Supporting Students Who Have Been Displaced or Recently Immigrated

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NASP Multicultural Affairs Committee (MAC)

- "The Multicultural Affairs Committee (MAC) promotes cultural awareness and culturally competent practice within the field of school psychology, and serves as cultural advisors to NASP leadership. The committee supports the goal to enhance the Association's responsiveness through a focus on behavior, attitudes, and policy to populations whose diversity may be expressed in terms of race, ethnicity, gender and gender expression, sexual orientation, socioeconomic status, ability, religion, or language. Yearly initiatives and strategies are implemented by the MAC to help advance the goals laid out in the Association's strategic plan. The initiatives of the MAC are designed to increase culturally and linguistically diverse representation within school psychology, Association membership, and leadership. Another objective is to promote and increase the cultural competence of school psychologists within the field."

- https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/cultural-competence/multicultural-affairs-committee

NASP Multicultural Affairs Committee: Children in Transition

- "The Children in Transition Subcommittee (CIT) of the MAC is open to all NASP members interested in working most effectively with children who are living in transitional phases of their lives. Children in transition include those who are homeless, refugees and immigrants, living in military families, in foster care, and/or living in poverty. The subcommittee actively contributes to NASP through advocacy efforts and by developing Communiqué articles, podcasts, webinars, convention presentations, and other resources for school psychologists related to supporting children in transition. These advocacy efforts and resources address learning supports and other needs of children who have immigrated to this country and are now attending schools, as well as those students who have lost their homes and families because of economic hardships or other difficult life circumstances. NASP members are encouraged to join the Children in Transition's Community on the NASP website to network with other members interested in these issues and to participate in the initiatives of the subcommittee."

Acknowledgements:

- Khadijah Cyril, University of Rhode Island (CIT Student Leader)
- Shereen C. Naser, Ph.D., Professor of Psychology, Cleveland State University
- Robyn Hess, Ph.D., Professor and Chair, School Psychology, University of Northern Colorado
- Diana Diaków, University of Montana

Learning Objectives

▶ Attendees will gain familiarity with content of tools recently developed to help practitioners work with students, who are recent immigrants, and their families.

▶ Attendees will understand the legal and ethical foundations for the development of related resources.

▶ Attendees will receive guidance regarding application of policy and practice recommendations.

▶ Attendees will develop an expanded repertoire of sample policies and procedures school psychologists may use as models in their systemic and individual work on behalf of students and families, who have been forcibly displaced or are recent immigrants.

Recent Resources

- National Association of School Psychologists. (2019a). *Students who are displaced persons, refugees, or asylum-seekers* [Position statement]. Bethesda, MD: Author.

- National Association of School Psychologists. (2019b). *Students who are displaced persons, refugees, or asylum-seekers* [Position statement practice recommendations]. Bethesda, MD: Author.

- National Association of School Psychologists. (2019c). *Students who are displaced persons, refugees, or asylum-seekers* [Position statement policy brief]. Bethesda, MD: Author.

- https://www.nasponline.org/research-and-policy/policy-priorities/position-statements/students-who-are-displaced-persons-refugees-or-asylum-seekers

Position Statement
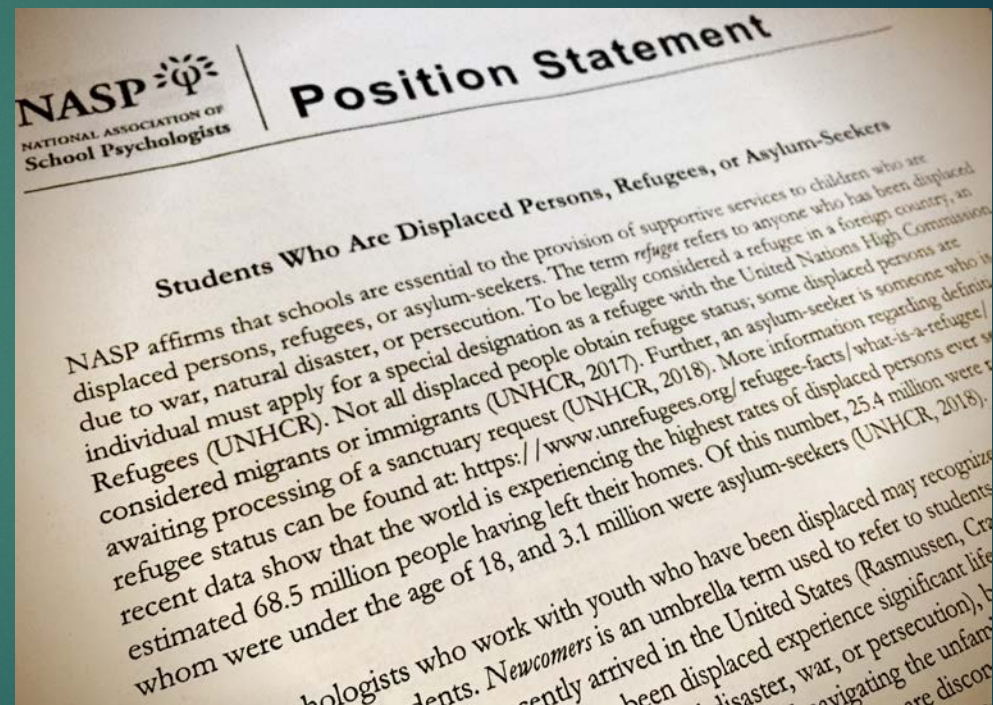
"Forcibly Displaced Person"

70.8 Million

NASP Podcasts

- Naser, S. C., A'Vant, E. R., Scherr, T. (2017, February). *Best practices for supporting refugee students and their families.* Podcast for the National Association of School Psychologists. Bethesda, MD. Available at: https://apps.nasponline.org/resources-and publications/podcasts/player.aspx?id=248

- Naser, S. C., Scherr, T. G., & Diaków, D. M. (2019, February). *Working with forcibly displaced children and families for long-term success.* Podcast for the National Association of School Psychologists. Bethesda, MD. Available at: https://apps.nasponline.org/resources-and-publications/podcasts/player.aspx?id=295

Terminology

- Immigrants
- Displaced people
  - Refugees
  - Asylum Seekers
  - Internally Displaced Persons

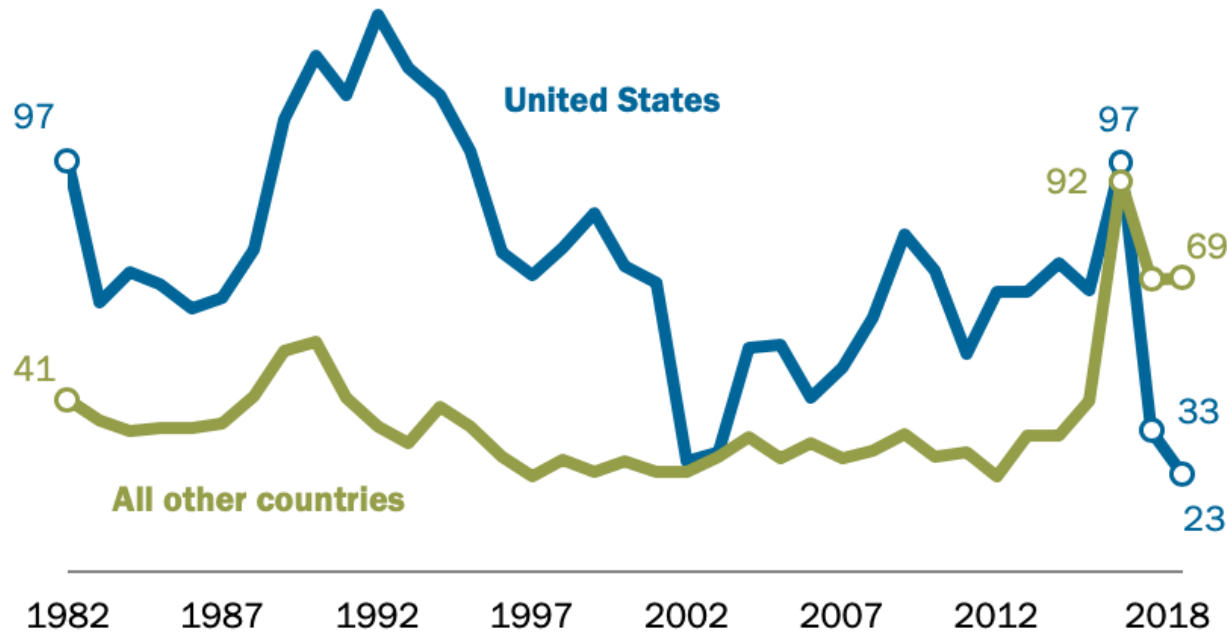- https://www.unrefugees.org/refugee-facts/what-is-a-refugee/

Why do refugees / asylees leave their countries?

Persecution due to their nationality, race, religion, political opinion or membership in a group.

