INFORMING EDUCATORS ON BEST PRACTICES FOR FORMER REFUGEE
ENGLISH LANGUAGE LEARNERS: A FOUR SESSION PROFESSIONAL
DEVELOPMENT FOR EDUCATORS

By
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A capstone project submitted in partial fulfillment of the requirements for the degree of
Masters of Arts in English as a Second Language

Hamline University
St. Paul, Minnesota
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Content Reviewer: Stephany Jallo
Research Questions

The research around this project was centered on *How can I inform educators about best practices for teaching former refugee English Language Learners?* It was important to understand what many of these students had experienced and the best practices to teach them in in literacy and trauma-informed education. It is one thing for me to better understand how to better serve former refugee and students with interrupted education. It is another for me to share this learning with other educators. Now the understanding and best practices can be used exponentially with the project also focused on informing educators. To accomplish this, I also did research on how adults learn and how to lead professional development. The following project is a reflection of this research.

Project Description

*Informing educators about best practices for teaching former refugee English Language Learners* is a four session, in person professional development. This can be led by an educator team who has interest in the topic and favor to lead the professional development. The goal of these sessions is in four parts: first, to inform educators on common experiences for students with interrupted education, often referred to as students with interrupted formal education (SIFE) or students with limited or interrupted formal education (SLIFE). Second, to better understand how trauma affects these students and what a school can do to support these students by being trauma-informed. Third, to learn from other educators what best practices are available for teaching SIFE students, including guided language acquisition development (GLAD), culturally relevant
teaching, collaborative strategic reading, and family involvement. Lastly, to give grade
level teams time to use what they have learned to plan for a unit.

This professional development uses a variety of approaches to engage adult
learners. The first two professional developments include panels of experts from the
community. This is done because multiple speakers are more engaging than just one.
There is also engagement of the audience by having a reaction team. The reaction team
allows educators to insert themselves into the panel dialogue and ask questions. The third
professional development allows for teacher choice and adults need that ability to assess
and choose what is most valuable to them. Educators will use a google form to pick
which best practice break-out session they would like to participate. The final
professional development shows respect to the educators because it shows that their
professional planning and collaboration time is valuable and the professional
development team trusts their ability to use what they have learned from the previous
three professional development sessions to plan a unit. For the professional development
team to know what is working well and what need to improve, a video reflection will be
sent out at the end of each professional development. Educators will use the website
flipgrid to respond to a reflection question. This project is focused on informing
educators so they can better teach students with limited education due to refugee
experiences.

**Course Content**

Below are google slides that are to be used in the four professional development
sessions. There is also an image of the google form that would be used to prepare for
session three, best practices break-out sessions. At the end of each session is a slide with the flipgrid website to do a video reflection. Sections in the follows slides and images are:

1. Professional Development One: Students with Interrupted Education
   a. https://docs.google.com/presentation/d/1D478MoakX-AN-2kcyXeBN9jSpIGPgcmS9Na1R5jeA8k/edit?usp=sharing

2. Flipgrid Reflection Video: Students with Interrupted Education
   a. https://flipgrid.com/2cfbae

3. Professional Development Two: Trauma Informed Education
   a. https://docs.google.com/presentation/d/13oz27g4LWGlbhB-ShnxDKwLOhrkyHwr6NNSnv9AXqQ/edit#slide=id.g3e7863aef8_0_255

4. Flipgrid Reflection Video: Trauma and Children
   a. https://flipgrid.com/694932

5. Best Practices Break-out Sessions Survey Form
   a. https://goo.gl/forms/vOhVRJC2yZcKIdny2

   a. https://docs.google.com/presentation/d/10Obv2y06s56nAfTqZ11ApwMFOq4WTgoNuiMLARWIPPLI/edit?usp=sharing

7. Flipgrid Reflection Video: Teacher Led Break-out Sessions
   a. https://flipgrid.com/754aae

8. Professional Development Four: Team Collaboration Time
   a. https://docs.google.com/presentation/d/1X7sX8PB6b1nnViRfvqW0RKaccYORndm4cJ9fxbI8VPM/edit?usp=sharing
9. Flipgrid Reflection Video: Team Collaboration Time
   a. https://flipgrid.com/5b8ef2

