

Newcomer Immigrant & Refugee Youth School Supports

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September 19, 2023



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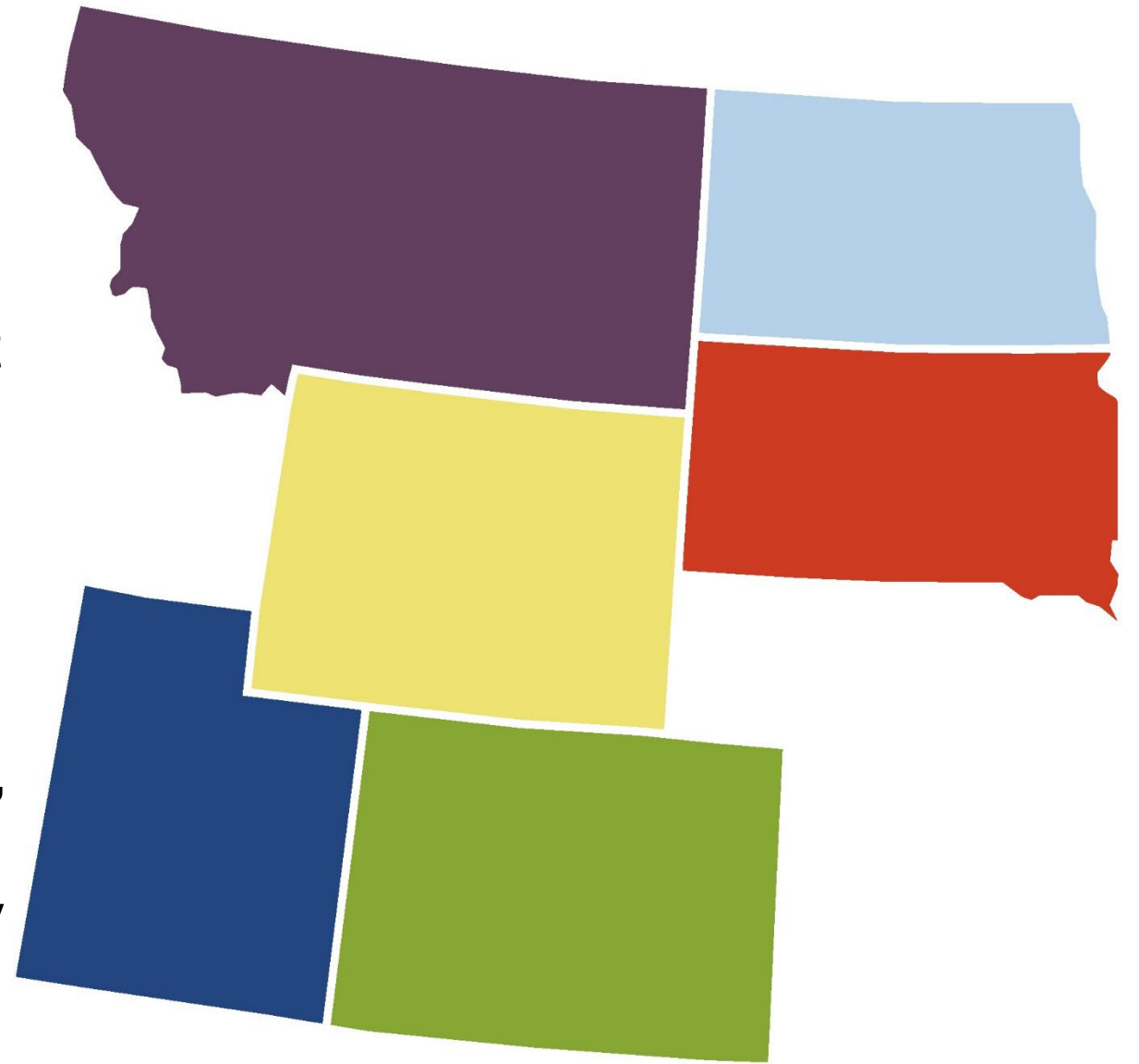
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The work of the Mountain Plains MHTTC is supported by grant H79SM081792 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

**STRENGTHS-BASED
AND HOPEFUL**

**INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES**

**HEALING-CENTERED AND
TRAUMA-RESPONSIVE**

**INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS**

**PERSON-FIRST AND
FREE OF LABELS**

**NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS**

**RESPECTFUL, CLEAR
AND UNDERSTANDABLE**

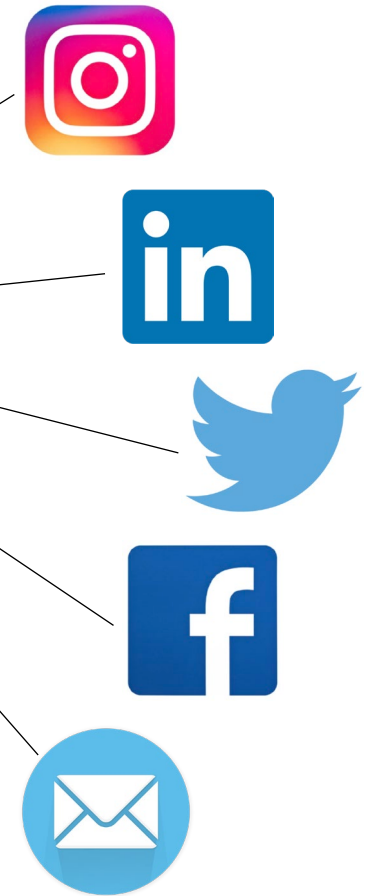
**CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS**

