THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON DC

NCELA
National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs

Teaching and Learning for Students with Interrupted Formal Education & Refugee Backgrounds

May 15, 2013

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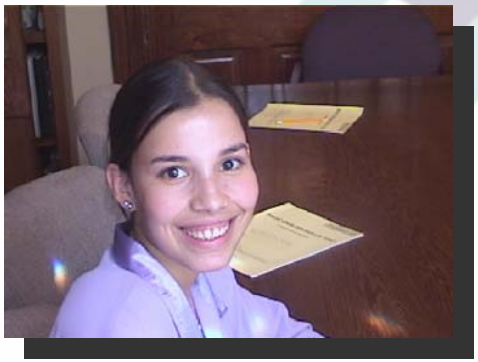
NCELA is operated under contract ED-04-CO-0094/0002 from the US Department of Education to The George Washington University. Our mission is to provide technical assistance information to state education agencies, local education agencies, and others regarding the education of English language learners.

Teaching and Learning for Students with Interrupted Formal Education & Refugee Backgrounds



Myrna Ann Adkins
Spring Institute for Intercultural Learning
NCELA Webinar
May 15th, 2013

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Trauma Informed System

The Goal of a trauma-informed System is to ensure that every person who comes in contact with your organization receives relationally-based, trauma sensitive, developmentally appropriate and culturally respectful services.

Adopted from United Way

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Stressors in Resettlement

- Migration
- Acculturation
- Trauma

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Mental Health in Resettlement

- Initial Shock
- “Normality” and routines
- Some people cope well
- Support from friends and family
- Opportunities to “process” and “integrate”
- Opportunities to be productive
- Memories may always be painful, but intensity will diminish

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Why is Mental Health Important for Schools?

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Why are Schools Important for Mental Health?

- Where socialization and acculturation happen
- Can provide social support from peers and important “other” adults
- Can provide structure and routines
- Can reach out to parents and support native culture while orienting toward new cultural expectations

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Challenges for schools:

- Increasingly diverse students
- Diverse education backgrounds
- Cultural adjustment or psychological problems or learning disabilities?
- Behavioral issues
- Multiple levels/needs in classroom

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Challenges for Students

- English
- Culture shock and disorientation despite great optimism
- Kids with interrupted or no education
- Difficulties understanding rules and norms
  - Explicit and implicit rules
- Coping with past trauma

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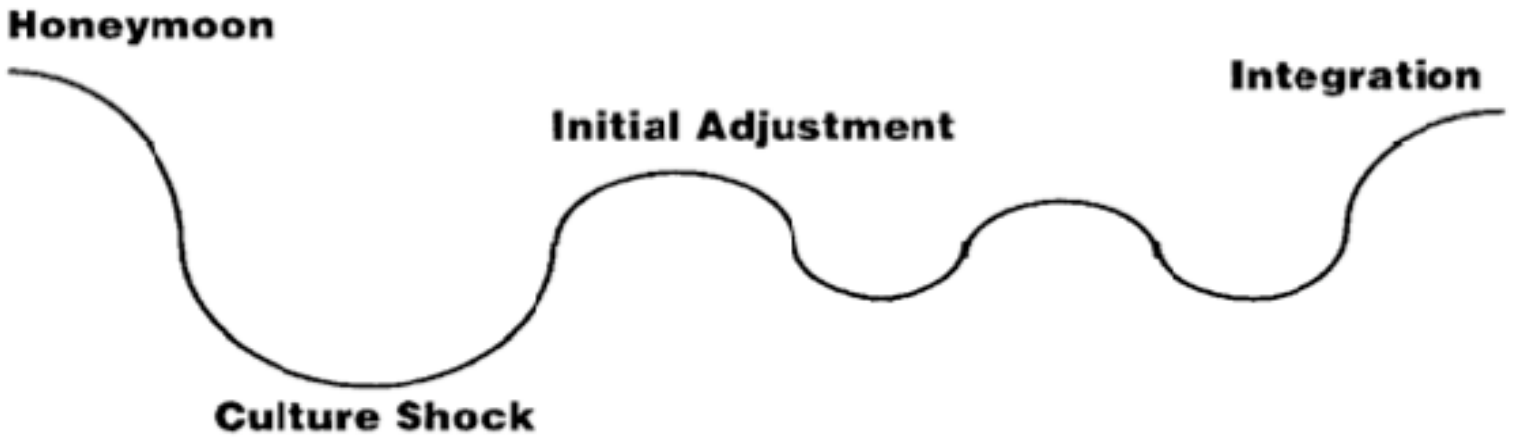
Culture Shock



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Academic Engagement

Suarez-Orozco, Suarez-Orozco & Todorova (2008)

- Cognitive
- Behavioral
- Relational

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Cognitive Engagement

- Students intellectually engaged in what they are learning
- The antithesis of boredom
- A significant predictor of **behavioral engagement**

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Behavioral Engagement

- Students' participation and efforts to perform academic tasks
- Turn in assignments, are on time, pay attention, behave appropriately in class, attendance
- A strong predictor of **academic performance** (GPA)

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Relational Engagement

- The extent students feel connected to their teachers, peers, and others in their school
- Social relations provide a sense of belonging, emotional support, tangible assistance and information, guidance, role modeling, and positive feedback
- Promotes **behavioral engagement.**

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Predictors of Academic Engagement

- Receptive climate
- More positive attitudes toward school
- Students' emotional well-being
  - Students with fewer mental health symptoms are better able to engage adults and peers
- Academic Self Efficacy – the feeling that they CAN do the work

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How Teachers Facilitate Academic Engagement

- Materials and Meaning
- Relationship Building
- Affirmation and Building Confidence
- One on one attention to make task “DOABLE”