U.S. trailed rest of world in refugee resettlement in 2017 and 2018 after leading it for decades

Number of refugee admissions, in thousands, by calendar year

United States

All other countries

97 · 97 · 92 · 69 · 41 · 33 · 23

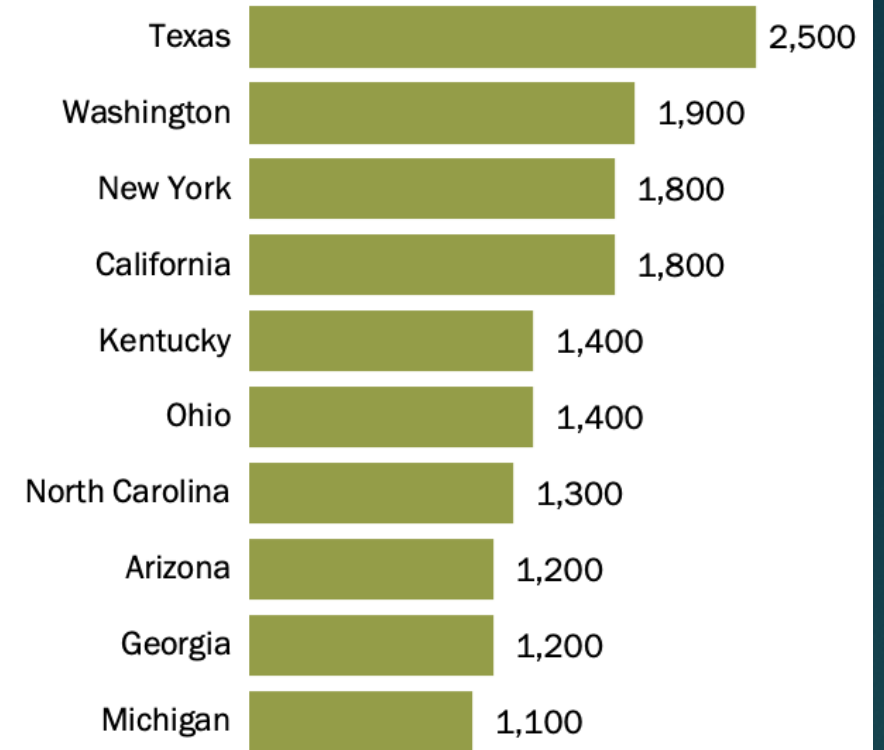1982 · 1987 · 1992 · 1997 · 2002 · 2007 · 2012 · 2018

Note: Figures rounded to the nearest thousand.
Source: Pew Research Center analysis of United Nations High Commissioner for Refugees data, accessed June 12, 2019.

PEW RESEARCH CENTER

Top states for U.S. refugee resettlement in fiscal 2019

Number of refugees resettled by state

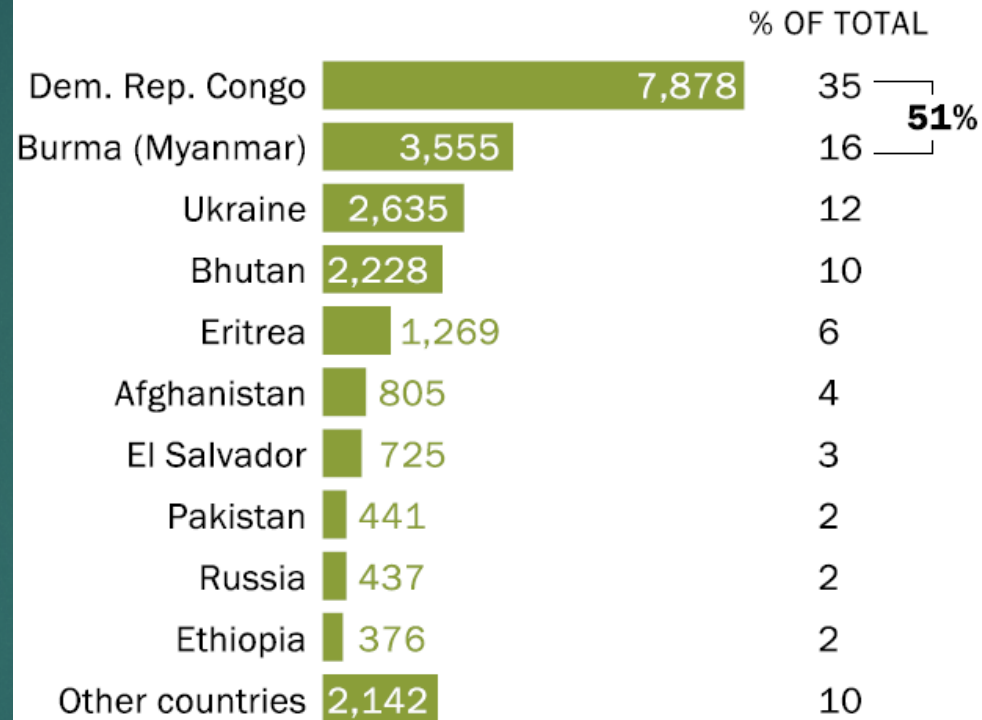| State	Number
Texas	2,500
Washington	1,900
New York	1,800
California	1,800
Kentucky	1,400
Ohio	1,400
North Carolina	1,300
Arizona	1,200
Georgia	1,200
Michigan	1,100

Note: Fiscal year ended on Sept. 30, 2019. Numbers rounded to the nearest hundred.
Source: U.S. State Department's Refugee Processing Center, accessed Oct. 1, 2019.

PEW RESEARCH CENTER

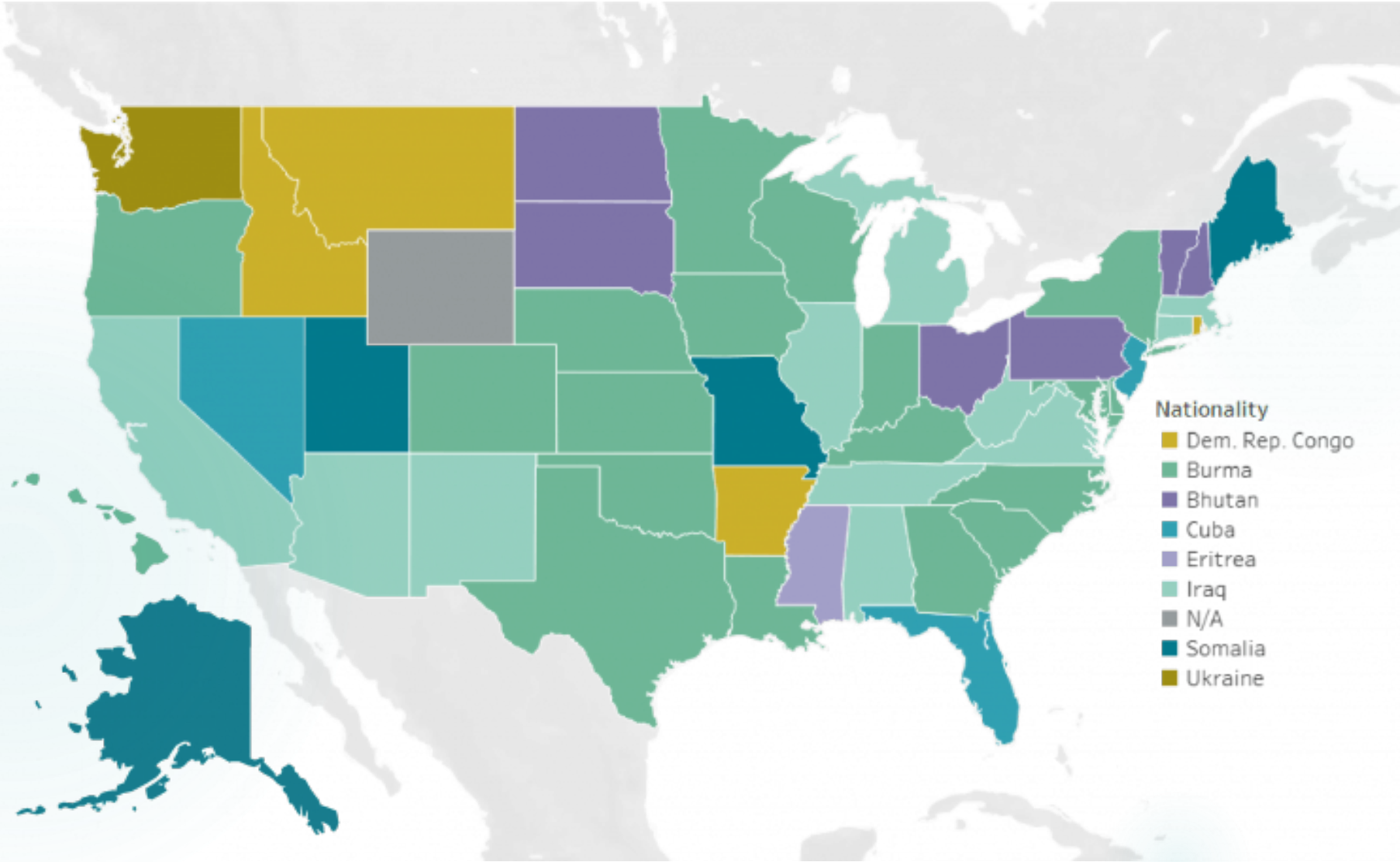# More than half of U.S. refugees in 2018 were from D.R. Congo and Burma

