

THE IMPACT OF TRAUMA AND REFUGEES: RESOURCES FOR EDUCATORS

WORKSHOP PRESENTATION

by

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

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Refugee and Trauma Workshop Agenda

Session 1- Developing Background on EL/Immigrant Groups

Group Quiz – testing and activating background knowledge of different EL/Immigrant groups

- ⊙ English Learners/Immigrant Groups
 - Asylee
 - Immigrant
 - Refugee
 - Migrant
 - Undocumented/Illegal
- ⊙ Immigration
 - Stages of Immigration
 - Process
- ⊙ Trauma in Refugees and Immigrants
 - Types
 - Effects
 - Educational Implications

Session 2 – Why We Need a Trauma-Sensitive School

- ⊙ Within the next two weeks view video by going to my Blog: traumasensitiveschools.blogspot.com
- ⊙ Watch video: “Why we need Trauma-Sensitive Schools”
- ⊙ Post comments and/or questions to video
- ⊙ Respond to at least one discussion question and post on Blog

Session 3 - Creating a Trauma-Sensitive School

- ⊙ Come Back together as a school team to brainstorm
- ⊙ Break up into small table groups
- ⊙ Brainstorm ideas/steps in creating a trauma-sensitive school
- ⊙ Share out ideas
- ⊙ Next steps/goals

Session 4 – Effects of Trauma – Psychological Disorders

- ⊙ What is PTSD?
- ⊙ Occurrence rate of PTSD
- ⊙ Symptoms of PTSD
- ⊙ Secondary PTSD
- ⊙ How a child is affected by Secondary PTSD
- ⊙ Educational Implications

Session 5 – Strategies and Resources for School Staff

- ⊙ SIOP – Making Content Comprehensible
- ⊙ 12 Things For K-12 Teachers to consider when teaching newcomers to read (handout)

Refugee and Trauma Workshop Agenda

- **Accommodations for English Learners: General Classroom and Content Areas (handout)**
- **Suggestions for supporting K-12 newcomer in your classroom (handout)**
- **Strategies for non-literate learners (handout)**
- **Creating an ELL Center (handout)**
- **Recommended Reading List (handout)**
- **Suggested books for children on the refugee experience (handout)**

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7/20/17

Welcome to Part 1 – Refugees and Trauma



Refugees and Immigrants Introduction/Background

Session 1 of 3




Session 1 - Objectives

- **Quiz Q1** – Test knowledge of refugees and immigrants
- **English Lessons/Viewpoint Groups**
 - Welcome
 - Refugee
 - Immigrant
 - Welcome/Refugee
- **Investigation**
 - Signs of Immigration
 - Welcome
- **Issues in Refugee and Immigrants**
 - War
 - Human Rights

Refugee/Immigrant Fact Quiz

- How much do you already know about immigrants and refugees? Let's find out.
- We will go through this quiz together.
- Ready - let's get started!



Question 1

1. By the end of 2015, about how many people were forced to leave their homes due to violence, war and persecution?

A. 1.5 million
B. 5 million
C. 30.5 million
D. 25.3 million



Answer to Question 1

Yes, that's right! 25.3 million refugees were forced to leave their homes.

Surprising Fact: Over half of these refugees are under the age of 18.



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Question 2

2. Immigrants and refugees both leave their country voluntarily?

A. True
B. False



Answer Question 2

False

- An immigrant is someone who moves for economic reasons and becomes a permanent resident of another country while in that country.
- A refugee is someone who resides outside of the United States, but not yet established in another country and are forced to leave their country because of war, environmental disaster, political persecution, and/or religious or ethnic intolerance.

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Question 3

3. How long can it take for refugees to be processed in the United States?

A. 30 months
B. 1 year
C. 2 years
D. 3 years



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Answer Question 3

If you said "No", you are correct!

- According to Leticia Limón, the president of the advocacy group, the U.S. Commission for Refugee and Immigrant Status, it can actually take almost three years.
- The process for refugees in the mixed-entrant country awaiting an hour for children, it's easier to come in as a tourist, a student, a businessperson.

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Question 4

1. Refugees only take trauma from a response to their experiences or stressful events.

A. True
B. False



Answer Question 4

If you said, False you are correct! B

Trauma can affect refugees at any time throughout the immigration process. The stages of immigration are:

- 1. Pre-flight** This stage occurs before an individual or family leaves their country of origin, often resulting in political turmoil, civil war, and deteriorating circumstances.
- 2. Flight** This stage marks the beginning of a refugee or immigrant's journey. For some individuals or families this period may feature an obstacle for access to a refugee camp.
- 3. Resettlement (Post-flight)**

Immigration Process Stage 1 - Resettlement

- What is resettlement and why is it important?
- Resettlement is a process that involves providing refugees with a safe and secure environment.**
- Resettlement is a process that involves providing refugees with a safe and secure environment.

FACT: The experience of trauma will not affect every child in the same way and some may be asymptomatic and do well in school.

Question 5

5. A range of mental health and developmental consequences associated with child and adolescent exposure to trauma include:

A. PTSD
B. Anxiety
C. Behavioral Problems
D. Sleep Disturbances
E. All of the above



Answer Question 5

Yes, All of the Above

According to the American Psychological Association (APA), PTSD, depression, anxiety, behavioral problems, and sleep disturbances are mental health or developmental consequences associated with child and adolescent trauma.

FACT: The experience of trauma will not affect every child in the same way and some may be asymptomatic and do well in school.

Who are our English Learners?