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References

Spring Institute ELT Publications:
Refugee Children with Low Literacy
Mental Health of Refugee Children: A Guide for the ESL Teacher
Cultural Adjustment, Mental Health and ESL
www.springinstitute.org/publications

Resilience and Recovery After War: Refugee Children and Families in the United States
www.apa.org/families/refugees.aspx

Supporting and Educating Traumatized Students: A Guide for School-Based Professionals, Oxford University Press, January. 2013

Center for Applied Linguistics
www.cal.org

United Nations High Commissioner for Refugees
www.unhcr.org

Bridging Refugee Youth & Children's Service
www.brycs.org

The National Child Traumatic Stress Network
www.NCTSNet.org

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Teaching and Learning for Students with Interrupted Formal Education & Refugee Backgrounds

May 15, 2013

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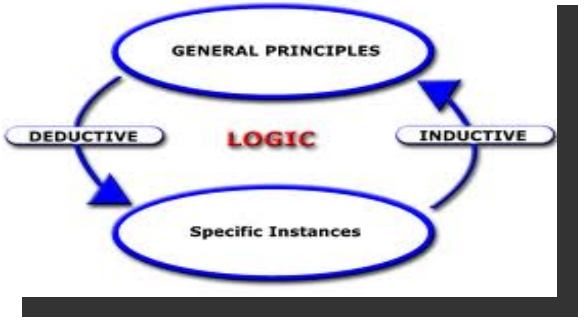
“Culture acts as a filter or set of lenses through which we view and interpret the world around us.”

(DeCapua & Wintergerst, 2004)

Informal Ways of Learning/ Formal Education



MUTUALLY ADAPTIVE LEARNING PARADIGM
MALP

Who are SLIFE?

- Oral preferred communication and information-sharing mode
- used to pragmatic learning with immediate relevance
- generally from collectivistic cultures and more comfortable working together, sharing responsibility

Needs of SLIFE

- Develop basic literacy skills
- Learn basic and grade-level subject area concepts
- **Develop academic ways of thinking**
- **Adapt to cultural differences in learning and teaching**

Teachers and learners assume that:

1. the goals of K-12 instruction are
   a) to produce an independent learner
   b) to prepare that learner for life after schooling
2. the learner brings along
   a) an urge to compete and excel as an individual
   b) age-appropriate preparation for
      (i) literacy development
      (ii) academic tasks

(DeCapua & Marshall, 2009; 2011; Marshall & DeCapua, 2013)

Two Different Learning Paradigms

Aspects of Learning	SLIFE		U.S. Classrooms
CONDITIONS	Immediate relevance Interconnectedness	⟷	Future Relevance Independence
PROCESSES	Shared Responsibility Oral Transmission	⟷	Individual Accountability Written Word
ACTIVITIES	Pragmatic Tasks	⟷	Academic Tasks

(Adapted from DeCapua & Marshall, 2009, 2011; Marshall, 1994,1998)

Cultural Dissonance

(Ibarra, 2001)

Mutually Adaptive Learning Paradigm (MALP)

Mutually Adaptive Learning Paradigm (MALP)		
	SLIFE	US Classrooms
Aspects of Learning		
Conditions	immediate relevance interconnectedness	future relevance independence
Processes	shared responsibility oral transmission	individual accountability written word
Activities	pragmatic tasks	academic tasks

(Adapted from DeCapua & Marshall, 2009; 2011; Marshall & DeCapua, 2013)