10. Reference List

11. Appendix A: Notes for Professional Development Session One, Students with Interrupted Education

12. Appendix B: Notes for Professional Development Session Two, Trauma and Children

13. Appendix C: Notes for Professional Development Session Three, Best Practices Break-out Sessions

14. Appendix D: Notes for Professional Development Session Four, Team Collaboration Time
Students with Interrupted Education

Professional Development
By Sarah Kiiskila
For Hamline University &
Andersen United Community School

What's to Come

Today’s Session: Students with Interrupted Education Panel

Future Sessions:

• Trauma Informed Education Panel
• Best Practices Break-out Sessions
• Collaborative Application Planning Time
no one leaves home unless
home is the mouth of a shark
you only run for the border
when you see the whole city running as well...

https://genius.com/Warsan-shire-home-annotated
Video of Warsan Shire Reading Whole Poem
you have to understand,
that no one puts their children in a boat
unless the water is safer than the land
no one burns their palms
under trains
beneath carriages
no one spends days and nights in the stomach of a truck
feeding on newspaper unless the miles travelled
means something more than journey.
no one crawls under fences
no one wants to be beaten
pitted...
i want to go home,
but home is the mouth of a shark
home is the barrel of the gun
and no one would leave home
unless home chased you to the shore
unless home told you
to quicken your legs
leave your clothes behind
crawl through the desert
wade through the oceans...
your survival is more important
“Push factors are those that cause a person to leave because life has become difficult or even dangerous, such as war, natural disasters, or political upheaval. A pull factor is one that attracts immigrants such as economic or educational opportunity, religious or political freedom, or family ties.”

—Brenda Custodio and Judith B. O’Loughlin, *Students with Interrupted Formal Education*, 2017
Panel Question
What are the Push and Pull factors for our students to desire to immigrate?

Unaccompanied minors
Homeland Security defines unaccompanied minors as unaccompanied alien children and define them as “a child who (1) has no lawful immigration status in the United States; (2) has not yet attained 18 years of age, and (3) with respect to whom there is no parent or legal guardian in the United States available to provide care and physical custody.”

–Brenda Custodio and Judith B. O’Loughlin, Students with Interrupted Formal Education, 2017
The number of unaccompanied children has increased dramatically in the last 10 years from less than 2,000 in 2004 to almost 60,000 in 2014.

**Plyer v. Doe**  
Supreme Court Decision  
According to the U.S. Department of Justice and the U.S. Department of Education “no child may be denied admission to school based on immigration status”. This is based on the Plyer v. Doe Supreme Court decision of 1982.

-Brenda Custodio and Judith B. O’Loughlin, *Students with Interrupted Formal Education*, 2017
How can we support our students at school who may not have all the correct legal documentation?

How do we ease their fear of their family’s deportation?

Panel Question

How can educators be approachable and available to parents and caretakers?
Focus on Refugees

- more than 250,000 refugees in the US

- half of them are under eighteen years old

(Bouton, 2016)
Focus on Refugees

“Education is a basic human right for all children, and it is especially important that refugee children receive schooling because it creates a sense of security and hope, which is often lacking in refugee settings... Education teaches self-reliance, helps create the human social capital needed for development, and plays a fundamental role in providing both physical and psychological protection for the child.”

- Unite for Sight website, n.d. Focus on refugee students

Panel Question

Do children and teenagers have to go to school?

Who often helps families resettle and what type of support do they receive with refugee status?
Panel Question

What can we do as educators to help a traumatized child?
Panel Question

How do the educational opportunities for refugees in camps impact their readiness for school? What can we do as a school to support these students?