- English Learners or ELs are to be further identified within a specific immigrant group
- Hispanic
- Asian
- Latino
- Black
- Other

IMPORTANT NOTE:

It is important to look at demographics and the student's situation of the student's past to make assumptions about the immigrant status of a student or family. Legally, we cannot use a child's or family's appearance or immigration status.

Who are our ELs?

- English Learners are students in the United States public schools who are not native speakers of English and who may still have limited English skills.
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Let's Dig a Little Deeper

immigration

overseas best countries to live

visa other culture adaptation looking for a better life

language difficulties

what to expect regarding immigration

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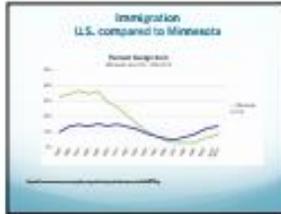
Immigration

What is immigration?

Immigration is a process by which a person moves into a country for the purpose of settlement or permanent residence.

Immigration in North America and in Minnesota

Nationally, 10,478 categories entered the U.S. in 2011. Minnesota has more immigrants than all of a whole (25% to 27% annually).

Challenge Question

Where was most of Minnesota's foreign-born residents born?

- Latin
- Mexico
- Europe
- Asia



Please Watch Video Group Discussion to follow



Table Group Discussion

DIS Discuss the following questions of your table.

TECH Each table group will share out main points.

Questions for Discussion:

- You may have names of these children in your classroom, but if you do not, imagine these children in your classroom, what impact do you feel this would have on them? How do you think this would impact their learning?
- What surprised you the most in the video?

Experiences of Refugees and Immigrants

The journey of a refugee or immigrant can vary and cause great emotional amounts of stress in refugee camps where schooling is limited or almost non-existent. This can affect:

- Relationships with peers and teachers
- Academic performance
- Psychosocial needs

Trauma in Refugees and Immigrants

Stress and other coping, but the refugee and immigrant is an ongoing and ongoing.

- Stress** - Results in less on school study, but when a refugee or immigrant is in a new country, they may not have the ability to cope in an academically environment.
- Results may be more emotional in the classroom as an sign of the learning, it may be more likely to be more likely to be more likely.



Stage 1 of Trauma During Immigration

Psychology

- Individuals living through trauma are often in a state of shock, and may not be able to think clearly. This is a normal reaction to a traumatic event. The individual's mind is often in a state of denial, and they may not be able to think clearly. This is a normal reaction to a traumatic event.



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Video Clip Discussion

- Turn and Talk to a table partner
- Discuss: What psychological symptoms does the boy in the video exhibit?
- Share out



Stage 2 of Trauma During Immigration Flight

- Beginning of an immigrant's often-risky journey to a new destination
- Hours on an airplane
- Refugee camps for years

Challenges/Experiences

- Separation from loved ones
- Loss of culture, community and language

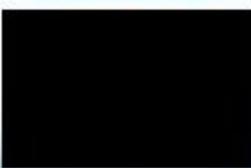


Stage 3 of Trauma During Immigration Resettlement/Post-flight

- Resettled in a permanent location of refuge with little security of origin, unstable economy and income production necessary for meeting basic needs includes a religious enemy
- Resettled into host (voluntary agencies) (GLIDE)
- Traumatic situations
 - Inevitable health needs or care gaps
 - Medical issues
 - Intercultural



Science of Childhood Trauma



Effects of Trauma

- There is a surge of mental health and developmental consequences associated with child and adolescent exposure to trauma
- PTSD
- Depression
- Anxiety
- Behavior Problems
- Sleep Disturbances

Effects of Trauma

The experience of trauma will not affect every child in the same way and some may be asymptomatic.

What are the possible effects?

- Lending effects on daily functioning
- Speech acts
- Headaches
- Crying
- Nightmares
- Fear or anxiety
- Eaten or gormless
- Health promoting behavior or resistance
- Unable playing activities



Effects on Different Ages

Preschool Students

- Preschool children may less recently acquired developmental milestones and may experience an increase
 - Bed wetting
 - Thumb sucking
 - Stuttering
 - Temper tantrums and trouble solving both done

Effects on Elementary Students

Elementary students may show signs of distress through somatic complaints, such as

- Irritability
- Aggression
- Anger

They may also exhibit

- Impaired attention and academic skills
- Changes in school performance
- Increased or varied absences
- Fear separation from loved ones
- Unreasonable fears of something bad happening
- Dysfunctional behaviors

Effects of Trauma on the Brain and Learning



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Video Discussion
How Trauma Affects the Brain



View and Tell of your talks as with a partner

Discussion

1. What was one of your biggest take aways from this video?
2. What types of delays might we see in a child experiencing trauma?

Your talk group will share out

Video - Important Points to Revisit

- Trauma can have an effect on cognitive development and the development of the structures of the brain.
- Neuroplasticity is the real story as the real story is as well as they should be in family members, as a result parts of the brain that regulate decision making, judgment and higher order thinking skills are less developed.

What this means for behavior is actual cognitive delays

- Lower IQ
- Problems with Language development
- Problems with judgment and decision making

This discussion on brain development impacts behavior

Feedback Form

- Please complete feedback form.
- Please have your completed form in your talk.

Thank you!

Effects of Trauma and Learning

Trauma can produce behavior issues and can impact a child's

- Communication
- Cognitive functioning
- Memory

Children may have difficulties in thinking clearly, reasoning, and problem solving.

"Trauma is a child's body and mind has learned to be in a state of stress which may result in having problems acquiring new skills or having to miss information."