Activities

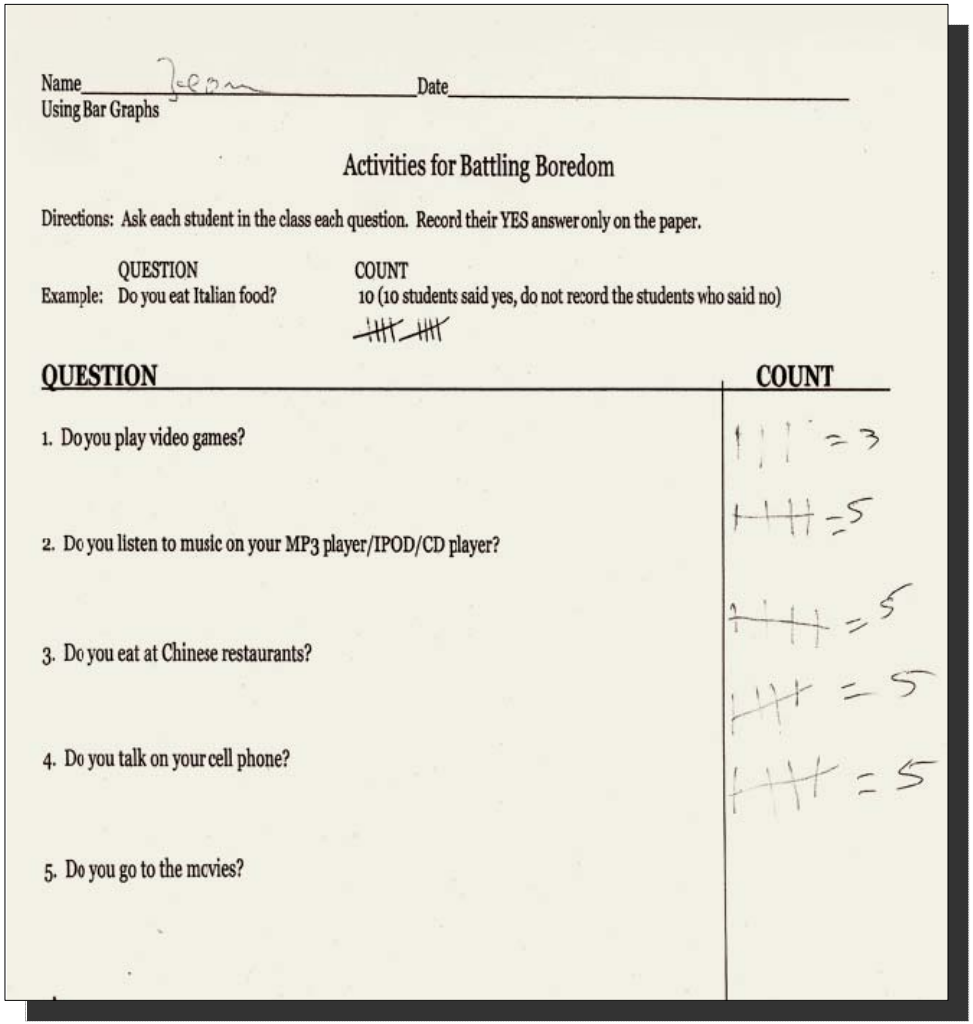
- surveys
- theme booklets

Supports

- graphic organizers
- sentence frames
- concept posters
- word walls

Surveys

Free Time Survey



Name Jeon Date

Using Bar Graphs

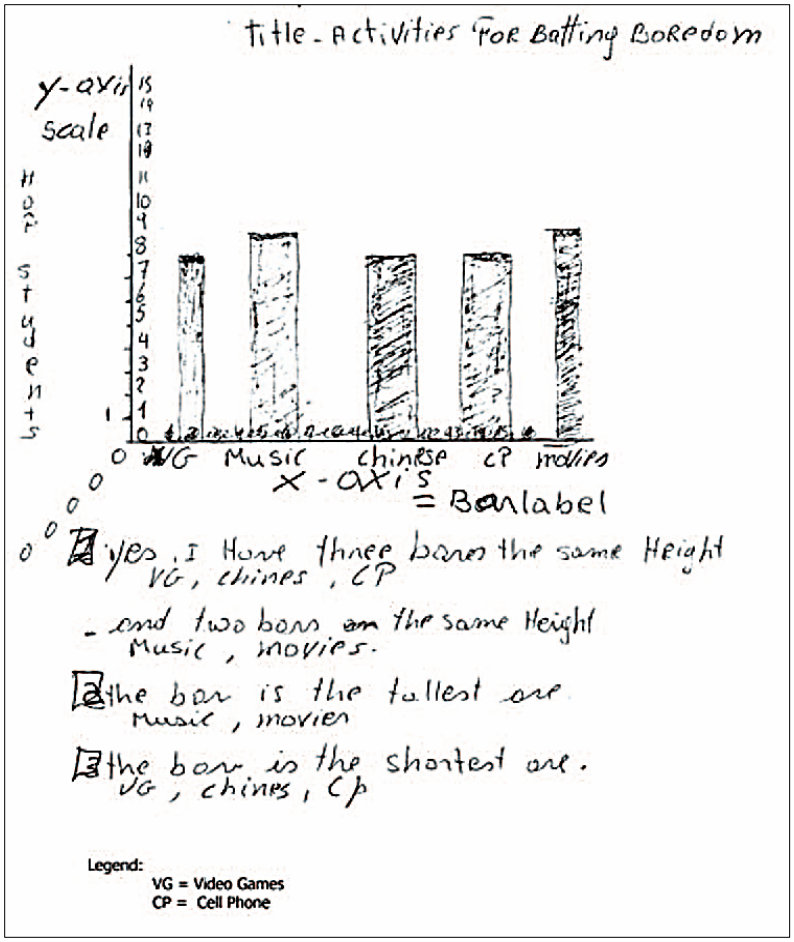
Activities for Battling Boredom

Directions: Ask each student in the class each question. Record their YES answer only on the paper.

	QUESTION	COUNT
Example:	Do you eat Italian food?	10 (10 students said yes, do not record the students who said no)

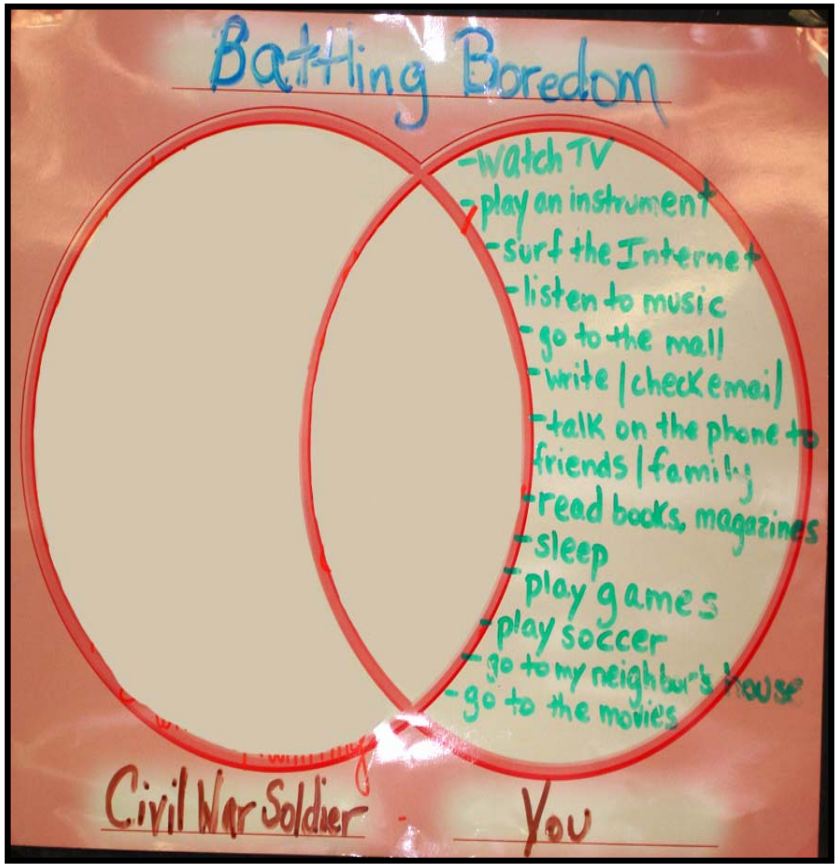
QUESTION	COUNT
1. Do you play video games?	= 3
2. Do you listen to music on your MP3 player/IPOD/CD player?	= 5
3. Do you eat at Chinese restaurants?	= 5
4. Do you talk on your cell phone?	= 5
5. Do you go to the movies?	= 5