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SCAN ME



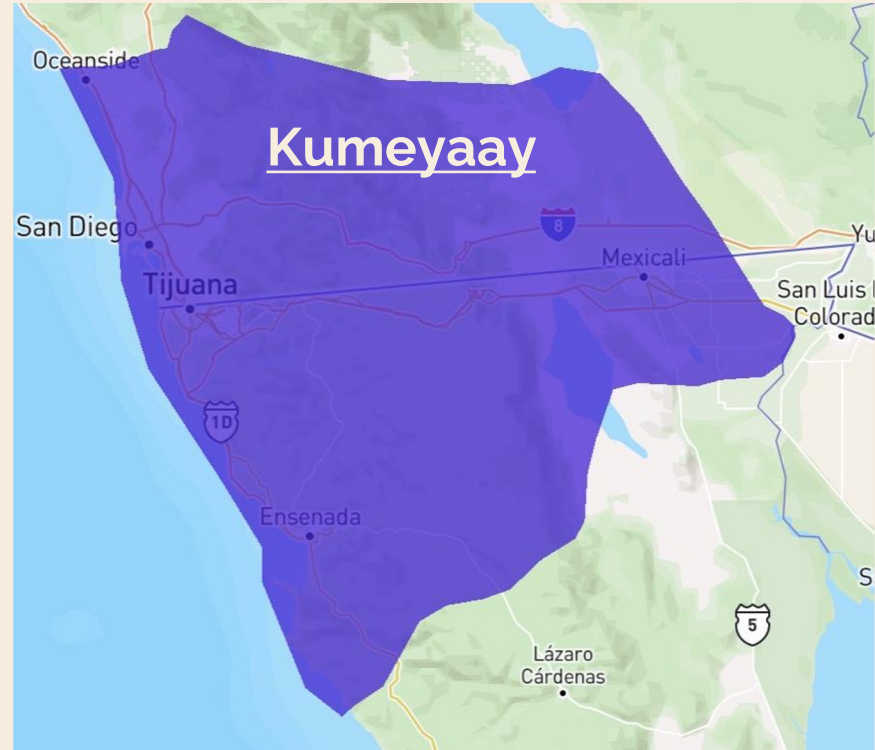
Newcomer Immigrant & Refugee Youth School Supports

Marie L. Tanaka, PhD
Postdoctoral Fellow

Mountain Plains MHTTC
September 2023



Territory Acknowledgment





Agenda

Introduction*

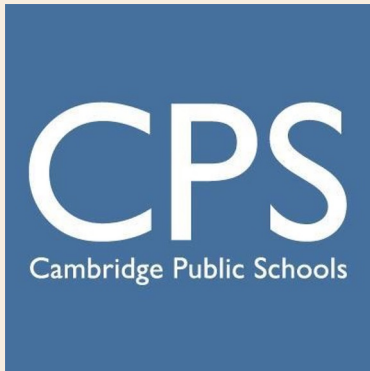
1. Background & Current Trends
2. Race & Immigration
3. Actionable Steps