Session 4
PTSD and Educational Implications

Session 4 Objectives:

- What is PTSD?
- Co-occurrence rate of PTSD
- Symptoms of PTSD
- Secondary PTSD
- How are children affected by Secondary PTSD
- PTSD - Educational Implications



PTSD
Post-Traumatic Stress Disorder

PTSD is a mental health condition that can develop in anyone who has experienced a traumatic event.

Approximately 8% of people who experience a traumatic event will develop PTSD.

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Approximately 8% of people who experience a traumatic event will develop PTSD.

PTSD Symptoms

Children may exhibit some of the following symptoms:

- Nightmares
- Flashbacks
- Excessive startle reflex
- Irritability
- Avoidance
- Anger and hostility
- Loss of appetite/weight
- Insomnia
- Overwhelming sadness or helplessness

PTSD is diagnosed if the symptoms last more than one month. Symptoms begin or begin within three months of the trauma, but occasionally can start years later.

Secondary PTSD

Secondary PTSD is also sometimes called vicarious trauma.

It occurs because PTSD is a mental health condition that can develop in anyone who has experienced a traumatic event.

Approximately 8% of people who experience a traumatic event will develop PTSD.

How are Children affected by Secondary PTSD?

How does secondary PTSD affect children?

- Children can exhibit secondary PTSD symptoms through their parents symptoms. Children often do not understand what is happening or why it is happening and may feel that their parent does not love them.
- Children may have an adult role and does not act his or her age.
- A child who is emotionally attached to a parent, stressed from the situation may exhibit problems in school, depression, anxiety, and problems with relationships later in life.



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PTSD Educational Implications

- Children with PTSD struggle with memory and attention problems and may be unable to perform previously acquired skills.
 - **Academically unable (unable memory)**
 - **Safe**
 - **Unable attend at your class**
- Children with trauma are easily distracted and unable to sustain their attention when reading a book.
- Symptoms are common and an adult can make it more difficult to figure out or help a child. Teachers may include some of the following activities:
 - **Use social stories**
 - **Use visual cues that help**
 - **Use music**
 - **Use games**
 - **Use puppets**

Complete Feedback Form

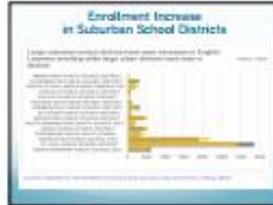
- Please remember to complete your feedback form.
- Please place your complete form on the table.

Thank you!

Session 5 - Objectives Strategies and Resources

How can we help refugees and immigrant students adjust to the school environment?

- **Reduce Learning Environment**
 - Reduce anxiety and uncertainty about the school.
 - Reduce uncertainty about and understand school.
 - Establish supportive structure.
- **Strategies and Resources**
 - **Podell et al.**
 - **Ward et al.**
- **Classroom Lessons and Strategies**



How can we help refugees and immigrants adjust to the school environment?

Creating an Inclusive Environment

There are many educational approaches and educational support models available to all cultural backgrounds - students with disabilities, students with limited English proficiency, students with other disabilities, students with other challenges.

Individualized instruction

- Schools should have processes in place to recognize the individual needs, strengths, and challenges of students and support the ways to the success of each student.
- They should offer support and resources of language, learning, behavior and social-emotional, as necessary, and provide the necessary tools to ensure their success in the classroom.
- Educational support should include social and emotional competencies and language, behavioral, learning, and academic plans, and other individualized supports.
- It is important that students from a particular culture or ethnic background have their unique perspectives on education support and resources.

The Role of the Teacher

- To create a sense of safety and comfort & safe, predictable learning environment with clear routines, clear needs and understand, understand and meet.
- To create attachment and connection to address Teaching Objectives and curriculum content that helps to build communication, confidence, social and emotional skills, behavioral goals, social skills, peer relations and motivation.
- To create meaningful purpose and a sense of achievement. Recognition of prior learning and learning needs, differentiated instruction, scaffolding, integration of formal skills, engaging activities.
- To create dignity and value & respectful and inclusive learning environment that acknowledges and values identity and unique experiences, and includes all participants in the learning process.

Implementing and Planning for Change

There are three stages of the whole-school approach to providing support for refugee students.

- Phase the strategies according to plans across all areas of the school and identify systems that can be taken to better support for refugee students.
- Write an action plan, prioritize actions and implement changes.
- Reflect on achieved outcomes and identify what is still needed.

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School Environment

- Create a positive school environment for all students, including those with disabilities, by ensuring that the school is a safe and supportive place.
- Provide a safe and supportive environment for all students, including those with disabilities, by ensuring that the school is a safe and supportive place.
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General Approaches in Supporting Refugees

Understanding Refugees - History and circumstances - is often a central question in a new situation. It is important, however, to get communication working in some form.

- A simple strategy for creating an "initial" environment for refugee students is to utilize positive reinforcement strategies. Use positive reinforcement by:
 - encourage and recognize achievement
 - give praise and encouragement for small gains
 - be specific regarding praise and feedback
 - reinforce achievements and progress
- avoid negative feedback
- highlight success stories

Working with Refugees and Immigrants: Strategies and Resources

Prevalent of Refugees

- Learn and gather information on student's educational experiences and cultural background
- Develop relationships with community, social workers, teachers, and support staff
- Label classroom objects
- Provide good role models for the student's school
 - Speak language for the student
 - The student needs to hear
 - Encourage and show respect if the student has had to leave their country to go

Working with Refugees and Immigrants: Strategies and Resources

Arrival of Refugees

- Provide a safe and supportive environment for all students, including those with disabilities, by ensuring that the school is a safe and supportive place.
- Provide a safe and supportive environment for all students, including those with disabilities, by ensuring that the school is a safe and supportive place.
- Provide a safe and supportive environment for all students, including those with disabilities, by ensuring that the school is a safe and supportive place.