Reflection Time

Type in: 
https://flipgrid.com/andersen1819

Password is: Andersen

Choose: Students with Limited Education
Trauma and Children

By Sarah Kiiskila
For Hamline University & Andersen United Community School

Questions
Clarification Team: points requiring clarification

Rebuttal Team: points you did not agree with

Elaboration Team: points that need more thorough explanation

Application Team: points where problems may occur in application of learning
68% of all children have experienced some form of trauma \(\text{(Cavanaugh, 2016)}\)

Most students identified with EBD have experienced trauma through abuse or neglect \(\text{(Cavanaugh, 2016)}\)

What are some examples of traumatic experiences? war, terrorism, natural and man-made disasters, exposure to violence, physical or sexual abuse, neglect, and suicide \(\text{(Cavanaugh, 2016)}\)
What are signs that an individual has experienced high levels of trauma?

**Post Traumatic Stress Disorder: PTSD**

What is PTSD and how can we notice it in students?
Is it true that PTSD can sometimes look like ADHD?

Who can we direct students to who are showing signs of PTSD or high levels of trauma?
Adverse Childhood Experiences: ACEs

Three types of ACEs: abuse, neglect, and household dysfunction.

Students with higher ACE scores often struggle in school with “aggression, attendance problems, depression, inattention, anxiety/withdrawal, and delayed cognitive development” (Cavanaugh, 2016, p. 41).

What are ACEs and how can they help us better understand our students, co-workers, and ourselves?
Positive School Behavior Plan

Does our school have a positive school behavior plan? What is it and where can educators access that information?

What can teachers do while they are waiting for professional mental health professionals to work with their students?
What do we do now?

- Mindfulness, breathing exercises
- The Zones, elementary curriculum that uses colors to talk about emotions
- Read: Bridging Two Worlds: Supporting Newcomer and Refugee Youth – life management for students
Educators and school leadership should see the student holistically and to recognize that their physical, emotional, and mental needs may need to be met before they can truly learn in an academic setting (Stewart & Martin, 2018).

Reflection Time
Type in: https://flipgrid.com/andersen1819
Password is: Andersen
Choose: Trauma and Children
Best Practices Break-Out Session

To maximize our time, please pick a best practice break-out session by Friday. All sessions are led by experienced educators who are currently working in the classroom. These strategies will help you effectively teach students with limited education.

Which session would you like to attend?

- GLAD: Graphic Organizer Input Chart. This is a "Big Picture" of the unit information. It is visual syllabus.
- GLAD: Pictorial Input Chart. This gives students schema for the upcoming week's lessons.
- GLAD: Expert Groups. These reinforce the schema taught in the pictorial input chart and allows students to specialize in one subject area within their group.
- GLAD: Process Grid. This shows the big ideas of the unit in a grid format. It is used in review at the end of a unit, week, or lesson.
- GLAD: Cooperative Strip Paragraph. Students collaboratively work with their table teams to create a detail sentence that work with a pre-made topic sentence.
- Culturally Relevant Teaching: Take time to discuss culturally relevant practices and find out about resources to use in your class.
- Collaborative Strategic Reading: small group literacy instruction, especially good for SLIFE students.
- Family Involvement: Training in how to engage families and practice using language line to call a family with a translator.

Submit

Session 3
Best Practice Break-Out Sessions

To maximize our time, please pick a best practice break-out session by Friday. All sessions are led by experienced educators who are currently working in the classroom. These strategies will help you effectively teach students with limited education.

https://goo.gl/forms/AabZBjXx2gdDSjw12

An email will be sent out with locations later this week.

If you have trouble finding your location on the day of, an administrator will be available to help in the PLC room.
Session 3

Sessions:
Culturally Relevant Pedagogy (2) → looking for culturally relevant resources and books, teacher leader should have resources ready and available for teacher use (books)
Families (1) → learning about Language Line and ways to get families more involved at school → inviting parents to be volunteers in your classroom or on field trips, communicating with parents about concerns EARLY in the school year
GLAD (4-5) → ESL/Classroom teachers sharing on one top GLAD strategy they use often
Collaborative Strategic Reading (1) → especially useful to newcomer small group, teacher explains the process and how to do it in a small group with newcomers

Teachers will:
1. Watch a video recorded strategy in action from one of their peer teachers
2. Have time to start a lesson or unit planning using that strategy

Reflection Time

Type in:
https://flipgrid.com/andersen1819

Password is: Andersen

Choose: Teacher Led Break-Out Sessions
Session 4 Team Collaboration Time

Team and Teacher work time: Educators will collaborate with grade level teams to plan part of a unit that uses Best Practices they learned at previous PD session. Educators will make a video reflection.