Number of refugees entering the U.S. in fiscal 2018, by origin country

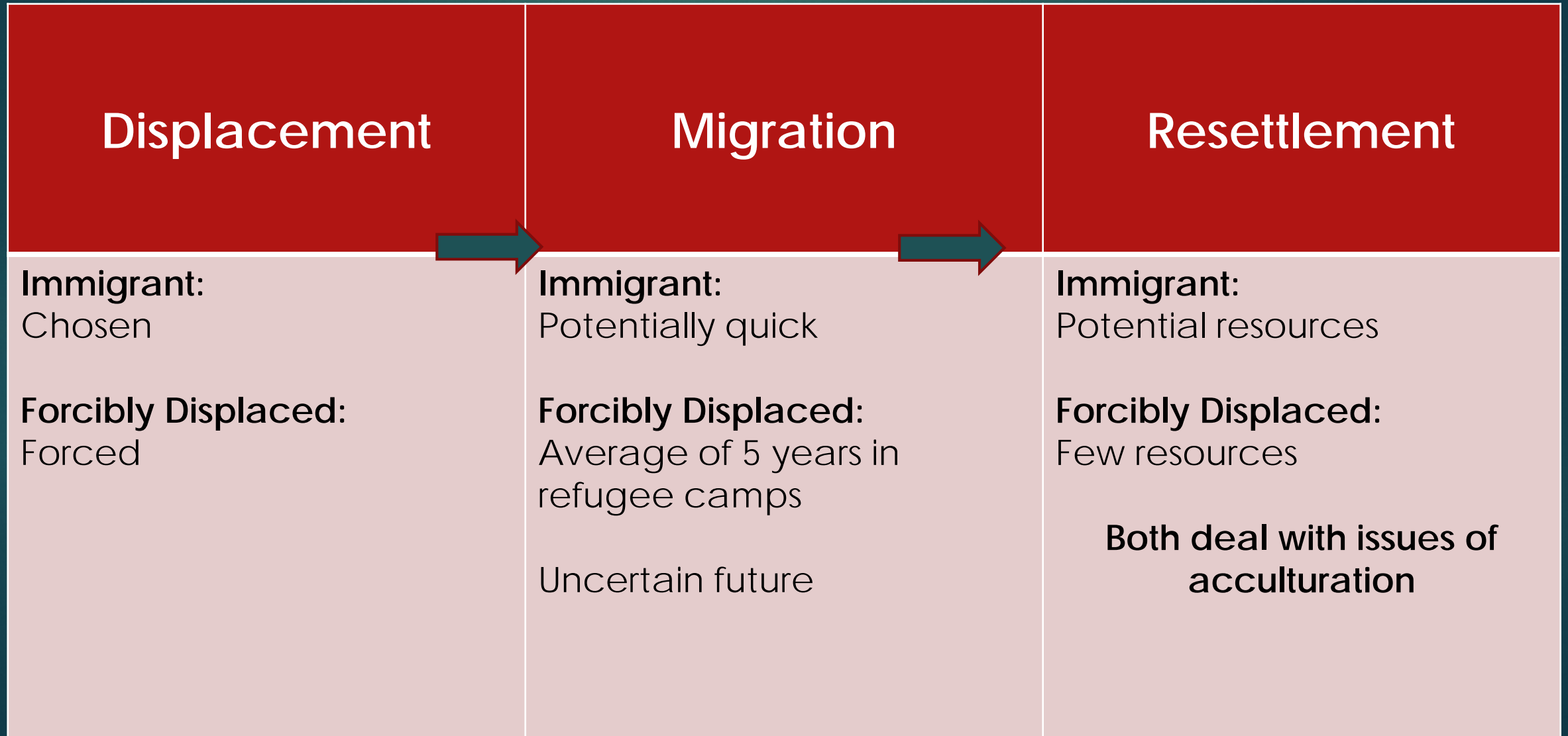| Country	Number	% OF TOTAL
Dem. Rep. Congo	7,878	35
Burma (Myanmar)	3,555	16
Ukraine	2,635	12
Bhutan	2,228	10
Eritrea	1,269	6
Afghanistan	805	4
El Salvador	725	3
Pakistan	441	2
Russia	437	2
Ethiopia	376	2
Other countries	2,142	10

51% (Dem. Rep. Congo 35 + Burma 16)

Note: Data do not include special immigrant visas and certain humanitarian parole entrants.
Source: U.S. State Department's Refugee Processing Center accessed May 23, 2019.

PEW RESEARCH CENTER

Largest Resettled Refugee Groups by State of Initial Resettlement, FY 2009-19 (Blizzard & Batalova, 2019)

Nationality
- Dem. Rep. Congo
- Burma
- Bhutan
- Cuba
- Eritrea
- Iraq
- N/A
- Somalia
- Ukraine

No Two Stories Are Alike

Displacement	Migration	Resettlement
Immigrant: Chosen **Forcibly Displaced:** Forced	**Immigrant:** Potentially quick **Forcibly Displaced:** Average of 5 years in refugee camps Uncertain future	**Immigrant:** Potential resources **Forcibly Displaced:** Few resources **Both deal with issues of acculturation**

Save the Children-UK Displacement/Migration (Video 3:08)

- https://www.youtube.com/watch?v=Y1sdIHbkHEw

Mental Health and Displacement

Initial mental health issues:

- Fear of detection
- Anxiety about conditions
- Fear of persecution
- Anticipated sadness over losses

The Challenge of Education in a Refugee Camp (Video 3:14)

- https://www.youtube.com/watch?time_continue=3&v=SHFewwJ8vH8&feature=emb_logo

Syrian Children in Domiz Camp, Iraqi Kurdistan (Video 5:02)

- https://www.youtube.com/watch?v=_IlLwfC2dNc

NASP Position Statement
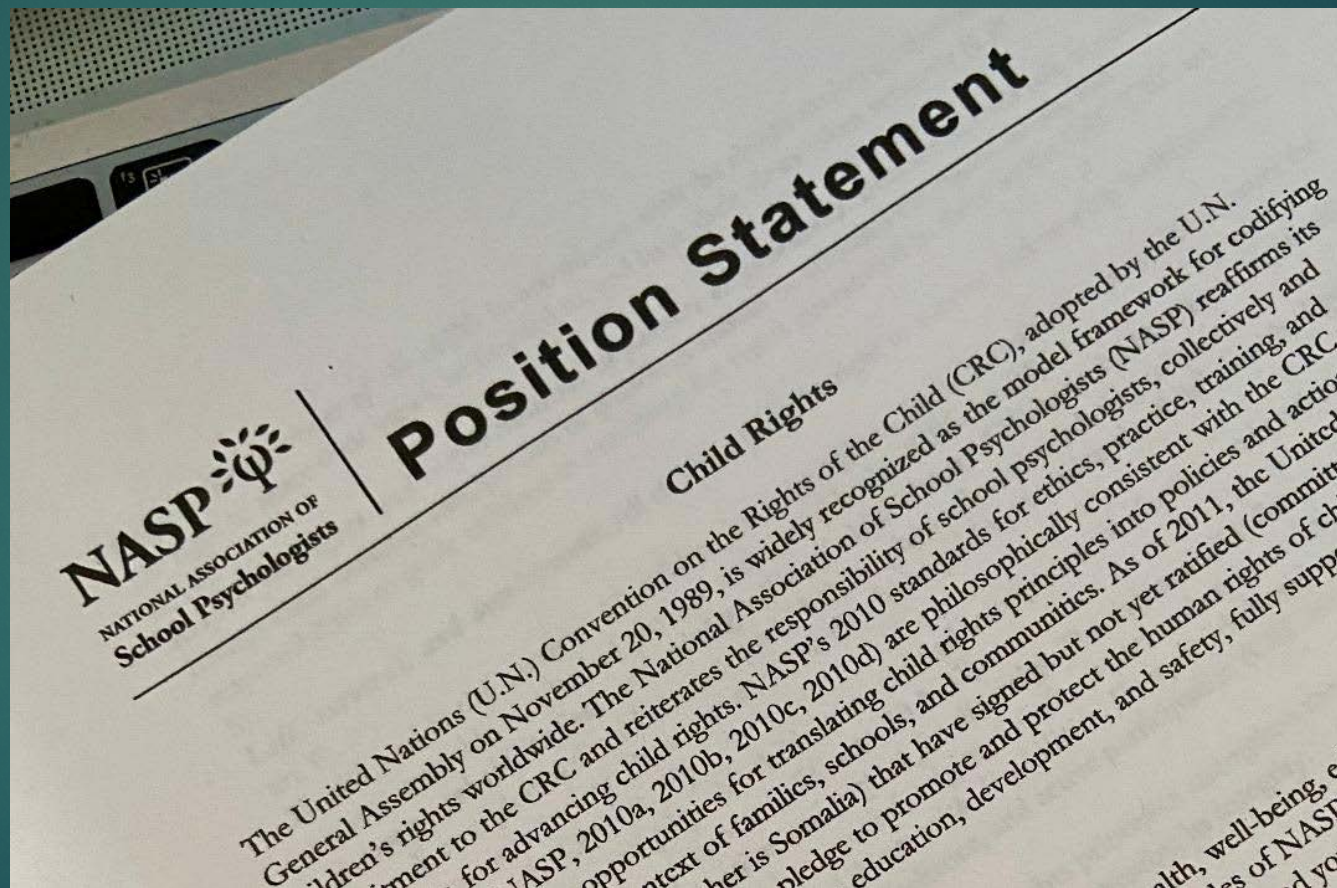
Approval and Flight

Refugees who are approved to come to the U.S. are given a health screening and cultural orientation.

