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### Best Practices: Supporting Refugee Students in the Classroom

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Best Practices: Supporting Refugee Students in the Classroom

Naima Ali

Otterbein University

April 15, 2018

Submitted in partial fulfillment of the requirements for a Master of Arts in Education degree.

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CLASSROOMS

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By

Naima Ali

2018

## **DEDICATION**

This work is dedicated to my husband, Khalid Salih, and our four children: Sufian, Harith, Laith, and Mohammed. I want to thank them for the endurance they showed as I completed this curriculum project.

## ACKNOWLEDGMENTS

I would like to acknowledge group of people whose guidance has been immensely important to me while working on this project. Thank you to my project committee, especially Dr. Grace McDaniel. She had supported me effortlessly throughout this project. Her encouraging suggestions and advice guided me to complete this project. I would also like to thank Dr. Bev Good who has given me countless support with this project. Thank you, Bev. I would also like to thank Dr. Paul Wendel. Thank you for your counsel. I am very grateful for Regina Kengla and the patience and support she showed throughout this project. Dr. Khadar Ali, I am so grateful for your support and kindness. Finally, a special thanks to my family and friends for their relentless support.

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### **Abstract**

This curriculum project explores best instructional practices that support refugee students in the classrooms. The questions that guided this project were: What are effective ways for classroom teachers to engage refugee students in learning? How can teachers foster a sense of belonging and demonstrate cultural competence when working with refugee students in the classroom? What research-based best practices provide academic support for refugee students in the K-12 classroom? The literature review provides background knowledge about the best practices that support of the existing literature on the best practices that support the education of refugee students in the United States (U.S). It begins with information on the resiliency of refugee students. It further continues to provide literature on psychological issues facing refugees, the stress of dealing with learning a new language, and the different types of strategies that support refugee students' learning. The purpose of this curriculum project is to research best practices that support refugee students in K-12 schools. The theoretical framework based on theories that are grounded in student development, social inclusion and culturally responsive pedagogy. Sheltered Instruction Observation Protocol, Culturally Responsive Teaching, Universal Design for Learning, and Direct Instruction practices were reviewed because of their evidence for socially, culturally, and linguistically responsive instructional practices that are geared towards improving refugee students' academic performance. The findings from the project will be used to provide suggested classroom practices and instructional strategies that support refugee students.

## **Section One**

### **Introduction**

Now more than ever, many schools in the U.S. have seen their refugee student numbers swell. According to Bridging Refugee Youth and Children's Services (BRYCS), “It is estimated that 24% of all refugees resettled by the United States are school-aged children between the ages of 5 and 18 years (BRYCS, 2018, p. 1). This increase reflects the previous number of resettled refugees. The Ohio Department of Job and Family Services reports “13,802 new refugees arrived and resettled in Ohio in between 2003-2011” (ODJFS, 2012). Ohio Department of Job and Family Services define a refugee in the following way:

Refugee is someone outside his or her country of nationality who is unable or unwilling to return to or have the protection of that country because of persecution or a well-founded fear of persecution, on account of race, religion, and nationality, membership in a particular social group or political opinion. (ODJFS, 2013, p. 1)

If schools are to provide a responsive education for refugee students, it is crucial that teachers be trained in instructional practices that are proven and relevant to their students.

### **Needs**

Given their unfortunate circumstances with trauma, displacement, refugee students typically fall behind academically more than their American peers because of their limited, interrupted, and, in some cases, no prior education (DeCapua, 2016). These issues have brought frustration, distress, and disconnect with learning for some of these

students. Due to these challenges, refugee students have gaps in their education, posing challenges when it comes to access to education. The National Center for Education Statistics (NCES), reported that “The status dropout rate of 29.1 percent for immigrants ages 16 through 24 is nearly three times the rate of 9.9 percent for native-born youths” (NCES, 1995, p. 1).

Bringing refugee students' unique and rich cultural experiences into the classroom is an important asset for educators. Vickers and McCarthy (2012) suggested that refugee students differences “can be a valuable source of teaching and learning as students grapple with understanding the nature of difference and conflict” (p. 19). When teachers are equipped with appropriate cultural and pedagogical knowledge when working with refugee students, they can help all students reach their potential in the classroom.

### **Significance**

Experience has taught me that finding a curriculum that supports the education of refugee students is crucial. I came to the U.S. as a child refugee with pre-functional language development. In second language acquisition theory, this stage is called ‘silent period’. A period where students of second language acquisition don't engage in speaking. Many students at this stage spend time getting to know their surroundings and are getting familiar to the sounds of the new language but may lack social and emotional skills. Educators should aim to help these students in developing their social and emotional skills by supporting them with practices that include listening and speaking. During my early schooling, I experienced the same regular education classes as my native

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speaking peers. Some of my teachers didn't provide any accommodation to support my needs as level one learner using English Language Proficiency (ELP) standards.

