’t usually have issues if their parents are here or if a parent is here, the ones that we see with SEL issues, which are the</p>



students that are coming, international students that are coming and are living with host families. And it's not an issue between the student and the host family. It's just home sickness and missing parents, missing family not being able to connect with their friends back in China. The pandemic was difficult for our international students, and I think they did great under the circumstances, but it was hard for them. The ones that I do see with SEL issues in are American born Chinese students. I think they're living between two cultures and it's hard on them."

- ESP "The Chinese are often racially discriminated, because the Asian, and I don't know why, because often discriminated when it comes to decision making. When it comes to decision making, they feel discriminated against, afraid of student who are white. It's something that's normal. We came to see that here."
- HSSET "I've had three to five Asian American students in my caseload or in my classes. But I would say the types of social-emotional learning issues that I encounter the most are issues of personal self-awareness, personal awareness, and social awareness. So kids are not really understanding how to communicate or what needs to be communicated to develop peer relationships, to develop in a team, to interact in a way that would be prescriptive or indicative of a middle school student or a high school student. So I don't see students operating in an age appropriate manner in most situations within my class for room settings. And it'll be the self and the social awareness. That's the biggest indicator that I see. And that is an ongoing issue."
- HSC "It seems very hard for them to cope with other folks at school. Sometimes they have this emotional of being different. They see the self so different."
- HSHT "You could see, look on their face and you could also tell they're great cause they don't really always. The Chinese are often very good when it comes to the mathematics and some other courses. But history, I really know their history a few of them. So that made them feel that they don't fit in. They don't fit into with other students and that social relationships between student and student, friends and friends. So that's how I see."
- HSET "A lot of depression mostly. So mostly like loneliness and depression. That feeling of being sad... That feeling of being looked down. That feeling of not being enough, feeling you are not too good for this position. Not too good for this and not to fit for this. I think I get that a lot. Feeling rejected. Feeling not be accepted."
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The researcher asked the interviewees to describe what they had done to help support Chinese American students. The responses from interview respondents stated in Table 4.2 were to answer the interview question two, “What have you done to help support Chinese American students living with only mothers with social-emotional learning in your school or class?”

**Table 4.2**

*Things Educators Have Done to Help Support Chinese American Students with SEL*

Interviewee Code	Perspectives Shared
HSSET/ESLIC	“In any sort of classroom, is that as a teacher, you want to make predictable routines. Every class appears very much the same. But what I did a lot in my career as a teacher, is I tried to always provide a social-emotional learning check in, whether that was on an interactive slide where students could move and identify how they’re feeling before I moved into our formative assessment and I had them also take turns explaining why they’re feeling that way, provided sentences so that they could further elaborate on their feelings.”
MSET	“So that precious 10 minutes at the beginning of the day is a routine that they can expect. They know it’s going to be there for them every day. And they know that reading is important. And at the same time, they have that choice if they’re not reading to just calm themselves down and get oriented to the classroom. I also do free journaling for my students. There’s one day in the week which is a Monday for me, and I get the students to do free journaling. They’re free to write about any topic that they would like. There are some criteria that they need to appeal to, they have to follow certain rules in their writing. But they can write about any theme, any topic that they would like to. And this is a great chance for creativity and for purging feelings.”
MSST	“At our school, we actually have a program in place to do that. We have certain steps that we follow. All the teachers have been trained on the school policies and procedures for helping students with emotional issues. When we do identify a student that we believe has SEL issues, then we have certain procedures that we need to follow. We have in class intervention programs that we do, like things such as pulling the student aside and just checking in with them, seeing how they’re doing. Just spending a little bit of time with them, getting to know them, trying to kind of very diplomatically ask if there’s anything I can do to help them without pushing the boundaries. If we suspect that there are bigger issues, we have counselors on staff that we can refer students to.”



ESP	<p>“In terms of specific strategies and implementations that relate to social-emotional learning and character building, I’ll start with that. That during the school day in which there is a time that is designated across all grade levels in which our classrooms are expected to be explicitly teaching about emotional learning, checking in with students to see how they’re feeling is one action that has been taken to ensure that students get that emotional support. Another very specific thing that students have been involved in is the opportunity to participate in after school sessions, small group sessions that are themed around social-emotional learning that may address topics such as bullying, taking pride in who you are and your talents and gifts, maybe how to deal with relationships.”</p>
HSSET	<p>“I have done everything from one-to-one interventions with myself and a student to small group interventions or peer or pairing a student with a like student or an unlike student who might have the skill. I’ve made referrals through the IEP process. We have a referral process at my current site at the high school. And it’s not through the IEP process. It’s more of a counseling referral. But it’s our academic counselors, and so we really try to root students into activities and experiences that they’re interested in. And there we can really press in and not only teach the skills that are needed for social-emotional learning, but there’s so many other higher-level skills that come from visual and performing arts, or from sports athletics, for example.”</p>
HSC	<p>“Yeah, we do a lot. We have these writings. we have daily class meetings. we have incorporated activities. We talk about ways where they could manage their emotions, where they could practice problem solving skills.”</p>
HSHT	<p>“I just tend to do some sort of good working relationship between two ethnic group, three or four multiple people I just choose to engage different individuals in one group project or from assessments. They could actually fit in with other students. That’s what I basically do. I choose the white guy and Chinese guy and the black boys and the Latinos, I choose to engage them in one activity and make sure they have a good result. I make sure they work together as a team in my class.”</p>
HSET	<p>“I think one of the things we really have is emotion. We have a class. We have leisure activities. We get to what we get to explain things. We get to teach them more about the culture and the heritage, the pride.”</p>

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The researcher asked the interviewees to discuss the things that they would do differently to help support Chinese American students. The responses from interview respondents stated in



Table 4.3 were to answer the interview question three, “What are the things that you would do differently to help support Chinese American students with social-emotional learning?”

**Table 4.3**

*Things Educators would Do Differently to Help Support Chinese American Students with SEL*

Interviewee Code	Perspectives Shared
HSSET/ESLIC	<p>“I would think, so what I really liked, there was a program at the high school I worked with called Unplugged In, that was for more students that had emotional outbursts. I wish there was a club or a group that was a group counseling, where it could be more of students that more that are more shy, reclusive, that nature, and they could all come together and have a discussion with the social worker or the therapist on campus. I think having a group like that would be very advantageous. And I also believe that for specifically, if it is like Chinese Americans or students of Asian descent, I think being a part of a Asian-American student union at the high school level, I think would be a great opportunity for Chinese American, depending on the location of the high school and the demographics.”</p>
MSET	<p>“I think some of that goes back to communication. It starts early on in the year, with my ‘self introduction’, the letter that goes home, the email that gets sent to the families. I try to ask for language support systems. So, the same letter goes home in different languages. I also let the parents and the student know that we do have interpreters. If they wanted to schedule a conference with a teacher, they have to give me a week or two weeks heads up, and I would get that service for them. I have to contact the district and request the interpreter. So that’s something that I think helps a lot and gives support to the parents.”</p>
MSST	<p>“We have done a lot, and I think we’re doing a great job, but I still think at our school, and that’s one of the things that I have brought up for discussion this year, is that it was difficult during covid. We have a lot of big programs at our school for clubs and organizing social events and cultural events. We have international day. But I think we could do a much better job and especially when we get a student for the first time, or they are incoming freshmen coming in as international students, plugging visa students into various activities and social events around the school. And a lot of our international students already come into our school capable of speaking English, but I know because I’m a second language learner, and I’m sure you can relate to this too, is that the academic English is very different than spoken English.</p> <p>So, I think we would do a much better job of plugging these students in and maybe pairing them up with student mentors that can help them learn the academic ropes of how school and high school works in U.S. versus how we</p>



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	<p>might work in other countries or even in China. We have students coming in from international schools from other countries when their parents get transferred into a job in U.S., and they are from Chinese descent, but they were living maybe in Japan. I have one Chinese student who speaks fluent Japanese, and that's because his parents worked in Japan, and he was actually born in Japan, but he is Chinese citizen. And when he came to U.S., he came in fully acculturated to the Japanese culture, and he had to really struggle to adjust now to the Chinese culture in American culture and try to square that away from how the school was run in China, and in Japan."</p>
ESP	<p>"I think that important, and as I reflect on my own experiences in opportunities to design and develop and organize programs that information and programs are culturally relevant and that we respond to all cultures. And as an educator, while I don't have specific data on the demographic of Chinese students, what I can say is that there are explicit ways in which you can promote inclusivity within your school. And that is in having days where we celebrate different cultures whether it be through art, or it be through social studies and history where students are able to explore themes that are related to their own culture and look at it from both a historical standpoint to the implications of their lives today. I think that is so important."</p>
HSSET	<p>"I would I have since day one in middle school been a huge proponent of community-based activities. I have been teaching that middle school over 15 years, been working with community partners to ensure that the opportunities are there for students, particularly my students on my caseload. When I don't see the opportunities in the community, I look to a broader or wider group of support services, whether that's the county department of Ed, whether that's a private group. But I've come to find that when I can get students directly connected to what they want to do, the other areas of concern aren't as concerning because the primary focus shifts to this new area of growth. One example is when I taught at the middle school I had a few athletes on my caseload, not outstanding athletes, but students who wanted to participate in sports."</p>
HSC	<p>"All the things I do differently, I express this awareness for their own feelings and those of others. I pay very much attention. I can from healthy friendship between me and students. I will help my students learn how to express feelings towards others and how to show more patience."</p>
HSHT	<p>"I tend to have some set of phones in a month. I have a class head who's head of the class. In every week I choose to appoint different races to take charge of the classroom, take charge of the class. I could appoint a black guy this week to be in charge of assessments and home project, passing information to all students. In the next week I should choose a Chinese guy or a Chinese female student to do that. I just make sure I am very different in the sense that I get everyone along."</p>
HSET	<p>"I would say I normally do have these sections, one-on-one sections with</p>

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students. I try to make sure they are comfortable in these sections. I get to do one who wants something, one of the things students get to confide in them when they know you understand them a lot. I created that relationship of understanding between me and the kids. I created this relationship of understanding, So, they could get free with me. I could really know what they're thinking."

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The interviewees were asked how they implemented schoolwide or districtwide social-emotional learning program to help support students including Chinese American students in their school or district. The responses from interview respondents stated in Table 4.5 were to answer the interview question five, "How do you implement schoolwide or Districtwide social-emotional learning program to help support students including Chinese American students in your school or district?"

**Table 4.5**

*Schoolwide Implementation of Social-Emotional Learning*

Interviewee Code	Perspectives Shared
HSSET/ESLIC	<p>"This is something that kind of relates to, I'm going to talk about maybe what's been done in the past. From my past experiences in k-12. And then I'll tell you what we're doing in adult education, maybe that can help as well. So, what we did within San Marcos Unified School District, we had at first policy behavior intervention supports, trainings, as well as restorative justice that were given to the entire district in learning those types of practices. There were trainings given on those types of pieces. Although when we talk about just SEL just for in class use, besides the restorative circle, I had to do a lot more, most of the research myself in terms of implementing these various types of practices that I discussed. So, I did a lot. I found CASEL has great research-based strategies for social-emotional learning.</p> <p>One thing I will say is that I feel like for both those initiatives for PBIS and restorative practices for when we're looking at the school I was at, the implementation, I feel like it was very much so the people that were enthusiastic about it and were part of the committee we're actually doing these practices versus the rest of the schools. I would say like about maybe 15 to 20% were really kind of focused in. And then the rest were maybe dabbling their foot in the water or waiting in it, but not fully having two feet. So</p>



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that kind of thing is just from my experience of the K-12 and then for what we're doing right now in our adult education, is that when I provide any sort of instructional coaching, I do provide a lot of these strategies about what we talked about, what I implemented in my classroom, and then within my trainings I provide check-ins that model that as well as templates on, on slide decks that can be used for socially emotional learning check-ins. So that's what I'm doing now from a consortium-wide basis where we're serving close to 8,000 students."

MSET

"There's one more service that I forgot to mention that the school provides. And I think it's the school, school is a pioneer in this service. It's the first one to implement it. But I think other schools would be doing that very soon. And that is having a wellness center, which is not just physical education, but also mental health. And it has incredible resources between calm classroom activities and strategies to dealing with, stress from taking a test or the bereavement of losing a pet or someone in the family passing on or any of these situations. The Wellness center is a great resource that they have. And the part that the teacher can do in the classroom to support that wellness center is called Second Step program. And that is a curriculum, basically a digital curriculum that the students do through their advisement class. And with this program, students deal with specific situations, and they're given strategies to deal with these situations. For example, there's a unit on conflict resolution, and it gives you different scenarios of how conflict can arise within the family, within the classroom within the school. And it shows you a scenario with the given the take what the students, what the people involved were saying. And it gives you strategies to improve and solve that situation, resolve the conflict. So, it's a great program, the Second Step program, and it's the teachers do it. It comes with a handout and that's given to the students. It comes with a short video that the teacher shows to the students first and discusses it."

MSST

"Our SEL program is actually driven by administration. It is something that we get routinely trained in, and it is actually something that is not optional. It is actually part of our school program and all the teachers are trained in it. We must attend training in the program, and we must implement that in our classroom. So it's not, I don't want it to come across as if we are forced to do it and we don't really want to, we do actually want to do it, but it is also an expectation that we will. So, it is implemented across all of our curriculum. We are expected to implement it as part of our daily lesson and as part of our daily classroom procedure. So, for example, even though in high

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school, I love listening to music and whenever I like, and I have an ability to project my computer into my screen on in my classroom.”

ESP

“One of the things you want to do is a part of your tier one. That’s the base of a schoolwide program is to determine what it is. you want to guarantee that all students within your school community receive. And that may appear something like explicit training or an opportunity for students to go what I refer to as expectations by location. And this is when a teacher or an administrator, or a counselor, whoever will take students to a specific location such as the library or the office or the cafeteria, an explicitly teach them how to engage in etiquette’s conversation behavior that is appropriate and uplifting to the community in that area. And so that’s something that can happen on a schoolwide schedule to ensure that every student gets the opportunity to explicitly practice what good behavior, good social behavior, respectful social behavior looks like all around the school. Another thing that would happen in that tier one base is that within every classroom on your master schedule, you would want to have a designated time in which there is a mutual agreement of every team member to say that during this time in our classrooms, we will be teaching social-emotional learning, and will be giving students the opportunity to engage in that learning through role play, through discussion through watching of videos, et cetera, so that they get the opportunity to engage cognitively as well as emotionally in that. And so that’s something that you can, you want to be able to guarantee across your school. The other thing is schoolwide programs such as providing students with the opportunity to engage in student leadership. So critical because we want to really personalize for our students their personal commitment to the community and how it is that they are valued in the community, and that they could bring all of them to the community, whether they be African American, whether they be Chinese, or whatever the case may be. We want to make sure that the individual students can be seen and be an active participant in their community. This is so critical because when we think about how our school community is a direct reflection to our cities, our communities, what we’re teaching our students ultimately in our school communities is how it is to be a good citizen. And so good citizenship means that we are honoring and recognizing all of the diversity that’s in there, and that we strengthen it by learning about each other. And I think most often find out that we’re more alike than we are different. So, these are some ways in which schoolwide you can implement social-emotional learning and character building through student leadership positions, through

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	<p>guaranteeing schoolwide activities that are built in explicitly through the school schedule and giving students specific opportunities to apply what they have learned.”</p>
HSSET	<p>“We have the multi-tiered systems. Support systems are in place...And that’s the formal referral process, the cost referral system, which is again, a multitier system of support. I guess multi multitier systems are everywhere. SST, the student support team is similar to cost team where teachers can make those referrals to our school psychologist. In a lot of cases, the cost team picks up the referrals or the highflyers, if you will, students that are receiving a lot of discipline referrals or who are already receiving a high level of service to be successful. But you don’t necessarily see the success. We have an admin team here at THES. That’s really effective combing through the data and figuring out where the highflyers may be before they’re there. When I say highflyers, that’s just the term I’m using to describe the students who have a high rate of discipline referrals or a high rate of negative interactions, interventions rather due to negative interactions with peers and teachers. And so yeah, multi multitiered systems of support.”</p>
HSC	<p>“I think the district is doing a lot of work. we are putting in work because we believe that these kids are the future and we wouldn’t want the things we believe and we face as an adult or we currently face, we don’t want it to affect those children. We don’t want them to grow seeing themselves different. My district has set aside workshop tools. We are really for single models too, where we get to encourage single moms a lot. We get to build up the courage in the society now it’s wider. We put in a lot of work. We have more of a seminar. That’s helpful to help the single mothers to build courage and confidence.”</p>
HSHT	<p>“I choose to introduce this program to my students basically online where students will be able to access that information. Anything that is basically of benefit to the Chinese student with single moms and seeing the thing cause children who are actually have when they are living with their mothers and also other races, I definitely choose to introduce that both with put with flyers and both with recommendation in class and online forums. So that’s basically how I choose to share that.”</p>
HSET	<p>“We try to make adjustment in school curriculum for these social-emotional learning programs. So they put SEL program in all the lessons, like math, social study and science.</p>

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The interviewees were asked how they integrated social-emotional learning into the curriculum and instruction to help support students including the Chinese American student in their class or school. The responses from interview respondents stated in Table 4.6 were to answer the interview question six, “How do you integrate social-emotional learning into the curriculum and instruction to help support students including the Chinese American student in your class or school?”