Request: Compassion & Curiosity

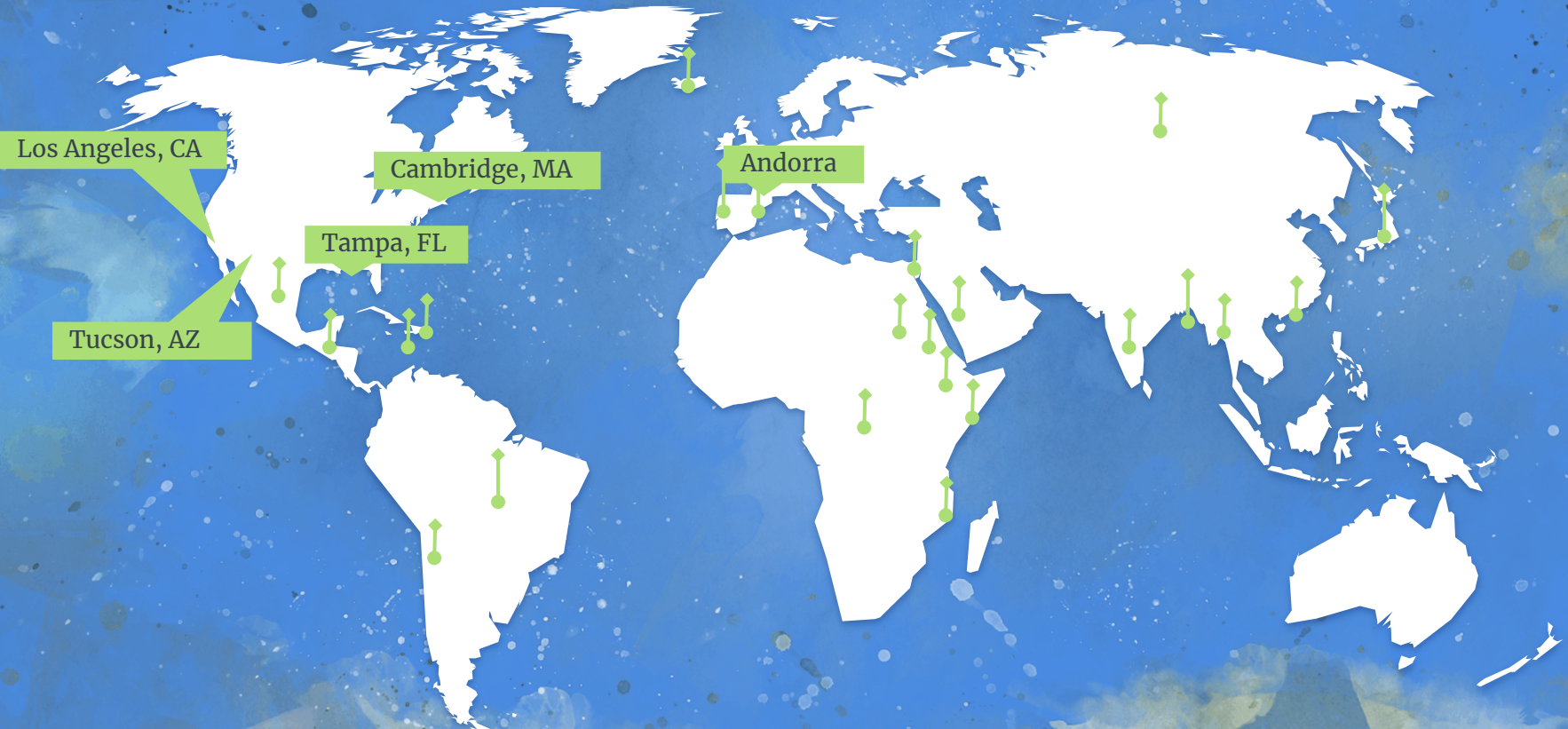


[@antiracisteducation](https://www.instagram.com/antiracisteducation)

Introduction



Where my students & I have been



WHY IMMIGRANT STUDENTS?

**FASTEST
GROWING
YOUTH
POPULATION**



**STUDENT
RIGHTS**
Plyer v. Doe (1982)
FERPA