Refugees sign a travel loan document agreeing to pay back the cost of the flight.

Resettlement May Include:

- Loss of family and friends

- Loss of familiar culture

- Anxiety over discrimination

- Concern over cultural adaptation

- Concern for economic survival

- Language barriers

What Is Resettlement Like?

- In My Own Voice: A Visual Diary of Newcomer Youth (Video 8:28)
- https://www.youtube.com/watch?v=TX8OL7rESFQ

Resettlement and Schools

▶ Schools are often among the first places where families who have immigrated have formal connection with a government agency.

Special School Considerations

- Significant disruptions in schooling

- Exposure to behavioral discipline not common in the US

- Under resourced schools

- Triggers related to past trauma which may interfere with learning

- Classroom based on age that may not correspond with skill or experience level

- "First" experiences, such as riding school bus, sitting at desk or table, using pencils and other school supplies, and eating new foods at lunch

- Discrimination, teasing, or bullying by other children at school based on appearance, culture, religion, beliefs, or language

The Role of School Psychologists

▶ Facilitating Enrollment

▶ Developing Welcoming and Affirming School Climates

▶ Assisting Students and Families with Navigating the School Environment

▶ Developing Cultural Responsiveness and Empathy of School Staff and Students

▶ Providing Culturally and Linguistically Responsive Academic Supports, Mental Health Supports, and Trauma-Informed Care

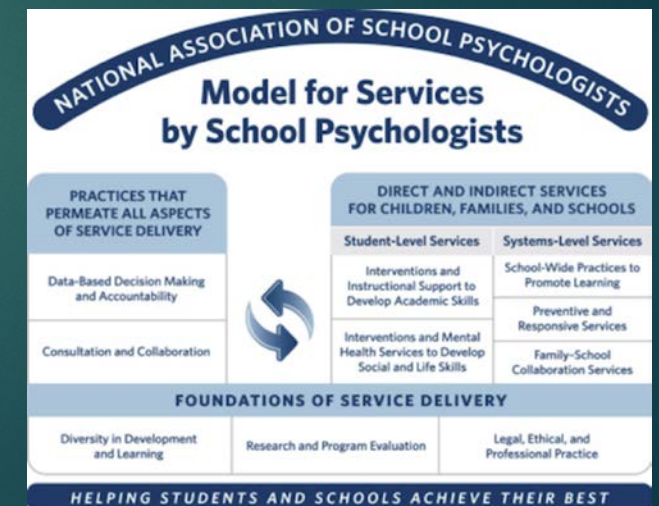▶ Collaborating within Districts and across Community Service Providers to Meet Needs and Build Resiliency

Enrolling Omar

- "Omar is a 17 year old Somali refugee who has just arrived in the United States from a refugee camp in Kenya. He is currently living with his aunt's family who do not have legal guardianship. His aunt attempts to enroll him in school, however Omar appears to have minimal formal education, speaks little English, and does not have his birth certificate."

Duckett, Walker, & MacDonnell (2016)

Facilitating Enrollment

- **Efficient processes allow rapid access to education.**

- Centralize processes
- Provide interpreters and translators to parents/guardians
- May require paperwork
- Cannot deny access to FAPE based on original country of birth or immigration status
- Sensitive information re: immigration status
  - Maintain confidentiality
  - Secure informed consent for sharing

- Domain 10: Legal, Ethical, and Professional Practice
- FERPA, IDEIA

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
Model for Services by School Psychologists

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY	DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS	
	Student-Level Services	Systems-Level Services
Data-Based Decision Making and Accountability	Interventions and Instructional Support to Develop Academic Skills	School-Wide Practices to Promote Learning
Consultation and Collaboration	Interventions and Mental Health Services to Develop Social and Life Skills	Preventive and Responsive Services
		Family–School Collaboration Services
FOUNDATIONS OF SERVICE DELIVERY		
Diversity in Development and Learning	Research and Program Evaluation	Legal, Ethical, and Professional Practice

HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST

(Ali, Rose, & Perez, 2011; BRYCS, n.d.)

Enrolling Evelyn

- "Evelyn is a 13 year old girl who fled gang violence in Guatemala and after apprehension in the U.S. was released to her undocumented mother who herself has only arrived in the U.S. 6 months ago. Evelyn's mother is currently renting out a bedroom in a friend's home. Evelyn's mother attempts to enroll her into the local school, however Evelyn does not have any previous school records, and her mom does not have proof of residency."

Duckett, Walker, & MacDonnell (2016)

Developing Welcoming and Affirming School Climates

- Granite School District welcome video (4:07)
  - https://www.youtube.com/watch?v=eEkmn-63IdE&list=PLbhV0RA86HlRsTygrz1frTjzIwEGBlxnv&index=2&t=0s

- Anne Arundel County (MD) Public Schools (23:43)
  - https://www.youtube.com/watch?v=s89PxcYaBgI

Developing Welcoming and Affirming School Climates

▶ **School psychologists collaborate with stakeholders to help students and families feel welcome.**

▶ Display pictures and signage representing various newcomers in entryways

▶ Interpreters and translated documents facilitate communication

▶ Prevent and intervene with bullying re: culture and immigration status

▶ Codify prohibition of bullying on the basis of immigration status, etc. in handbook

▶ Include lessons celebrating diversity and multiculturalism in curricula

▶ Domain 6: Preventive and Responsive Services

▶ Domain 7: Family–School Collaboration Services

▶ IDEIA, State laws

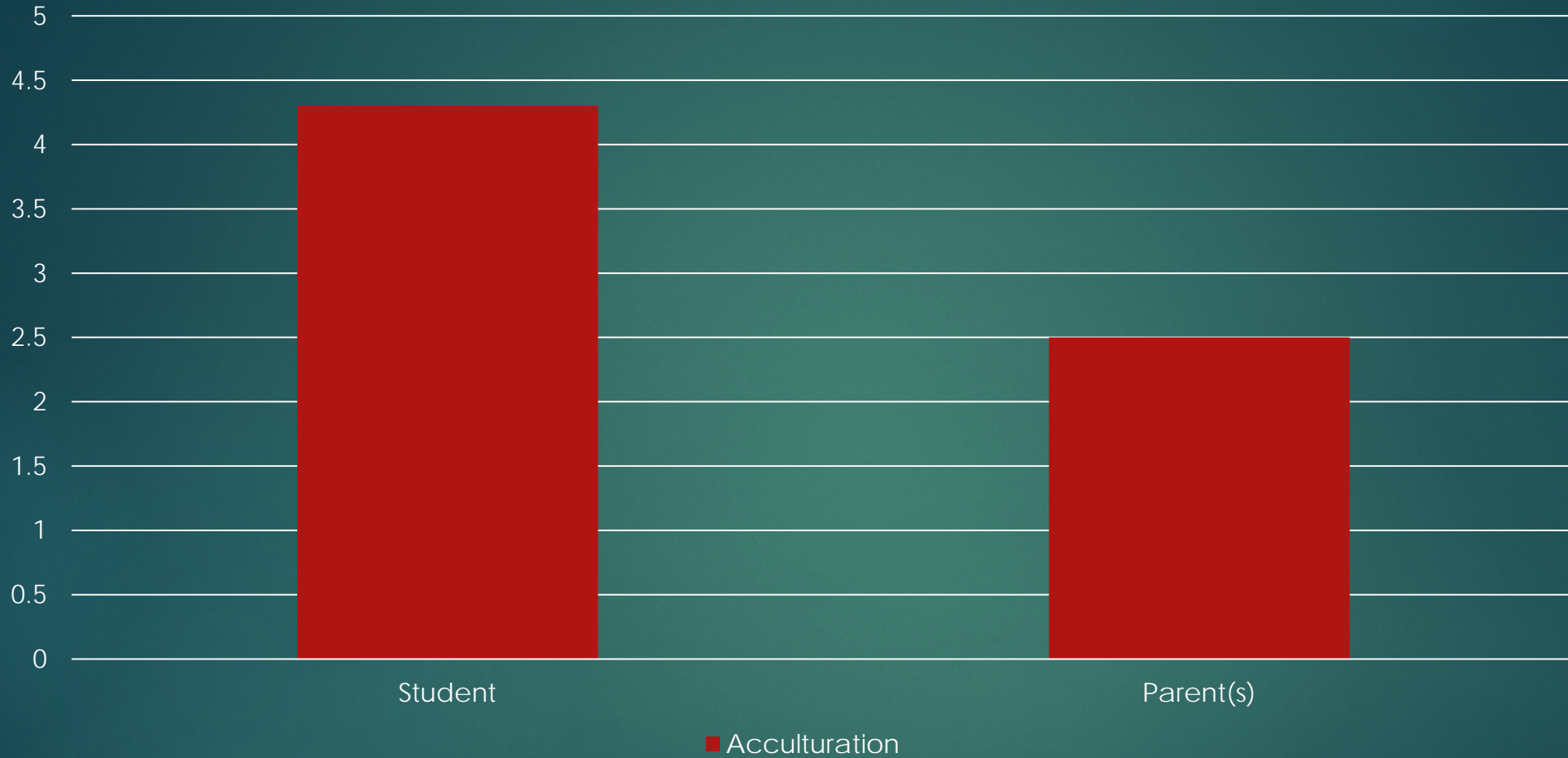(Miller, Thomas, & Fruechtenicht, 2014; Richards, Brown, & Forde, 2007; Scherr & Larson, 2010)