English Language Learner Center Items

Notes: These items should be available on site with the following:

- A private classroom
- Laptop or flat video equipment
- Copies of audio programs (listening, sight, reading, writing, dialogue, grammar, syntax, and pronunciation)
- Materials (good for students at intermediate level)
- Supporting printed books
- Picture books or language models
- Computer video (software, public video) that can be used to demonstrate the use of the language

Modifications and Accommodations

Select materials specific to these students/level needs

- Pictures or photos used to learn classroom vocabulary
- Alphabet
- Colors
- Numbers
- Shapes
- Number words
- Days of the week
- Months of the year
- Body parts
- General vocabulary (classroom, home, family, etc.)

Modifications and Accommodations

Notes: These items should be available on site with the following:

- A private classroom
- Laptop or flat video equipment
- Copies of audio programs (listening, sight, reading, writing, dialogue, grammar, syntax, and pronunciation)
- Materials (good for students at intermediate level)
- Supporting printed books
- Picture books or language models
- Computer video (software, public video) that can be used to demonstrate the use of the language

Modifications and Accommodations

- When possible use manipulatives, visuals, and audio
- Use bilingual students as peer helpers
- Have students create a vocabulary notebook with words, pictures and definitions
- Ask students to point or draw



Lesson Modifications

- Provide a safe and supportive environment for all students, including those with disabilities, by ensuring that the school is a safe and supportive place.
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Website Link

• To learn more or your in need of more resources please visit

 <https://www.hhs.gov/ashrock/online/feedback-form>

Feedback Form

- Please remember to complete your feedback form.
- Please place your completed form at your table when you are finished.

Thank you! ☺

Anoka-Hennepin Professional Development Feedback Form

Anoka-Hennepin Professional Development Feedback Form

1. In the code table below, please indicate your session number (provided by presenter).

Code			
1	2	3	4
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

MARKING INSTRUCTIONS	
<ul style="list-style-type: none"> • Use a No. 2 pencil or a blue or black ink pen only. • Do not use pens with ink that soaks through the paper. • Make solid marks that fill the response completely. • Make no stray marks on this form. 	
CORRECT: ●	INCORRECT: ☑ ☒ ☓ ☔

Session name _____ Date _____

2. Select your level of agreement with each statement.

	Strongly agree	Agree	Disagree	Strongly disagree
Today's session achieved its objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of today's session, my knowledge has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of today's session, I have new/enhanced skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of today's session, I plan to try something new.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation and interaction were encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content was organized and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials were pertinent and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presenter was knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of instruction was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topics were relevant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What is your overall rating of today's session?

Excellent	Good	Fair	Poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please respond to the following questions below.
Write your answer inside of the box, otherwise it will be not scanned.

What was most valuable about this session?

How would you improve this session for future presentations?

What support would you need to utilize this information in your work?

Guiding Questions - Creating a Trauma-Sensitive School

Video Discussion Guide

- What are your initial thoughts after watching the video? What is your understanding of trauma-sensitive schools?
- This video highlights the importance of leadership—superintendents, assistant superintendents, principals, and educators—in creating the understanding and infrastructure that can support the team work among staff needed for all children to be successful. How is this reflected in the video?
- George Donovan, Assistant Principal of the Baker School, talks about establishing a “culture of awareness” of the many factors that students bring into school that impact learning, self-regulation and relationships with peers and other adults in the school. How is this a trauma-sensitive practice? How might you go about establishing a “culture of awareness” in your school/district?
- For schools to embody trauma-sensitivity, a whole school effort is required. How is this reflected in this video?
- Diane Chase, 4th Grade Teacher, says that “trauma sensitivity has to be at the forefront of any instruction throughout your day.” How do trauma-sensitive /safe and supportive practices help accomplish the goal of academic success?
- June Saba-McGuire, Director of Learning and Teaching, Pre-K-5 says “helping adults understand that they have the most powerful influence on student behavior” is a result of this work. How might this understanding lead to a shift in the way educators think about student behavior? What might be the result(s) of this shift?
- In the video, one administrator comments that “you don’t always know and you don’t need to know” what a student’s history involves and suggests employing best practices for all students. Discuss why this is important in a trauma-sensitive school. How might this be done in a school?
- A trauma-sensitive school is a school where an on-going inquiry-based process allows for teamwork, coordination, creativity, and sharing of responsibility for all students, and where continuous learning is for educators and students. How is this reflected in this video?
- What insights or new knowledge did you gain from this video? How might you use this knowledge in your own work? How might your school use this knowledge?

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Classroom Strategies and Resources