Instructional practices such as; Universal Design for Learning (UDL), Sheltered Instruction Observation Protocol (SIOP), and Culturally Responsive Teaching (CRT), Direct Instruction (DI) would have helped my teachers over 20 years ago. Effective instructional practices support the needs of students who need special academic and cultural accommodations in the classroom.

UDL, SIOP, CRT, and DI provide a framework and strategies that encourage teachers to use numerous ways to teach a student who have no language skills or with no prior education. A student at level one in English Language Proficiency (ELP), who is considered to having very limited or no understanding of the English language, needs high scaffolding support in order to comprehend a concept and increase learning skills. Teachers should use practices that were suggested as effective, such as using gestures, visuals, body language, students' cultural background and breaking down the concept into smaller units in the teaching process. Educators should support students at pre-functional stage with putting pictures on the wall of the vocabulary words that they are working on. During the lesson, the teacher could point to the pictures and say the word and then the students would repeat the word. This may help connect the words to the pictures and that's how the students may learn the vocabulary. Practices like these will support the high needs of pre-functional ELLs. It may also increase confidence because the students may be able to pass the tests which may motivate them to continue striving and feel like they belong in the classroom.

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The Table 1 below describes what ELLs in grade four could master at level one in ELP standards 4, guidelines for second language acquisition students' language development. In my case, as a fourth-grade student at level one in ELP standards 4, could not have mastered a way to "construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing" (ODE, 2015, p. 6). I didn't have a clear expectation of what I needed to learn and how to do the learning, which left my teachers to give me an incomplete as a final grade. Most of my teachers simply didn't know how to teach me due to my background and I was an English language learner. This left me to achieve an inadequate education. The goal of this curriculum development project is to provide a framework or assist educators of refugee students in K-12 classroom to use effective research-based practices that aim to increase learning outcomes of refugee students in reading, writing, listening, and speaking. In addition, these recommendations will inform classroom teachers on how to educate refugee students using effective strategies that support their learning needs.

Table 1	
<i>Grade 4 English Language Proficiency Standards</i>	
ELP Standard 4	Level 1
An English Language Learner can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. Level 1 Use a very limited set of strategies to: •identify a few key words and phrases	Use a very limited set of strategies to: •identify a few key words and phrases  Strategies Pre-teach vocabulary, provide bilingual dictionary, Online tools (Readings eggs, ABC Mouse)
Table 1 Ohio's ELP Standard 4	

*Note. From "English Language Proficiency standards" by Ohio Department of Education, 2015. p. 6.*

There is much educational literature on a refugee's trauma, needs, academic gaps, and poor social skills, but there is a limited literature that shares effective practices that may contribute to the positive learning outcomes of refugee students.

### **Purpose**

The purpose of this curriculum project is to research best practices that support refugee students in K-12 schools. Best pedagogical practices are practices that provide the most effective teaching outcomes (DeCapau, 2016). By implementing UDL, SIOP, CRT, DI practices in the classroom, educators may aim to make content knowledge more comprehensible and improve the academic performance of English Language Learners, particularly refugee students. These research-based practices also support to increase teachers' instructional practices (Echevarria, Richards-Tutor, Canges, & Francis, 2011; Gay, 2002). Refugee students may also be referred to ELLs due to being non-native English speakers, however, their circumstances such as not immigrating by choice and not having a say in where they can resettle puts them at a disadvantage to achieving a meaningful education (UNHCR, 2017).

### **Curriculum development model**

Teachers encounter many difficulties when educating refugee students. Problems include but are not limited to engaging, including, and serving these students in everyday classroom activities. When teachers are not properly trained to educate refugee students, they tend to use non-research-based strategies in their classrooms. According to Sheng,

Sheng, & Anderson (2011), “Cultural differences include teaching methods, expectations for student behavior, daily routines, and the relationships between teachers and students” (p. 3).

### **Outline of Proposed Curriculum:**

The curriculum developed as a result of this research and will be presented to teachers in the form of a handbook and will include recommended instructional pedagogy practices. The goal of the handbook is to guide teachers to utilize proven best practices that increase refugee student-learning experience. Best practice is a broad term that has been used in much educational research; however, in this project, best practice is referring to best instructional practices that effectively support refugee students' learning. This is a curriculum design project that will make use of the practices that have been identified by experts as supportive of refugees in K-12 schools.