Assisting Students and Families with Navigating the School Environment

- ▶ Welcome to Our Schools Curriculum
  - ▶ http://otda.ny.gov/programs/bria/documents/WtOS-Curriculum.pdf
- ▶ Education in the US (CORE/IRC) (5:52)
  - ▶ https://corenav.org/en/resources/education-in-the-u-s-slideshow/
- ▶ Fact Sheet
  - ▶ https://corenav.org/en/resources/education-in-the-united-states-fact-sheet/
- ▶ Supporting Your Child in School (CORE/IRC) (3:06)
  - ▶ https://corenav.org/en/resources/supporting-your-child-in-school-video-remix/

Assisting Students and Families with Navigating the School Environment

- **School psychologists help students and families adjust to the new school setting.**

- Mutually beneficial mentorships
- Newcomer group sessions
- Connecting families with newcomers and more established families
- Acculturation conflicts between parents and children
- Partnerships with cultural liaisons who help support diverse students and families

- Domain 6: Preventive and Responsive Services
- Domain 7: Family–School Collaboration Services

(Miller et al., 2014; NASP, 2015b)

https://brycs.org/wp-content/uploads/2018/08/RaisingChildren-Handbook.pdf

NASP Position Statement
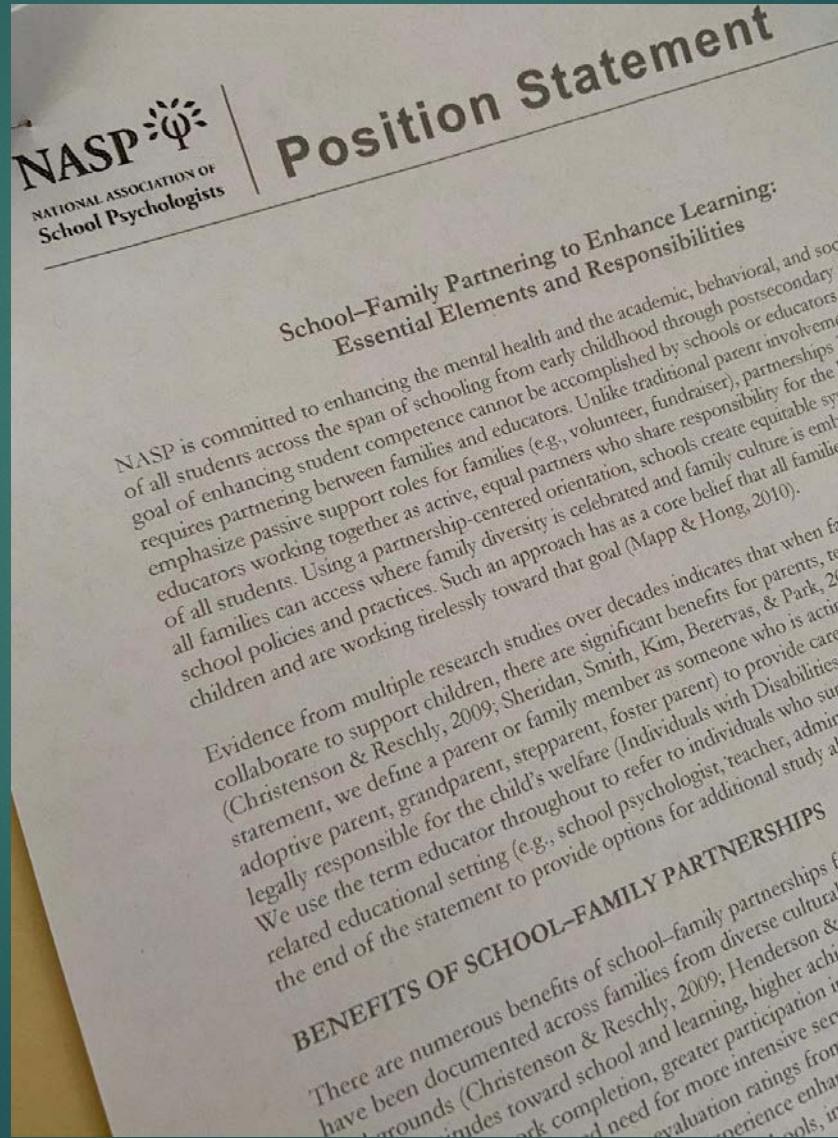
Family Engagement

- reduced drop-out rates and higher graduation rates
- increased student achievement
- reduced absenteeism
- encourages students to have better attitudes towards learning
- Improved socio-emotional competence

- higher teacher expectations of students
- better student-teacher relationships
- improve trust in schools
- more cultural competence

(Flamboyan Foundation, 2010)

Relative Impact of Family Engagement Strategies on Student Learning
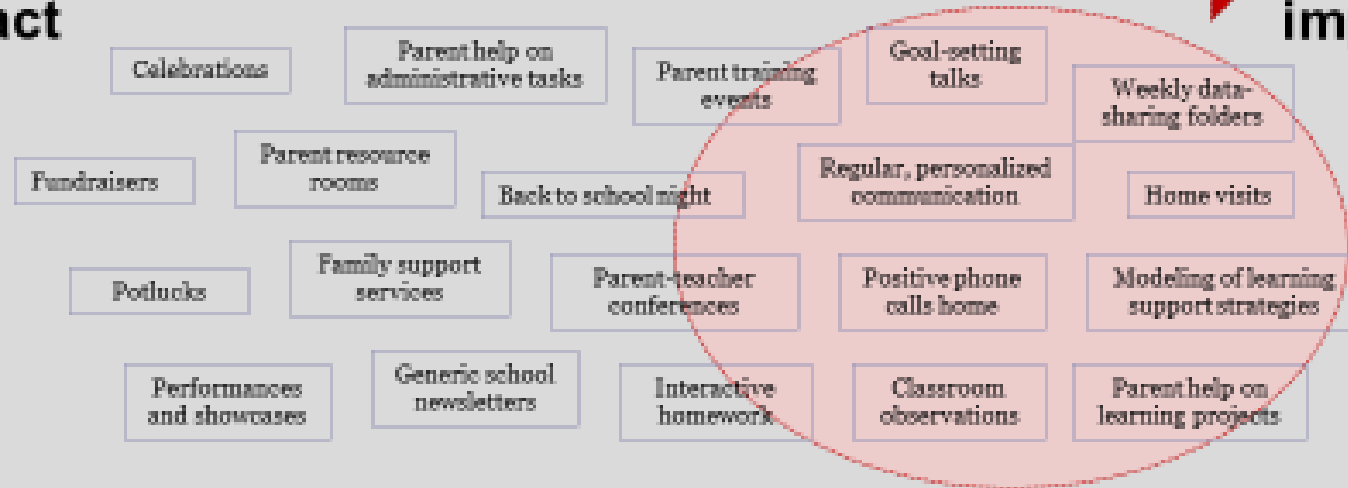
Flamboyan Foundation (2016)

Effective Family Engagement

- Academic socialization
- Parenting style/home-based family engagement
- School-based engagement
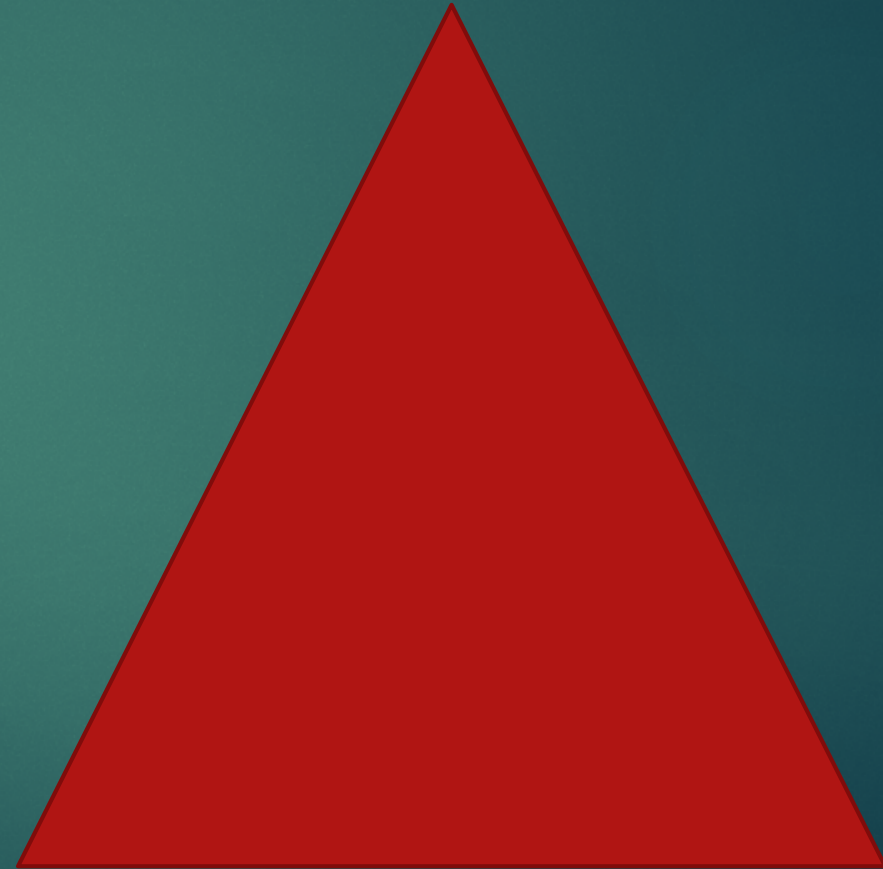- Homework help (?)