Title I
IDEA

**SCHOOLS ARE
KEY!**

DISPROPORTIONALITY

Refugee Youth Mentorship Program Orientation Activity

You will need 8 slips of paper. You may only write 1 object/person per paper.

 Loved one (2) 

Important document (2)

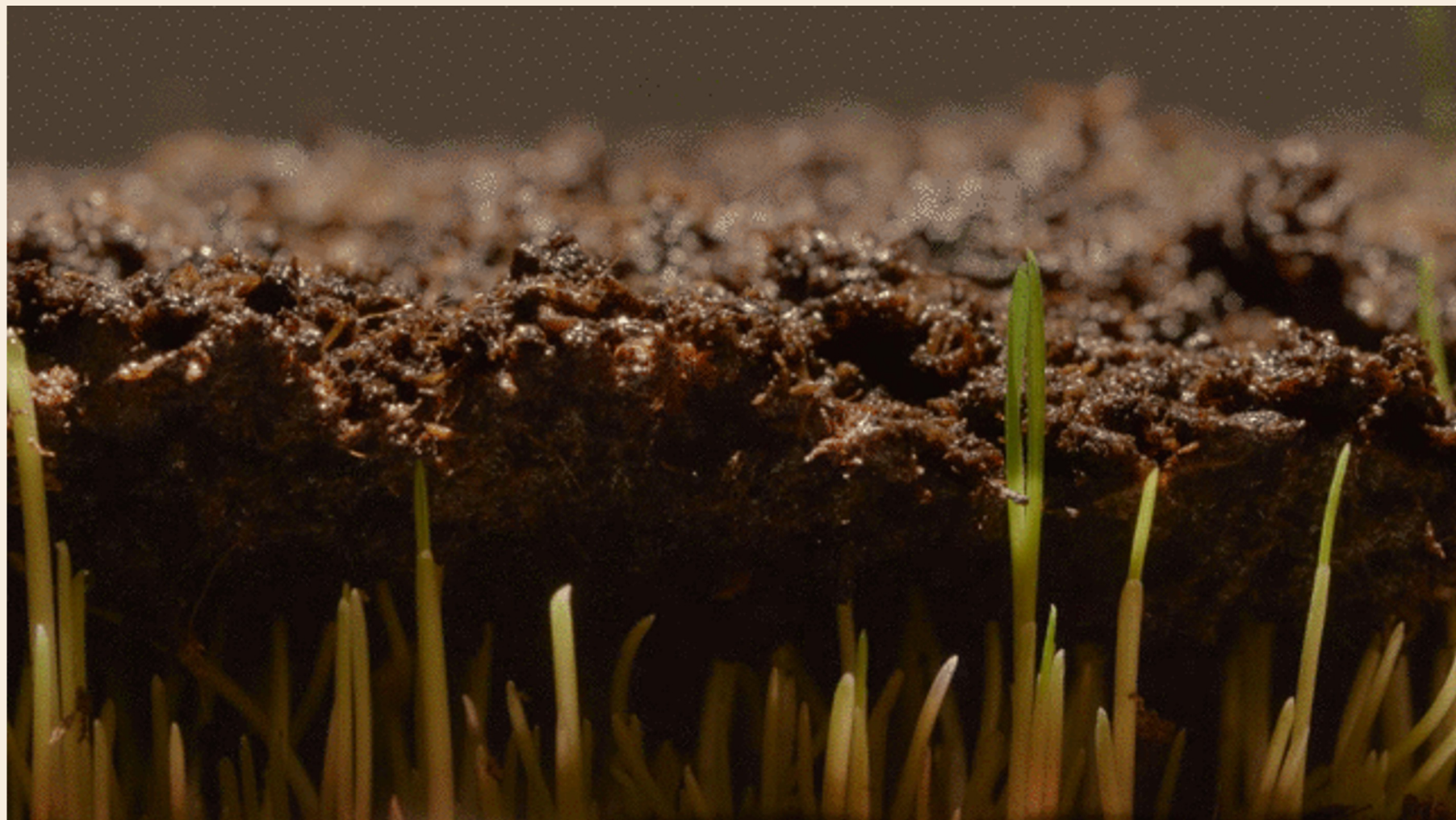
Family heirlooms/important object (2)