**Table 4.6**

*Integration of Social-Emotional Learning into Curriculum and Instruction*

Interviewee Code	Perspectives Shared
HSSET/ESLIC	“Like I mentioned earlier, just integrating the socially emotional learning strategies within your lesson design. So really being strategic with incorporating the various types of check-ins as well as opportunities for students to elaborate based on their feelings. Also, this notion of being culturally responsive. So, a few the texts that we read in class had to do with Chinese Americans. I remember a text that we covered called <i>Mother Tongue</i> by Aiming Kong, to which is a great book about Chinese Americans and speaking English and their accent. It was a great book, demonstrating that everyone has different ways that they’re going to speak English and we shouldn’t stereotype or criticize people for their accent because it’s not their first language. They’re multilingual, they can speak multiple languages and that’s actually a strength versus something that is a weakness. So that’s something that the book teaches the students. The name of the book called <i>Mother Tongue</i> by Aiming Kong. And she’s a Chinese American woman. And I’m not sure if she’s a single mom, but I know that she has children that were born in the U.S.”
MSET	“I think the teacher’s role now, you’re not just teaching the academics, you’re also teaching the whole of the student, their social, emotional and language needs. So whenever possible, all these elements come together. With language arts, we have daily opportunities to do all of this. I would say when we are reading a novel, when we are writing a paragraph, when we’re listening to a short movie, any of that, are excellent opportunities to explore the social, emotional and language needs of students. I want to say that with our reading strategies, for example, we have an opportunity to connect, question, evaluate. All of these are perspective taking and they require the student to connect to



their personal life and their own background and prior knowledge. So, just with reading, you get to relate to other characters and compare, contrast, see the cause and effect put things in a sequence, chronological sequence. And all along the way you are exploring your own social and emotional needs, and you're developing language. When you're watching YouTube video, when you're reading a novel, reading a story, you are doing the same thing. You know, part of your annotations, part of your discussion is also connecting and questioning and evaluating and putting yourself in other people's shoes. All of these are great opportunities to talk about your feelings, to compare your social system to other people's social system, to learn the culture, learn the language, develop vocabulary, all these different parts of the learning process. They all come together every day. So, we're lucky that with the language arts program. We can do all of this every day."

MSST

"We do it already, but you are right. It is hard to implement it in the curriculum. That's actually really the hard part is especially for students who are not fluent in English. Some things are like, so I teach science, but in some classes it's harder than others because science is science and it's very objective. And so, it's not that hard. But in some classes like other teachers are teaching history and they're teaching history from the American perspective, not the Chinese perspective. Or when I teach, I teach environmental science. One of the things that I like to do to engage my students in the classroom is I ask them, "So tell me how this is done in your country?" I have students from multiple different countries, so it's good for them because they can actually then tell us about the Chinese culture, about why China does the things that they do, the way that they do it... Whereas a lot of it is just cultural and we don't understand their culture. So, we want to give the students an opportunity to share. When we do research projects, I allow them to research from the Chinese perspective... One of my students actually did a really interesting research last year about the value how humans value animals of higher intelligence. I found that I was really interesting because I could see he actually was comparing his research Chinese culture versus American culture, and you could see that he was trying to understand the differences. And so those are how we allow them to engage and allow them to use their social background there, how they interact with things and just be themselves while they're learning. And it's helpful for them. They become much more successful students when we allow them to maintain their culture in their classroom. I actually find it very useful. And we do implement SEL into the curriculum. It's part of our classrooms. All the teachers do it at some level, depending on what topic we teach."

ESP

"I think that's a very provocative question. I say that because we have current conversation going on right now about critical race theory, and

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rather not, we should be talking specifically about historical facts that have happened and it is integration into the classroom. And so, the big question is, should our students learn American history, learn about peace, history, learn about Mexican history, should they be equipped with the facts to learn these things within their class, classroom, my opinion, I think that data supports it is where they come from and the contributions that specifically their people, their ancestors. You know that look like them that have similar his history and culture from the more they learn about that, that's a confidence builder. That's them learning more about who they are in all aspects and giving them the skill sets, the tools to be able to more effectively engage in the material that they're learning, and to be able to more positively work with others. And so, it's critically important to make sure that that public education is committed to making sure that it reflects the full history of all that it serves. And today's world, every student, no matter your background, no matter where you come from, is welcome to an integrated classroom. And therefore, the curriculum and how we relate it should be inclusive. Now, specifically as an educator, when you come with that mindset how is it that you integrate it, then you need to make sure that you're using examples that are culturally relevant to the students that you're serving. If you're reading a piece of literature, how about pulling something from a Langston Hughes? How about pulling something from Maya Angelou if perhaps you have students from that background? If we look at some of our Chinese authors in children's books, you perhaps can name some now that would be critically relevant to making sure that students of Chinese background feel included in the literature and not just kind of talk about maybe what happened during the civil rights era of things that happened in San Francisco where Chinese Americans were treated quite poorly, and in some cases tortured during the times in which many Chinese Americans immigrated to the San Francisco area. We also need to hear about heroic stories from Chinese Americans so that they know too about how they've helped to build America, how they've been a part of building economic success. And so, equipping our Chinese students, not only the suffering and our curriculum, so giving them the information that they need that talks about how they were significant contributors are going to make the difference in terms of how they engage in school. I mean, who wants to go to school where you hear anything about, you're just there to learn about others. Knowledge has to be activated and welded to purpose."

HSSET

"I think there's been a long standing awareness in the speech and language community, and speech and language pathology, community communication has always been that piece that has been taught. We're not just talking about verbal communication; we're talking about interpersonal communication. All the non-verbal communication, all the

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emotional or the emotions behind communication. I've used speech and language pathology materials since my career began at the nonpublic school before coming to public school. But I just was aware of how thinking about that metacognition and thinking about language use is valuable. I had very much the framework through experience by the time I got to a course that talked about social and emotional, that was how it was termed in social and emotional learning experiences. So now, today, it's very much kind of built in of who I am, but when I must teach it, I will go to a curriculum. I absolutely will. There are several out there. But my school district now uses Panorama Education as their main support system. What Panorama does, and they collect the data from the, what they've been doing, all the sites that offer the service now do collect the data from California Healthy Kids Survey. That data has helped us to not only under better understand our student population, but further develop the social-emotional learning framework and how to teach it to students, because it's not necessarily social-emotional learning is not necessarily broken down by age or by grade. Some students mature at a different rate, at a faster rate. Some students are grade better communicators earlier. You wouldn't necessarily, it doesn't behoove you to roll out social-emotional learning as a curriculum without understanding your population. If your population is more advanced, then you have to give them lessons that aim more at their understanding."

HSC

"We do that cause it's part of culture. We also have culture too for black American kids. but we get to teach them about the history. Most of the basic things they need to know of them, we believe as a curriculum, we need to give respect to each and every one, every kid's background. We believe those things are something that should not be left for the parents alone, we believe. The school too has also taken part, letting them know about an brief history of the background. So, we integrate this into the school curriculums to let them know it's one of the part of making them feel more like the community at school."

HSHT

"Through physical activities. I'm also a head team in charge of school gaming. We definitely have an idea of Kong Fu, and Taekwondo, and school, in the school picnic group. So, and that's how we make the Chinese feel. I have good feeling that they are in the right place, they feel they are accepted. So that's how I definitely see that, that's how I see them. I also choose to do a lot of personal teaching outside my courses in school, outside my courses as an educationist. That's how I basically choose to teach them privately, not what even my school levels or curriculum, I just choose to personally, I teach them when I'm actually, when I just created time and they just for teaching them on mental health, I reach out."

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HSET	“For school, we make this thing about culture very important. They’re very important, so matter to the lecture. And the school are doing the same thing to appreciate different cultures.”
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The researcher asked the interviewees to discuss the counseling service, student support service and mental health service that their school district provided to students especially Chinese American students. The responses from interview respondents stated in Table 4.7 were to answer the interview question seven, “What kind of counseling service, student support service and mental health service does your school district provide to students especially Chinese American students?”

**Table 4.7**

*Counseling Service, Student Support Service and Mental Health Service School Districts  
Provided to Help Support Students*

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Interviewee Code	Perspectives Shared
HSSET/ESLIC	“The two students that I work with were, had special education services. So, one of the students did meet regularly with the psychologist. He had anxiety. When he felt high levels of anxiety, he had a pass where he could go to see the counselor or the social worker at the time. He used it sometimes, but not often, he and I had a good level of communication there. The other one didn’t, not just kind of like more general, if he needed to go to the social worker that was available. I wish students did get like a place match or menu of what the social worker provided is kind of more like they had to go to the social worker’s office, and not every student knew exactly where that was located, and it was given at the beginning of the year. But I wish there was more of a place match or menu that each teacher had in their class. Sometimes we had them up, but sometimes I don’t believe they were available. So just to see all the resources and services that they provided. But if they did need anything, I would recommend them to go see the social worker, and I would tell them where they’re at. So that’s for those specific students.”
MSET	“Yes. I think middle school, the district in general is proactive and preventative with this. And that’s why they have the wellness program, the wellness and fitness center. And that’s why they have different school spirit days, where they have the students dress up in a certain way or in a certain color or do a certain activity. It’s all to build that sense of

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community and belonging and trust. They also have the wellness fitness program as resource to deal with emotions. they do have the psychologist and two social workers or multiple social workers who work with the students. Sometimes they have instructional aides who work with the students in the classroom. They provide that support if the student has a special need, and they have a plan called IEP.”

MSST

“We do have a big international program. We have students who are here as international students with a parent. We have students who are international students who are living in host families. We also have students who are living in dormitories that belong to the school that are international students. They’re not all just Chinese, but I’ll focus on just the Chinese students. Those are students that are here that are of the of Chinese descent. We have Chinese speaking staff that can connect with them, especially those that are not fluent in in English yet. We have a counselor on staff who is certified family and marriage counselor. She has many years of experience working with young students. She’s wonderful. We also have a part-time counselor at each location. We have one full-time counselor that travels between all the campuses, and then we have part-time counselors at each campus. Then we can backfill if we feel that after we have done what we do normally in house and we feel that this student needs more than we can provide, or maybe they need prescription medication that could only be provided by a psychologist. We also have programs that bridge the gap and help. We help parents with resources to find proper help with maybe a psychiatrist or psychologist that can help them even more. Especially if the students arrive maybe sometimes with issues that we already know about or maybe the family doesn’t tell us, but we find out later. There’s lot of things that we have placed with in place to help capture these students and make sure they don’t fall through the cracks.”

ESP

“All students have access to a school counselor. They can be in small group, or they can get one on one counseling with the permission from their parents. They can participate in afterschool programs, do promote age and more artful types of activities. Students have that available, many community agencies too, that are accessible to families if they need more in depth support to deal with whatever specific issues that they are going through. I would say though, that you had asked the question earlier about what could be done differently or more, I believe that this is a great area of growth, that is needed in education, where we really look at how is it that we are intentionally, and actions in this area, really going back to reflect intentions and actions are happening, and then being able to measure it. One other thing too that I would add to the conversation, is there’s a California healthy Kid survey that’s given in California. This is a survey that’s taken by the students and in return school districts and principals as well as teachers have access to sort of the data that comes

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out of this survey. Really important survey because you're hearing directly from the kids. It asks questions about comfort level, about safety, about students' interactions with adults on campus, and the survey results I have found can be extremely helpful in evaluating where you are as a school in those areas, as well as using it to inform your future strategies and instructions to address concerns that students have particularly brought out. Using that kind of data really will allow you to see the grade levels and perhaps where students are from and really be able to address their specific cultural needs if those come about."

HSSET	<p>"We used to have designated instructional services, DS counseling, and now it's just called a related service. We have just a counseling service that students get when they're eligible. It's a referral can be made, and a short evaluation can determine if students are in need of additional counseling. It's mental health counseling, social-emotional health counseling. That's one of the bigger interventions that we have in our district. Some students may need even more extensive services, what are considered a wrap-around service. That's when we work through our county. It's not county mental health. It's not the county mental health agency per say, but it is the districts. The district provides the related service through the IEP. But when students don't have an IEP, we can also refer them for what's considered a, it's a community liaison that represents students that don't have IEPs, and that community liaison can make a referral to a counseling agency or counselors within our district. Our district now has mental health counselors, counsel practitioners on sites and at the district level. So that is probably the most effective and formal process that I know of."</p>
HSC	<p>"More of the just like myself, my school put a lot of counseling service. We offer ways through the counseling where children get knowledge and skills about ability to teach them ways and ability, encourage them the ways and ability to manage their emotions and their behavior and how they could set their goals and how to achieve their goals. More in believing them. Sometimes when it happens, you always get situations about strengths and complaining about the inference in background or where from or sometimes tends to, they see that as a challenge towards their goals. So, we try to make them understand that it doesn't really matter that anything is possible if you put your mind into it. I'm moving forward when I'm encouraged to never give up."</p>
HSHT	<p>"We have counselors. That's why we go for counseling. We have psychologists here."</p>
HSET	<p>"We set down time when students could get home and express themselves to the counselor."</p>

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The researcher asked the interviewees to discuss some special accommodation strategies for class arrangement and class scheduling that they used in their school to help support such a particular group of Chinese American students. The responses from interview respondents stated in Table 4.8 are to answer the interview question eight, “What special accommodation strategies for class arrangement and class scheduling do you use in your school to help support such a particular group of Chinese American students?”

**Table 4.8**

*Special Accommodation Strategies for Class Arrangement and Class Scheduling Educators  
Used to Help Support Chinese American Students*

Interviewee Code	Perspectives Shared
HSSET/ESLIC	“Thing is with these two students since they had their own individualized education plans. It wasn’t geared specifically towards a group. It was geared towards those specific students. But these students had one student had like at any time passed to go see the social worker or counselor. They were given preferential seating, so they got to determine where they wanted to sit in the classroom... And then just tradition, accommodations within their IEPs, such as like extended time chunking of material, front loading adaptive reader small group instruction. So those were just the types of things that we did to support those two students. Same as those were determined by the IEP team and the family. So, the mom and the student when they had their annual meeting, and they changed over time depending on student’s needs. But that was those were just kind of the things that we did that could support them within the class, and each of them had their own different schedules.”
MSET	“I can partially answer that question. The strategies that I know of the following strategies. For administrators, they have access to school material, school communication in different languages. They usually send out an email or they send home, the orientation formations, the first week of school with the rules, the expectations, a school calendar, and they have the ability to send it in multiple languages. So, that’s something the administrator does. They also have access to an interpreter, which the teachers can request, but the administrators make sure that that’s an available resource. As far as the psychologist is



included, the counselor, I think the counselor works with all kinds of students. She's an available source for everybody and she can be booked. Parents can request her time, or the student can request her time, or the teacher can do that on their behalf. She can also work with an interpreter during these meetings. She would send out like a Google form where she asks the parent all kinds of questions, and one of them is, would you like an interpreter? And in what language? And she tries to accommodate that, so she gives a couple of suggested dates that could work for the interpreter, and then the parent decides which one works best for them. So the language is a big accommodation."

MSST

"When our students arrive, even if that's their first year, we do not place them in a different grade level. They actually are placed in the same grade level. That would've been the next grade level. So, if they were in, like, they finish 10<sup>th</sup> grade, when they come, the next grade is 11<sup>th</sup>, they will go into 11<sup>th</sup> grade. So, they will stay with their own cohort. When they're in the classroom, we don't differentiate between international versus domestic students in terms of teaching. I basically will, so let's say if I have a domestic student that needs to sit close to the front because they need to actually be closer to the teacher to hear better, to focus better, to see the board better. And I have a Chinese student that has the same need. We treat them both the same. We don't differentiate them. So why do we do that? Is because we do not want them to feel singled out that somehow they are not good enough. These students, especially when it comes to certain topics, are well ahead of their American counterparts. Especially when it comes to math, they are well ahead of their American counterparts. In math classes they are actually at the top of the class. Then when they are in English class, that's where they really need help and assistance. We joke with them because we have an IB program and one of our classes is Mandarin, IB Mandarin, and we're like, but that's not fair. You are taking this class and you are fluent in it. But then they have to explain to us, it's very difficult to write it because, so they're also fluent in, that's actually one of the things that they like to do is to continue their Mandarin classes so they can continue to be able to read and write in Chinese. We don't differentiate between them because we want them to be successful all around. If I have a student, let's say that I notice struggles they don't necessarily want to sit in the front. I had a student like two years ago, and he really struggled with English. English was not his thing. He really was having difficulty learning English, but I tried moving him close to the front. But I noticed that was not a good thing for him because he liked to sit middle of the class farther back next to his friends who were very fluent in English because they were helping him with his English, and they were helping translate for him. And then once I moved him and then I allowed him to move back because I realized, wait, that's what he's doing. This is why he likes to

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sit here. We have learned to give them the option and where they would like to sit, but they know that they can seek help. The way that I normally organize my classroom is I have my classroom kind of like a college classroom in a semi-circle or a U-shape seating arrangement with lots of space between chairs. That actually allows me to walk the classroom to see how the students are doing. Then I can provide help no matter where the student is. It's the same thing our counselors do. If they're coming into the classroom to observe, if they're trying to determine what class this, the student should take, we work with each student as an individual, so there's not, you are Chinese, so you do this and you are from this country, so you do this or you are domestic, so you do this. Each student is treated as an individual and we actually try to give them what they need based on who they are."