(Flamboyan Foundation, 2011)

Mapp & Bergman (2019)

The Dual Capacity-Building Framework for Family-School Partnerships
(Version 2)

Stages of Immigrant Parent Involvement (Han, 2012)

- ► Cultural Leader

- ► Cultural Connector

- ► Cultural Learner

- ► Cultural Survivor

- "A Burmese refugee family with five children ages six to 19 moved to the United States three years ago. In their home, there were few pieces of furniture, limited kitchen utensils, no pictures on the walls, no print materials (books, magazines, newspapers, etc.) and a refurbished computer but no printer. This family's main concern was to provide for basic needs such as food, clothing, shelter, and health care. Their immediate and basic needs superseded their children's academic and school life even though the parents wanted the best for their children. Their children's education, especially that of the 17 and 19 year-old teenagers, was sacrificed time and again because the children had a significant role to play in supporting their parents and family's needs.

- When their father applied for the food stamp program, the 10th grade daughter had to miss school to serve as an interpreter. When their mother needed to go to a health clinic, it was the daughter, again, who had to miss school and accompany the parent. The teenage daughter's English was the most fluent in the family, although she still received English for Speakers of Other Languages (ESOL) support at school. She became the family's official interpreter for all family related matters.

- The older brother dropped out of high school at age 19 when he realized how difficult it would be for him to graduate due to years of interrupted education while living in refugee camps in Malaysia. He started working at a local restaurant to help the family financially and was earning $7.00 an hour. Though this family believed in a good education, their life circumstances often became the barrier for their children's education. For this Burmese family, their basic need for food, housing, and health was their number one priority."

Han (2012; pp. 157-158)

- "…a family of six migrated to America from El Salvador. No one spoke English, no one knew anything about American schools nor had any social network. They were cultural survivors. They had to make sure all the family's basic needs were met first before they could become involved in their children's education. With the help from a bilingual Spanish speaking liaison, the mother, Marleny, came to understand the expectations American schools hold for parents and the importance of her involvement in her children's education. Gradually, she began to attend school events and parent-teacher conferences. A bilingual liaison provided the support that Marleny needed for this involvement.

- The liaison served as the interpreter during the parent-teacher conferences, and connected Marleny with other community resources. If any communication was sent home from school, the liaison made sure that Marleny understood it in her native language. She began to feel comfortable coming to school when the liaison was working at the school. With the support of the school administrator, ESOL staff, a guidance counselor and the school psychologist, the Hispanic liaison started a monthly program called "Coffee with the Principal" and invited Marleny and other Hispanic parents. Marleny faithfully attended every month, taking along her two-year-old daughter to every meeting.

- During this monthly meeting, the school provided information and materials about the curriculum, instruction, assessment, and also shared specific suggestions with the parents about how to support the children at home. Everything that was said during this meeting was interpreted for the parents. With time, the parents could comfortably ask questions and freely speak what was on their mind. Parents attending "Coffee with the Principal" began to feel welcome and connected to the school. Though Marleny's comfort level has increased, she still preferred to be with her own language group. She has become a…"

Han (2012; p. 159)

- "She was able to participate and learn from the Coffee with the Principal meetings about how to support her children at home whether it was helping with homework, checking academic progress, asking questions, praising good work or giving guidance to her four children. She also attended several educational workshops throughout the year. Of course, she regularly attended the fall and spring parent-teacher conferences with the help of a bilingual liaison.

- She began to network with other Spanish-speaking parents and felt more comfortable sharing her concerns with other parents and school staff. After being in the United States for six years, Marleny began to take on a role…for other new Hispanic families in her school. During the first week of school, a "form-filling" day was held for Hispanic families to assist in the completion of the many school forms that need to be completed at the beginning of the year—free and reduced price meal application, emergency form, field trip form, grade policy form, etc. Having completed all the forms for the past several years, Marleny volunteered to help new families that day…

- Marleny encouraged other new families to participate and become members of the school's PTA to support their children. She began to communicate the needs of the LEP Spanish speaking families to the school staff. Marleny also realized that new immigrant parents were not aware of the variety of children's extra curricular activities sponsored by the school and the county. As she signed up for sport activities for her own children, she wanted to make sure that other new immigrant families in her school knew about the opportunities for sports teams and actually guided them on how to register their children. Not only was she focused on her own children, but she was now assisting other immigrant families to support their children. She had become a… who connects Spanish speaking new immigrant families with the resources and programs in the school and the community."

Han (2012; p. 160)

Education Specialist Project Research Example (Santos, 2017)

- ***Effects of Home-Based Parental Academic Involvement and Teacher Support on Engagement and Achievement of Students with Recent Immigration Histories***

- "The purpose of this study was to identify which form of perceived academic support: home-based parental involvement, academic socialization, or teacher support, has the greatest influence on the academic achievement of students…"

- 'Participants with an immigration history of being 1st- or 2nd–generation American (student was either born outside of the United States, and/or their parents were born outside of the United States) were considered as students with "recent immigration histories".'

  - 112 students 3rd-7th grades

  - 51 (45.5%) were students with recent immigration histories.

  - 44 (39.2%) did not have any recent immigration history

  - 17 unknown immigration statuses due to incomplete data

Santos (2017) Measures

- seven questions about participants' **demographics** including age, grade, gender, race, ethnicity, native language, and immigration status including years lived in the US

- **Perceived Parental Academic Support Scale** (PPASS; Chen, 2008) was modified

  - **Parental Home-Based Academic Support:**

  - (1) my parents always help me with my homework; (2) my parents pay for me to have tutoring

  - **Academic Socialization:** self-perception of the level of home-based parental support they receive when students rate their parents' effort in emphasizing the importance of their education

  - (1) my parents have high expectations for me to do well in school; (2) my parents want me to have a good job when I grow up

- **Perceived Teacher Academic Support Scale** (PTASS) (Chen, 2008)

- **Perceived Academic Engagement Scale** (PAES) (Chen, 2008) was modified

- **Academic Achievement** was assessed using their most recent Measures of Academic Progress (MAP) assessment in reading and math.

Santos (2017) Analyses

- Hierarchical regressions were conducted to test students' academic engagement and the different types of perceived academic support (home-based parental, parental academic socialization, and teacher academic) as predictors of academic achievement. Additional regressions were conducted to assess differences in the relationships across grade-level and immigration history.

Santos (2017) Results/Discussion

- positive relationship between parental home-based academic socialization and students' academic achievement
  - schools should encourage parents to communicate their expectations for and value of education to their children/students as this can positively influence their academic outcomes

- negative relationship found between parental home-based academic support and students' academic engagement amongst middle school students
  - schools should focus on promoting academic socialization between middle school students and their parents
  - parents may not be providing effective academic support
  - future research could explore components of effective home-based support, which schools could then promote amongst parents

Santos (2017) Results/Discussion

- For students with no recent immigration histories
  - positive relationship found between perceived academic support from teachers and students' reading MAPs scores
  - positive relationship found between parental home-based academic socialization and math MAPs scores
    - schools should promote increasing teacher support as well as academic socialization between students and their parents, as these can positively influence their academic outcomes

- However, these may not be as helpful for students with recent immigration histories
  - identifying additional ways to support these students is an area for future research to explore

Families and Schools Together (FAST)