### **Dissemination of Results**

To maximize the impact of this curriculum development, I plan to share it with my teacher colleagues. I will deliver the handbooks to my colleagues and leave some at the school building for teachers.

### **Research Questions**

1. What are effective ways for classroom teachers to engage refugee students in learning?
2. How can teachers foster a sense of belonging and demonstrate cultural competence when working with refugee students in the classroom?



3. What research-based best practices provide academic support for refugee students in the K-12 classroom?

## **Section 2**

### **Review of Literature**

Section one provided a brief description of refugees and an overview of the most effective research-based “best practices” in education to support their learning experience in the K-12 classroom. Section two will discuss resiliency, issues refugee students face, the socio-lingual realities of refugee students learning a new language, and culturally responsive pedagogy. Section three will explain how this literature informed the theoretical framework for this project.

#### **Resiliency of refugee students**

Having a refugee status draws a lot of attention to them and many face criticisms in their community, which is seen in the form of discrimination. The public may oppose admitting refugees into their country, therefore, may not recognize them as part of their community. To overcome these challenges, many refugees turn to their religious leaders and their family for social support and acceptance. Wong and Yohani (2016) stated, “Community resources such as cultural and religious groups, educational workshops, student mentors, and nonprofit organizations promote resilience in individuals” (p. 178). Due to their cultural teachings, many refugees believe they can deal with hardship if they pray and seek social support from their loved ones.

Refugee students' resiliency enables them to overcome difficult past experiences and develop problem-solving skills during the process. Resilience in refugee students is tested when they must attend school for the first time and are expected to master a curriculum that is presented in English. They also need to feel comfortable in new social situations and surroundings. Meda (2016) defined resiliency as “the ability of refugee

children to recuperate from trauma, cope with high levels of stress and manage despite continuous adversity” (p.116). Educators need to recognize the culture of the student, background and understand the resiliency it takes for a student in a new school environment. This understanding or cultural competence will enable the educator to create a supportive learning environment.

Most research points out the fact that refugee students fall behind academically, however, a recent study by Evans and Fitzgerald (2017), investigated the comparison of refugee and U.S. born peers’ positive outcomes in schools. The study demonstrated how refugee students can overcome the hardship they’ve experienced in the past by being able to perform just as well as their U.S. peers. Evans and Fitzgerald (2017), suggested that “refugees who enter the U.S. before the age of 14 graduate high school and college, respectively, at the same rates as U.S.-born and refugees who arrived as children of any age have much higher school enrollment rates than U.S.-born respondents of the same age” (p. 5). This supports refugee students being able to receive academic achievements despite their difficult past experiences. However, it's important for educators to provide a curriculum that will support refugee students' school performance.

Educators may play a role in refugee resiliency as well. Educators should be aware of the potentials of refugee students, and therefore, increase their expectation for them which will increase their achievement. According to Meda (2016), “Resilience among refugee children is enhanced by education, social support, acculturation strategies and hope for the future” (p. 118). By providing more verbal and visual feedback on their homework and tests, teachers may encourage refugee students to increase their academic achievement in the classroom. Giving them a thumbs up, a smile and verbally telling

them that they are doing a great job will motivate refugee students to complete a task.

Recognizing what research says about resilience in refugees, educators should provide more support and find ways to connect with them. Regarding refugee students' lack of English proficiency, researchers Meda (2016) and Goodman, Vesely, Letieca, & Cleveland (2016) suggested that resiliency will allow them to learn the language quickly and move on to pursuing a successful school life.

### **Issues facing refugees**

There are several issues that might affect the learning outcome of refugee students. Ibarra (2001) stated that educators need to understand the experiences and the needs of refugee students by becoming culturally competent. Culturally relevant teachers become familiar with their students' cultural norms and use this knowledge to engage them in meaningful instructional practice.

It is important to understand the refugee students' needs because it will contribute to the overall success of the classroom. Refugee students, come with many issues like psychological, emotional, socio-economic, etc., which may create a barrier to their learning. Understanding these issues may help educators provide a supportive school environment for them. Ibarra (2001) and Maringe, Ojo, & Chiramba (2017) pointed out that cultural dissonance, a sense of discomfort between student's culture and the new culture, may cause refugee students to experience a disconnect and withdrawal when placed in classrooms which may decrease their classroom performance. It is not only cultural dissonance that leads these students to perform poorly in schools, but also the trauma and stress that comes with fleeing one's country due to war. Bemak and Chung (2017), "Witnessing or being subjected to torture, killings, atrocities, incarceration,

starvation, deprivation, rape, sexual assault, and physical beatings could have a lifelong effect on a refugee's development and well-being" (p. 2). Refugee students are the highest group among immigrant students to be identified as experiencing traumatic stress with the potential to develop post-traumatic stress disorder (PTSD). (Muhtz et al., 2016). In light of these findings, most likely refugee students may not share their struggles with depression or stress with their teachers due to language barrier and their tendency to be withdrawn from others. When educators attend to the issues that are barriers to the success of the refugee students' academic performance, then they may be able to provide a meaningful learning experience.