Suggestions for Supporting K-12 Newcomer ESL Students in the Classroom

1. **Sensitize mainstream students to the newcomers' challenges.** Prepare English speaking peers for the arrival of a newcomer. Ask your students to imagine that their parents took them to another country to live. Brainstorm with them how they would feel.
2. **Be aware of the effects of culture shock.** Children may demonstrate physical ailments or display a wide variety of unusual behavior such as tantrums, crying, aggression, depression, tendency to withdraw, and sleeplessness.
3. **Create a nurturing environment.** Give lots of encouragement and praise for what the students can do, and create frequent opportunities for their success in your class. Be careful not to call on them to perform alone above their level of competence.
4. **Establish a regular routine for newcomers.** At first, everything will be chaotic to your newcomers. Give them help in organizing time, space, and materials. Give them a copy of the daily schedule. Tape it to their desks, or have them keep it at the front of their ESL notebooks. Send a copy home so that parents can help their children feel more connected to the classroom.
5. **Engage newcomers in language learning from the beginning.** Here are some ways to actively engage your newcomers in language learning.
 - ❖ **COPY WORK** Have students copy alphabet letters, numbers, their name, your name, the names of other students in the class, and beginning vocabulary words. Have them draw pictures to demonstrate comprehension of what they are copying.
 - ❖ **ROTE LEARNING** While this is not popular in American schools, it is common in many other countries. Initially, parents and students often feel more comfortable if they can see some kind of end product. You may wish to have students learn sight words, poems, chants, songs, lists, and spelling words through rote learning.
 - ❖ **THE CLASS AUTHORITY.** Each newcomer has many strengths that he or she can share with the class. When appropriate include them as resources so they too can be seen as important members of the group. Areas of expertise might be computers, math, origami, or art work.
6. **Recruit volunteers to work with newcomers.** At first, many students will not speak at all. It is critical to provide students with plenty of aural input in order to familiarize them with the sounds of the English language.
7. **Use recorded material.** A word of caution about the use of recorders. The student using headphones is isolated from the rest of the class. Audacity, Voice, Voice Recorder are some great technology software tools to use.

Classroom Strategies and Resources

12 Things for K-12 Teachers to Consider when Teaching Newcomers to Read

1. **Read to newcomers every day.** You can arrange to have a volunteer read to the student, check with your volunteer coordinator. Appropriate reading material for beginning English Learners (EL) should include at least some of these characteristics.

- Numerous illustrations that help clarify the text
- Story plots that are action-based
- Little text on each page
- Text that contains repetitive, predictable phrases
- High-frequency vocabulary and useful words
- Text that employs simple sentence structures

2. Use reading strategies to increase students' comprehension. When you read to beginning ELs, be sure to make language comprehensible to them.

- Point to the corresponding pictures as you read the text.
- Act out, dramatize, and provide models and manipulatives for students to handle.
- Read sentences at a slow-to-normal speed, using an expressive tone.
- Allow time after each sentence or paragraph for students to assimilate the material.
- Verify comprehension of the story by asking students to point to items in the illustrations and to answer yes/no and either/or questions.
- Read the same story on successive days. Pause at strategic points and invite students to supply the words or phrases they know.
- Point to the words in the text as you read them. This is particularly useful for students who need to learn the left-to-right flow of English text.
- When students are familiar with the story, invite them to "read" along with you as you point to the words.
- If appropriate for younger students, use Big Books, as both text and illustrations can be easily seen.

3. **Teach the alphabet.** Preliterate students and literate newcomers who speak a language that does not use the Roman alphabet need direct instruction in letter recognition and formation as well as beginning phonics.

4. **Use authentic literature.** Begin with materials that have easily understood plots, high frequency vocabulary and few idiomatic expressions.

5. **Teach phonics in context.** Using authentic literature, you can introduce and reinforce letter recognition, beginning and ending sounds, blends, rhyming words, silent letters, homonyms, etc. Phonics worksheets are not generally useful to the newcomer since they present new vocabulary items out of context.

6. **Make sure students understand the meaning.** Your students may learn to decode accurately but be unable to construct meaning out of the words they have read. Teach newcomers to reflect on what they have decoded and to ask questions to be sure they understand.

Classroom Strategies and Resources

7. Check comprehension through sequencing activity. Check student comprehension with one or more of the following activities.

- ✓ Write individual sentences from the text on separate sheets of drawing paper; then read or have the students read each sentence and illustrate it.
- ✓ Informally test students' ability to sequence material from a story: print sentences from a section of the story on paper strips, mix the strips; have students put them in order.
- ✓ Check students' ability to order words within a sentence; write several sentences from the text on individual strips of paper; cut the strips into words; have students arrange each group of words into a sentence.

8. Integrate technology. If a computer or laptop is not available for audio. Set up a tape recorder and record stories as you read. Newcomers then have the opportunity to listen to a story, and read along, as many times as they wish.

9. Encourage reading outside of the classroom. Stock your classroom library and encourage newcomers' parents to join the public library and check out picture books, books with read-along tapes, and home-language books, if available.

10. Encourage newcomers to explore creative writing in English. Students will learn to write faster when they have real reasons to write. Motivate students to write by providing them with meaningful reasons to write. Have familiar photos or pictures available.

11. Establish and English Language Learner Center. Fill the ELL Center with activities for your new language learners. Here are some of the items you may want to include in your ELL Learning Center. It is not necessary to put everything in at once. Add to the Learning Center a little bit at a time.

- CD or Tape recorder and headphones
- Copies of appropriate activity pages, and keep them in a loose-leaf binder, a large envelope, or a folder with pockets.
- Crayons, scissors, pencils, erasers, and paper
- An ESL notebook
- An ESL folder for Dictionary pages
- Labels for classroom objects
- A picture file (class-made or commercial)
- Well-illustrated magazines for cutting out pictures
- Blank 3"x 5" index cards to be used for flash cards or concentration games
- A picture dictionary
- Nonfiction picture books from the library that cover the same content material you are currently teaching
- Beginning phonics books with tapes
- Picture books and well-illustrated beginning-to-read books with tapes or cd's

Classroom Strategies and Resources

- Simple games: dot-to-dot activities, word searches, concentration games, sequencing activities, and jigsaw puzzles An "object" box containing small manipulative objects for beginning vocabulary or phonics learning

12. **Make up individualized Starter Packs for your newcomers.** The Starter Pack enables entry-level students to work independently on activities suited to their specific needs. Encourage students to work on these activities when they cannot follow the work being done in the classroom. Remember, however, not to isolate the newcomers from their peers with separate work all day long. They, too, need to be a part of your class and should be integrated as much as possible.