2 things you might bring on a long journey



REFLECT & DISCUSS







01

BACKGROUND & TRENDS

Terms & Current Patterns

TEMPORARY TERMS

Refugee

someone who has fled their country because they are at-risk of **serious human rights violations/persecution**

Asylum-Seeker

someone who has left their country & is seeking protection in another

Migrant

someone staying outside of their country of origin who is not a refugee/asylum-seeker

TEMPORARY TERMS

Newcomer

K-12 students born outside of U.S. who arrived in last 3-5 years.

Students with limited/interrupted formal education (SIFE/SLIFE)

Students in grades 4-12 who have experienced disruption

Emergent Multilingual Learner (EML)

Student developing proficiency in another language

Oppressive terms to avoid

~~Alien
Illegal~~

([Amnesty International](#), n.d., González-Howard & Suárez, 2021; Suárez-Orozco & Suárez-Orozco, 2007; Suárez-Orozco & Suárez-Orozco, 2009; Warren, 2019)



110 **MILLION**

FORCIBLY DISPLACED

Doubled over the past decade

41%

ARE UNDER 18

Enrolment of refugees in education

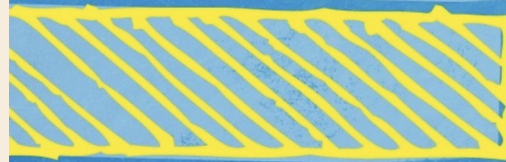
2021-2022



38%
Pre-primary



65%
Primary



41%
Secondary



6% Higher
education

Source: UNHCR



UNHCR
The UN Refugee Agency

VETTING PROCESS

Screening

8 federal agencies incl. State Dept., Dept of Homeland Security, FBI

6 security database & biometric checks

Medical screening

3 in-person interviews

THE REFUGEE VETTING PROCESS

Screenings involve these government agencies and take up to 36 months

Screening

8 federal agencies incl. State Dept., Dept of Homeland Security, FBI



Department of Homeland Security



Federal Bureau of Investigation



Department of Defense



Department of State



United States Intelligence Community



Department of Health & Human Services

Rescue.org



al
ing

3 in-person interviews

Top 3 Countries of Origin for Refugees

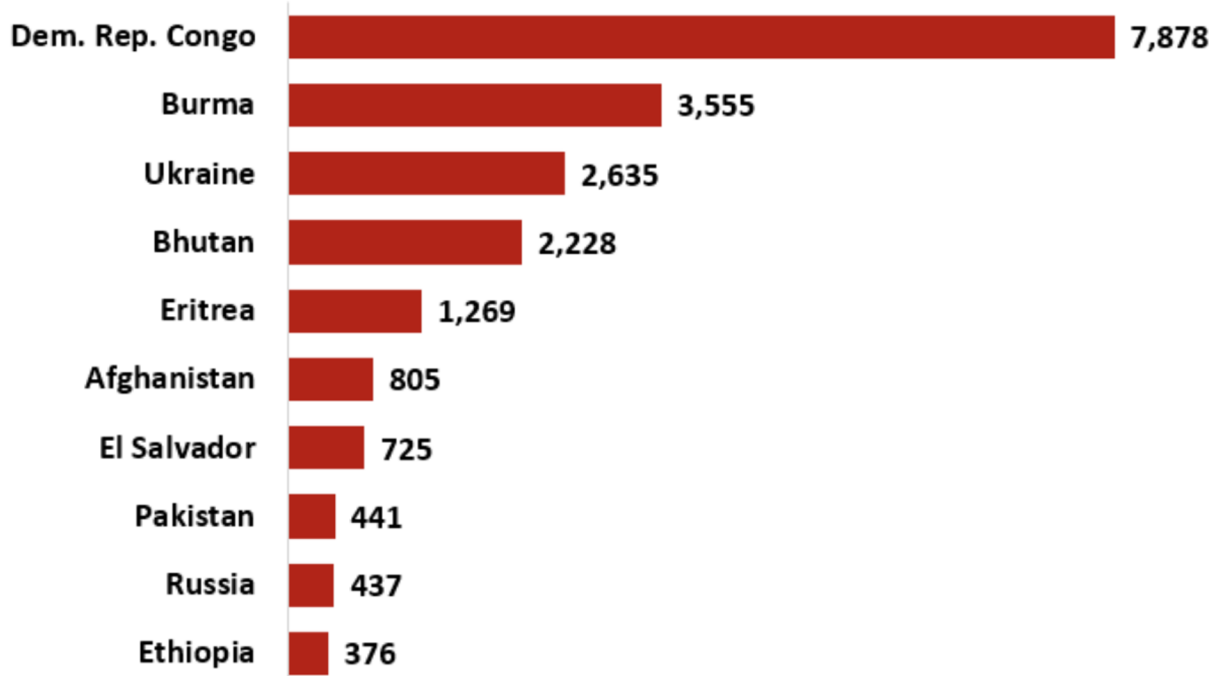


52%

of all refugees and other people in need of international protection came from just three countries

Where America's Refugees Come From

Top 10 origin countries for refugees admitted to the U.S. in FY 2018



Source: [Refugee Processing Center](#)

REFLECT & DISCUSS





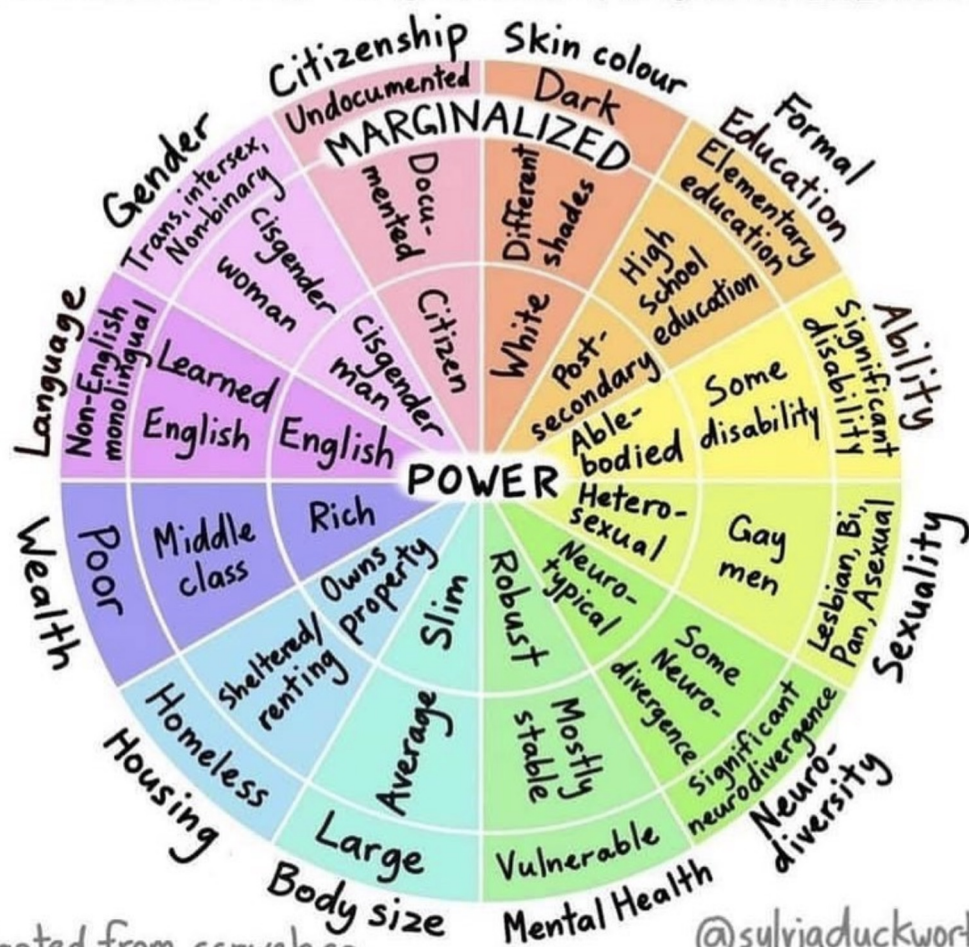
**What
narratives
come to mind?
What is your
prior
exposure?**