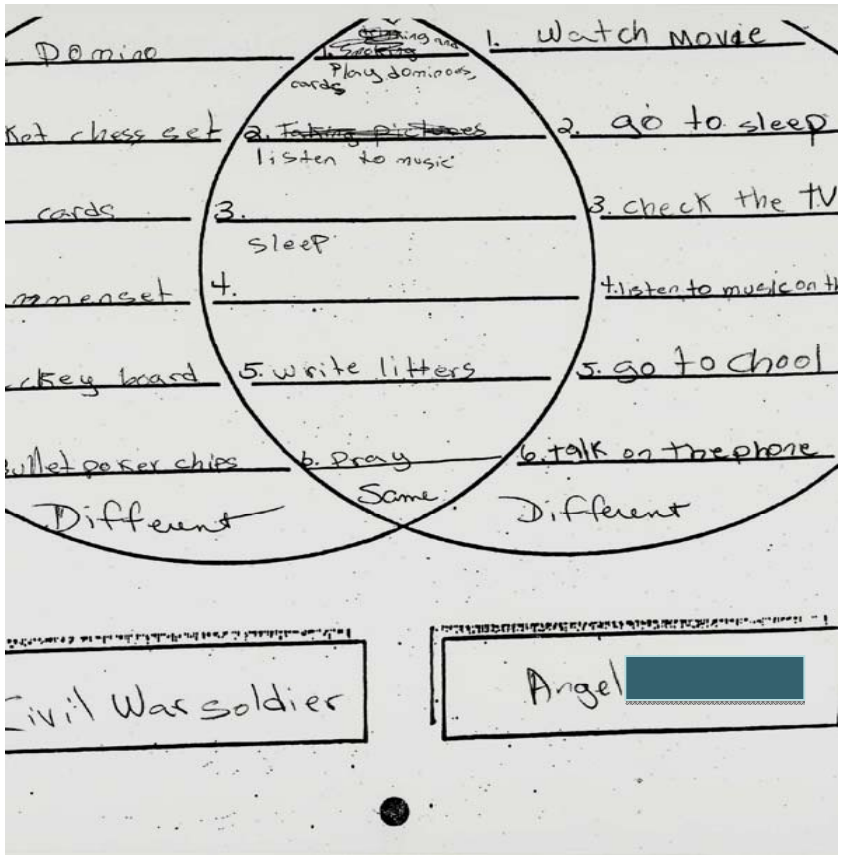
Bar Graph



- Class brainstorming
- Five most common activities
- Interviews in class
- Data gathering
- Graph
- Sentences below graph

Venn Diagram





Theme Booklets

Welcome Booklet

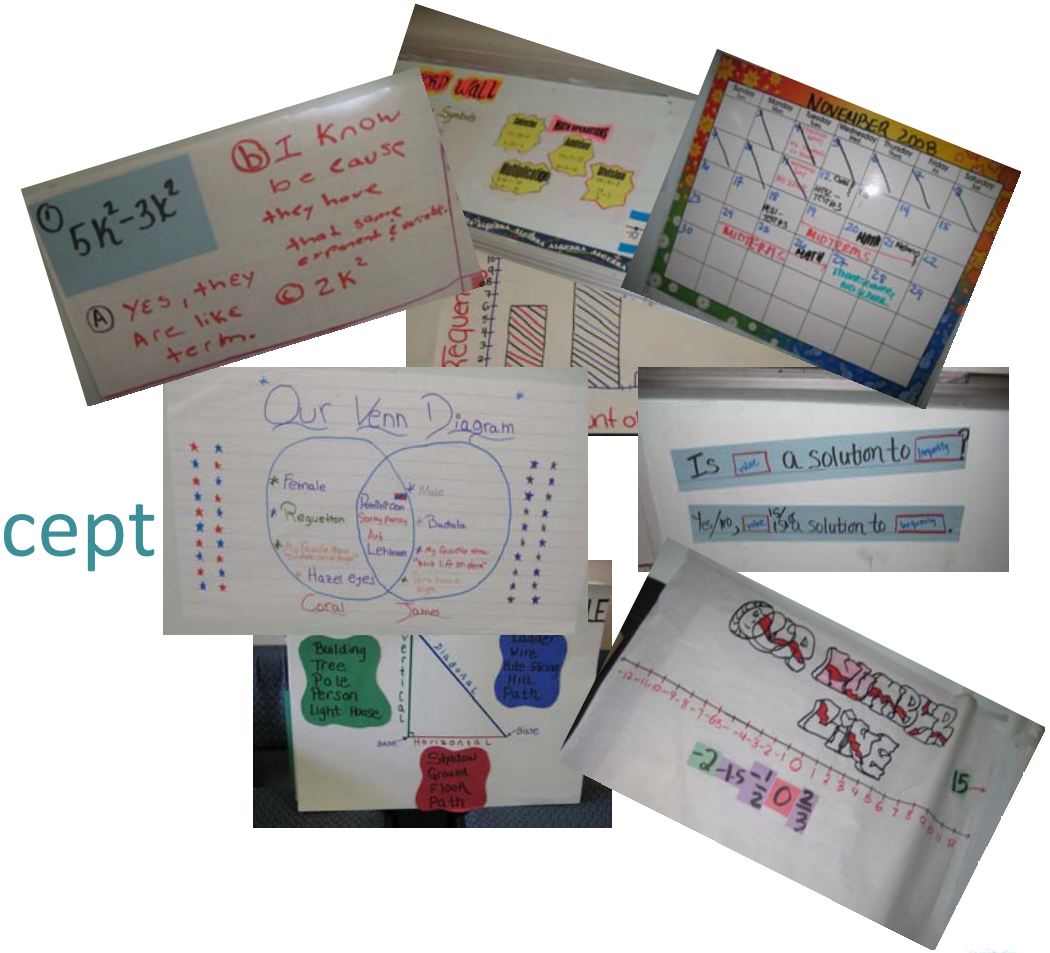
These are lockers.