Reflection Time

Type in:
https://flipgrid.com/andersen1819
Password is: Andersen
Choose: Team Collaboration Time
Reference List


Kiiskila, S. (2014, January). *Adverse childhood experiences and brain development: impact on students and opportunity for school staff by D. Sander*. Minneapolis Public Schools, Minneapolis, MN.


Kiiskila, S. (2018) *Notes from professional development on Providing effective EL PD by E. Gillaspey*. Minneapolis Public Schools Multilingual Professional Development, Minneapolis, MN.


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Professional Educator Licensing and Standards Board. Retrieved from
http://w20.education.state.mn.us/MDEAnalytics/PELSB.jsp?TOPICID=437

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Stewart, D. J., & Martine, D. L. *Bridging two worlds: Supporting newcomer and refugee youth*. Winnipeg, Can.: The University of Winnipeg.


## Appendix A

Notes for Professional Development Session One, Students with Interrupted Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Objective</th>
<th>Topic</th>
<th>Speakers</th>
<th>Outline of Schedule</th>
<th>Supplies Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Cafeteria A</td>
<td>- Educators will be able to define what a refugee is. - Educators will better understand what some of our students and staff have experienced in their time as a refugee.</td>
<td>Students with Interrupted Education: The Experience of Former Refugees &amp; Latino Students</td>
<td>Panel to talk about experiences, strengths, weaknesses: - ESL Teacher - Family Liaison - Parents of students - Community members - Refugee Resettlement Agency Worker - Latino immigrant non-profit worker - Student - MPS Welcome Center employee</td>
<td>- Warm-up: meet with someone new and tell a highlight - Rationale for this PD and future PDs - Give group roles - “What does it mean to be a refugee?” TED-Ed Video - Interview with Panel - Time for questions - Online survey</td>
<td>- Microphone - Laptop with Prezi - Question s for Panel - Screen - Projector with extension cord - Home Poem by Warsan Shire - FlipGrid</td>
</tr>
<tr>
<td>Time</td>
<td>Slides</td>
<td>Questions</td>
<td>Script</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Title Slide: Students with Interrupted Education</td>
<td></td>
<td>Warm-up the room: Who teaches 3rd grade? How about 5th grade? Where are the specialist teachers?</td>
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</tbody>
</table>
| 5 minutes | **Housekeeping:** Slide with brief overview of the Professional Development sessions that are to come and why we were are doing them. Introduce reaction seat chairs and chosen volunteers come up to start that.  
Questions on sticky notes: | **Today we will be discussing students who are immigrating to our area who may have had limited formal education. The students we have in mind today are our East African and Napali families who came to the U.S. as refugees. We are also talking about our Latino students who may have come to seek refugee or asylum in this country. This panel represents the many families and students in our community. No single story can encompass everyone’s journey, but it is a way to open up dialogue.**  

**Reaction Team:** These seats in the front are for any staff members who want to come up and be a part of the conversation. You may have a question for the panel or clarification, a comment, or a possible solution to share with the whole |
staff. Those who wish to be a part of the panel simple must come find a seat on one of these designated reaction team chairs. Please raise your hand to indicate you want to join the discussion. If the reaction team chairs are full, tap on the shoulder of the one who has been sitting there the longest and they will return to their seat. This is a way for you to more easily participate in conversation and to help keep us on track.

Questions:
Please write questions during the presentation that you may want to ask members of the panel or your group. At the end we will have time for more questions if time allows.