- https://www.familiesandschools.org/app/uploads/2017/03/FAST_Logic-Model.pdf
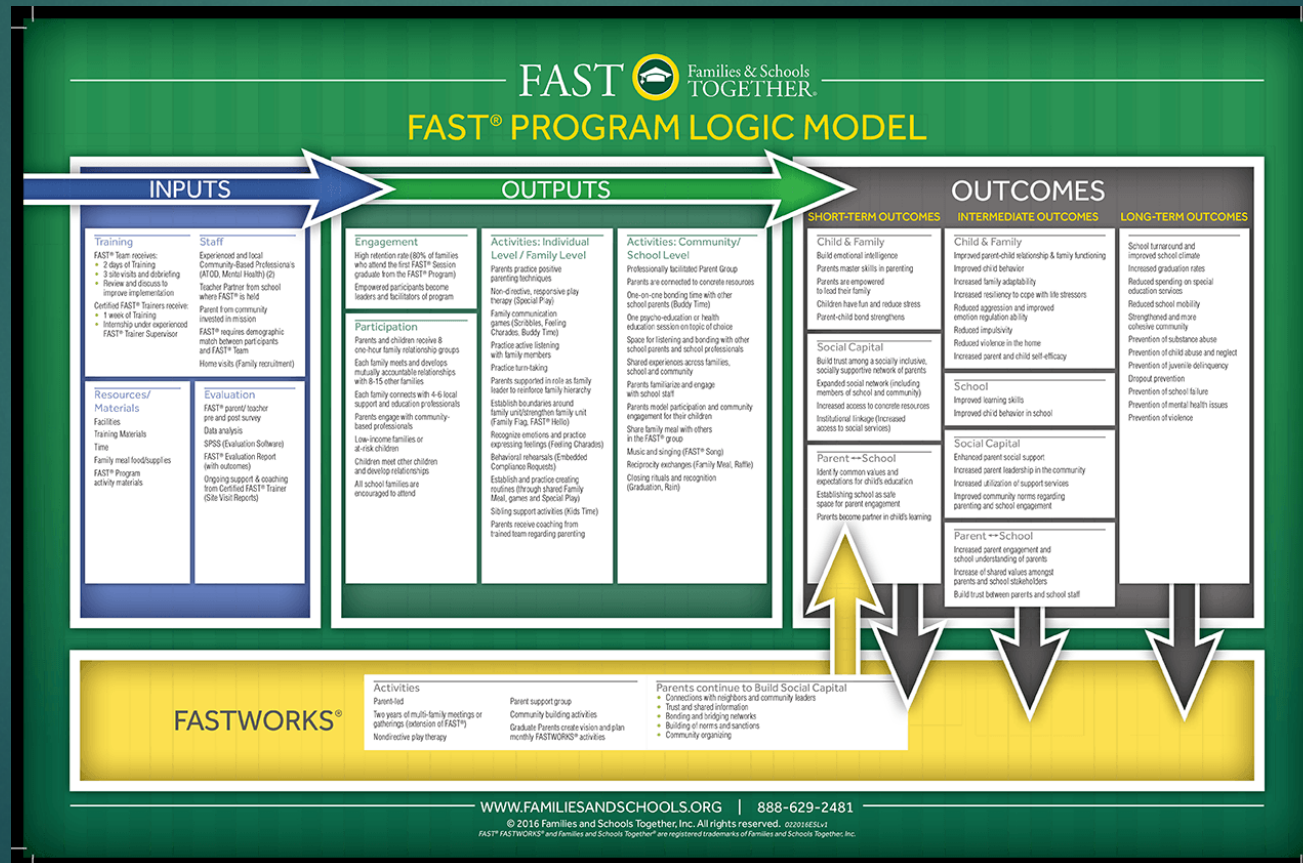
Developing Cultural Responsiveness and Empathy of School Staff and Students

▶ **School staff best meet students' needs and build relationship with students and families when they have familiarity with cultures of origin.**

(Miller et al., 2014; Proctor, Williams, Scherr, & Li, 2017)

Refugee Families from Burma (BRYCS, 2018)

- https://brycs.org/wp-content/uploads/2018/09/burmese-cultural-backgrounder.pdf

Developing Cultural Responsiveness and Empathy of School Staff and Students

- Partner with community-based cultural liaisons
- Educate staff about culturally responsive practices (e.g., dietary restrictions, religion, customs)
- Recognize assets rather than liabilities
- Understand how intersectionality of identities contributes to risk and resilience
- Reflect critically on practices and link interventions to cultural knowledge
- Build resilience and empowerment through cultural (and other) identity

(Miller et al., 2014; Proctor, Williams, Scherr, & Li, 2017)

NASP — NATIONAL ASSOCIATION OF School Psychologists

UNDERSTANDING INTERSECTIONALITY

What is intersectionality?

Intersectionality describes the merging or intersection of multiple marginalized identities. Members of historically oppressed communities (e.g., African American, Latinx*, LGBTQI2-S**, women, disAbility***) have experienced discrimination. Holding one of these identities often results in facing discrimination. When these identities intersect, the likelihood of discrimination and oppression increases exponentially. Such experiences are distinct and often more intense than those related to a single marginalized identity and can magnify social and economic disadvantage.

Why is it important to be aware of intersectionality?

Intersectionality reflects the experiences of our most marginalized students and families. If we focus on only one aspect of marginalization and ignore the intersection of identities and their additive effects, we miss the mark. Addressing the multiple dimensions of identity and the potential for discrimination expands school professionals' ability to advocate for a free and appropriate public education (FAPE), with accessible academic and mental health services, for all students.

How do we build resiliency?

Resilience Guide for Parents & Teachers
http://www.apa.org/helpcenter/resilience.aspx

The Seven Ingredients of Resilience: Information for Parents:
http://www.nasponline.org/publications/periodicals/communique/issues/volume-38-issue-6/the-seven-ingredients-of-resilience-information-for-parents

Who experiences the impact of intersectionality?

Individuals who identify as members of historically oppressed groups

* This list is not exhaustive, but only serves as some examples of marginalized identity groups.

What does intersectionality look like?

An individual who identifies as a member of multiple historically marginalized groups

Joey is a White youth with a learning disAbility who is eligible for free and reduced lunch services due to a family income below the poverty line.

Ameera is a Muslim youth of refugee status who identifies as gay.

What is the impact of intersectionality in schools?

Here are some examples of how children with multiple identities are impacted by intersectionality.

- Race is an important factor in disproportionate school discipline, particularly for Black female students. Black females are six times more likely to be suspended than White females. Black males are three times more likely to be suspended than White males (African American Policy Forum, 2015).

- LGBTQI2-S students of color have experienced more victimization based on race/ethnicity than their White/European American LGBTQI2-S peers (e.g., GLSEN, 2016). LGBTQI2-S youth are overrepresented in the criminal justice system, especially youth of color and females (Center for American Progress, Movement Advancement Project, & Youth First, 2017).

- Students of color and students who are non-Christian are more likely to be targets of bias and harassment in schools. Students who are immigrants or refugees may be at increased risk of bullying because many are children of color and non-Christian (Bridging Refugee Youth & Children's Services, n.d.).

For references and additional resources, see *Intersectionality*, p. 2

*Latinx is a term inclusive of gender diversity among individuals with Latin American heritage.
**LGBTQI2-S refers to lesbian, gay, bisexual, transgender, queer, intersex, and two-spirited people.
***The A is capitalized in disAbility to emphasize that limitations do not define people and they possess many strengths simultaneously.

Developing Cultural Responsiveness and Empathy of School Staff and Students

- Domain 2: Consultation and Collaboration
- Domain 7: Family–School Collaboration Services
- Domain 8: Diversity in Development and Learning
- Domain 10: Legal, Ethical, and Professional Practice

Working with Dja Wah

- "Dja Wah is a 17 year old girl recently arrived from Burma. She is a member of the Karen tribe, who lived in a refugee camp in Thailand for 5 years.

- Her family fled Burma because of the political upheaval in her country, which resulted in her entire village being destroyed.

- She was only able to attend school in the camp about 2 days a week because she was responsible for the care of her younger siblings.

- She wants a high school diploma but did not come with transcripts from her school in camp, so she was placed in ninth grade.

- She is extremely shy and afraid to speak to her teachers and school counselor about her issue with graduation."

BRYCS (2018)

Providing Culturally and Linguistically Responsive Academic Supports, Mental Health Supports, and Trauma-Informed Care

- **School psychologists work with children at every tier to ensure appropriately designed programming that removes barriers to learning, giving students equal opportunities to succeed.**

- Education gaps and the role of prior formal education
- MTSS team awareness of early signs of struggle
- Challenges with acquiring dominant language
- Beware of premature referral for special education evaluation

- Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Domain 8: Diversity in Development and Learning
- IDEIA

(Weinstein & Trickett, 2016)

Working with Ricardo

- "Ricardo is a 15-year-old boy from Honduras. He attended school for 4 years until he quit to help his mother work on their farm.

- His mother was killed when he was 12 and he moved in with an uncle.

- When he was 14 he was threatened by a local gang member and told that he would be shot if he did not join.

- Reluctantly his uncle paid a coyote to help Ricardo escape and make the dangerous journey across Central America and Mexico to be reunited with a father he had never met.

- After 8 months, Ricardo crossed the border into Texas where he was apprehended. He spent 2 months in a detention center until he was sent to Wisconsin to be with his father.

- Dad had since married and had other children. The situation was uncomfortable and finally became untenable.

- He soon left Dad and moved in with a cousin and uncle in a nearby state.

- Ricardo is now enrolled in high school and struggling to fit in."