They are by Room 110.

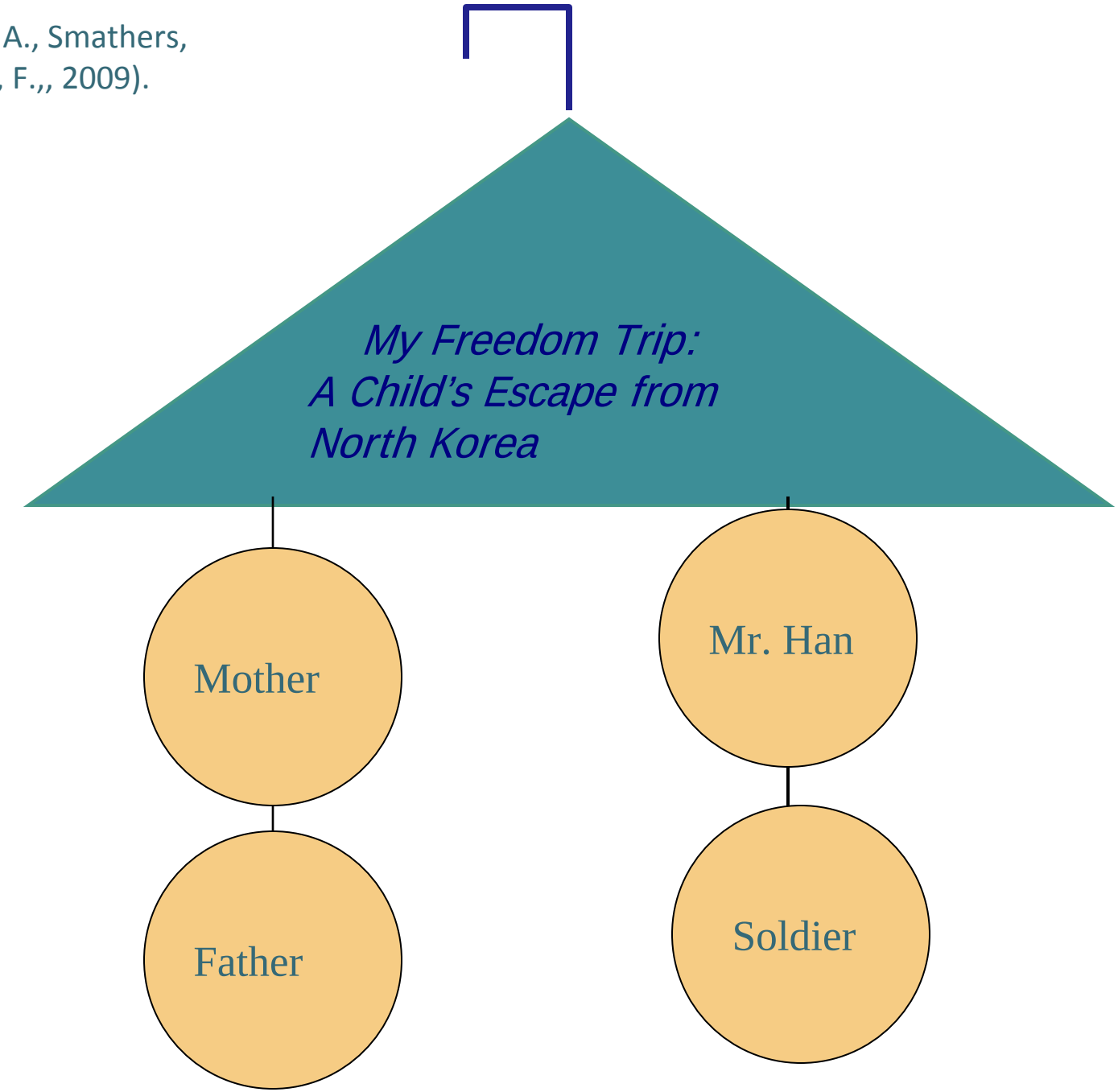
This is a lock.