<p>| Home by Warsan Shire “No one leave home unless home is the mouth of a shark…” | Staff member reads poem “Home” |</p>
<table>
<thead>
<tr>
<th>Panel Introduction: Names, pictures, and affiliations/jobs if possible</th>
<th>Please introduce yourself- your name and what you spend much of your time doing (job, family, school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of Push and Pull (volunteer reads out): <strong>Push or Pull</strong> factors (on slide) “<strong>Push</strong> factors are those that cause a person to leave because life has become difficult or even dangerous, such as war, natural disasters, or political upheaval. A <strong>pull</strong> factor is one that attracts immigrants such as economic or educational opportunity, religious or political freedom, or family ties.” –Brenda Custodio and Judith B. O’Loughlin, <em>Students with Interrupted Formal Education</em>, 2017</td>
<td></td>
</tr>
<tr>
<td>Question 1</td>
<td>What are the Push and Pull factors for our students to desire to immigrate?</td>
</tr>
<tr>
<td>Unaccompanied minors</td>
<td>“The number of unaccompanied children has increased dramatically in the last 10 years from less than 2,000 in 2004 to almost 60,000 in 2014</td>
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<tr>
<td>Homeland Security defines unaccompanied minors as unaccompanied alien children and define them as “a chil who (1) has no lawful immigration status in the United States; (2) has not yet attained 18 years of age, and (3) with respect to whom there is no parent or legal guardian in the United States available to provide care and physical custody.”</td>
<td>–Brenda Custodio and Judith B. O’Loughlin, Students with Interrupted Formal Education, 2017</td>
</tr>
</tbody>
</table>
According to the U.S. Department of Justice and the U.S. Department of Education “no child may be denied admission to school based on immigration status”. This is based on the Plyler v. Doe Supreme Court decision of 1982. —Brenda Custodio and Judith B. O’Loughlin, *Students with Interrupted Formal Education*, 2017

In 1984 Texas was going to only receive funds for students who were legally in the country. Plyler v. Doe overturned that and said that the school district “must not consider a child’s immigration status as a factor for enrollment.

It is our job to teach these students. I consider it a privilege to work with these students and families. I hope you do too!

<table>
<thead>
<tr>
<th>Question</th>
<th>How can we support our students at school who may not have all the correct legal documentation? How do we ease their fear of their family’s deportation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>What programs does our district currently have to or students who may be in need of dental, vision, and mental health</td>
</tr>
<tr>
<td>End of Chapter 2 questions</td>
<td>Question</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>2 minutes</td>
<td>Two minute stretch break:</td>
</tr>
<tr>
<td>Focus on Refugees: Quote</td>
<td>“Education is a basic human right for all children, and it is especially important that refugee children receive schooling because it creates a sense of security and hope, which is often lacking in refugee settings… Education teaches self-reliance, helps create the human social capital needed for development, and plays a fundamental role in providing both physical and psychological protection for the child.”</td>
</tr>
<tr>
<td></td>
<td>-Unite for Sight website, n.d.</td>
</tr>
<tr>
<td>Question</td>
<td>Do children and teenagers have to go to school? Who often helps families resettle and what type of support do they receive with refugee status?</td>
</tr>
<tr>
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</tr>
<tr>
<td>Question</td>
<td>What types of services to children receive upon arrival? Who often helps families resettle and what type of support do they receive?</td>
</tr>
<tr>
<td>Question</td>
<td>What can we do as educators to help a traumatized child? At the next session in this professional development series we will be discussing trauma, its effects, and what we can do. I do want to touch on this today though since we have this panel of experts with us today. Often children have experience first hand or second hand some level of trauma whether it was in a time of transition, at a new refugee camp, or in the U.S.</td>
</tr>
<tr>
<td>Small group: 3 minutes</td>
<td>How do the educational opportunities for refugees in camps impact their readiness for school? What can we do as a school to support these students?</td>
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</tbody>
</table>
| 5 minutes Reflection Time | Type in: [https://flipgrid.com/andersen1819](https://flipgrid.com/andersen1819) | Now is a time for you to reflect on what you have read, heard, and discussed this afternoon. You will find the video reflection on flipgrid.com.
*Teacher demonstrates on laptop connected to screen how to access reflection video.*
Please respond before you leave. Have a great rest of your day. I am thankful to be learning and serving with you. |
| Choose: Students with Limited Education | | |
Appendix B: Notes for Professional Development Session Two, Trauma and Children