ESP

"Within the construct framework of California law, within a certain threshold, you are needing to offer what they call an ELD block. That block of learning is a English language development block in which it's designed to specifically teach the acquisition of the English language. But they are all within that instruction. That needs to happen by law every day for 30 minutes in which students receive leveled instruction and some their language for newcomers, they would also be provided with additional support. In some cases schools may even do a small group or at desk support for students. That support of language acquisition. We know that language is not a single entity, but it gains meaning from culture. You have to discuss culture as it relates to language, because in these multiple meanings of words where that language came from. What are the connotations and denotative things? What does it mean when we talk figuratively about thing one says this in English, or when someone says it in Spanish, may have a different connotation to it. These are all things that must be wrapped into good ELD instruction. So that I think is one very specific thing that is being done on level instruction for English language development. By law, it's 30 minutes a day your school and a specific curriculum that would help to address the fundamental skills as well as integrating culturally relevant information so that we can fully understand not just the language, but how it's used."

HSSET

"I have a regular size classroom. I'm not sure what the stats I guess maybe 10 by 14 or 10 by 15. But I have less desks in my classroom, so I keep maybe 15 to 20 desks rather than 30 desks. The room is set up particularly during post covid where there's a large amount of space open that we don't necessarily sit in rows prior to covid, however, in a math setting, we use the CPM, the curriculum. That's the math curriculum we use. But CPM has an approach to teams and team building. You sit kids in teams based on homogenous or heterogeneous, qualities, depending on the type of outcome you're

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trying to get. That really works for the math, but I must say in the special education setting or the specialized environment sometimes I give students the opportunity to build their own teams. Sometimes we do random teams and we have to work through specific strategies to get students to be on a team that they didn't choose or work with a student that they don't like, or be in a group with girls if they're not comfortable, or be in a group with boys if they're not comfortable. It really does vary my approach inside the classroom as far as proximity goes. But where was I going with that? Let's see, classroom routines. I always give students an opportunity to communicate and make a request, negotiate, if you will, a different, an alternative setting arrangement inside the class, as well as an alternative setting arrangement outside of the class."

HSC	"I think I would say one of the specific processes. I would say another one of the aspects in scheduling classes for them, and that's in the curriculum and skills. Allocating them more to be specific areas of good performances."
HSHT	"We definitely fix some, there's head of department, head of school actually come together to adjust the schedules for the students."
HSET	"For the kids that are shy, we put them on the front row. They usually sit at the very back. Sit at the very back alone, not communicating, not talking to anyone. No form of communication. Sometimes we bring them to the front, and we make sure, and we make them get it this are one of the things where being there."

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The interviewees were asked how they responded to meet the friend request or male teacher request from parents of Chinese American students living with only mothers in terms of class arrangement and teacher assignment for the new school year. The responses from interview respondents stated in Table 4.9 were to answer the interview question nine, "How do you respond to meet the friend request or male teacher request from parents of Chinese American students living with only mothers in terms of class arrangement and teacher assignment for the new school year?"



**Table 4.9**

*Response to Meet Friend Request or Male Teacher Request from Parents of Chinese American Students Living with Only Mothers in terms of Class Arrangement and Teacher Assignment for the New School Year*

Interviewee Code	Perspectives Shared
HSSET/ESLIC	<p>“I’ve never had a parent request the gender of a teacher. I can tell you that especially at the younger ages, there’s less men that are in those roles. I think that it’s great to have a male teacher, especially in elementary years, especially if that student doesn’t have a father figure or male at their home. I think it’s always positive to have because generally it’s more females that are there. I think in an ideal world, it’d be great to have a balance. You have a very similar number of each. But the reality is, especially at the elementary level, that’s not the reality.”</p>
MSET	<p>“I have actually heard of that. There was a trend a couple of years ago before the pandemic. So that was in 2019, where the schools in Irvine were hiring more male teachers and female teachers. Their thinking was that they wanted to provide male models in the classroom for students who don’t have it. I know that on the level of administration in the district, the highest level, they recognize that issue and they were trying to accommodate. Now, within the classroom, as a teacher, I do not have the ability to move students. The student has to request to drop a class and move to another class. That’s something that they can request. I would be, if someone, if a student wanted to do that in my class, out of nowhere, they just wanted to drop the class. And it’s not based on their grades, it’s not that there was an issue with another student or with a teacher. I would want to talk with that student and find out why. The reasons are important to me. I want to know why that isn’t an issue for that student. As for friend requests, I get that a lot in the classroom. A lot of students want to sit next to their friend or work with their friend on a project or on editing their essay or whatever they’re working on. And here’s what I do. I’m very accommodating with that. I understand that with everything is better with friends. Sometimes that is true, sometimes it’s not. I do use my own sense of judgment on that. I do allow students to set, I actually have my own seating plan, so students are assigned their seats. There’s a point to that because I want them to get to know other students, not just their friend group. I want them to develop these social skills of talking to someone, making small talk, asking specific questions about what they’re studying, keeping the focus on the academics. I do have my own seating plan, however, when students are working on editing or small projects sometimes I give them the permission to work with their friends. I do accommodate to an extent with the friend requests. But I do keep it in the</p>



context of what's best for all these students. Because sometimes students are distracted by their friends, they would be just chi chatting the whole time, or not doing what they're supposed to be doing or getting in trouble together. But when it's appropriate, I do accommodate."

MSST

"I see what you were saying. So that's one part. Another part is because such kind student, they might be either because of English problem, language barrier, or because the culture, whatever might be very shy and or maybe how to make lots of friends. Then some principal will by purpose exceptionally pull his friend into the same class in order for the next school year. So he can, he does not have to make new friends by himself so hard. We don't actually have a program like that, but our school is actually not very big. We are a small school and we kind of like it that way. We keep it that way by design. We have big campus, but we don't have that many students. That allows the students to really get to know each other. Our classes are, we keep our classes in a cohort. When they start as freshmen, they basically have different programs. All of our students can take AP classes. All our students can take IB classes. They can take college prep classes, or they can take advanced classes. They can choose to go into various classes and they can follow a different academic path, but they kind of stay in a cohort even though they're in special programs. Like once a month, we have special days. We call them short Fridays. We have Fridays with activities days, and we have Fridays with no activity days. On those Fridays with activity days, we have a special chunk of time set aside for students to meet as a class with their counselors. They actually meet as a class, all of them, no matter what classes they're taking. They do some kind of an activity. All the freshmen meet with their counselors and all the sophomores meet with their counselors. They get to spend a couple of hours together as a class. That really builds that cohort relationship. Because they're all moving together. That's one of the reasons we like feed our international students directly into that cohort is because we don't want them to be across, be lost in the crowd.

So, they actually get to all know each other. They become really good friends and they really hang out together as a cohort. And then we try to get the freshmen to talk to the upperclassmen. We actually tried to cross the gap between older students talking to the younger students and mentoring younger students. We actually took them across that our faculty, especially our athletic department, is really good about making sure that we absorb, we pull in students, like you were saying. So, a lot of our Chinese students, like one of my students from China, he's actually a badminton champion. Wow! We told him, when he arrived, the school didn't play. We had no badminton. And he was shocked, 'how do you not play badminton?'"

ESP

"Yes. Siblings. Whether or not we would respond to those. It really varies. Oftentimes, I don't know if it's policy, but I would say that it's probably precedent or common in my reflections of different conversations

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and situations to avoid putting twins in the same class or siblings in the same class. So, on the onset, typically, you wouldn't do that however, there have been some cases where cousins Yeah. Family members have requested that that's the case, or in some cases for the very thing that you are digging into, which is socially emotional support. Yeah. And some cases cousin or brother or sister is a great helper to their family member. Yeah. And those will be cases in which you would definitely want to say yes. And I have done so only member who's a student at the school helped to calm their sibling down when they're having emotional outburst or they're feeling down. It has been, I think, very effective to have a brother, sister, cousin be there for their family member. That's been a very effective strategy that I've seen over the years. Yeah. So there's a procedure where parents can do that. Where they can formally request, either a teacher classroom or express a specific desire. I know from the standpoint of really designing a school wide program most administrators will have the challenge of looking at those requests very carefully and seeing what they can do to honor them, if at all possible. But really also communicating with families that the idea is that each classroom would take on a balanced approach, meaning that we want to make sure that we look at the demographics of the class in terms of learning levels as well as gender as well as perhaps behaviors and really compose classes that are going to be healthy for the overall community. And so, sometimes a parent is looking at it through the lens of what's good for my family and the administrator has to consider what's good for specific families, but also look at what's good for the overall school family. And sometimes those things work out well, but sometimes there's some compromises that have to be made so that you can create something that's going to be overall good for the school family. And sometimes parents don't like those decisions, but hopefully if they have a good principal, they're working with decision that they've made and that they've really considered their request and that they come out of that conversation knowing that the best action has been taken to meet the needs of the students."

HSSET

"Good point. One thing I noticed at the end, middle to the end of every school year is I've already written a progress report for the first semester. So, I have an idea of how the student was doing. I can watch that wave of progress whether it's improving or not. And make some decisions about the upcoming schedule. I typically include the kid, the student in the conversation to just help me understand what works in a setting, what they like about a teacher or a teacher's strategies. And so, when I plan and look at their course pathway and see how many credits they have, how many credits they need, and what we're looking at for the next year, I typically work directly with their academic counselor to ensure that if there are any red flags for male teacher, either it's a specific male teacher or just a male teacher that they can't handle. We try to figure out where the problem is and address the problem with the student. Because we want the student to have access. We don't want to create a pathway for students to get through school,

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but they've only dealt with the nicest teachers, their favorite teachers, the people that are easy to get along with. We really want them to learn and to grow in a social manner, whether it's through difficult circumstances. Communication may not be as effective. But by the time, for me, by the time my students get to high school, these are conversations that we can have with juniors and seniors about where they're going in the work world and the personality types that they may have or others may have that they work best with. And so, these are all like factors that are on the table we can discuss. It's not a conversation we have without the student in the room. And so being that male teacher, being the one that gets the most requests, I try to keep, I shouldn't say most requests, I should say, gets the most ongoing requests. I try to listen to families and prior in case managers when they're explaining to me what a student needs. And I try to provide an opportunity for that student if they need that strong male, so to speak. But I also try to not be the solution to every one of those problems, because it's the skills, it's the strategies that, that I use and the strategies that other teachers use that we want the students to benefit from. So, all through my middle school career, and even a little bit when I was at the non-public school before coming to high school I was the solution in a lot of problem, in a lot of cases for students' problems. But that shouldn't, I get it, personality types, some personality types will never get along. But when you develop communication strategies and you develop regulating and co-regulating strategies or regulation and co-regulation strategies, then you can start to see a greater skill set come alive. You can see yourself going different places. Your limitations kind of fade away. You have more access to different environments, more challenging curriculum more challenging social settings. And so I've become the person in my department who tries to work with the department chair to make sure that students aren't just getting the fast road or the easy road or the lightweight. I want them to be prepared to go to college, to go on to college and into the workforce, and to have experiential knowledge about how to behave, how to interact, how to promote their own outcome, but also how to get along with others and work towards a, a cooperative collective, if you will."

HSC

"We don't really have issues like that. Quite I would say it, yeah, I don't think I would say yes, I do pay attention to the friend person. Sometimes I would say no. Cause for me when you bring a kid, I think I've had cases like that before. You want a kid to be, I think had this this kind of, I think they were kind of related somewhere the other, and they wanted me to put them at the same class. class specification. It's mostly about the academic works. You can't just ask me to put these in the same classes, I would say that doesn't really work in the education system. Cause might want them to be in the same class. And that might be so close that the love, like example, the love playing a lot could easily get distracted and which is not actually favorable to the kids, to child growth. In case like the, I tend to match the schoolwork. I see how close, if they, if the two kids are too close, I don't

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advise, but if they aren't that close and school matches of that particular class or group of class settings, I will allow. But if it doesn't match up and it seems to get close, or if I find out that they get to attach to each other, I wouldn't advise. So I always tend to support them. No. I think I would say teachers have to do with the right teachers. For some kids they have teachers where teachers are different. Not every teacher could really the child. They are some that you very close. It seems to tolerate all of the nonsense. Child, adults, and those teachers, we make specifications, and we realize that this teacher, isn't I going to require, they going to discipline you the right way. Is it going to mentor you the right way? Even if you like, or you attach to that teacher, we won't assign that teacher to you. Cause we believe it's not the best for you."

HSHT

"Well actually no, I'm a male, so I tend to, I don't really get your question how I relate with female. I'm male, so I choose to send text messages to parents, if needed, if your child is actually not doing good grades. If your child is having a bad grade. So that I choose, I tend to send you a text message, direct email. I get phone numbers from the students, and I take your parents directly, and I suggest, and I recommend therapy for your child and the best therapy for your child and the best studies your child should undergo, so as to have good grades. Both are mentally, physically, so I definitely think that is a personal decision to make, a personal choice. No, so I just choose to even have a Chinese student there. I'll engage you with your brother or your sister. So you could, first of all, when you go to a place you need to know someone that's from your place and know that actually going to be fun, then if I engage you with your brother and sister to actually show you around the school environment, teach you, that's actually going very easy for you, before I choose to, students, actually, the black students actually have that sense of actually having relationship with the Chinese, and they tend to make friendship very easy in my class and based on my observant you. So I just choose to make sure you know someone from your place and you don't feel unhappy that you are just at only Chinese here or only Asian here."

HSET

"Yeah. We do. But in cases where the child isn't really getting along with the female teacher, we do consider male teachers around kids with single moms."

### ***Survey Open-Questions Results***

The researcher asked participants in the survey to respond to four open-ended questions from Question 21-24. The discussion of these analysis is included in Chapter Five. The responses from the survey Question 21, 22 and 24 were to answer research question one. Table 4.10



illustrates the responses to the survey Question 21. Table 4.11 lists the responses to the survey Question 22. Table 4.12 shows the responses to the survey Question 24.

**Table 4.10**

*How do you Integrate Social-emotional Learning into the Curriculum and Instruction to Help Support Students including the Chinese American Students in your Class/School?*

Participant Code	Perspectives Shared
Q21SP1	“Interact with Chinese children in the teaching process.”
Q21SP2	“Daily check- in on Google Form.”
Q21SP3	“By going extra, the class work and engage them on one on One talk to make them freely express themselves.”
Q21SP4	“Often this can be done naturally through integration of the Chinese culture, tradition and history into the curriculum, which in turn allows the students to open up and join the conversation.”
Q21SP5	“Support students to understand the cultural differences, Chinese specific parental perspectives towards children’s success in schools.”
Q21SP6	“I enhance the grouping tactical, where I mix all the students from different ethnic groups together and they join in games.”
Q21SP7	“We should be friendly to Chinese students and treat them equally. We should often care about the details and psychology of Chinese students and give guidance at the first time. Thirdly, in addition to caring for relevant courses, the team also showed openness and tolerance, so that Chinese students could better integrate into the team.”
Q21SP8	“SEL is integrated into daily lessons for all students.”
Q21SP9	“I have had experience with younger Chinese American students and at the elementary level it is naturally integrated.”
Q21SP10	“Teach social-emotional competence directly in the context of independent courses.”
Q21SP11	“Close relationship with students.”
Q21SP12	“Often this can be done naturally through integration of the Chinese culture, tradition and history into the curriculum, which in turn allows



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	the students to open up and join the conversation.”
Q21SP13	“Create positive learning environment.”
Q21SP14	“Integrate the interests of Chinese students into the teaching and classroom.”
Q21SP15	“Culturally responsive materials used for instruction.”
Q21SP16	“Always create a safe space for students to be who they are and express how they feel.”