02

RACE & IMMIGRATION

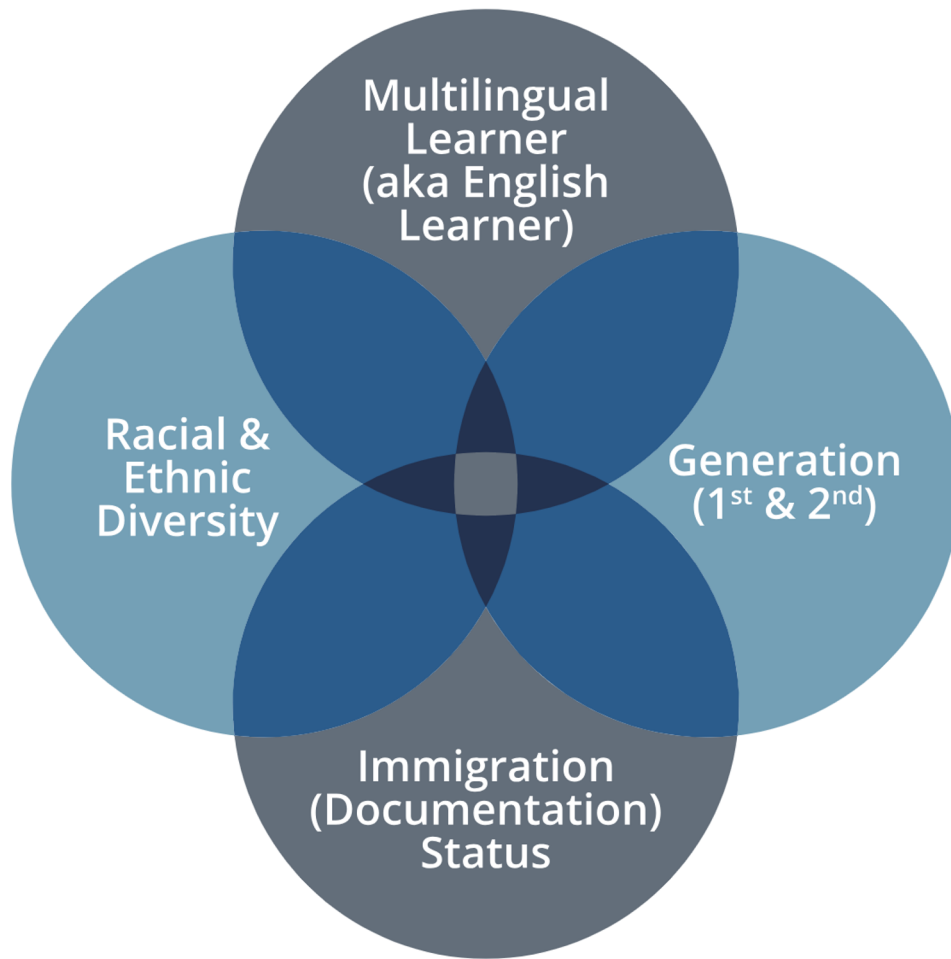
WHEEL OF POWER/PRIVILEGE



Adapted from ccrweb.ca

@sylvia duckworth

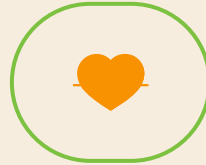
Ryo & Humphrey
(2022)



U.S. CITIZENSHIP PRIVILEGES



YOU EXIST!



LESS STRESS



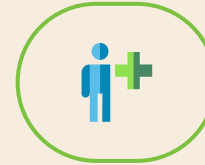
**TRAVEL &
FAMILY ACCESS**



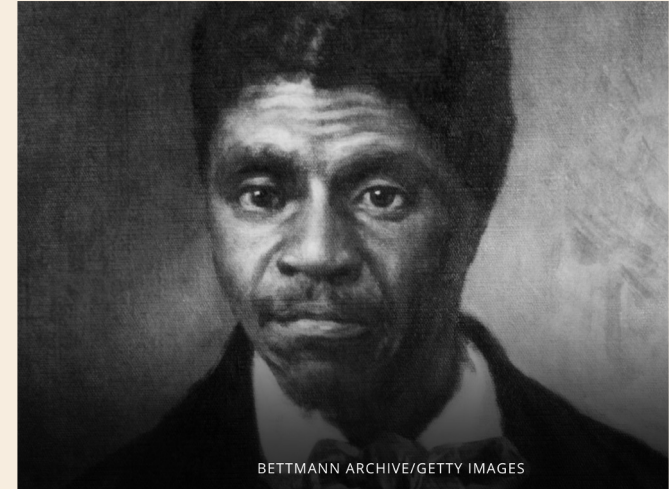
**HOUSING
SECURITY**



**SOCIAL
SERVICES**



SPONSORSHIP



U.S. IMMIGRATION SNAPSHOT

1882

Chinese
Exclusion Act

1896

Plessy v.
Ferguson

1948

Displaced
Persons Act

1892

Geary Acts

1924

Immigration Act
Indian Citizenship
Act

U.S. IMMIGRATION SINCE 1965



Mini activity

Mini activity

Ukraine



Syria



Afghanistan



REFLECT & DISCUSS





**What is coming up
for you?
How does
information
presented align with
previous learnings,
if at all?**



**WHAT ARE
CHALLENGES
NEWCOMER &
IMMIGRANT
STUDENTS FACE?**

CHALLENGES

POSITIONALITY

- Inconsistent access to stable housing, nutrition, healthcare
- Poverty/work schedules
- Minoritization
- Developing new social identities
- Pre- & post-migration stressors
 - **Trauma**
 - Resettlement
 - Acculturation
 - Isolation