Classroom Strategies and Resources

Accommodations for English Learners General Classroom and Content Areas

MATH

- ❖ At beginning to expanding levels of proficiency, ELs should be shown examples of a completed assignment to model the correct format.
- ❖ Assignments and directions should be available on the board.
- ❖ Students should have access to counters, number lines and other types of manipulatives.
- ❖ Rewrite story problems in simpler English for lower proficiency levels as well as teach the key vocabulary in various word problems.

SOCIAL STUDIES

- ❖ Allow beginning to developing levels of proficiency to use drawings to demonstrate knowledge of concepts.
- ❖ Teach key concepts of the lesson and limit the amount of vocabulary. Use visual aids during instruction, i.e. maps, graphic organizers, videos, etc.
- ❖ Record or give test orally to student.

READING

When making accommodations for ELs in the area of reading, it is important to remember that there is a difference between listening and speaking and reading and writing. Some students may be advanced in speaking, but functioning at a beginning instructional level when it comes to reading fluency or comprehension. Place emphasis on the student's instructional level in reading.

- ❖ ELs at all proficiency levels should have reading materials provided at their instructional level.
- ❖ ELs should be taught vocabulary in context and try to connect their background knowledge. Limit the amount of vocabulary words taught in each unit to only the key words. As comprehension increases, increase the number of words.
- ❖ Let student act out the story to demonstrate understanding.
- ❖ Provide the background knowledge necessary in order to understand the material or content.
- ❖ Teach ELs reading strategies that enable them to predict, connect, question, and visualize the story.

SCIENCE

- ❖ Students should work in groups when possible to solve problems or conduct experiments.
- ❖ Show ELs completed project or assignment.
- ❖ Use hands-on experiential activities that do not rely on academic language for understanding.
- ❖ Prepare visuals or large charts that summarize the steps involved in experiments.

WRITING

When making accommodations for ELs in the area of writing, keep in mind that some students may be considered advanced in other domains such as: reading, speaking and/or listening, but at a beginning level in writing.

- ❖ ELs may not be familiar or recognize cursive.
- ❖ Provide student with a list of basic sentence patterns or words (with pictures) most frequently used in their classroom to use when writing independently.
- ❖ Allow ELs to write about topics in which they have background knowledge.
- ❖ Allow ELs to work together when possible to brainstorm and to begin the writing process.
- ❖ Provide a model of the finished writing assignment.

Classroom Strategies and Resources

Strategies for Non-literate Learners

We are teaching many students and no two are the same. Some ELs may be able to communicate at an advanced level and communicate their needs orally, but may not be able to read or write in English. Others may be a beginning level in all skills; we need to find out who our students are and what their educational background is and their experiences with the written word.

Every student is going to have varying experiences and this affects the materials you select, your instructional focus, and the rate of your students' progress. Beginning literacy can be viewed as a continuum.

PRE-LITERATE: Students from an oral language tradition, native language is not written.

NON-LITERATE: Non-literate students come from a culture with a written language, but they have had little or no exposure to literacy in their first or second language.

SEMI-LITERATE: Semi-literate students have some but minimal literacy in their own language. They may be very nervous, hesitant and lack confidence in their literacy skills.

NON-ROMAN ALPHABET LITERATE: Students are fluent in literacy in a language that does not use a Roman Alphabet.

Some Differences

Literate Learners	Non-Literate Learners
Learn from print	Learn by doing and watching
Tend to be visually oriented	Tend to be aurally oriented
Make lists to remember	Repeat to remember
Spend years learning to read	Have limited time for learning to read
Know they can learn	Lack confidence in their learning ability
Learn best when content is relevant to their lives	Learn best when content is relevant to their lives
Can distinguish between important and less important print	May accept all content as being of equal value

Strategies

1. Needs Assessment

Use photos/pictures of real places for familiarity or building background knowledge. When possible, conduct a needs assessment.

- Can the student write his/her name in English?
- Can the student identify any basic sight words from cards?
- When pointing to letters of the alphabet, does the student have the concept of letter name and letter sounds?
- Can the student copy a sentences in English?
- Can the student read simple sentences in English?
- Can the student write a simple dictated sentence?
- Can the student hold a pen, make shapes, know the place to start on the paper

Classroom Strategies and Resources

Assessment on Concepts of Print

Give the student a book and ask the following questions:

Can you show me:

- a letter?
 - a word?
 - a sentence?
 - how many words are in this sentence
 - a period or question mark ?
 - the front of the book?
 - the back of the book?
 - where I should start reading the story?
 - how I should hold the book?
 - the title of the book?
2. **Begin with Listening and Speaking**
Students need to be able to express some personal information and simple needs in very short learned phrases or sentences.
 3. **Start with Real Words**
Use words students would find in their environment or in forms/documents.
 4. **Create a System to Record and Recycle New Sight Words.**
Create a literacy rich environment of words your student can read, such as a sight word wall. Develop a system for individual students to record their new words; record the words on a list or set of index cards for frequent review.
 5. **Teach Word-Attack Skills**
Students need to learn the sounds that letters make so eventually they will be able to read words that are not sight words. Start with some consonants and short vowels. Build into word families, for example: -an
/a/ + /n/= an, /c/+ /a/+ /n/=can, /m/+ /a/+ /n/=man, etc.
 6. **Help students apply and recognize literacy in the world around them**
It is exciting to see the word "the" or other words, letters, or short phrase in a real world example such as on a poster or sign. Help students apply their learning and celebrate success.
 7. **Teach study skills and spend time organizing paper work**
Non-literate students have little experience organizing paper work. Work on numbering, dating pages, color coding important handouts, and sorting paper work regularly.