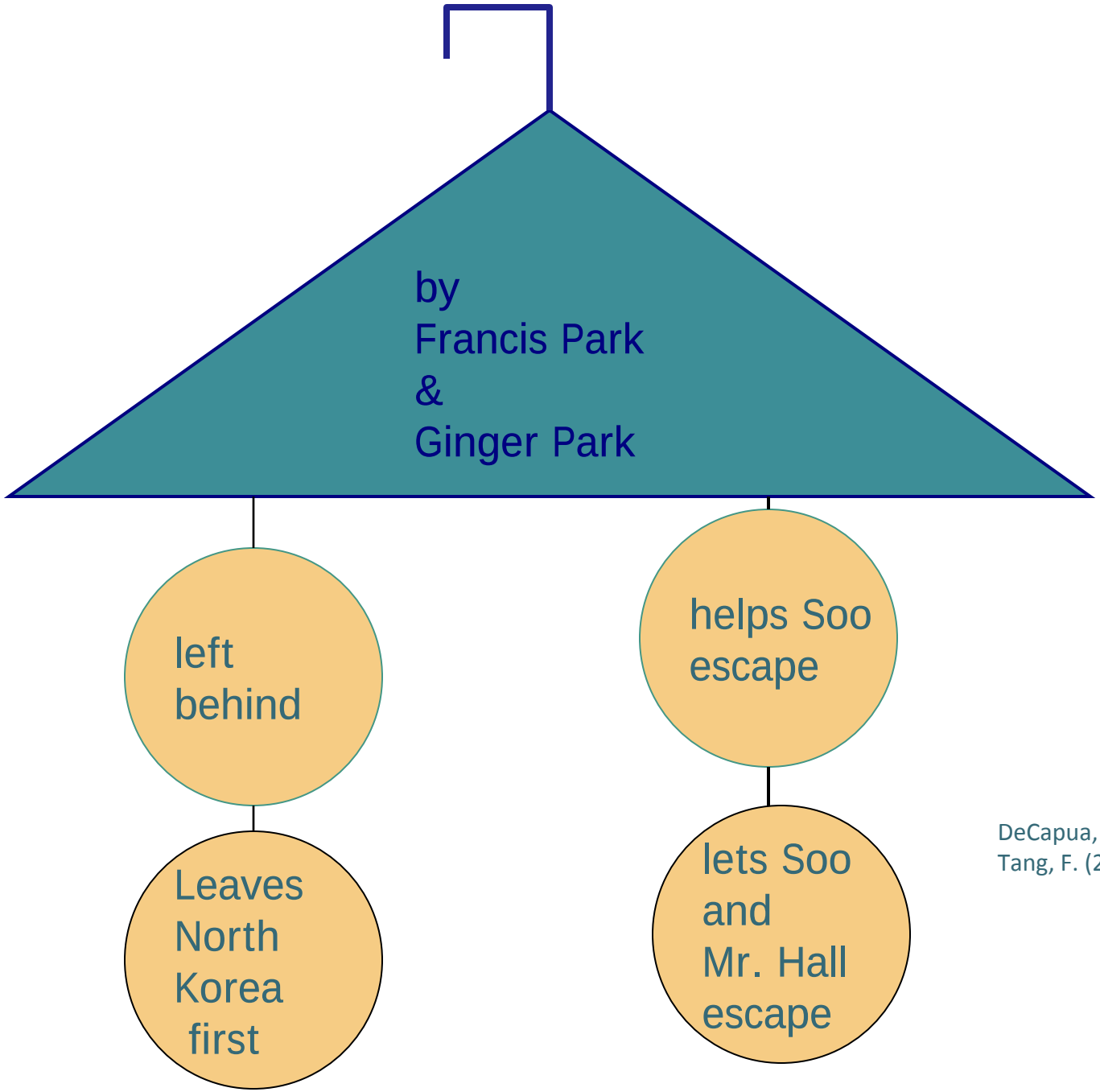
Supports

- Graphic organizers
- Word wall
- Sentence frames
- Teacher-made concept posters
- Student–produced posters



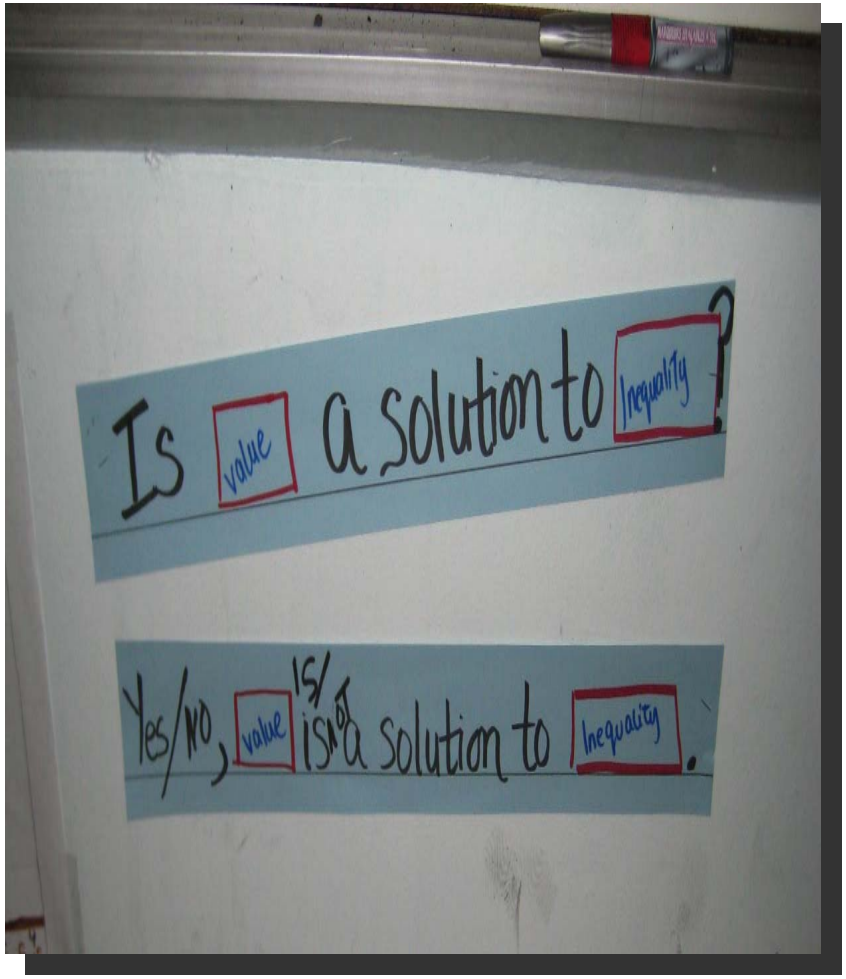
(DeCapua, A., Smathers, W. & Tang, F.,, 2009).