### **Socio-Lingual and Socio-Cultural Realities of Refugee Students Learning New Language**

In addition to the previous issues refugee students face, they also must deal with learning a new language. Many refugee students lack literacy development in their first language, which may create a language dissonance in developing their second language acquisition. For example, a student who is from a country that has no written language may struggle to learn another language that has both print and oral language. In addition, not only are refugee students expected to learn speaking and listening skills in their second language acquisition, but they are also expected to develop a proficiency in academic language (Cummins, 1981). Cummins (1981) explained how developing fluency in a new language is more practical; however, learning an academic language may take up to seven years. Because of this, refugee students take years to catch up to their peers academically. This disadvantage leads them to develop stress and may result in the student shutting down as a learner. Both Sheng et al. (2011) and Cummins (1981)

stated that there was correlation between low language proficiency level and academic performance of refugee students and their risk of dropping out of school was higher than their language proficient peers. To assist refugee students in the classroom, educators should provide appropriate instruction that has multiple ways to teach and assess refugee students' knowledge. Refugee students may know the concept that the teacher is teaching but may lack the language to express their concept of comprehension. Therefore, providing refugee students with different ways to demonstrate comprehension is beneficial to their learning outcome. Implementing effective instructional strategies when working with refugee students is key to their academic success.

### **Effective Instructional Strategies for Refugee Students**

Many curriculum frameworks have identified instructional practices such as UDL, SIOP, CRT and DI that support the academic performance of refugee students in K-12 classrooms. Having a specialized curriculum for students of refugee background is crucial to their academic success (Cummins, 1978; Echevarria et al., 2011; Gay, 2002, Rose, Harbour, Johnston, Daley & Abarbanell, 2006; Short et al., 2011). Cummins (1981) clarified the importance of making decisions about instructional offerings for language minority students, even though it could be challenging. Effective teaching practices make the content more comprehensible for refugee students. When content is more comprehensible, refugee students can relate to the learning, which is a key to their achieving the learning outcomes for their learning outcomes. When educators are aware of research-based practices, not only will they reach to their refugee students, but they will also provide a needed support.

### **Universal Design for Learning**

Universal Design for Learning (UDL) is a framework that incorporates strategies found in SIOP, CRT, and DI. National Center on Universal Design for Learning illustrates how the framework has three principles that focus on the learning outcome of each student, and seek to support the individual learner in a way that best fit their learning style (NCUDL, 2014). These principles are recognition to representation, strategic to action and expression, and affective to engagement which are all represented in SIOP, CRT, and DI teaching practices. Having common principles and goals make it easy for educators to use these effective practices interchangeably. All these instructional practices share a common goal, which is to produce successful learning achievement in students who may have had limited, interrupted or no education, lack language skills, are unresponsive to activities in class, and lack concept knowledge. They all seek to support and enhance cooperative and collaborative learning among vulnerable students and rely on one another and their center of focus is to support the needs of disadvantaged students, like refugee students. Without these practices, refugee students may be at a disadvantage in achieving an effective learning. Implementing research-based strategies that may be used with any curriculum, such as those detailed in this paper, would be best to meet the learning needs of refugee students. Providing effective practices that deliver academic support for refugee students in the K-12 classroom is crucial to their learning experience.

UDL is grounded in neuroscience and addresses how individuals learn content knowledge (NCUDL, 2014). It is an adaptable instructional practice that supports diverse learners and may make learning for refugee students comprehensible. Engaging students in a way that fits their learning style will promote student success in the classroom.

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Educators who use lesson goals encourage student motivation and will make their expectations clearer for the students. Refugee students can benefit from this practice because it will guide their learning in a way that is structured and clear. By having what is expected explained and taught will help refugee students better engage in a learning that will avoid misunderstandings.

UDL framework will support refugee students' academic success because of its multiple options to engage in learning. Scott, Thoma, Puglia, Temple & D'Aguilar. (2017), reported that this practice "assures that instruction include multiple transition domains, multiple transition assessments, multiple resources/perspectives, and student self-determination to support academic achievement and the transition to adult life." (p. 26). Using scaffolding technique may support refugee students to complete a task.