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**Table 4.11**

*How do you Implement School-wide or District-wide Social-Emotional Learning Programs to Help Support Students including the Chinese American Students in your School/District?*

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Survey Participant Code	Perspectives Shared
Q22SP1	“School-wide programs were often delivered to all students and designed for student’s needs.”
Q22SP2	“School-wide SEL includes: PBIS, AVID, Leader-in Me and integration of academic rigor to build skills of communication/collaboration/community/critical thinking.”
Q22SP3	“All our kids work on the school wide programs of rules, acts of kindness and mainstreaming.”
Q22SP4	“Carefully selecting or thoroughly developing activities that emphasize social and emotional competencies, integrating skill building, modeling, practice, and assessment that improves emotional well-being and school connectedness across all academic areas. and Strengthening teacher, staff, and administrator core competencies through professional development.”
Q22SP5	“Design effective classroom activities and attach importance to extracurricular emotional education.”
Q22SP6	“Encourage students to practice and implement the skills learned in their day-to-day interaction.”
Q22SP7	“Teach social-emotional curriculum each day.”
Q22SP8	“Map the SEL curriculum into daily lesson plans.”

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Q22SP9	“Teach students embracing different cultures than our own.”
Q22SP10	“Kindness/compassion/generosity to build empathy and service-oriented programs.”
Q22SP11	“It is important to have emotional education.”
Q22SP12	“Combine the interests and hobbies of Chinese students.”
Q22SP13	“Build community with your team.”
Q22SP14	“A fair and friendly environment. When educators structure communities with fair discipline, students are more likely to attend school, stay in school, and finish Industry.”
Q22SP15	“I make them work together as a team together.”
Q22SP16	“Learn about Chinese parents’ beliefs about their children’s education from their cultural background.”
Q22SP17	“By ensuring that all students are taught on the importance of being friendly to each other.”
Q22SP18	“Bringing together all individuals through sporting activities.”
Q22SP19	“Providing SEL online to the students.”
Q22SP20	“It is important to understand Asian American cultural influence.”
Q22SP21	“Communicate with students emotionally.”
Q22SP22	“Design posters to encourage students to participate actively.”
Q22SP23	“Have SEL topics and activities discussed during advisory/advisement time.
Q22SP24	“Being part of the people who involve students in discussion to understand them more.”
Q22SP25	“Within all elements of the lesson plan. Generally speaking, the beginning of the lesson has the most of it.”
Q22SP26	“SEL is implemented in all classrooms through morning meetings and monthly lessons from the counselor.”

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**Table 4.12**

*What Kind of Counseling Service/Student Support Service/Mental Health Service does your School/District Provide to Students, Especially the Chinese American Students Who Struggle with Social-Emotional and Behavioral Problems at School and at Home?*

Survey Participant Code	Perspectives Shared
Q24SP1	“We have special psychological counseling services, including from the inside to the outside of the multi-directional psychological counseling guidance, often do some social practice of psychological counseling activities.”
Q24SP2	“Free psychological counseling is available.”
Q24SP3	“Psychological counselors regularly provide counseling services and psychological counseling to Chinese students.”
Q24SP4	“Provide psychological counseling to students and parents to enlighten”
Q24SP5	“We have an on-site Psychologist.”
Q24SP6	“Students can schedule office hours with their counselors to discuss their social-emotional problems at school or at home.”
Q24SP7	“Provided one-on-one sessions with the counselor.”
Q24SP8	“International Counselors.”
Q24SP9	“Mental health counseling.”
Q24SP10	“Healing therapy for students.”
Q24SP11	“Social worker set up goals if parents reach out.”
Q24SP12	“Every week, I will go to students’ homes regularly to dredge feelings”
Q24SP13	“The school organized many psychological teachers to interview students at home to understand the situation.”
Q24SP14	“Group counseling services for mental health topics are provided at our site ongoing. Individualized counseling is available for eligible



individuals as well.”

Q24SP15	“Individual and group counseling was offered to students.”
Q24SP16	“School health services and school nurse services, social work services, and parent counseling and training.”
Q24SP17	“Enhance one on one discussion with the students and parents.”
Q24SP18	“Mental health program.”
Q24SP19	“Do some social practice of psychological counseling activities.”
Q24SP20	“Multi-directional psychological counseling guidance.”
Q24SP21	“I acted as the communicator at parent-teacher conferences and teachers needing help sometimes. I also volunteered to tutor the student.”
Q24SP22	“Offering translation.”
Q24SP23	“Same services that we provide to all students.”

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### **Research Question Two**

The second research question was, “How do educators provide support to mothers of Chinese American adolescents with social-emotional issues?” This question is answered using the data below and the results described in chapter five.

#### **Quantitative**

The quantitative data was collected through the survey. The quantitative data results included the 101 survey participants’ responses to the survey close questionnaire questions. The quantitative data results were organized and presented based on the main themes emerging from the quantitative data analysis. The responses from the respondents to the statement, “Chinese American student perceptions of parents’ parenting practice were significantly associated with their depressive symptoms” are illustrated in Figure 4.19. The breakdown of the responses from



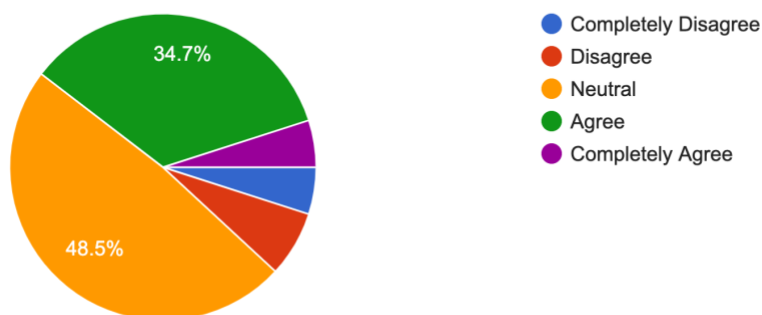
the survey respondents to the statement, “Chinese American student perceptions of parents’ parenting practice were significantly associated with their depressive symptoms” included 34.7% ( $n = 35$ ) agree, 48.5% ( $n = 49$ ) neutral, 6.9% ( $n = 7$ ) disagree, 5% ( $n = 5$ ) completely disagree and 5% ( $n = 5$ ) completely agree.

**Figure 4.19**

*Responses to “Chinese American Student Perceptions of Parents’ Parenting Practice were Significantly Associated with their Depressive Symptoms”*

9. Chinese-American student perceptions of parents’ parenting practice were significantly associated with their depressive symptoms.

101 responses



The responses from the respondents to the statement, “The higher level of Chinese mothers’ acculturation to American culture and American educational system, the better their Chinese American children’s social-emotional well-being” are shown in Figure 4.20. The breakdown of the responses from the survey respondents to the statement, “The higher level of Chinese mothers’ acculturation to American culture and American educational system, the better their Chinese American children’s social-emotional well-being” included 51.5% ( $n = 52$ ) agree, 31.7% ( $n = 32$ ) neutral, 10.9% ( $n = 11$ ) completely agree and 5.9% ( $n = 6$ ) disagree.

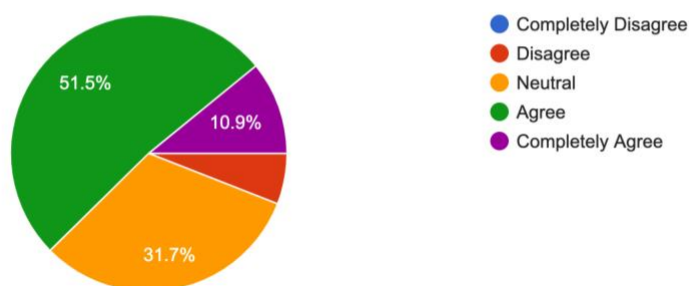


**Figure 4.20**

*Responses to “The Higher Level of Chinese Mothers’ Acculturation to American Culture and American Educational System, the Better their Chinese American Children’s Social-emotional Well-being”*

11. The higher level of Chinese mothers’ acculturation to American culture and American educational system, the better their Chinese-American children’ social emotional well-being.

101 responses



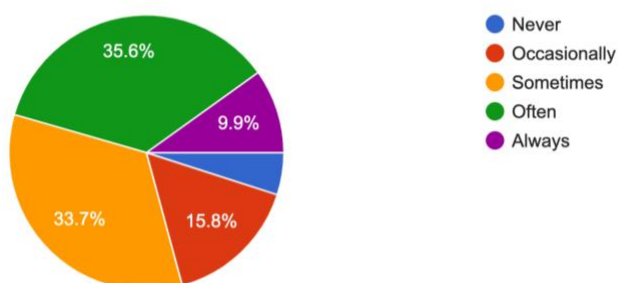
Respondents commented on the parent resources to help support single mothers of Chinese American children (Figure 4.21). The breakdown of the responses on the parent resources to help support single mothers of Chinese American children included 35.6% ( $n = 36$ ) often, 33.7% ( $n = 34$ ) sometimes, 15.8% ( $n = 16$ ) occasionally and 9.9% ( $n = 10$ ) always.

**Figure 4.21**

*Responses on the Parent Resources to Help Support Single Mothers of Chinese American Children*

19. Our school/district has sufficient resources to help support parents, especially this particular group of so-called single mothers with Chinese-American children.

101 responses



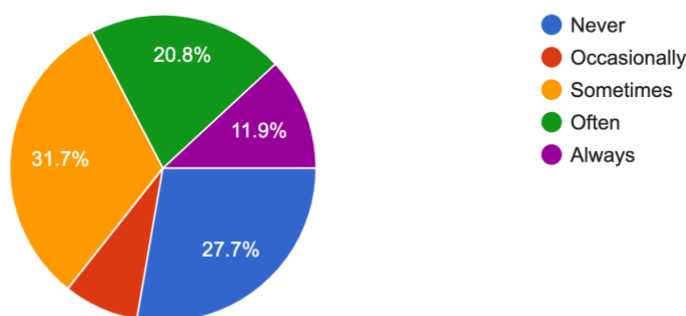


When asked “I have responded as an administrator or a counselor to meet the ‘Friend Request’ or ‘Male Teacher Request’ from parents of Chinese American students living with only mothers in terms of class arrangement and teacher assignment for the new school year,” the survey respondents shared comments highlighted in Figure 4.22. The breakdown of the responses from the survey respondents included 31.7% ( $n = 32$ ) sometimes, 27.7% ( $n = 28$ ) never, 20.8% ( $n = 21$ ) often and 11.9% ( $n = 12$ ) always.

**Figure 4.22**

*Responses to “I Have Responded as an Administrator or a Counselor to Meet the ‘Friend Request’ or ‘Male Teacher Request’ from Parents of Chinese American Students Living with Only Mothers in terms of Class Arrangement and Teacher Assignment for the New School Year”*

20. I have responded as an administrator or a counselor to meet the “Friend Request” or “Male Teacher Request” from parents of Chinese-American...and teacher assignment for the new school year.  
101 responses



## Qualitative

### Interviews

The researcher thoroughly examined the perspectives shared elaboratively by the eight different educators on the strategies that they used to support the social-emotional learning of Chinese American adolescents living with only mothers. The researcher also examined the



perspectives shared elaboratively by these eight different educators on the strategies that they used to support the mothers of Chinese American adolescents with social-emotional issues. The interview protocol consisted of nine open ended questions.

The researcher asked the interviewees to share about the parent resources, parent programs, workshops and services to help support Chinese American single mothers. The responses from interview respondents revealed in Table 4.4 are to answer the interview question four, “What kind of parent resources/parent programs/workshops/ services do you have in your school or district to help support parents, especially this Chinese American single mothers?”

**Table 4.4**

*Parent Resources/Parent Programs/Workshops/ Services School /District Had to Help Support Parents, especially this Chinese American Single Mothers*

Interviewee Code	Perspectives Shared
HSSET/ESLIC	“I believe that there was an Asian American parent group, but I wasn’t super aware of, it wasn’t something that I was really told more about. We had a program for Hispanic students called in TROs, which I wish we, it took, it encompassed more groups of students versus just of them of Latin American descent. So, I wish we had a program like that, but we did have an Asian American parent group. Although I don’t know the extent of how involved that group was. I know that there, I believe was a Facebook page, and I think that maybe they held a couple events besides just resources within the counseling department or through special education I feel like that there could, there wasn’t that many resources for this group. Outside of just what you could get from the general population, whether no matter what background you came from, I mean, I think that there was a lot of resources in regards to programs within the city that can help support families for example, with internet or the local food pantry, if that was something that was needed or we had a lot of different pathways to the local community college.”
MSET	“Parent education. They do have parent education nights. Through the district, through the community centers and through the school, sometimes they have certain assemblies. They have PTA, which is the Parent Teacher Association. And it’s open to everybody. And parents are welcome to join and come to the meetings and express their opinions. If



there's something that they suggest, as a new tool or a new resource that they would like to be brought to the school, that's the place where they can make these requests. They also have family nights, and they invite the parents. It's usually a fundraising event. So, it's not, it comes with strengths attached in a way. But some of them are not. Some of them are just family nights just to bring in the parents and the siblings and create a sense of community. And I know that the school and in general, schools in the district and other districts provide support for the family. They have community centers. They have specific services that you reach out to the district and request. There are food services. There is a library..."

MSST

"So, we have on our campus, we actually have a really small academic counselor to student ratio. So, each counselor maybe has less than 15 students that they're responsible for. So, because the counselor to student ratio is so small, our counselors have the opportunity to really get to know their parents. So we have all the usual school events for parents. We have back to school night, we have once a quarter we have an actual time set aside for parents to meet with the teachers. Parents can also connect with the teachers anytime when any issues come up. We have programs in place where teachers routinely notify parents of any academic issues or anything that might come up in school. But we also have parents who even though they're living in the U.S., they are not necessarily fluent in English. So we actually have counselors on staff who are Chinese speaking counselors who, and they can actually connect with the parents and speak to them in their own language. We have, all of our school literature is also available in Chinese. So we can actually give them brochures in Chinese. We can give them all the all the material that we would normally give an American parent in English. We can provide that to them in Chinese as well. We have translators on the staff that can help translate and mediate if we need to talk directly to a parent. And that's difficult for us. So we can actually connect with them, and we have all kinds of ability to translate and speak with them directly. So we do actually go out of our way to make sure we communicate with the parents."

ESP

"So, within a district that I've worked there's a certain percentage of students that you would have in a district that sort of activates whether or not you need to translate your materials into that language or provide specific support. And so, just as a reiteration, the group that is considered to be significant in that area would be Hispanics within the district that I work. And so in this case, we have, and I know that other districts do, because it's required by law that you provide support for those significant groups. Kabe is one of the programs that we've implemented that is in support of parents who are needing to get information on how to navigate the system. In our case, there was a tremendous amount of focus on students that come from English language learner families and

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backgrounds where Spanish typically was their first language. However, that terminology is not specific to necessarily just Hispanic families. It's for any group of people who meet that category. So those type of family workshops would be the support that would be provided. I know that in my district, because we are a Title one district meaning that we have a hundred percent free lunch, we have access to Title one funds. And as leaders within that district, you would put together a single plan for student achievement. And what you'd want to do is based on data, respond to surveys in which parents respond to, to let you know kind of what is needed. And from that basis through the data designate funding and design programming that really addresses their specific needs. And so that can range from family workshops to days copy with the principal to going through specific training with those parents their participation in school psych council or other groups that are dedicated to dealing with subject matters. ELAC is another group, English Language Advisory Council. These are always in which parents can have a voice in what's happening in the school, as well as being able to monitor what's happening with their students in terms of supporting their language needs and their cultural needs."

HSSET

"We have our district does monthly meetings that the district holds the monthly meetings for the community. And they are various topics that are presented to families. And, and the district hosts a meeting at the district office. That's one of the more formal outlets. There are also district partners, as I had mentioned before."

HSC

"First of all, I have this workshop where parents and the student could get to share their life experiences stimulating discussion. Like we also have games too. This game is meant to bring everyone together. we hope to achieve this with making one understand that in as much as a background or difference that we really are the same and we are one in every situation we seem to find ourselves or a place we seem to find. So we have these workshops and we have, we introduced these games that help bring everyone together."

HSHT

"My school have, do have an annual racial kind of ceremony with different races who actually come together to UA your either attire your religion, you are tradition even Chinese, you could dress in your Chinese if you are black and you from the South Africa, you dress in the zoo away. You, so this resource, during this program my school tell, teach you about your history and try to let you know that the school doesn't discriminate based even if you are black, even if you white, any race of your choice. So these programs I also have at my school also have a program for the black American women that are live, that are widows, you that actually they help them in discounts of their citizen tuition fees, stuff like that. And for the Chinese, the Chinese Habit Forum where they

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help their students in each coast, you know here in Georgia. Yeah, so they give you pay about 20% of your tuition fees for you as a Chinese here in Georgia. So they, they actually have outside bodies actually helping them here. And that's really that's pretty good, the unity is fine."

HSET

"We have Child development Institute. We have parent teacher association. It is a little association where parents, it's a little forum we set aside, parents could come learn from the working-class parents where they could get to understand their kids better. We break everything down in one or two hours getting to explain how kids could, parent could learn to relate to their kids more. So then after that, we take questions from the parents getting to we have a little time for parent experiences. We try to relate probably with people with problems, parents with problems with a kid that bring this problem out. Then we try to offer profound solutions."