<table>
<thead>
<tr>
<th>Time</th>
<th>Slides</th>
<th>Questions</th>
<th>Script</th>
</tr>
</thead>
</table>
| Tuesday 2:15-3:30 | Cafeteria A  
- Educators will be able to list some examples of trauma students may have experienced  
- Educators will be able to pick out one strategy they can use with their grade level team.  
- Trauma Informed Education: Adverse Childhood Experiences, Post-traumatic stress disorder, Positive School Behavior and Intervention, Zones  
- School Social Workers  
- School Psychologist  
- Classroom teacher or ESL teacher  
- Warm-up: Who’ in the room?  
- Revisit rationale  
- Give group roles  
- Google slides with trauma facts  
- Interview with Panel  
- Time for questions  
- Online survey  
- Microphones  
- Laptop with Google Slides  
- Screen  
- Projector with extension cord | Optimistic Opening: Have teachers walk around and find someone they do not know. I will then have them share one student highlight from the last week. |
<table>
<thead>
<tr>
<th>Title Slide: Trauma Informed Education</th>
</tr>
</thead>
</table>
| This afternoon we will continue our discussion on understanding and knowing how to serve our students better. Today’s focus will be on the topic of trauma. Who in here has had trainings on trauma? Who in here would like to better understand what causes trauma and what we can do as educators? Wonderful, we are going to walk further into this topic of trauma today and come away with ways to know if our students have been affected by high levels of trauma and some tools to help them and help each other.

Today our set-up will be similar to our last PD when we learned about students with interrupted education. We have a panel and we also have chairs set up for our reaction team. Remember if you would like to come up and ask a question or comment, tap the shoulder of the one who has been sitting here the longest and you can have their reaction team chair. Raise your hand to enter the discussion with the panel. We will give you the microphone to speak. |
| Questions | Please use the sticky notes on your table to write down any questions you have during the panel discussion. We will have time for more questions at the end of our time.  
**I also want to say that over the next hour we will be talking about trauma and that may be a trigger for some of you. If you feel the need to leave at anytime, please do so and connect with myself, someone on the panel, or another trusted staff member later. |
Group Roles:
Clarification Team: points requiring clarification
Rebuttal Team: points you did not agree with
Elaboration Team: points that need more thorough explanation
Application Team: points where problems may occur in application of learning

Today we are going to add on another layer of our session. We are going to have group roles. How many of you assign roles or jobs in your classroom?

Good! Why do you assign roles to your students?

Today we are going to do that with all of you. This section will be the clarification team. You will come up with points that may require more clarification. This middle left section will be the rebuttal team. Your task will be to come up with points they did not agree with. This section in the middle right is the elaboration team. You ask
for any points that need more elaboration or a more thorough explanation. The far right and final team is the application team. You will ask the speakers to talk about any problems that may occur in the actual application of the new learning.

<table>
<thead>
<tr>
<th>Panel Introductions: Names, pictures, and titles/affiliations</th>
<th>Please introduce yourself and say a little bit about your judge and field of study.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistic: 68% of all children have experienced some form of trauma (Cavanagh, 2016). Most students identified with EBD have experienced trauma through abuse or neglect (Cavanagh, 2016).</td>
<td></td>
</tr>
</tbody>
</table>
| Traumatic experiences which students may have experienced are: war, terrorism, natural and man-made disasters, exposure to violence, physical or sexual abuse, neglect, and suicide (Cavanaugh, 2016). | What are some examples of Traumatic experience | What are signs that an Individual has experience of High levels of trauma? | Post-traumatic stress disorder: PTSD | What is PTSD and how can we notice it in students? | At our last session, we talked about students who may be fleeing their homes due to war or unsafe environments. PTSD may be affecting some of our students. | Is it true that PTSD can sometimes look like ADHD? | We know that PTSD can be misdiagnosed as ADHD. Students should be meeting with mental
<p>| Who can we direct students to who are showing these Signs? | Adverse Childhood Experiences: ACEs can be broken up into three categories: abuse, neglect, and household dysfunction. Students with higher ACE scores often struggle in school with “aggression, attendance problems, depression, inattention, anxiety/withdrawal, and delayed cognitive development” (Cavanagh, 2016, p. 41). | What are ACEs and how can they help us better understand our students, co-workers, and ourselves? | Everyone has experienced trauma to some degree. Those with a higher ACE score at a younger age may have more trouble later in life. People with higher ACE scores have a faster resting heart rate. It is easier for them to have their heart rate quickly increase, putting them into a stressful fight or flight mode more often (Sander, 2014). | health professionals to be properly assessed and supported. |</p>
<table>
<thead>
<tr>
<th>Does our school have a positive school behavior plan? What is it and where can educators access that information?</th>
<th>Studies have shown that schools that have a uniform system of addressing students with high levels of trauma to be more effective (ie. Having a similar discipline code). Some schools use Positive Behavior Intervention and Supports (PBIS) to make sure that the whole school is using similar strategies to help students learn to cope and be resilient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can teachers do while they are waiting for professional mental health professionals to work with their students?</td>
<td>Sometimes there are not enough mental health professionals, such as social workers and psychologists available when students are in need. They are put on waiting lists.</td>
</tr>
<tr>
<td>What do we do now?</td>
<td>What are some resources and activities we can do in our classrooms to help students who are affected by trauma?</td>
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</tr>
</tbody>
</table>
| · Mindfulness, breathing exercises  
· The Zones, elementary curriculum that uses colors to talk about emotions  
· Read: Bridging Two Worlds: Supporting Newcomer and Refugee Youth – life management for students | |