DeCapua, A., Smathers, W. & Tang, F. (2009).

Sentence Frames



My apple is a/an ____*key chain*_____.

It is _____,

_____

and _____.

It is a/an _____,

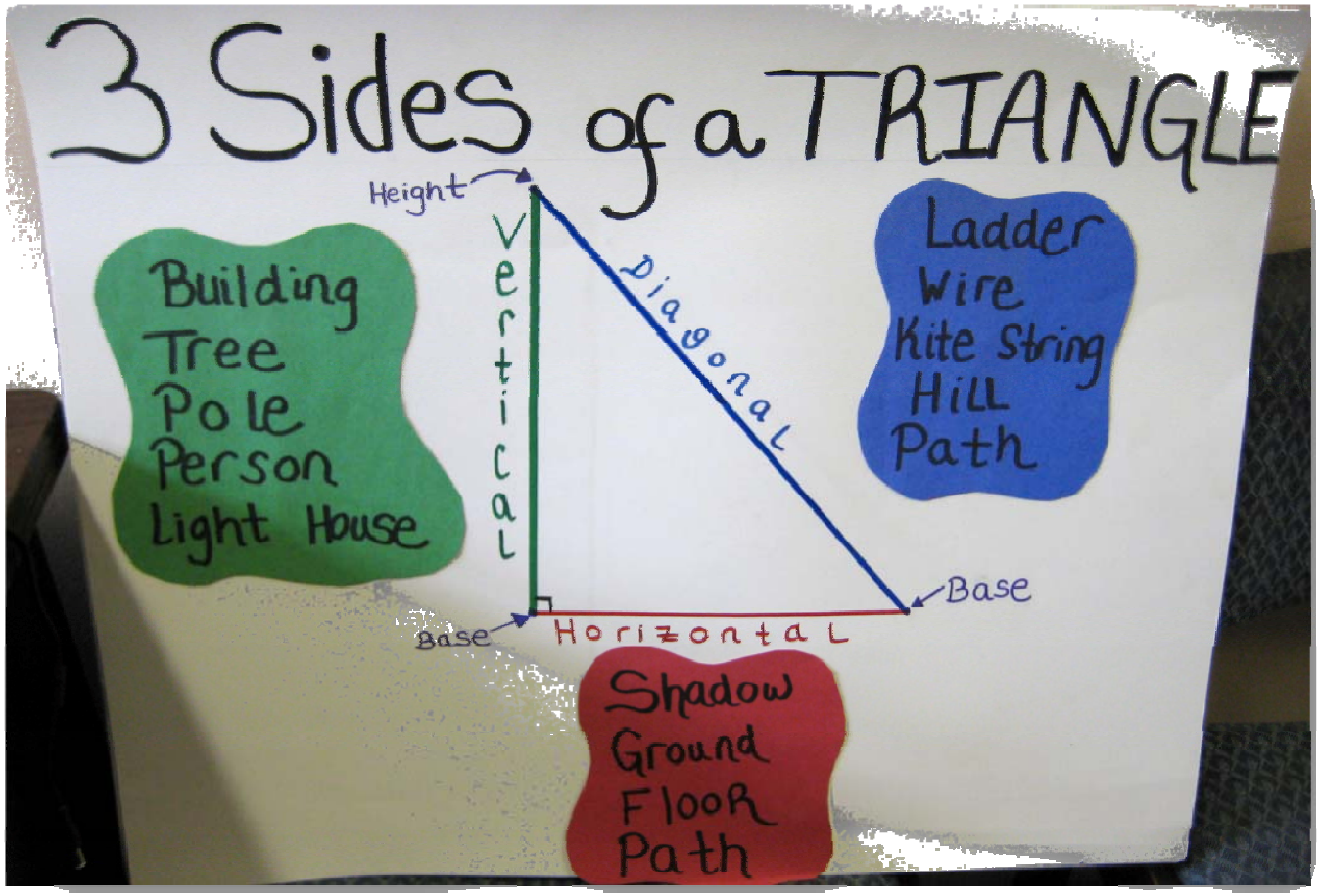
_____, _____ *key chain.*

(Marshall, H.W., & DeCapua, A. 2013)