Classroom Strategies and Resources

SIOP Model

Making content comprehensible for students by:

- Connecting students' backgrounds and prior knowledge to content area concepts
- Explicitly teaching content vocabulary, academic language, and language structures of the content area
- Presenting cognitively demanding information and tasks in context-embedded ways (e.g., graphic organizers, visual representations)
- Using cooperative learning to facilitate content understanding and promote language development through language use
- The use of alternate assessments to accurately determine what students know about a content area regardless of their English proficiency level

Mathematics

Although math is often assumed to be an easy content area to teach to English learners ("It's just numbers, right?"), teaching math through sheltered instruction is more complicated than some may think.

First, when it comes to connecting students' background knowledge and prior experiences to the math curriculum, teachers need to remember that English learners may have learned to add, subtract, multiply, and divide using different computational methods than those taught in U.S. schools. Some may have learned to use commas where we use decimal points (e.g., \$15,00 instead of \$15.00) and vice versa (e.g., 10.000 instead of 10,000 for ten thousand). Chances are also good that English learners will not be familiar with the U.S. system of measurement (inches, feet, cups, ounces, pounds, etc.), having learned the metric system instead. When approaching the explicit instruction of vocabulary, teachers need to pay close attention to the various types of math vocabulary students need to learn:

- Words specific to math, such as divisor and quotient, as well as common English words that, when used in math, take on a particular meaning, such as table, tree, cone, face, positive, and negative
- Math synonyms or different terms that indicate the same operation, such as add, plus, sum, and combine
- Functional vocabulary that students will use to interpret math problems and communicate their mathematical thinking and ideas, such as solve, graph, and compare.

Teachers must also consider the syntax of math. First, there is not always a one-to-one correlation between something written using math symbols (e.g., $18 > 7$) and the words used to write or say it (e.g., eighteen is greater than seven). Another challenge when translating math symbols into spoken or written words is word order. For example, the numerical sentence $(3x)^2$ may be read as "the square of three times x." English learners also need to understand the language structures used in math, such as comparatives (e.g., greater than), prepositions (e.g., two into four), and structures that signal logical connections (if . . . then). Word walls, sentence strips, and charts or dictionaries that include visuals specific to the lesson vocabulary can help make math lessons comprehensible for English learners. The sentence strips should include math phrases commonly written with math symbols (e.g., $>$ for greater than, $=$ for equal to) and their spelled-out versions. Useful manipulatives include a protractor, a hundreds cube, and fraction strips.

Teachers should also teach and encourage the use of non-math phrases that support group work, such as Can you please repeat that? and Can you show me what you mean? When placing students in groups, teachers should consider each student's ability in language and math and, if possible, partner students at lower levels of English proficiency with classmates who share their native language.

Markos, A. & Himmel, J. (2016, March). *Using Sheltered Instruction to Support English Learners*. Retrieved from file:///C:/Users/Owner/Downloads/using-sheltered-instruction-to-support-english-learners.pdf

Establish and English Language Learner Center

Fill the ELL Center with activities for your new language learners. Here are some of the items you may want to include in your ELL Learning Center. It is not necessary to put everything in at once. Add to the Learning Center a little bit at a time.

- ✓ CD Player or Tape recorder and headphones
- ✓ iPad or Chromebook if available
- ✓ Copies of appropriate activity pages, and keep them in a loose-leaf binder, a large envelope, or a folder with pockets.)
- ✓ Crayons, scissors, pencils, erasers, and paper
- ✓ An ESL notebook
- ✓ An ESL folder for Dictionary pages
- ✓ Labels for classroom objects
- ✓ A picture file (class-made or commercial)
- ✓ Well-illustrated magazines for cutting out pictures
- ✓ Blank 3"x 5" index cards to be used for flash cards or concentration games
- ✓ A picture dictionary
- ✓ Home-language books on your newcomers' reading levels
- ✓ Nonfiction picture books from the library that cover the same content material you are currently teaching
- ✓ Beginning phonics books with tapes
- ✓ Picture books and well-illustrated beginning-to-read books with tapes
- ✓ Simple games: dot-to-dot activities, word searches, concentration games, sequencing activities, and jigsaw puzzles
- ✓ An "object" box containing small manipulative objects for beginning vocabulary or phonics learning

Recommended Reading List for Educational Practitioners

Books about Refugees and Immigrants

Young Readers/Adults

- ❖ Park, Linda Sue. (2010). *A Long Walk to Water*. New York, NY: Houghton Mifflin Harcourt
- ❖ Rempel, Leah. (2004). *Hey, Hmong Girl, Whassup: The Journal of Choua Vang*. St. Paul, MN: Hamline University Press.
- ❖ Beah, Ishmael. (2007). *A Long Way Gone: Memoirs of a Boy Soldier*. New York, NY: Sarah Crichton Books.
- ❖ Hosseini, Khaled. (2007). *A Thousand Splendid Suns*. New York, NY: Riverhead Books
- ❖ Mortenson, Greg & Relin David Oliver. (2009). *Three Cups of Tea*. New York, NY: Penguin Group.
- ❖ Yang, Kao Kalia. (2008). *The Latecomer: A Hmong Family Memoir*. Minneapolis, MN: Coffeehouse Press
- ❖ Yang, Kalia. (2016). *The Song Poet*. New York, NY: Metropolitan Books.