### ***Survey Open-Questions Results***

The researcher asked participants in the survey to respond to four open-ended questions from Question 21-24. The responses from the survey Question 23 are to help answer research question two. Table 4.13 illustrated the responses to the survey Question 23.

**Table 4.13**

*What kind of Parent Resources/Programs/Workshops/Services do you Have in your School/District to Help Support Parents, especially this group of so-called Single Mothers with Chinese American Children?*

Survey Participant Code	Perspectives Shared
Q23SP1	"Ongoing trainings and workshops conducted by our Community Advisory Committee typically target community and family needs by personalizing services to address specific issues impacting parts of the community."
Q23SP2	"There are resources and meetings provided by the district."
Q23SP3	"We have workshops and open meetings for ALL families."
Q23SP4	"Educating this individual to ensure that they relieve stress and know how to take care of their children."
Q23SP5	"We have parent education courses to support with parenting, behavior,



	and resources for low-income families.”
Q23SP6	“We provide parents with social, cultural, religious, economic and medical resources.”
Q23SP7	“There have not been a particular group of Chinese American Single Mothers.”
Q23SP8	“No particular program to support this group. Only general resources and activities planned in the classrooms.”
Q23SP9	“The district hosts monthly social emotion workshops for parents tailor to the age group of their child.”
Q23SP10	“The school often visits the parents of single students at home.”
Q23SP11	“A drop-in box was created at the school where parents could anonymously report questions.”
Q23SP12	“The teacher organized a meeting of parents to discuss problems.”
Q23SP13	“Regular communication with Chinese parents.”
Q23SP14	“Community Resource.”
Q23SP15	“Group counseling, one on one counseling for parents.”
Q23SP16	“International day celebrations or Chinese Lunar New year celebrations.”
Q23SP17	“Local or door to door training of people.”
Q23SP18	“Voluntary service, classroom aides, community volunteers, campus volunteers, local volunteers.”
Q23SP19	“Adult ESL class.”

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### Summary

This chapter revealed the findings of the data collected in this study. Participant demographic results were presented first. The demographics displayed the educators’ diversity in ethnicity and gender. The demographics represented different types of educators with a range of length of years in the education profession. The demographics revealed the educators’ various



highest degrees obtained in education. The demographics also revealed the different subjects that teachers taught. Next, the researcher disclosed the quantitative data found through the survey responses to the questionnaire questions. Last, the qualitative data was revealed through interviews and the responses to the survey open-ended questions. The combination of qualitative and quantitative data allowed the researcher to answer the research questions and discover the effective strategies that educators used to help support Chinese American adolescents and their single mothers. The findings from the data results were placed into specific themes to answer the two research questions. The main themes for answering Research Question One on the strategies to support Chinese American adolescents included culture, social-emotional learning (SEL) and support services. The main themes for answering Research Question Two on how to support Chinese American parents included support services and parent education.



## CHAPTER 5: DISCUSSION

The purpose of this study was to examine the educators' perspectives on effective strategies to help support social-emotional learning of Chinese American adolescents living with only mothers in the U.S. Chinese American adolescents living with only mothers in the U.S. were observed with various social-emotional and behavioral problems. This study has verified the needs for educators to pay attention and support this group of Chinese American adolescents and their mothers. This study has proven that social-emotional learning (SEL) serves as an important tool for educators to help support students. Through this study, the researcher discovered some effective strategies that educators used to help support Chinese American adolescents and their mothers. In this chapter, the research questions have been answered, implications for practice have been provided, and recommendations for further research have been given.

### **Answers to the Research Question**

In summary of the study, the researcher came up with some main themes to further discuss the research findings in order to completely answer the two research questions. The answers to the two research questions were supported by the findings from both the quantitative statistical analysis results and the qualitative coding results. Selected statements from the research participants were cited. Some statements from the experts in the related literature review were also cited.

Through the data collection and data analysis in this study, the researcher was able to find some of the effective strategies that educators used to help support Chinese American adolescents and their mothers. The findings from the data results and data analysis were placed into specific themes to answer the two research questions. The main themes for answering



research question one were the strategies to support Chinese American adolescents included culture, social-emotional learning (SEL) and support services. The main themes for answering research question two were how to support Chinese American parents included support services and parent education.

### **Research Question One**

Most Chinese American adolescents were found with the typical positive characteristics such as being smart, diligent, focusing on academic and highly achieving at school. Most interview participants ( $n = 6$ ) observed that the Chinese American students had the following positive characteristics: being intelligent, polite, hard-working, good at math; wanting to achieve or overachieve; focusing on academic and doing well at school; being willing to do the work; and taking higher level classes. The interview respondent, the high school special education teacher/ESL instruction coach (HSSET/ESLIC) stated, “A couple of the students were high achieving in mathematics. They were taking higher level classes than their peers. They seemed very much so willing to do the work as long as I was building a relationship with them.” The interview respondent, the middle school science teacher (MSST) stated, “I find them to be sweet kids. They’re very intelligent. They love going to school. They love learning. They love being part of the social life of the school and not being able to be part of that social life is very hard for them during covid. They seem to have good relationships with their parents.” The interview respondent, the high school history teacher (HSHT) stated, “The Chinese are often very good when it comes to the mathematics and some other courses.”

However, some Chinese American adolescents living with only mothers in the U.S. were observed with various social-emotional and behavioral problems. Based on the survey responses to the statement, “I have observed the following social-emotional and behavioral problems



among Chinese American adolescents living with only mothers in the U.S.,” The Chinese American adolescents’ social-emotional and behavioral problems included 30.7% ( $n = 31$ ) depression, 35.6% ( $n = 36$ ) anxiety, 38.6% ( $n = 39$ ) loneliness, 39.6% ( $n = 40$ ) socially withdrawn/self-isolated, 34.7% ( $n = 35$ ) do not have many friends, 33.7% ( $n = 34$ ) no participation in group activities, 30.7% ( $n = 31$ ) barely talk or smile, 27.7% ( $n = 28$ ) show low self-esteem.

All ( $n = 8$ ) of the interview participants believed Chinese American students had been struggling with social and emotional issues. Those social-emotional issues include depression, anxiety, pressure on getting good grades, resistance to expanding group of friends or making new friends, communication issues, and self-awareness, personal awareness and social awareness issues. The interview respondent, the middle school science teacher (MSST) stated,

One student has a turbulent relationship with his mother... High expectations on the part of Chinese parents have been a real pressure point for our Chinese students...American born Chinese students were the ones that were having problems. The ones that I do see the SEL issues in are American born Chinese students. I think they’re living between two cultures and it’s really hard on them.

The interview respondent, the middle school English teacher (MSET) stated,

What I have noticed from the few students that I was able to observe who I had that for knowledge about, I noticed a couple of things. One of them is that there’s a tinge of sadness. I want to say sometimes it goes to a degree of depression. I know that dealing with life in a new country, and sometimes they have limited English or the parent that they’re with does not speak English to a high extent...And it’s understandable given the background of the student. And it’s not just having one parent missing, but one of them



mentioned that she misses her dad a lot, and she spoke very fondly about him.

The interview respondent, the high school special education teacher/ESL instruction coach (HSSET/ESLIC) stated,

And then when I started to get to really know them, it seemed like that the family was separated due to economic reasons. I think for the most part where one side of the family remains in China. And then the other side of the family has moved to the U.S. What I realized is I didn't know that sometimes Chinese families moved together in a group and live within that group so that the students can go to school in the U.S.... What I noticed is that these students were rather reclusive, so they're very shy...Most of their behaviors had to deal with just not being social, being a little bit awkward in terms of interacting with other students.

The interview respondent, the high school special education teacher (HSSET) stated,

I would say the types of social-emotional learning issues that I encounter the most are issues of personal self-awareness, personal awareness, and social awareness. Kids are not really understanding how to communicate or what needs to be communicated to develop peer relationships, to develop in a team, to interact in a way that would be prescriptive or indicative of a middle school student or a high school student. I don't see students operating in an age-appropriate manner in most situations within my class for room settings. And it'll be the self and the social awareness. That's the biggest indicator that I see. And that is an ongoing issue.

Some ( $n = 3$ ) of the interview respondents observed that some Chinese American students were not social, didn't fit in, felt rejected and reclusive, and saw the self so different from others. The interview respondent, the high school English teacher (HSET) stated,



A lot of depression mostly. So mostly like loneliness and depression. That feeling of being sad... That feeling of being looked down. That feeling of not being enough, feeling you are not too good for this position. Not too good for this and not to fit for this. I think I get that a lot. Feeling rejected. Feeling not be accepted.

The interview respondent, the high school counselor (HSC) stated, “It seems very hard for them to cope with other folks at school. Sometimes they have this emotional of being different. They see the self so different.” The interview respondent, the high school history teacher (HSHT) stated, “They don’t fit into with other students and that social relationships between student and student, friends and friends.”

### *Culture*

Both interview and survey responses showed that using culturally responsive teaching and providing culturally relevant programs are among the effective strategies to help support the social-emotional learning of Chinese American adolescents living with only mothers. The responses from the survey respondents on using culturally appropriate measures to help support Chinese American adolescents showed that 43.6% ( $n = 44$ ) of the educators “often” used the culturally appropriate measure in understanding Chinese parents’ belief on their children’s education from their cultural backgrounds. 24.8% ( $n = 25$ ) “sometimes” used the culturally appropriate measure in understanding Chinese parents’ belief on their children’s education from their cultural backgrounds. 14.9% ( $n = 15$ ) “occasionally” used the culturally appropriate measure in understanding Chinese parents’ belief on their children’s education from their cultural backgrounds. 13.9% ( $n = 14$ ) “always” used the culturally appropriate measure in understanding Chinese parents’ belief on their children’s education from their cultural backgrounds.



The interviews revealed the importance of understanding culture in different ways. From the eight interview participants, 100% ( $n = 8$ ) of respondents discussed the importance of being culturally responsive and knowing about the different cultural backgrounds of students, particularly getting to know more about the Chinese culture of the Chinese American students. The interview respondent, the middle school science teacher (MSST) stated,

Whereas a lot of it is just cultural and we don't understand their culture. We want to give the students an opportunity to share. When we do like research projects, I allow them to research from the Chinese perspective... So those are how we allow them to engage and allow them to use their social background there, how they interact with things and just be themselves while they're learning. And it's helpful for them. They become much more successful students when we allow them to maintain their culture in their classroom.

From the eight interview participants, 70% ( $n = 6$ ) of respondents discussed the importance of using books about Chinese Americans to teach to help support Chinese American students with SEL. The high school special education teacher/ESL instruction coach (HSSET/ESLIC) stated, "This notion of being culturally responsive. So, several texts that we read in class had to do with Chinese Americans." The interview respondent, the elementary school principal (ESP) stated, "If we look at some of our Chinese authors in children's books, that would be critically relevant to making sure that students of Chinese background feel included in the literature."

The survey responses to the open-ended questions also highlighted the importance of understanding cultural differences. Several survey participants ( $n = 5$ ) believed that it was important to understand cultural differences. The survey participant, Q21SP4 stated, "Often this can be done naturally through integration of the Chinese culture, tradition and history into the curriculum, which in turn allows the students to open up and join the conversation."



Furthermore, several survey participants ( $n = 6$ ) mentioned that it was important to understand Chinese parental perspectives towards children's success in schools. The survey participant, Q21SP5 stated, "Support students to understand the cultural differences, Chinese specific parental perspectives towards children's success in schools."

One strategy the interview participants agreed on was providing culturally relevant programs and information. All ( $n = 8$ ) of interview respondents said they believed this was an effective way to help support Chinese American adolescents with social-emotional learning. The interview respondent, the elementary school principal (ESP) stated,

Good citizenship means that we are honoring and recognizing all of the diversity that's in there, and that we strengthen it by learning about each other... You know that look like them that have similar history and culture from. The more they learn about that, that's a confidence builder... I think that important, and as I reflect on my own experiences in opportunities to design and develop and organize programs that information and programs are culturally relevant and that we respond to all cultures.

Sprott et al. (2021) believed that individuals must feel fully appreciated within their own unique identities (i.e., ethnicities, language differences, socioeconomic status, gender, religions) in order to promote effective learning. Culturally competent educators employ practices that acknowledge and build on cultural diversity and that identify students themselves as resources and honors assets possessed within the context of the school community (Sprott et al., 2021). Ladson-Billings (1994) observed that effective teachers continuously did three things: (a) they focused on student learning, not on student assessment or evaluating, (b) they understood their own cultural background, the background of their students, and taught them how to interact with people from different cultures, and (c) they made the lessons relevant to the students' daily lives



(Lavin et al., 2021). Later Ladson Billing (1995) coined the term culturally relevant pedagogy (CRP) when referring to implementation of these three ideas within a classroom (Lavin et al., 2021). Experts recommended that CRP is a social justice framework posited to support academic achievement, cultural competence, and critical consciousness for all learners (Allen et al., 2017).

### ***Social-Emotional Learning (SEL)***

This study has proven that the social-emotional learning served as an important tool for educators to help support students including Chinese American adolescents living with only mothers in the U.S. The responses from the survey respondents on using social-emotional learning programs to help support Chinese American adolescents showed that 49.5% ( $n = 50$ ) of the educators “often” using social-emotional learning programs to help support Chinese American adolescents. 21.8% ( $n = 22$ ) “always” using social-emotional learning programs to help support Chinese American adolescents. 19.8% ( $n = 20$ ) “sometimes” using social-emotional learning programs to help support Chinese American adolescents.

Herrera and Martinez-Alba (2021) pointed out that the incorporation of SEL practices has been growing in the U.S. and around the world for some years. Many public and private educational systems, community organizations, and higher education institutions embrace SEL practices in various forms, such as wellness conversations, mindfulness interventions, trauma-informed practices, restorative circles, yoga, among many other interventions (Herrera & Martinez-Alba, 2021). Gómez Varón (2021) noted that school based SEL programs are associated with improvements in children’s SEL and academic outcomes and higher teacher support during classroom interactions.

Through this mixed methods study with both quantitative and qualitative data and



analysis, the researcher was able to discover some of the effective strategies that educators used to help support social-emotional learning of Chinese American adolescents living with only mothers. These strategies were categorized as practicing SEL in the classroom, integrating SEL into curriculum and instruction, implementing SEL at the school-wide level, and providing language support system and psychological counseling service.

### ***SEL in the Classroom***

Both interview and survey results revealed the importance of practicing SEL in the classroom. Practicing SEL in the classroom includes daily check in with students, communication, journaling, creating trustful relationship between teacher and student, and helping building relationship.

**Check in with Students.** Among the eight interview respondents, 60% ( $n = 5$ ) of the participants discussed the importance of checking in with students. The specific strategies to check in with students include daily morning check in, social-emotional learning check in, using an interactive slide to check on feelings, Google Form check in, using music and image in screen to check in, informal way of checking on students, interactive stress check survey, and check in without pushing boundaries. The high school special education teacher/ESL instruction coach (HSSET/ESLIC) stated,

I tried to always provide a social-emotional learning check in, whether that was on like an interactive slide where students could move and identify how they're feeling before I moved into our formative assessment and I had them also take turns explaining why they're feeling that way, provided sentences so that they could further elaborate on their feelings.

The elementary school principal (ESP) stated, "Checking in with students to see how they're



feeling is one action that has been taken to ensure that students get that emotional support.”

**Use Communication.** Many interview participants ( $n = 7$ ), seven out of eight, found it effective to use communication to help support Chinese American students with SEL. The specific strategies to use communication include using talking stick, three ways communication, restorative circles, quiet group vs outgoing group, having conversations with the students, providing a social story, and seeing what they were interested in. The middle school English teacher (MSET) stated,

So, I think some of that goes back to communication. What you do as a teacher with vocabulary building and classroom management and your own personal time where you provide support for the students. And you just talk to them and try to find out what’s going on and if there’s something you can do to help.

Some survey participants ( $n = 6$ ) also believed that communicating was one of the effective strategies to help support students with SEL. The survey participant, Q22SP21 stated, “communicate with students emotionally.”

**Create Trusting Relationships between Teacher and Students.** Many interview participants ( $n = 5$ ), five out of eight, believed that creating trusting relationship between teacher and student was one of the effective strategies to help support Chinese American students with SEL. The high school English teacher (HSET) stated, “I would build trusting relationship between me and my students so that they would not confide themselves.” The high school history teacher (HSHT) stated, “I think it is important to have healthy relationship between me and my students.” Some survey participants ( $n = 5$ ) also believed it was important to build close and harmonious relationship with students. The survey participant, Q21SP11 stated, “It is important to have close relationship with students.”