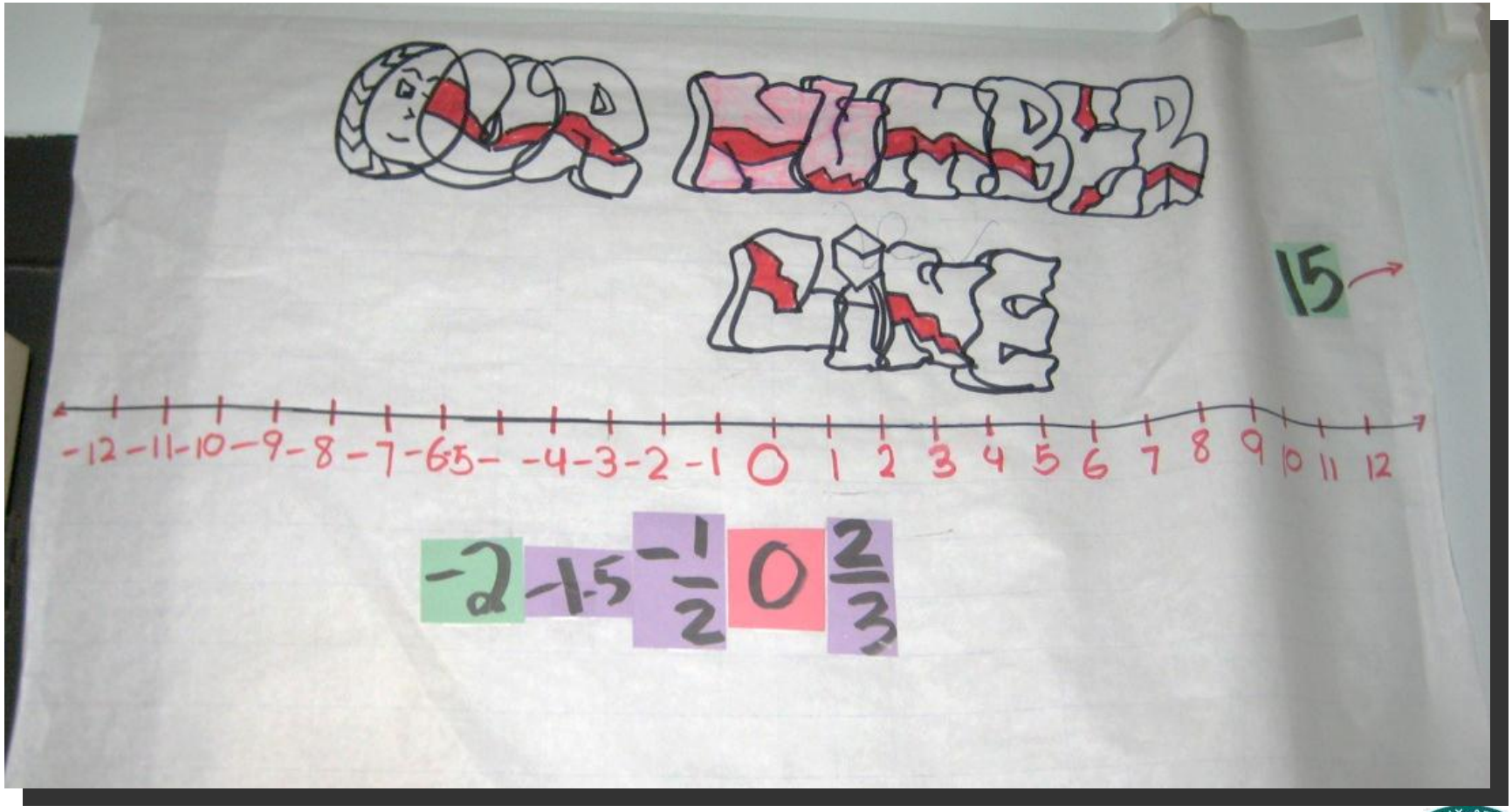
Word Wall

wall
Symbols
than
n
OR
OR
MATH OPERATIONS
Subtraction
25 – 20 = 5
6 – 10 = –4
Addition
15 + 7 = 22
10 + 6 = 16
Division
18 ÷ 9 = 2
18/9 = 2
Multiplication
2(-9) = – 18
2• -9 = – 18
-10 -9 -8 -7 -6 -5 -4 -3
ALGEBRA ALGEBRA ALGEBRA ALGEBRA ALGEBRA ALGEBRA ALGEBRA

Teacher-Made Concept Poster



Student-Made Poster



Mutually Adaptive Learning Paradigm: MALP

A. Accept learning conditions

B. Combine learning processes from both perspectives

C. Focus on learning activities of formal education using familiar language and content as scaffolding

D. Incorporate project-based learning

Additional Resources: Books

Bigelow, M. (2010). Mogadishu on the Mississippi: Language, Racialized Identity and Education in a New Land. Malden, MA: Wiley-Blackwell.

DeCapua, A., & Marshall, H.W. (2011). Breaking New Ground: Teaching Students with Limited or Interrupted Formal Education in U. S. Secondary Schools. Ann Arbor, MI: University of Michigan Press.

DeCapua, A., Smathers, W. & Tang, F.L. (2009). *Meeting The Needs of Students with Limited or Interrupted Formal Education* . Ann Arbor, MI: University of Michigan Press.

Flaitz, J. (2006). *Understanding Your Refugee and Immigrant Students: An Educational, Cultural, and Linguistic Guide*. Ann Arbor, MI: University of Michigan Press.

Marshall, H.W. & DeCapua, A. (appearing summer 2013). *Making the Transition: Culturally Responsive Teaching for Struggling Language Learners.* Ann Arbor, MI: University of Michigan Press.

Additional Resources: Websites

The following websites provide links to information and articles about students with limited/interrupted formal education:

http://malpeducation.com

http://malp.pbworks.com

http://readingrockets.org

http://minnetesol.org/journal/index_vol25.html

http://www.leslla.org/workshops.htm

http://cnx.org/content/m37446/latest/

Questions?

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Thank you

Thank you for participating in today's webinar on "**Teaching and Learning for Students with Interrupted Formal Education & Refugee Backgrounds**," presented by Myrna Ann Adkins and Dr. Andrea DeCapua, hosted by National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University.

- For more information or if you have additional questions contact:

  Myrna Ann Adkins at maadkins@springinstitute.org
  Dr. Andrea DeCapua at drandreadecapua@gmail.com

  or

- If you have additional questions regarding the webinar contact askncela@gwu.edu.

Thank you

This webinar will be archived on NCELA's website. To view archived webinars, please visit http://www.ncela.gwu.edu/webinars/