Colorin Colorado Suggested Books for children on the Refugee Experience

These books capture the triumphs and the resilience of children who are refugees. They also convey the hardships that refugees face as they flee war and persecution. Please use these stories as a resource in informing yourself or your students about the challenges that refugees may face in their new lives.

- ❖ Flores-Galbis, Enrique. (2010). *90 Miles to Havana*. New York, NY: Roaring Book Press.

Age Level: 9-12

"Drawing on his own experience as a child refugee from Cuba, Flores-Galbis offers a gripping historical novel about children who were evacuated from Cuba to the U.S. during Operation Pedro Pan in 1961. Julian, a young Cuban boy, experiences the violent revolution and watches mobs throw out his family's furniture and move into their home. For his safety, his parents send him to a refugee camp in Miami, but life there is no sweet haven...(T)his is a seldom-told refugee story that will move readers." — Booklist

- ❖ Williams, Mary. (2005) *Brothers in Hope: The Story of the Lost Boys of Sudan*. New York, NY: Lee & Low Books, Inc.

Age Level: 9-12

Garang is eight years old when war comes to his village in southern Sudan. He soon joins the thousands of other boys who must flee their country by walking hundreds of miles to Ethiopia and then Kenya. Along the way, the boys care for each other and help each other survive the hardships of famine, drought, and war. Based on the true stories of the Lost Boys of Sudan, Mary Williams and R. Gregory Christie have brought a powerful and unforgettable story to young readers.

- ❖ Applegate, Katherine. (2007). *Home of the Brave*. New York, NY: Feiwel & Friends.

Age Level: 9-12

This novel, written in free verse, tells the story of Kek, an eleven-year-old boy from the Sudan who arrives as a refugee to Minnesota in the middle of winter. In moments both amusing and heartbreaking, it is possible to see through Kek's eyes what it is like for new immigrants who come to this country and to think about the scars that war leaves on its youngest victims. Teacher's Guide available.

Recommended Reading List for Educational Practitioners

- ❖ Lai, Thanhha. (2011). *Inside Out and Back Again*. New York City, NY: HarperCollins.

Age Level: 9-12

Shortly before the fall of Saigon in 1975, Hà's family flees war-torn Vietnam. When they arrive in Alabama more than 3 months later as refugees, they struggle to adapt to a new life. Yet slowly Hà and her family begin to find their way, making friends in unexpected places and helping each other survive. Based on the childhood experiences of the author, this compelling novel won the 2011 National Book Award for Young People's Literature.

- ❖ Cohen, Sheila. (2005) *Mai Ya's Long Journey*. Madison, WI: Wisconsin Historical Society.

Age Level: 9-12

Mai Ya's Long Journey follows Mai Ya Xiong, a young Hmong woman, from her childhood in Thailand's Ban Vinai Refugee Camp to her current home in Wisconsin. Mai Ya's parents fled Laos during the Vietnam War and were refugees in Thailand for several years before reaching the United States. But the story does not end there. Students will read the challenges Mai Ya faces in balancing her Hmong heritage and her adopted American culture as she grows into adulthood.

- ❖ Wilkes, Sybella. (2010). *Out of Iraq: Refugees' Stories in Words, Paintings and Music*. Ibadan, Oyo State, Nigeria: Evans Brothers

Age Level: 9-12

Product Description: Since 2006, hundreds of thousands of Iraqi refugees have fled to other countries. This book provides, in words and pictures, a glimpse of what life was like in Iraq before they left, why they were forced to flee, and how they feel about life as a refugee. Their stories are set against background information about Iraq, Saddam Hussain's rule, the invasion, and the subsequent civil war. The role of the United Nations High Commissions for Refugees (UNHCR) is outlined, and ideas for using the book in the classroom are also included.

- ❖ Hoffman, Mary. (2002). *The Color of Home*. London, England: Penguin Publishing Group.

Age Level: 9-12

Product Description: First-grader Hassan has only recently arrived in the United States after he and his family were forced to flee Somalia, and he deeply misses the colorful landscape of his former home in Africa. But with the help of his parents, an understanding teacher, and a school art project, Hassan finds that by painting a picture of his old home and sharing his story, his homesickness and the trauma of leaving a war-torn country are lessened.

- ❖ Sanna, Francesca. (2016). *The Journey*. London, England: Nobrow Ltd.

Age Level: 3-6

The Journey recounts a refugee boy's story as he travels from his war-torn country to a new home. Sanna writes that the book began when she met two young girls at an Italian refugee center, then "began collecting more stories of migration and interviewing many people from many different countries." The striking result, in a setting that is not specified, is a simple yet powerful illustration of the anxiety, exhaustion, and heartbreak a family faces when displaced by war and conflict, as well as the courage and hope of their journey. 2017 Ezra Jack Keats Book Award honor winner.

Recommended Reading List for Educational Practitioners

- ❖ McCarney, Rosemary. (2017). *Where will I live*. Toronto, Canada: Second Story Press.

Age Level: 6-9

This stunning photo essay takes a look at the thousands of children around the world who have been forced to flee war, terror, hunger and natural disasters, young refugees on the move with very little left except questions. It's hard to imagine, but the images here will help unaffected children understand not only what this must feel like, but also how very lucky they are. The final message is that children, even with uncertain futures, are resilient and can face uncertainty with optimism. With images from the United Nations High Commissioner for Refugees.

**For more books for children on the refugee experience go to:

<http://www.colorincolorado.org/booklist/refugee-experience-books-children>

Colorin Colorado (2017, July 18). *The Refugee Experience: Books for Children*. Retrieved from <http://www.colorincolorado.org/booklist/refugee-experience-books-children>

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