**Use Free Journaling/Writing for Purging Feelings.** Among eight interview participants, 70% ( $n = 7$ ) of the respondents discussed the importance of using writing or journaling for purging feeling to help support students with SEL. The middle school English teacher (MSET) stated,

I think writing and as an activity is a lot of thinking and a lot of feeling. It's like you're pouring your heart out to write something... Labeling your feelings and writing them down is very helpful...And to do that, you have to think about it. And you must deal with your feelings and put them into words.

**Help Build Relationships.** From the eight interview respondents, 60% ( $n = 5$ ), discussed the importance of helping build relationship. They believed this was one of the effective strategies to help support social-emotional learning of Chinese American students. Helping build relationship included encouraging Chinese American students to share their culture and make connection with other students. The former high school special education teacher and current ESL Instruction Coach (HSSET/ESLIC) stated, “the students should venture out and make those connections with students, whether they come from China or Southeast Asia, just a group where they can share their culture and build relationships.”

**Integrating SEL into Curriculum and Instruction.** Both survey and interview results highlighted the importance of integrating SEL into curriculum and instruction. The responses from the survey respondents on integrating social-emotional learning into the curriculum and instruction to help support Chinese American adolescents showed that 54.5% ( $n = 55$ ) of the educators “often” integrating social-emotional learning into the curriculum and instruction to help support Chinese American adolescents. 21.8% ( $n = 22$ ) “always” integrating social-emotional learning into the curriculum and instruction to help support Chinese American



adolescents. 16.8% ( $n = 17$ ) “sometimes” integrating social-emotional learning into the curriculum and instruction to help support Chinese American adolescents. Integrating SEL into curriculum and instruction included integrating SEL within lesson design, teaching “whole student,” SEL integration strategy to help support Chinese American adolescents, using California Social-emotional Learning Framework, and using California Healthy Kids’ Survey.

**Integrating SEL within Lesson Design.** From eight interview participants, 30% ( $n = 3$ ) of respondents discussed the importance of integrating SEL within lesson design. The former high school special education teacher and current ESL Instruction Coach (HSSET/ESLIC) stated, “Just integrating the socially emotional learning strategies within your lesson design...So really being strategic with incorporating the various types of check-ins as well as opportunities for students to elaborate based on their feelings.” The middle school science teacher (MSST) stated,

We do implement SEL into the curriculum. It’s part of our classrooms. All the teachers do it at some level, depending on what topic we teach. I teach environmental science. So, one of the things that I like to do to engage my students in the classroom is, I ask them, ‘So tell me how this is done in your country’. So, it’s good for them because they can then tell us about the Chinese culture, about why China does the things that they do, the way that they do it.

The middle school English teacher (MSET) stated,

When we are reading a novel, when we are writing a paragraph, when we’re listening to a short movie, any of that, are excellent opportunities to explore the social, emotional and language needs of students. And all along the way you are exploring your own social and emotional needs, and you’re developing language. With our reading strategies, for example, we have an opportunity to connect, question, evaluate. So, all of these are



perspective taking and they require the students to connect to their personal life and their own background and prior knowledge.

Some survey participants ( $n = 2$ ) also believed that integrating SEL into all elements of the lesson plan was one of the effective strategies to help support students with SEL. The survey participant, Q22SP8 stated, “Map the SEL curriculum into daily lesson plans.” The survey participant, Q22SP25 stated, “Within all elements of the lesson plan. The beginning of the lesson has the most of it.” Some survey participants ( $n = 5$ ) also mentioned that it was important to integrate SEL into daily lessons for all students. The survey participant, Q21SP8 stated, “SEL is integrated into daily lessons for all students.” The survey participant, Q21SP10 stated, “Teach social-emotional competence directly in the context of independent courses.”

Romano (2022) examined the impact of embedding SEL instruction in core subject lesson plans, evaluating the impact of classroom embedded SEL instruction on students’ knowledge of and application of SEL competencies; student sense of school connectedness and belonging; and students’ academic success. Romano found that the development of SEL competencies can have a profound impact on student success, helping students build connections to their school, teachers, and peers, overcome challenges, and develop academic habits that foster academic and personal success.

**Teaching the Whole of the Student.** From eight interview participants, 60% ( $n = 5$ ) of respondents discussed the importance of teaching the whole of the student, meeting their social, emotional and language needs. The middle school English teacher (MSET) stated, “You’re not just teaching the academics, you’re also teaching the whole of the student with their social, emotional and language needs....So, all of these are great opportunities to talk about your feelings, to compare your social system to other people’s social system, to learn the culture, learn



the language, develop vocabulary, all these different parts of the learning process.”

Caparas (2021) believed that, when schools and school systems adopt social-emotional learning (SEL), a “whole-person approach to learning,” educators see improved student attendance and engagement, improved student connectedness, better social and emotional health, and improved academic outcomes. In addition to gaining academic knowledge, students are able to graduate with the essential social and emotional skills needed to succeed in college and the workforce (Caparas, 2021).

### ***SEL Integration Strategies to Support Chinese American Adolescents***

Some survey participants ( $n = 7$ ) believed that interacting with Chinese American students in the teaching process was one of the effective strategies to help support social-emotional learning of Chinese American students. The survey participant, Q21SP1 stated, “Interact with Chinese children in the teaching process.” Some survey participants ( $n = 5$ ) believed it was important to integrate the interests of Chinese students into the classroom. The survey participant, Q21SP14 stated, “Integrate the interests of Chinese students into the education process.” Some participants ( $n = 3$ ) believed that integrating the interests and hobbies of Chinese students was one of the effective strategies to help support Chinese students with SEL. The survey participant, Q22SP12 stated, “Combines the interests and hobbies of Chinese students.” Some participants ( $n = 3$ ) believed that it was helpful to share stories and experiences. The survey participant, Q21SP12 stated, “Often this can be done naturally through integration of the Chinese culture, tradition and history into the curriculum, which in turn allows the students to open up and join the conversation.”

Stelitano and Steiner (2021) pointed out that social and emotional learning (SEL) is critical for preparing students for college and career success. Integrating SEL into academic

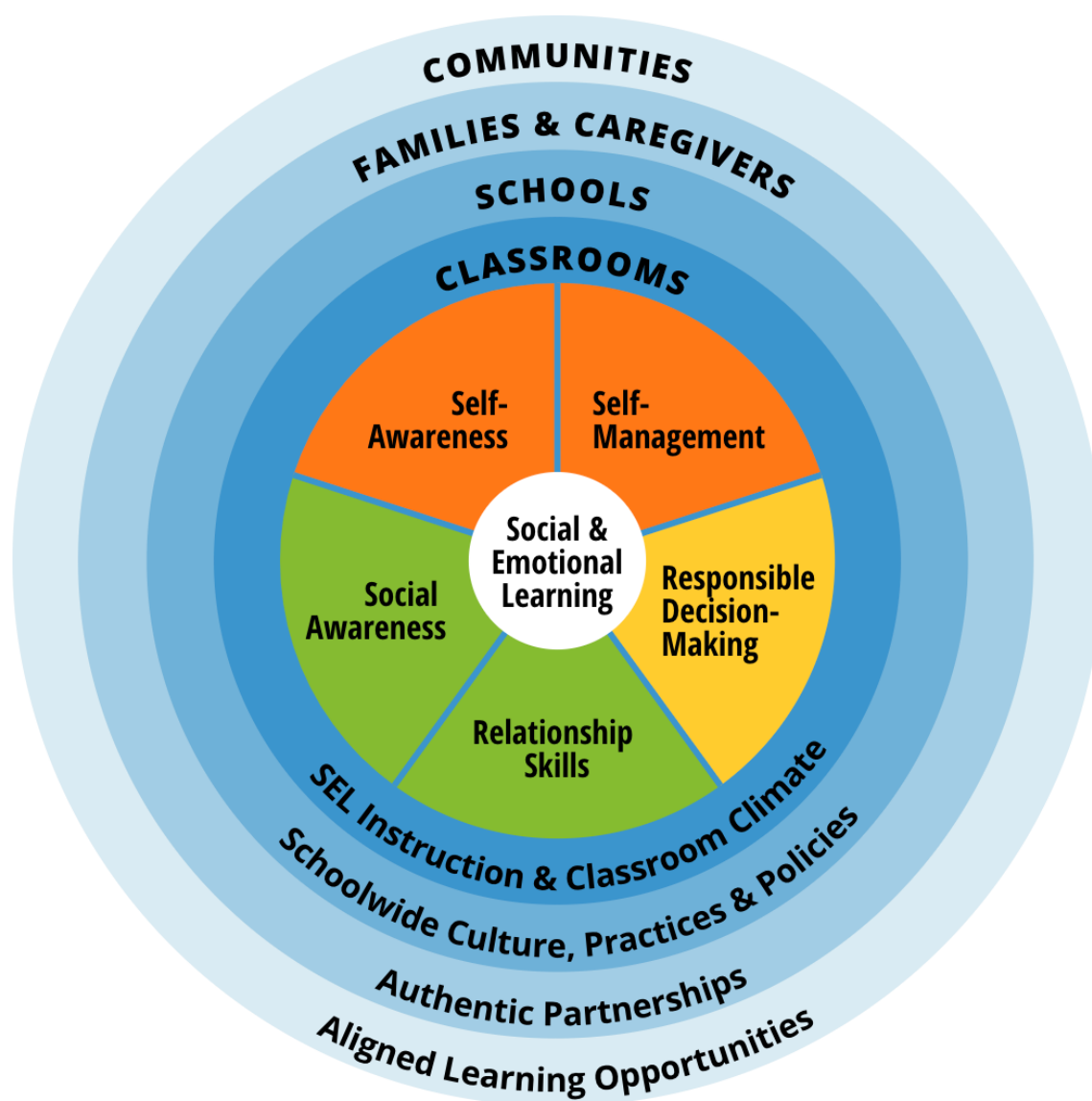


instruction in meaningful ways supports students' SEL development (Stelitano & Steiner, 2021). Frey et al. (2019) pointed out that all learning is social and emotional. What teachers say, the values we express, the materials and activities we choose, and the skills we prioritize all influence how students think, see themselves, and interact with content and with others (Frey et al., 2019).

**Using Social-Emotional Learning Framework.** Three ( $n = 3$ ) out of the eight interview participants discussed the importance of using social-emotional learning framework in integrating SEL into curriculum and instruction. The social-emotional learning framework was shown in Figure 4.23 (CASEL, 2020). The high school special education teacher (HSSET) stated,

My language has to change, my approach has to change. So, we're really talking about the knowledge and the understanding that the individual teachers have. That's not content here. That's development, that's life experience, right? That's the social-emotional learning framework. So, that you ultimately know or have some insight to what shapes your own thinking and feeling, if you're going to touch with your own thinking and feeling, or what shapes it, all of what I'm saying is like a foreign language. But if you are aware that, words formulate, thought that feelings formulate words or contribute to your word use, then you start to understand that everything does come from something and you're responsible for those words and the emotion that is transferred with or transmitted from those words, through those words.



**Figure 5.1***Social-emotional Learning Framework*

**Using California Healthy Kids Survey.** From eight interview participants, 50% ( $n = 4$ ) of respondents discussed the importance of using the California Healthy Kids Survey in



integrating SEL into curriculum and instruction. The high school special education teacher (HSSET) stated,

There's a California healthy Kid survey that's given in California. That data has helped us to not only under better understand our student population, but further develop the social-emotional learning framework and how to teach it to students, because social-emotional learning is not necessarily broken down by age or by grade. Some students mature at a different rate, at a faster rate. Some students are grade better communicators earlier. So, you wouldn't necessarily roll out social-emotional learning as a curriculum without understanding your population. So, if your population is more advanced, then you have to give them lessons that aim more at their understanding.

The elementary school principal (ESP) stated,

California Healthy Kids has the longest history of surveying kids in these areas, as far as the emotional and experiential understanding. This is my understanding is that West Ed has done an incredible job over the last 20, maybe 25 years. And to be honest, it's been the clench, it's the lynchpin for so many of what we know in disproportionality studies and things. Getting the information from the kids directly has helped us to really figure out a piece that was missing before. We have our plans and education and our funding formulas and our long-term outcomes that we hope to get. But if we're not checking in with students to see if what their level of satisfaction is, so to speak, then we're not necessarily getting the full, the whole story.

**School-wide SEL Implementation.** Both interview and survey results revealed the importance of school wide SEL implementation. School-wide SEL implementation included making adjustment in school curriculum for the SEL program, putting SEL program in all the



lessons, and having SEL workshop; designing effective classroom activities; community building; using PBIS, MTSS and Second Step program; and explicitly teaching about SEL.

From eight interview participants, all ( $n = 8$ ) respondents discussed the importance of implementing SEL at school. Strategies on SEL implementation included making adjustment in school curriculum for the SEL program, putting SEL program in all the lessons, and having SEL workshop. The middle school English teacher (MSET) stated,

Our SEL program is driven by administration. It is something that we get routinely trained in, and it is something that is not optional. It is part of our school program, and all the teachers are trained in it. We must attend training in the program, and we must implement that in our classroom. So, it is implemented across all of our curriculum. We are expected to implement it as part of our daily lesson and as part of our daily classroom procedure.

The elementary school principal (ESP) stated, “You can implement social-emotional learning through guaranteeing school-wide activities that are built in explicitly through the school schedule and giving students specific opportunities to apply what they have learned... to explicitly practice what good respectful social behavior looks like all around the school.”

Many survey participants ( $n = 9$ ) believed that designing effective classroom activities was one of the effective strategies to help support students with SEL. The survey participant, Q22SP4 stated,

Carefully selecting or thoroughly developing activities that emphasize social and emotional competencies, integrating skill building, modeling, practice, and assessment that improves emotional well-being and school connectedness across all academic areas, and strengthening teacher, staff, and administrator core competencies through



professional development.

Some survey participants ( $n = 2$ ) also believed it was important to implement SEL at school or district level. The survey participant, Q22SP1 stated, “School-wide programs were often delivered to all students and designed for student’s needs.” The survey participant, Q22SP2 stated, “School-wide SEL includes: PBIS, AVID, Leader-in Me and integration of academic rigor to build skills of communication/collaboration/community/critical thinking.” The survey participant, Q22SP3 stated, “All our kids work on the school-wide programs of rules, acts of kindness and mainstreaming.” The survey participant, Q22SP26 stated, “SEL is implemented in all classrooms through morning meetings and monthly lessons from the counselor.”

Lawson et al. (2019) observed that, while schools have historically been focused on supporting students’ academic development, there is increasing pressure on schools to explicitly promote students’ SEL competencies. To explicitly provide SEL instruction in a school, a school should adopt a clear SEL approach, provide initial and ongoing support to all instructional and related service personnel in the school using the approach, and delegate sufficient time in the school schedule for SEL instruction (Lawson et al., 2019).

**Community Building.** Among eight interview respondents, 70% ( $n = 6$ ) of the participants discussed the importance of community building. The specific strategies for community building include assemblies through community centers and schools, family nights, spirit days, food services, library/community center and providing free educational toys. The middle school English teacher (MSET) stated,

That’s why they have different school spirit days, where they have the students dress up in a certain way or in a certain color or do a certain activity. So it’s all to build that sense of community and belonging and trust...Those services are more for creating a sense of



community and belonging for everybody. And you can see it through the community centers that they have and the diverse programs that they offer... They also have annual Global Village Festival at the Great Orange Park.

The high school special education teacher (HSSET) stated,

Because we want to really personalize for our students their personal commitment to the community and how it is that they are valued in the community, and that they could bring all of them to the community, whether they be African American, whether they be Chinese, or whatever the case may be. We want to make sure that the individual students can be seen and be an active participant in their community. This is so critical because when we think about how our school community is a direct reflection to our cities, our communities, what we're teaching our students ultimately in our school communities is how it is to be a good citizen.

**PBIS.** Among eight interview respondents, 70% ( $n = 6$ ) of the participants discussed the importance of using PBIS or RP to help support students with SEL. The former high school special education teacher and current ESL Instruction Coach (HSSET/ESLIC) stated,

One thing I will say is that I feel like for both those initiatives for PBIS and restorative practices for when we're looking at the school I was at, the implementation, I feel like it was very much so the people that were enthusiastic about it and were part of the committee we're actually doing these practices versus the rest of the schools. I would say like about maybe 15 to 20% were really kind of focused in. And then the rest were maybe dabbling their foot in the water or waiting in it, but not fully having two feet. So that kind of is just from my experience of the K-12.

The high school special education teacher (HSSET) stated,



We read that in a small group at the school site I was at. And that was based because I was on the PBIS team, and that was a book that we were reading as we were kind of transitioning towards wanting to focus more on restorative practices... We had at first policy behavior intervention supports, trainings, as well as restorative justice that were given to the entire district in learning those types of practices.