FAMILY/SCHOOL

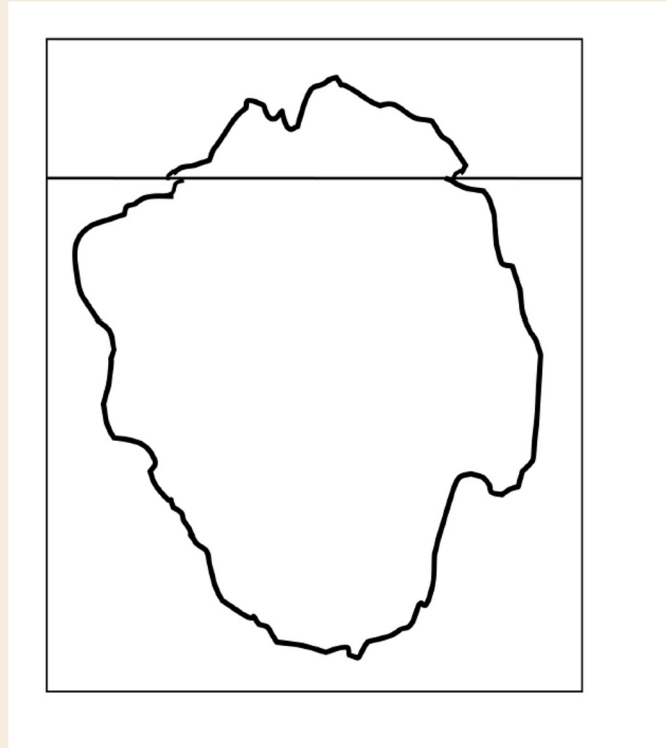
- Family separation/conflict
- Accessibility
- Language
- Fear of immigration enforcement
- Lack of familiarity w/ U.S. school system
- Discrepant expectations/values

CHALLENGES

SCHOOL

- Navigation
- **Discriminatory practices/Segregation**
- Low resources
- **Teacher perceptions**
- Peer influences
- Lower engagement (esp. adolescence)
- Remedial education without linguistic supports
- Foreign-born youths' dropout rate is ~2x of native-born students
- Less than 1% of refugees (ages 18-35) have access to postsecondary education in 2019

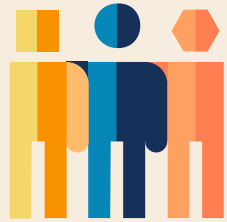
ACADEMICS



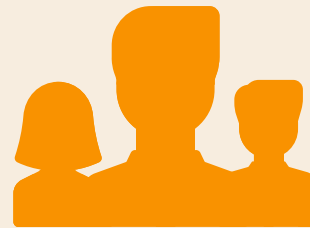
Cummins (1982); Roessingh (2006)

“MENTAL HEALTH”

CULTURAL



TRAUMA



Henley & Robinson (2011); The National Child Stress Network(n.d.).



03

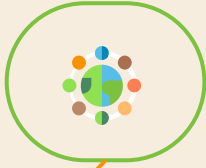
**ACTIONABLE
STEPS &
STRATEGIES**

"TEACHERS WHOSE DREAM
IS THE TRANSFORMATION OF
SOCIETY HAVE TO GET CONTROL
OF A PERMANENT PROCESS
OF [TRANS]FORMING
THEMSELVES."

—Paulo Freire



EDUCATE YOURSELF



WHERE ARE YOUR STUDENTS COMING FROM?

- Ukraine
- Sudan
- Venezuela
 - Iraq
- South Sudan
- Afghanistan



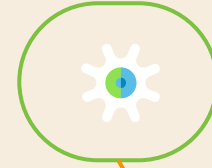
PREVIOUS EDUCATION

Important predictor of achievement



COMMUNITY RESOURCES

Neighborhood visits
Partnerships
Policies
Organizations



REFLECTIONS

Power
Flower
Activity

(Blanchard & Muller, 2015; Canadian Centre for Diversity and Inclusion, 2017; McCorkle, 2020; Suárez-Orozco & Suárez-Orozco, 2009; Umansky et al., 2020; UNHCR n.d.a; n.d.b; n.d.c, n.d.d, n.d.e, n.d.f).

EDUCATOR CAN-DO'S

TO FACILITATE ACCESS
& POSITIVE OUTCOMES

HOLISTIC

Not solely EML or
immigrant status

ASSET- BASED

Would I say this about my
own family?
Would I say this with a
caregiver present?