BRYCS (2018)

Influence of Trauma

- Trauma may occur when someone experiences or observes an event that threatens their physical or emotional well-being or that of another person.
- Complex trauma describes multiple traumatic experiences.
- Why do some people experience traumatic responses?
  - Age/neurodevelopment
  - Frequency
  - Relationships
  - Coping Skills
  - Individual perceptions and sensitivity
- Manifestations:

BODIES	BRAINS
BEHAVIORS	EMOTIONS

(Child Welfare Information Gateway, 2014)

Culturally Responsive Trauma-Informed Practices at Tier 1

- ▶ Likelihood of trauma
- ▶ Of the limited numbers of students who receive mental health services, most do so in schools
- ▶ Monitor students through Tier 1 with appropriate screening processes
- ▶ Provide PBIS and trauma-informed practices at Tier 1
- ▶ Educate teachers and staff about trauma-informed practices
- ▶ Reflect upon beliefs and biases and seek supervision

(NASP, 2015a)

Culturally Responsive Trauma-Informed Practices at Tiers 2 & 3

▶ **A**ttachment, **R**egulation, **C**ompetencies

▶ Evidence of positive outcomes using CBT for students who are refugees who have experienced trauma

  ▶ Requires specialized training

  ▶ Trauma type and intensity may demand primary treatment in community

  ▶ English proficiency, lack of multilingual practitioners

▶ Consider values and beliefs about mental health and treatment

▶ Consultation

(Hinton, et al., 2012; NASP, 2015a; Sullivan & Simonson, 2016)

Providing Culturally and Linguistically Responsive Academic Supports, Mental Health Supports, and Trauma-Informed Care

▶ Domain 1: Data-Based Decision Making and Accountability

▶ Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

▶ Domain 8: Diversity in Development and Learning

▶ Domain 10: Legal, Ethical, and Professional Practice

Collaborating within Districts and across Community Service Providers

- **School psychologists can lead efforts to coordinate services and connect families to them.**

- Within districts
  - ELL teachers, social workers, counselors, outreach liaisons, administrators
- In community
  - Cultural liaisons (clan or group elders, religious leaders, other community leaders), resettlement agencies, refugee/immigration/global resource centers, community mental health services providers
- Intergenerational trauma
- Human trafficking

- Domain 2: Consultation and Collaboration
- Domain 7: Family–School Collaboration Services

(Sullivan & Simonson, 2016)
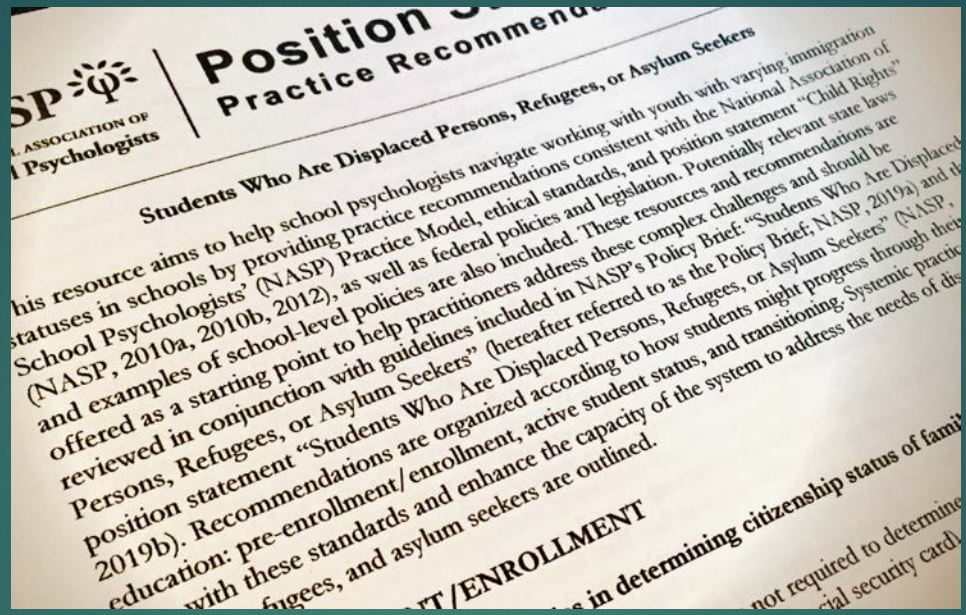
Practice Recommendations

Pre-Enrollment/Enrollment

- **What are school employees' roles in determining citizenship status of families who are seeking to enroll their children in school?**

- Post info. on district website about responsibility of schools to provide education regardless of citizenship status
  - https://www.madison.k12.wi.us/mmsd-immigrant-students-and-families

- School staff should be informed of their obligation to serve all students regardless of immigration status
  - https://docs.google.com/document/d/1IV9h7zNOSK00nv7wnyrV0HQDTnAfYAzcnQL80saDv2I/edit

Active Student Status

▶ **Should schools seek or store citizenship information about students or their families?**

▶ **Can school districts and their employees report students or their families to U.S. Immigration and Customs Enforcement (ICE) or U.S. Customs and Border Patrol (CBP)?**

▶ Develop and distribute resolutions/procedures for responding to ICE/CBP requests

  ▶ https://docs.google.com/document/d/1lV9h7zNOSK00nv7wnyrV0HQDTnAfYAzcnQL80saDv2I/edit

▶ Develop and distribute resolutions prohibiting district employees from volunteering info. and initiating reports to ICE/CBP

  ▶ https://www.madison.k12.wi.us/resolution-support-our-immigrant-refugee-and-undocumented-students-and-families

▶ Assist families with developing a "Family Preparedness Plan"

  ▶ https://www.ilrc.org/family-preparedness-plan

Active Student Status

- **What if there is ICE and/or CBP activity in and around our school(s)?**

- Develop and distribute resolutions and emergency response plans
  - https://multilingual.madison.k12.wi.us/immigrant-students-and-families-frequently-asked-questions
- Inform parents and students of school's efforts to protect them
- Help families understand rights related to ICE/CPB enforcement and plan for emergencies
  - https://www.aft.org/sites/default/files/im_uac-educators-guide_2016.pdf
- Misc.
  - Provide counseling
  - Determine need for ESL services
  - Teach about local cultural norms
  - Connect families with pro bono attorneys and immigration advocates/agencies
  - Refer to culturally responsive community-based mental health providers

Active Student Status

- **What rights do students and families have related to language?**

- Meet translation and interpretation needs to facilitate family-school partnerships

- Provide written communications to parents in multiple languages

- Follow best practices for providing services to linguistically diverse learners

Transitioning

- **How can school psychologists assist DACA recipients and Dreamers with graduation and postsecondary educational/vocational planning?**

- Collaborate with school counselors to help DACA recipients and other Dreamers consider postsecondary education and vocational plans

- Help students identify financial aid resources

- Develop and/or share resource documents to help educators/students/parents with planning

  - https://sites.google.com/bostonpublicschools.org/bpswedreamtogether

  - https://unafraideducators.org/

- Know and share your state's extended schooling maximum age

  - https://nces.ed.gov/programs/statereform/tab5_1.asp

Systemic Approaches

- **How can school psychologists cultivate culturally responsive and attitudes, social justice perspectives, and the empathy of school staff and students?**

- Needs assessments, inservices, professional learning communities, distributing resources

- Advocate for development and distribution of resolutions from administration

Systemic Approaches

- **How can school psychologists help create safer school environments and support the rights of students and their families as related to identity (e.g., religion, culture)?**

- Advocate for nondiscrimination and reporting policies that prohibit harassment/ bullying based on specific actual or perceived characteristics and clearly define confidential reporting methods

- Work with diverse families, cultural liaisons, community stakeholders re: cultural nuances to include in codes

Systemic Approaches

- **How can school psychologists collaborate within districts and across community service providers?**

- Reach out to community agencies that serve families who have been forcibly displaced and/or recently immigrated

- Find and post community resources on school and district websites/social media outlets

Policy Brief

Federal Policy Recommendations

▶ "Require immigration agents and local law enforcement agencies to collaborate with school officials to mitigate the negative impact of impending immigration raids and small-scale enforcement activities on students.

▶ Enact legislation to allow undocumented students, who were brought to the country illegally by their parents, to remain in the country legally without fear of deportation.

▶ Oppose harmful federal policies or rules that place unnecessary burdens on undocumented students or their families that may affect a student's ability to benefit from a high-quality instructional environment, including fostering behavioral, social, and emotional well-being.

▶ End the use of child detention centers.

▶ Enact and enforce policy that allows families to remain together when they enter this country.

▶ Enact and enforce standards of care that ensure children and families have access to safe and sanitary conditions (including access to food, water, and medical and psychological care) if they are held in U.S. custody.

▶ Create and enforce policy that prioritizes placement of unaccompanied minors entering this country with relatives as soon as possible."

NASP (2019)

Recommendations for State/ District Policy

- ▶ "Provide school personnel with information and training on the rights of students who are undocumented and on other immigration-related issues and policies.

- ▶ Establish policies and operating procedures to protect the safety of students and the information contained in their education records, including immigration status or place of birth.

- ▶ Develop operational procedures to protect the safety of students, collaborating with community agencies and organizations to ensure that schools will be a safe haven for children."

NASP (2019)

Graduate Education

- ▶ Foundations course
- ▶ Assessment course
  - ▶ https://www.youtube.com/watch?v=AuPZr68T_fg
- ▶ Practicum Seminar
- ▶ Practicum and Internship experiences
- ▶ Theses, Education Specialist project research, dissertations

Takeaway Messages

- Laws, professional ethics, and NASP Practice Model provide foundations
- Use your resources!
  - NASP: MAC/CIT, position statement, practice recommendations, policy recommendations, podcasts, CQ articles, etc.
  - https://brycs.org/toolkit/refugee-children-in-u-s-schools-a-toolkit-for-teachers-and-school-personnel/
  - https://www.colorincolorado.org/ell-basics/serving-and-supporting-immigrant-students-information-schools
- Collaboration is essential
- Family engagement is essential
- Advocacy is a tool
- Infuse into graduate education programs
- It's about the kids

Questions or Experiences to Share

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