<table>
<thead>
<tr>
<th>15-20 minutes</th>
<th>Quote: Educators and school leadership should see the student holistically and to recognize that their physical, emotional, and mental needs may need to be met before they can truly learn in an academic setting (Stewart &amp; Martin, 2018).</th>
</tr>
</thead>
</table>

| At this time we will take questions from the audience. Does anyone from the Clarification Team have points requiring clarify?  
Anyone from the Rebuttal Team have points you did not agree with?  
Does the Elaboration Team have points that need more thorough explanation?  
Application Team, what points or problems may occur in application of learning? | |
<table>
<thead>
<tr>
<th>Reflection Time</th>
<th>The link to the flipgrid reflection video has been sent to you. The password is Andersen. If you have trouble finding the website or place to upload your video reflection, please come find me or one of the other PD leaders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipgrid.com</td>
<td></td>
</tr>
<tr>
<td>Check your emails!</td>
<td></td>
</tr>
<tr>
<td>Password: Andersen</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Notes for Professional Development Session Three, Best Practice Break-out Sessions

To maximize on time, staff will pick their session beforehand on a google form survey. One of the administrators will be available in our regular PLC space in case people get lost.

| Tuesday 2:15-3:30 | Various Classrooms | -Educators will be able to learn from their peers about best practices for former refugees -Educators will plan one lesson using a new strategy they learned | Best Practices: Culturally Relevant Pedagogy, Families, GLAD, Collaborative Strategic Reading | Break-out session leaders: -GLAD trained ESL and classroom teachers -Teacher using culturally relevant practices -Teacher using collaborative strategic reading strategy -Family engagement team | -Break-out sessions (show videos of strategy in action) -Time to plan a lesson with a co-teacher using a best practice strategy | **give breakout session listing before PD and have teachers select their session before this PD |

Objectives: Teachers will train other teachers on effective strategies for students with interrupted education.

**Sessions:**
- Culturally Relevant Pedagogy (1 group) - looking for culturally relevant resources and books, teacher leader should have resources ready and available for teacher use (books!)
- Families (1 group) - learning about Language Line and ways to get families more involved at school à inviting parents to be volunteers in your classroom or on field trips, communicating with parents about concerns EARLY in the school year
· GLAD (4-5 groups) ESL/Classroom teachers sharing on one top GLAD strategy they use often
· Collaborative Strategic Reading (1 group) -especially useful to newcomer small group, teacher explains the process and how to do it in a small group with newcomers

Teachers will:
1. Watch a video recorded strategy in action from one of their peer teachers
2. Have time to start a lesson or unit planning using that strategy
Appendix D: Notes for Professional Development Session Four, Team Collaboration

Time

Team and Teacher work time: Educators will collaborate with grade level teams to plan part of a unit that uses best practices they learned at previous PD session. Educators will make a video reflection.