**MTSS.** Among eight interview respondents, 70% ( $n = 6$ ) of the participants discussed the importance of using MTSS/CASEL/Twitter to help support students with SEL. The high school special education teacher (HSSET) stated,

We have the multi-tiered systems. Support systems are in place. Of course, the district relies on the cost team, the student response team, if you will at each site to identify students who are in more serious need. And that's the formal referral process, the cost referral system, which is again, a multitier system of support... The cost team picks up the referrals or the highflyers, if you will, students that are receiving a lot of discipline referrals or who are already receiving a high level of service to be successful. But you don't necessarily see the success. We have an admin team here at THES that's effective combing through the data and figuring out where the highflyers may be before they're there. And when I say highflyers, that's just the term I'm using to describe the students who have a high rate of discipline referrals or a high rate of negative interactions.

Interventions rather due to negative interactions with peers and teachers. And so yeah, multi multitiered systems of support.

**Second Step Program.** Some interview participants ( $n = 3$ ) believed using Second Step program was one of the effective strategies to help support students with SEL. The middle school English teacher (MSET) stated,



The part that the teacher can do in the classroom to support that wellness center is called Second Step program. And that is a curriculum, basically a digital curriculum that the students do through their advisement class. And with this program, students deal with specific situations, and they're given strategies to deal with these situations. For example, there's a unit on conflict resolution, and it gives you different scenarios of how conflict can arise within the family, within the classroom within the school. And it shows you a scenario with the given the take what the students, what the people involved were saying. And it gives you strategies to improve and solve that situation, resolve the conflict. So, it's a great program, the Second Step program, and it's the teachers do it. It comes with a handout and that's given to the students. It comes with a short video that the teacher shows to the students first and discusses it.

**Explicitly Teaching about Social-Emotional Learning.** One interview participant addressed the importance of explicitly teaching about social-emotional learning. The elementary school principal (ESP) stated,

There are explicit ways in which you can promote inclusivity within your school. A part of your tier one, that's the base of a schoolwide program is to determine what it is. You want to guarantee that all students within your school community receive. And that may appear something like explicit training or an opportunity for students to go what I refer to as expectations by location. And this is when a teacher or an administrator, or a counselor, whoever will take students to a specific location such as the library or the office or the cafeteria, an explicitly teach them how to engage in etiquette's conversation behavior that is appropriate and uplifting to the community in that area. We will be teaching social-emotional learning and will be giving students the opportunity to engage



in that learning through role play, through discussion through watching of videos, et cetera, so that they get the opportunity to engage cognitively as well as emotionally. So that's something that can happen on a school-wide schedule to ensure that every student gets the opportunity to explicitly practice what good behavior, good social behavior, respectful social behavior looks like all around the school.

**Support.** Both survey and interview results showed the importance of providing various kinds of support and services to help support Chinese American adolescents living with only mothers in the U.S. Social-emotional support and supporting students' emotional health were emphasized. The support services included counseling service, IEP and wellness program. Language support included a language support system and reading lab program.

**Social-Emotional Support.** The responses from the survey respondents on ensuring both academic and social-emotional support for Chinese American students showed that 45.5% ( $n = 46$ ) of the educators "often" ensured both academic and social-emotional support for Chinese American students. 23.8% ( $n = 23$ ) "sometimes" ensured both academic and social-emotional support for Chinese American students. 19.8% ( $n = 20$ ) "always" ensured both academic and social-emotional support for Chinese American students.

Among eight interview participants, 60% ( $n = 5$ ) of the respondents discussed the importance of providing students with emotional support, especially focusing on emotional intelligence. The middle school science teacher (MSST) stated,

So, a few minutes before each class, I usually just project this image on my board.

There's a website that I go to get these images. And if they play soft music, and then they'll just say, give me a high five if you are happy today. And so the students all know that when they see that image, they actually come up and high five me as they come into



the classroom. So that's my quick way of saying good morning to them, catching up with them. And if they high five me, I know they're in a good place that day. If they don't high-five me, I make a mental note when they came in, they didn't high five me, they sat down and I, then I spent time to observe their demeanor.

The high school counselor (HSC) stated,

We get to bring them together as one. Seeing themselves as one. We bring them together. We try make them see themselves as one. We encourage them a lot to learn to be outspoken. We encourage them, and the power of using the voice and how to conquer the world. So, we are very observant of people like that. but I did mention it isn't just about the Chinese kids. It's average kid only. We pay special attention to those kids and try to help them. So, for me, my job is to help this kid.

**Supporting Students' Emotional Health.** All respondents believed supporting students' emotional health was one of the effective strategies to help support students with SEL. The majority of them ( $n = 6$ ) discussed the importance of providing emotional support, using special education /IEP service, and supporting students explicitly. Some of them ( $n = 4$ ) also discussed the pandemic impact on students and the importance of supporting students especially Chinese international students during Covid. The middle school science teacher (MSST) stated, "Supporting students' emotional health is crucially important, especially during COVID-19." The high school special education teacher (HSSET) stated, "Their growth and addressing behavior and how they view themselves and the world and their community you know, can be supported in schools." The middle school English teacher (MSET) stated,

There's always room for improvement to do more parent education nights, more specific topics, about how to deal with mental health, how to deal with problems like vaping. All



kinds of issues that the teenagers, you know go through social media, everything...And it has incredible resources between calm classroom activities and strategies to dealing with, stress from taking a test or the bereavement of losing a pet or some someone in the family passing on or any of these situations. So, the Wellness center is a great resource that they have.

**Support Services.** All interview participants ( $n = 8$ ) believed that having support services was one of the effective strategies to help support Chinese American students with SEL. The support services that all the participants mentioned included counseling service, school counselor /district therapist, intervening service, social worker /psychologist/psychiatrist, language support system, school wellness program, district mental health service, IEP, after school programs, MTSS, community agencies, community liaison, instruction aid, behavioral /cognitive Therapy, referral process/system, private group/outside resource, the school board, students' association and disciplinary committee. The high school special education teacher (HSSET) stated, "We have the multi-tiered support systems. Support systems are in place."

**Counseling Service.** Many interview participants ( $n = 7$ ) believed that having counseling service was one of the effective strategies to help support social-emotional learning of Chinese American students. The counseling service includes social-emotional health counseling and mental health counseling. The high school English teacher (HSET) stated, "My school put a lot of counseling service." All interview participants ( $n = 8$ ) believed that having school counselors and district therapists was one of the effective strategies to help support Chinese American students with SEL. The elementary school principal (ESP) stated, "Many districts have a school counselor and a therapist." The middle school English teacher (MSET) stated, "All students have access to a school counselor... Our district now has mental health counselors, counsel



practitioners on sites and at the district level.”

All interview participants ( $n = 8$ ) believed that having social workers, psychologists and psychiatrists was one of the effective strategies to help support Chinese American students with SEL. The middle school science teacher (MSST) stated, “They do have the psychologist and two social workers or multiple social workers who work with the students.” The former high school special education teacher and current ESL Instruction Coach (HSSET/ESLIC) stated, “So one of the students did meet regularly with the psychologist. He had anxiety and as I felt anxiety. And then when he felt high levels anxiety, he had a pass where he could go to see the counselor or the social worker at the time.”

Many survey participants ( $n = 22$ ), 22 out of 101, also believed that having psychological counseling was one of the effective strategies to help support students with SEL. The survey participant, Q24SP1 stated, “We have special psychological counseling services, including from the inside to the outside of the multi-directional psychological counseling guidance, often do some social practice of psychological counseling activities.” Some participants ( $n = 3$ ) believed that having counseling services and psychological counseling to Chinese students was one of the effective strategies to help support Chinese students with SEL. The survey participant, Q24SP3 stated, “Psychological counselors regularly provide counseling services and psychological counseling to Chinese students.”

From the 101 respondents, ten percent, ( $n = 10$ ), discussed the importance of the availability of a school counselor or resource person. The survey participant, Q24SP6 stated, “Students can schedule office hours with their counselors to discuss their social-emotional problems at school or at home.” Some participants ( $n = 4$ ) believed that having mental health program was one of the effective strategies to help support students with SEL. The survey



participant, Q24SP18 stated, “Mental health program. We have a mental health counselor in each high school.” Some participants ( $n = 2$ ) believed that providing international counselors was one of the effective strategies to help support Chinese American students with SEL. The survey participant, Q24SP8 stated, “We have international counselors for Chinese students in our school.”

***Most Chinese American Students Do Not Use Mental Health/Special Education Service***

One of the outliers of the findings from this study showed that most Chinese American students do not use mental health or special education service. The responses from the survey respondents to the statement, “Chinese American students seldom seek mental help” showed that 41.6% ( $n = 42$ ) out of the 101 survey respondents “agree” that Chinese American students seldom seek mental help. From the eight interview respondents, sixty percent, ( $n = 5$ ) observed the fact that most Chinese American students did not use mental health service. The former high school special education teacher and current adult ESL instruction coach (HSSET/ESLIC) stated,

And I see that was kind of a trend amongst a lot of the students, especially in culture.

Like in Latin American culture where I think it’s similar to China and respect that they don’t talk about mental health. Very often I felt that the school was an outlet for the students to have that opportunity to talk about their mental health and in what not, versus at home where that was void. It wasn’t really discussed.

The high school special education teacher (HSSET) stated, “But I also think that the student had siblings that had special education services when I remember. So, I think that it just was something that the, maybe the Asian American parent, the family was more well attuned to because several of the siblings also had special education.”

**Language Support.** Both survey and interview results highlighted the importance of



language support to help support social-emotional learning of Chinese American students. The survey participant, Q24SP22 stated, “Offering translation.” Among the eight interview respondents, eighty percent, ( $n = 7$ ), discussed the importance of providing language support service to new Chinese American students and their parents. The middle school science teacher (MSST) stated, “The hard part is for students who are not fluent in English...I want to say the language interpreter, that’s important too.”

Liu et al. (2009) examined the role of adolescents’ and mothers’ self-reports of English and heritage language proficiency in youth’s academic and emotional adjustment among Chinese American families. Liu et al. found that adolescents who were proficient in English tended to exhibit higher reading achievement scores, math achievement scores, and overall GPA. Mothers who were English proficient tended to have children with higher academic achievement and fewer depressive symptoms. Liu et al. suggested that proficiency in both the English and heritage language may confer advantages to Chinese American youth.

All interview participants ( $n = 8$ ) believed that having language support systems especially interpreters or translators for English learner or newcomer students and their parents was one of the effective strategies to help support Chinese American students with SEL. The former high school special education teacher and current ESL Instruction Coach (HSSET/ESLIC) stated,

So those are students that are here that are of the of Chinese descent. We have Chinese speaking staff that can connect with them, especially those that are not fluent in in English yet... Being able to use a translation application so that they can sometimes if it’s a lower-level ESL student and they don’t know some basic English, it’s important for us to be able to communicate. So having them use translation on the computer or on their



phone is something that's helpful as well, so that they can obtain these resources that can help them with these services as well as hopefully connect them with the right person.

The middle school English teacher (MSET) stated,

The school also provides language support. That's only happening in specific situations where the student is speaking second language, or when the teacher or when the student is using academic language. Because the language that you use with your friends is different than the language that you are expected to use in the classroom. Especially when you're writing or you're discussing content material like math, science, history, those have their own language.

The middle school science teacher (MSST) also stated,

Even if it's a scientific word, they don't understand what that word means in English. So, we stop to explain what that word is to them in Chinese because they say, oh, I get it. A lot of times we don't understand what I'm saying. I have to look for, I actually say, go on the computer and type this word in Chinese, and then let's find an image for it because I can show you what it looks like and then we'll say, ah, that's what that means.

The elementary school principal (ESP) stated, "Focus on students that come from English language learner families." The high school special education teacher (HSSET) stated, "Within a district that I've worked there's a certain percentage of students that you would have in a district that sort of activates whether or not you need to translate your materials into that language or provide specific support."

## **Research Question Two**

### ***Supporting Chinese American Parents***

Just as the students need unique support, so do the parents. Both interview and survey



results revealed the importance of supporting Chinese American parents. The strategies that the educators shared on how to support parents included parent resources and parent education.

Parent resources include translation service, Adult ESL class, PTA and volunteer service. Parent education included workshops on parenting, acculturation, self-care, and stress management as well as SEL workshops for parents.

### ***Parent Resources***

All respondents discussed the importance of supporting Chinese American parents. The middle school science teacher (MSST) stated,

We have counselors on staff who are Chinese speaking counselors. They can connect with the parents and speak to them in their own language. All our school literature is also available in Chinese. So, we can give them brochures in Chinese. We can give them all the material that we would normally give an American parent in English. We can provide that to them in Chinese as well. We have translators on the staff that can help translate and mediate if we need to talk directly to a parent.

The middle school English teacher (MSET) stated,

We try to ask for language support systems. So, the same letter goes home in different languages. And I also let the parents and the student know that we do have interpreters. So, if they wanted to schedule a conference with a teacher, they have to kind of give me a week or two weeks heads up, and I would get that service for them. I must contact the district and request the interpreter. So that's something that I think helps a lot and gives support to the parents.

The former high school special education teacher and current adult ESL instruction coach (HSSET/SELIC) stated,



The community colleges provide those new immigrant parents with English as second language classes. So, if you're someone that's wanting to learn English, you can go to the local adult school or community college and take a non-credit ESL class and you can do it for free is essentially as long as you need... There are those places where these adults of these students can receive a lot of ESL and career services from a counselor and then classes that can help them build skills or refine skills so they can get a job, especially if they're new to this country.

The high school counselor (HSC) stated,

We have a counselor on staff who is certified family and marriage counselor.” The middle school English teacher (MSET) stated, “We also have programs that bridge the gap and help, we help parents with resources to find proper help with maybe a psychiatrist or psychologist that can help them even more.

Many survey participants ( $n = 6$ ) believed that having a parents association/committee was one of the effective strategies to help support parents. The survey participant, Q23SP19 stated, “Parent Association, Parent Committee, Adult ESL class.” Many participants ( $n = 7$ ) believed that having community/campus volunteers was one of the effective strategies to help support parents. The survey participant, Q23SP18 stated, “Voluntary service, classroom aides, community volunteers, campus volunteers, local volunteers.”

### ***Chinese American Parents' Hesitancy to Send Children for Service***

Another outlier of the findings from this study was that Chinese American parents were hesitant to send their children for mental health service or special education service. From the eight interview respondents, sixty percent, ( $n = 5$ ) observed the fact that most Chinese American parents did not feel comfortable to send their kids for mental health service or special education



service. The former high school special education teacher and current adult ESL instruction coach (HSSET/SELIC) stated,

Yeah. And then maybe also the more they live here, the longer they live here, maybe the students and the parents feel more comfortable...I wasn't sure how long that they were there, but I think it was around like 10 years or so. It wasn't like they were just moved to the U.S. I think that they were here for about 10 years. So, I think in terms of being more adjusted to the culture, I think that being around for 10 years is there's a lot more so than about a couple years.

### ***Chinese Parents' High Expectations***

Half ( $n = 4$ ) of the interview respondents found Chinese parents' high expectation as pressure point for Chinese students. The middle school English teacher (MSET) stated, "Their parents have really high expectations on them." The middle school science teacher (MSST) stated,

High expectations on the part of Chinese parents has been a real pressure point for our Chinese students...They all got accepted to a school, but it was really difficult for them to try to explain to their parents why they were not accepted to these big-name colleges that they had really aspired to, and they should have been accepted, but it was just really hard.

The finding from this study aligned with Gorman's (1998) finding. Gorman explored the qualitative information on the parenting style of Chinese immigrants by examining the perspectives on mothers' experiences raising immigrant Chinese adolescents in the U.S. Gorman found that Chinese parenting has historically been seen as more "authoritarian" than mainstream American culture.

### ***Chinese American Single Moms***



Some Chinese American adolescents were found living with only mothers in the U.S. Based on the participant responses to the survey question seven, “I have observed that many Chinese American students are living with only mothers in the U.S.,” 32.7% ( $n = 33$ ) out of the 101 survey respondents “often” found Chinese American adolescents living with only mothers in the U.S. Some educators observed that only mothers attended the parent-teacher conference among Chinese American students in their class at school. Based on the survey participant responses to the survey question eighteen, “I have observed that only mothers attend the parent-teacher conference among Chinese American students in my class /school,” 43.6% ( $n = 44$ ) out of the 101 survey respondents “often” observed that only mothers attend the parent-teacher conference among Chinese American students in their class /school, 32.7% ( $n = 33$ ) “sometimes” observed that only mothers attend the parent-teacher conference among Chinese American students in their class /school.

From the eight interview respondents, seventy percent, ( $n = 6$ ) observed the fact of some Chinese American students having a single mom or living in the U.S. with only moms. The former high school special education teacher and current adult ESL instruction coach (HSSET/SELIC) stated, “Here are a number of Chinese American woman that are in those classes. So I would be, you know, I’m sure that maybe one of them or a few of them could be single moms that do have kids.” The elementary school principal (ESP) stated, “Where we take this student out, we place like playground and all of that. Because we feel, especially for kids with single mothers, we feel that feeling of being left out.”