FUNDS OF KNOWLEDGE

ALIGN & APPRECIATE

SOCIAL CAPITAL

Mentors

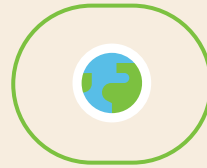
CONNECT

Community supports

SYSTEMWIDE PRACTICES



ACCESSIBILITY



**WELCOME &
ORIENT**



**CENTRALIZED
INTAKE?**



COLLABORATE

LANGUAGE ACCESS

BILINGUAL STAFF ≠ INTERPRETERS

USE BILINGUAL STAFF FOR:

- Communicating directly with families in their native language
- Building relationships with families
- Presenting parent workshops in Spanish or whatever language is common among the parents
- Key access points, like the front office

USE INTERPRETERS FOR:

- Facilitating communication between families and staff (“middle man”)
- Situations that require an unbiased party
- Facilitating communication at workshops and events that are presented in English
- Parent teacher conferences
- Disciplinary situations
- IEP meetings



Decision Making

Fact Sheet

SYSTEMWIDE PRACTICES DESEGREGATION



SCHEDULING



FAMILIES ✨

Home Visits

CA DOE Family Engagement Toolkit (2017)

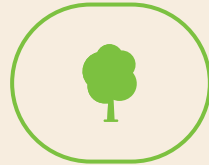


BUILD COMMUNITY

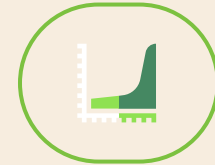
ACTIVITIES IN SCHOOL



**FAMILY
LITERACY
NIGHTS**



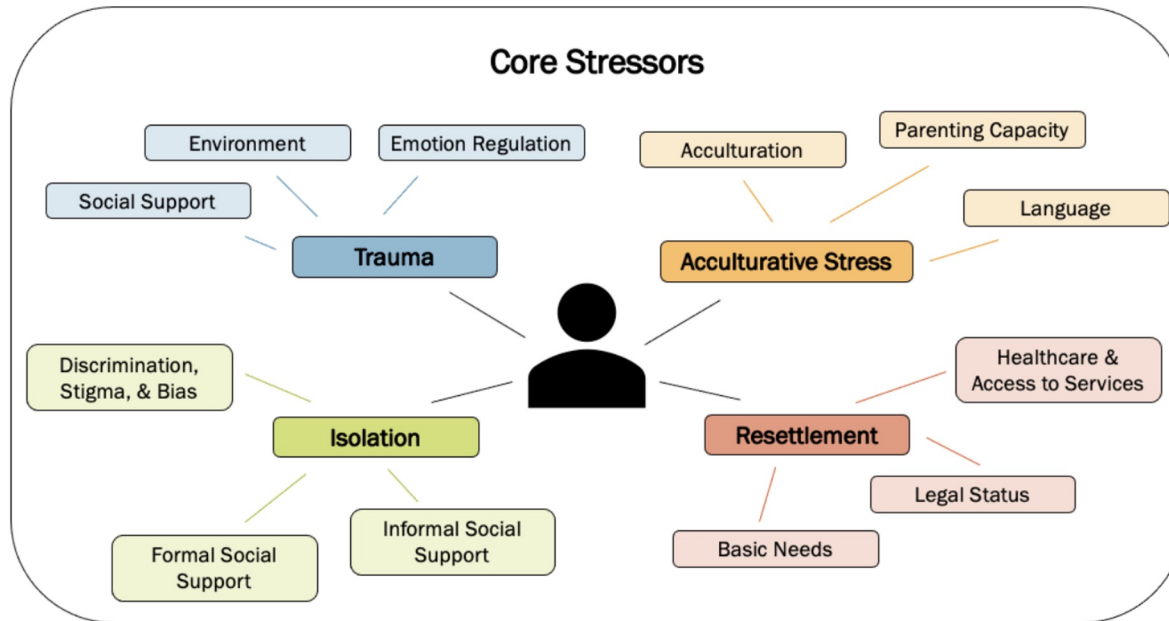
**TREE OF LIFE
MOVING
STORIES**



**GROUP
CONFERENCES**

ASSESSMENT: Core Stressors Toolkit

Refugee & Immigrant Youth Core Stressors



Boston
Children's
Hospital
(2019)

INTERVENTIONS:

Verbal

- Cognitive Behavioral Therapy (CBT)
- Trauma-Focused Cognitive Behavior Therapy (TF-CBT)
- Narrative Exposure Therapy (NET)
- Interpersonal Therapy (IPT)

Creative Arts: sandplay, music therapy, drama, drawing

Improvements:

- Functional
- Peer problems
- Behavioral & emotional difficulties
- Well-being



ACTIONS BEYOND SCHOOL WALLS

<u>CONTACT CONGRESS</u>	✓
<u>VOLUNTEER</u>	✓
<u>SPONSOR A FAMILY</u>	✓



Rescue.org

RESOURCES



NEWCOMER TOOLKIT

Professional Learning Activities
Family Engagement



SECONDARY SCHOOL TOOLKIT

Orientation handbooks/materials
Trauma-informed practices
Establishing newcomer program



CULTURAL ORIENTATION

Country customs, refugee
crisis, educational practices



READING LISTS/SOCIAL MEDIA

For any student:
Adult reading
IRC

Informed
Immigrant



**FACING
HISTORY &
OURSSELVES**

THANK YOU

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