From the eight interview participants, 80% ( $n = 7$ ) of respondents found Chinese American students living in U.S. with only moms and some of them had issues with moms. The middle school science teacher (MSST) stated, “It’s a Chinese student who doesn’t have both



parents at home because another parent is off in another country working. He is living in U.S. with his mom. He is having issues with his mom.” The middle school English teacher (MSET) stated,

The two girls that I mentioned were Chinese American. Two of them also just live with moms and the dads are in charge of working. And it seems that the dad left a year over a year ago. So, they were alone. And the mom is in charge of everything. By picking up to dropping off the groceries to paying bills to everything. Especially pandemic, they cannot see dad. Dad cannot come. I’m sure the pandemic is even extra strain on the relationships.

Ng et al. (2019) pointed out that Chinese (vs. American) mothers’ greater endorsement of self-improvement goals predicted their more frequent use of failure-oriented responses (e.g., highlighting children’s mistakes), which accounted for Chinese (vs. American) children’s heightened emotional distress over time.

**Parent Education.** From the eight interview respondents, all discussed the importance of having parent education, parent programs, parent workshops, parent events and parent resources to help support parents of Chinese American students. The former high school special education teacher and current adult ESL instruction coach (HSSET/ESLIC) stated,

Here was a lot of resources in regard to programs within the city that can help support families for example, with internet or the local food pantry, if that was something that was needed, or we had a lot of different pathways to the local community college.

The middle school English teacher (MSET) stated, “We have parent education nights. Through the district, through the community centers and through the school, sometimes they have certain assemblies.” The middle school science teacher (MSST) stated,



Once a quarter we have a time set aside for parents to meet with the teachers. Parents can also connect with the teachers anytime when any issues come up. We have programs in place where teachers routinely notify parents of any academic issues or anything that might come up in school.

The high school English teacher (HSET) stated, “Our district holds the monthly meetings for the community. And there are various topics that are presented to families.”

Many survey participants ( $n = 9$ ) also believed that having parent resources, workshops and meetings by district was one of the effective strategies to help support parents. The survey participant, Q23SP1 stated, “Ongoing trainings and workshops conducted by our Community Advisory Committee typically target community and family needs by personalizing services to address specific issues impacting parts of the community.” The survey participant, Q23SP2 stated, “There are resources and meetings provided by the district.” The survey participant, Q23SP3 stated, “We have workshops and open meetings for ALL families.” Many survey participants ( $n = 5$ ) believed that providing parenting education was one of the effective strategies to help support parents. The survey participant, Q23SP4 stated, “Educating this individual to ensure that they relieve stress and know how to take care of their children.” The survey participant, Q23SP5 stated, “We have parent education courses to support with parenting, behavior, and resources for low-income families.” Some participants ( $n = 2$ ) believed that hosting monthly social-emotional workshops for parents was one of the effective strategies to help support parents. The survey participant, Q23SP9 stated, “The district hosts monthly social emotion workshops for parents tailor to the age group of their child.”

One more outlier of the findings from this study was that there was no particular program to support Chinese American single mother group. Many survey participants ( $n = 5$ ) believed



that there was no particular program to support Chinese American single mother group. The survey participant, Q23SP7 stated, “There have not been a particular group of Chinese American single mothers.” The survey participant, Q23SP8 stated, “No particular program to support this group. Only general resources and activities planned in the classrooms.” Even though this finding showed that there was no particular parent program to support this particular group of Chinese American single mothers, the parenting workshops would help Chinese American single mothers improve interpersonal communication and the quality of their relationship with their adolescent children. As a matter of fact, Chinese adolescents desire freedom, independence, and individuality, just as adolescents of diverse ethnicities in the U.S. (Fuligni, 1998; Smetana, 1995). Chen (2014) also found that Chinese adolescents and mothers differed significantly in viewing parent-child conflicts and the quality of their relationship, they all believed that psychological improvements, mostly pertaining to interpersonal communication.

### **Implications for Practice**

This study brought attention to educators to be mindful of the social-emotional issues among the Chinese American adolescents living with only mothers in the U.S. The results of this study validated the need for educators to use effective strategies to help support Chinese American adolescents and their mothers. In order to help support the social-emotional learning of Chinese American adolescents living with only mothers, based on the findings of this research, it is recommended for educators to use the following strategies:

- Design culturally relevant programs and apply culturally responsive teaching such as knowing about the different cultural backgrounds of students, particularly getting to know more about Chinese culture of the Chinese American students
- Practice SEL in the classroom on the daily basis such as daily check in with



students including Chinese American students, communication, journaling, creating trustful relationship between teacher and student, helping Chinese American students build relationship with others. Furthermore, it is recommended that physical attachment such as hugging be used to reinforce the social and emotional bonding between teachers and students at school, between parents and children at home

- Integrate SEL into all curriculum and instruction such as integrating SEL within lesson design, teaching “whole student,” and using the specified SEL integration strategy to help support Chinese American adolescents such as interacting with Chinese American students in the teaching process and combining the interests and hobbies of Chinese American students. Additionally it is recommended that educators integrate arts (visual arts and performing arts) into curriculum and instruction in order to promote SEL in the classroom
- Implement SEL at the school-wide level such as making adjustment in school curriculum for the SEL program, putting SEL program in all the lessons, explicitly teaching social-emotional learning, Having SEL workshops on topics like conflict resolution, designing effective classroom activities, community building, using PBIS, MTSS and Second Step program
- Provide language support system such as providing interpreters or translators for English learner /newcomer students and their parents
- Provide psychological counseling services such as school counselor, therapist, intervening service, social worker and psychological counselor.



In order to help support single mothers of Chinese American adolescents, based on the findings of this research, it is recommended for educators to support parents by using the following strategies:

- Provide parent resources such as translation service and adult ESL class
- Understand Chinese parental perspectives towards children's success in schools
- Help Chinese American parents to be mindful of their adolescents' social-emotional issues in order to help support them not just academically, but socially and emotionally
- Provide parent education such as parent workshops on parenting, acculturation, self-care and stress management as well as SEL workshop for parents.

Even though the finding of this study showed that there was no particular parent program to support this particular group of Chinese American single mothers, the researcher believed that the parent education program in general including parenting workshops would help Chinese American single mothers improve the interpersonal communication and the quality of their relationship with their adolescent children.

The results of this study validated the need for parents to adopt some of the strategies discussed here to help support their Chinese American adolescents not just academically, but socially and emotionally. The researcher strongly suggested that parents especially single moms of Chinese American adolescents take advantage of the parent resources and parent workshops to help them with parenting skills, acculturation, English proficiency, stress management, self-care, and interpersonal communication with their adolescents.

### **Recommendations for Further Research**

Based on the information collected and data provided within this study, the researcher has



made several recommendations for future research. First, the researcher suggests conducting a similar study approaching a specific category of Chinese American adolescents and their mothers. A case study on Chinese American adolescents and their single mothers was recommended in order to dive even deeper into the phenomena of Chinese American adolescents living with only mothers in the U.S. It would be beneficial to also examine the first-hand experiences and perspectives from this particular group of Chinese American adolescents and their single mothers in addition to the educators' perspectives. The future research conducted on Chinese American adolescents and their mothers would help educators understand the social-emotional issues and needs of the Chinese American adolescents living with only mothers in the U.S. so that even more specific strategies targeting to help support this group of Chinese American adolescents and their single mothers.

Secondly, further study should be conducted to also collect data of children living in China with just moms in order to explore even broader into the phenomena of Chinese children living with only mothers both in China and the U.S. Thirdly, the researcher suggests that further research be done to study children from other backgrounds who might also have social-emotional issues, academic issues or attendance problems in order to help children in general from all backgrounds not just academically, but socially and emotionally. Lastly, the researcher suggests that future study be conducted on Chinese immersion programs that can be another important approach to help support Chinese American adolescents.

### **Summary**

Chapter Five was the final discussion of all the results concluded in this study. The researcher met the objectives of the study. The researcher believed that this study and the data provided some effective strategies for educators to help support Chinese American adolescents



and their single mothers. The research questions have been answered in detail through the summary of the study. The implications for practice were provided for educators and parents with some of the strategies discussed in this study. The recommendations for further research were suggested accordingly.

### **Conclusions**

This study examined the educators' perspectives on effective strategies to help support social-emotional learning of Chinese American adolescents living with only mothers in the U.S. Chinese American adolescents living with only mothers in the U.S. were observed with various social-emotional and behavioral problems. This study has verified the needs for educators to pay attention and support this particular group of Chinese American adolescents and their single mothers. This study has proven that social-emotional learning served as an important tool for educators to help support students. Through this study, the researcher was able to discover some of the effective strategies that educators used to help support Chinese American adolescents and their mothers. The strategies to support Chinese American adolescents included using culturally responsive teaching, practicing SEL in the classroom on the daily basis, integrating SEL into curriculum and instruction, implementing SEL at the school-wide level, and providing language support system and psychological counseling service.

The strategies to support the single mothers of Chinese American adolescents included providing parent resources and parent education workshops. The findings from this study help educators support Chinese American adolescents and their single mothers in the school. This study also brought attention to parents, especially those who have Chinese American adolescents living with only mothers in the U.S., to be mindful of their adolescents' social-emotional issues. The results of this study validated the need for parents to adopt strategies discussed here to help



support their Chinese American adolescents not just academically, but socially and emotionally. Parents, especially single moms of Chinese American adolescents, should take advantage of the parent resources and workshops to help them with parenting skills, acculturation, English proficiency, stress management, self-care and interpersonal communication with their children.



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## APPENDICES

**Appendix A: Survey Questionnaire****Strategies for Support of Chinese American Adolescents Living with Only Mothers:  
Helping with Social-emotional Learning**

\* Required

1. Gender\*

*Mark only one oval.*

Female

Male

Prefer not to say

Other:

2. Type of Educator: \*

*Mark only one oval.*

Teacher

Administrator

Counselor

3. Subject Taught (as a teacher): \*

*Mark only one oval.*

English

Math

Science

Social Studies

Foreign Language

Fine Arts

Physical Education

Other:

4. Years as an administrator (or as a counselor): \*

*Mark only one oval.*

Less than 1

1-5

6-10

11-15

20+

5. Ethnicity \*

*Mark only one oval.*

White/Caucasian

Hispanic/Latino

Black/African American



Native American/American Indian  
 Asian/Pacific Islander  
 Other:

6. Education (Highest degree): \*

*Mark only one oval.*

Bachelor's Degree (BA/BS)

Master's Degree (MA/MS/MEd)

Doctorate (PhD/EdD)

7. I have found that many Chinese American adolescent students live here in California with only their mothers. \*

*Check all that apply.*

Never

Occasionally

Sometimes

Often

Always

8. I have observed the following social-emotional and behavioral problems among Chinese American adolescents living with only mothers: \*

*Check all that apply.*

- 1) Depression/anxiety/loneliness
- 2) Socially withdrawn/isolation
- 3) Unmotivated for school
- 4) Disengagement in class
- 5) No participation in group activities
- 6) Barely talk or smile
- 7) Defiance against teachers/administrators
- 8) Addicted to computer games
- 9) Show low-esteem
- 10) None of above

9. Chinese American adolescents perceptions of parents' parenting practice were significantly associated with their depressive symptoms. \*

*Check all that apply.*

Completely Disagree

Disagree

Neutral

Agree

Completely Agree

10. Authoritative parenting has been found having more positive impact than authoritarian Parenting on Chinese American adolescents' social-emotional well-being? \*

*Check all that apply.*



Completely Disagree  
 Disagree  
 Neutral  
 Agree  
 Completely Agree

11. When I help support Chinese American adolescents in my class /school, I have included culturally appropriate measure in understanding Chinese parents' beliefs about their children's education from their cultural background. \*

*Check all that apply.*

Never  
 Occasionally  
 Sometimes  
 Often  
 Always

12. The higher level of Chinese mothers' acculturation to American culture and American educational system, the better their Chinese American adolescents' social-emotional well-being.

\*

*Check all that apply.*

Completely Disagree  
 Disagree  
 Neutral  
 Agree  
 Completely Agree

13. I have ensured ensuring Chinese American adolescent students living with only mothers receive adequate both academic and social-emotional support? \*

*Check all that apply.*

Never  
 Occasionally  
 Sometimes  
 Often  
 Always

14. I have used social-emotional learning program to help support Chinese American adolescents living with only mothers in my school/class. \*

*Check all that apply.*

Never  
 Occasionally  
 Sometimes  
 Often  
 Always

15. I have integrated social-emotional learning into my curriculum and instruction to help support all my students including Chinese American adolescents living with only mothers. \*



*Check all that apply.*

Never  
Occasionally  
Sometimes  
Often  
Always

16. I have encouraged peer support among Chinese American adolescents living with only mothers. \*

*Check all that apply.*

Never  
Occasionally  
Sometimes  
Often  
Always

17. Group counseling works better than individual counseling for among Chinese American adolescents living with only mothers. \*

*Check all that apply.*

Completely Disagree  
Disagree  
Neutral  
Agree  
Completely Agree

18. Chinese American adolescents seldom seek help for mental health. \*

*Check all that apply.*

Completely Disagree  
Disagree  
Neutral  
Agree  
Completely Agree

19. I have observed that only mothers attend the parent-teacher-student conference among Chinese American adolescent students. \*

*Check all that apply.*

Never  
Occasionally  
Sometimes  
Often  
Always

20. Our school/district have sufficient resources/programs/activities/workshops to help support parents including this particular group of so-called Chinese American single mothers with Chinese American adolescents who struggle with social-emotional and behavioral problems at school and at home. \*



*Check all that apply.*

Never  
Occasionally  
Sometimes  
Often  
Always

21. I have responded as an administrator or a counselor to meet the “Friend request” or “Male Teacher Request” from this particular group of Chinese American adolescents and their so-called single mothers in terms of class arrangement and class scheduling for each new school year in my school. \*

---

*Check all that apply.*

Never  
Occasionally  
Sometimes  
Often  
Always

22. How do you integrate SEL into your class to help support Chinese American adolescents living with only mothers? \*

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23. How do you implement SEL in your school to help support Chinese American adolescents living with only mothers? \*

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24. What kind of resources/programs/activities/workshops/ parent support service do you have in your school/ district to support Chinese American parents, especially this particular group of so-called Chinese American single mothers with Chinese American adolescents who struggle with social-emotional and behavioral problems at school and at home? \*

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25. What kind of special counseling service/student service/mental health service does your school/district provide to such particular group of Chinese American adolescents living with only mothers?

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26. If you would be willing to help out with a personal interview to elaborate on your strategies for support of Chinese American adolescents living with only mothers: Helping with social-emotional Learning, please enter your email below, and you will be contacted to schedule an interview. \*

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## **Appendix B: Interview Questions**




1. What kind of social-emotional and behavioral problems have you observed among Chinese American students living with only mothers in your school (class)?
2. What have you done to help support Chinese American students living with only mothers with social-emotional learning in your school (class) as an administrator (or a counselor or a teacher)?
3. What are the things that you would do differently to support this particular group of Chinese American students even better with social-emotional learning in your school (class) as an administrator (or a counselor or a teacher)?
4. What kind of parent resources/programs/workshops/services do you have in your school/ district to help support parents, especially this particular group of so-called single mothers with Chinese American children?
5. How do you implement school-wide or district-wide social-emotional learning programs to help support students including the Chinese American students in your school/district?
6. How do you integrate social-emotional learning into the curriculum and instruction to help support students including the Chinese American students in your class/school?
7. What kind of counseling service/student support service/mental health service does your school/district provide to students, especially the Chinese American students who struggle with social-emotional and behavioral problems at school and at home?
8. What special accommodation strategies for class arrangement and class scheduling do you use in your school as an administrator or a counselor to help support such particular group of Chinese American students living with only mothers?



9. How do you respond as an administrator or a counselor to meet the “Friend Request” or “Male Teacher Request” from parents of Chinese American students living with only mothers in terms of class arrangement and teacher assignment for the new school year?
-



**Appendix C: CITI Certificate**

		Completion Date 12-Oct-2020 Expiration Date 12-Oct-2023 Record ID 38917657
This is to certify that:		
<b>Jiazhen Chen</b>		
Has completed the following CITI Program course:		Not valid for renewal of certification through CME.
<b>Social &amp; Behavioral Research - Basic/Refresher</b> (Curriculum Group)		
<b>Social &amp; Behavioral Research</b> (Course Learner Group)		
<b>1 - Basic Course</b> (Stage)		
Under requirements set by:		
<b>Concordia University Irvine</b>		
 Collaborative Institutional Training Initiative		
Verify at <a href="http://www.citiprogram.org/verify/?wad9a1073-c842-4352-9b13-3f9b55ce18c1-38917657">www.citiprogram.org/verify/?wad9a1073-c842-4352-9b13-3f9b55ce18c1-38917657</a>		