Teachers may provide access to media and traditional textbooks at the same time, to learn a concept. Refugee students may find learning from media more appealing than reading it from a textbook. Any information that contains video animations, pictures, and music may support refugee students' learning styles better, due to having the concept taught in both visual and auditory style. Accessing information from a media whether it is in the form of an audio or a video may help refugee students make the learning more relevant.

Offering scaffolding "techniques" using UDL graphic organizer may increase refugee students' text comprehension. K-W-L is a graphic organizer chart that may support refugee students' comprehension and deepen their knowledge about the concept. It encourages students to think about what they already know about a concept, and asks what they would like to know, and questions what they have learned so far. Instead of letting refugee students leap into the reading, educators could first provide this



scaffolding strategy and assess their understanding before removing it from further use during reading.

Educators who implement UDL in their teaching may be able to teach and effectively support their refugee students' multicultural background. This practice may generate more diverse student success in classrooms and promotes equal education among all students by eliminating learning barriers (Rose et al., 2006). This instructional practice is important for educators of refugee students because it may provide the students with ways they can make content more accessible and usable as they learn.

UDL may promote the act of kindness and respect for diversity in the classroom among students and may increase refugee students' connection with their peers (Lowrey, Hollingshead, Howrey & Bishop, 2017). This study is significantly important for refugee students because literature indicates that they face discrimination due to their refugee status. Refugee students who receive kindness and understanding from their peers may be able to experience sense of belonging, therefore, increase their involvement in the classroom activities and produce better academic performance. Similarly, refugee students' confidence to participate in peer-to-peer interactions may increase.

### **Direct Instruction**

An effective classroom teaching practice that helps foster student engagement and supports refugee students' academic achievement is an approach called Direct Instruction (DI). This teacher led instructional approach supports refugee students because the teacher first demonstrates the learning target to the students before he/she lets them engage in the learning on their own. Teachers are the center of focus in the classroom

during the learning of the lesson and there is some student engagement involved in direct instruction.

In their study of ELL adolescents with deficits in written expression, Viel-Ruma, Houchins, Jolivette, Fredrick & Gama (2010) reported an improved writing performance among the ELLs when they used Direct Instruction in their teaching. This is a very helpful strategy for refugee students' comprehension and retention of concepts, because it will avoid any misconceptions they may have about the content. By watching their teacher solve a problem, refugee students are given an opportunity to observe how to accurately perform a task. Since most refugee students have no prior education, an instructional practice that has a clear sequenced lesson will provide a vivid description of the concept and will enhance student comprehension. Teachers who clearly model the learning and share their thinking out loud include refugee student in their thinking process. DI will increase refugee students' cognitive skills by teaching them in a way that is meaningful and therefore increase their content knowledge

A feature of DI is breaking a complex mathematical concept down, such as learning the Pythagorean Theorem, and puts it into smaller units that are easy to understand. In mathematical methods II, Dr. Jeff Smith taught us to teach the students how to prove the Pythagorean Theorem first, which allows for students to understand what the theorem is and where and who came up with it. Next, he told us to teach the students how to find a missing leg in a right triangle. Finally, he taught us to teach the students how to find a missing a hypotenuse in a right triangle. Once the student mastered all the previous steps, students can practice mastering the entire Pythagorean Theorem. This approach will help refugee students make meaning out a concept that may be

challenging to comprehend at first, by teaching them easier and previously learned concepts. By structuring the lesson in this way, teachers are providing extra support for students who may struggle to understand complex concepts, like refugee students, and may deepen their overall comprehension of the concept

### **Language Experience Approach**

An effective instructional practice that promotes efficiency of refugee students' language skills in the classroom is called Language Experience Approach (LEA). The language-based approach makes use of ELLs language skills and incorporates their personal experience in the learning while increasing comprehension in reading and writing. LEA encourages refugee students to use new language skills they've learned by generating a written story from an experience they took part in. For example, if refugee students had an opportunity to plant at a community garden in their school, their teachers may prompt them to share their experience. The teacher then writes down their experience from refugee students' own vocabulary. The teacher writes what the student says on a board or paper. The purpose of this instructional practice is to encourage refugee students to use their vocabulary and increase their engagement in the class. This is an effective instructional practice for refugee students, because they may be able to practice their oral language development and connect their language to print. When educators effectively incorporate strategies that support and engage refugee students, such as using LEA, this will help increase student participation in the classroom. This practice not only supports refugee students' language skills, but it also increases their confidence and engagement as learners.

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Incorporating refugee students' language experience in the lesson will be advantageous to their learning outcome. Nessel and Dixon (2008) illustrated how it is important for educators to engage students in a way that matches the students' life experiences, which encourages educators to engage in a culturally competent practice. When refugee students share their personal experience and teachers include their personal experience in the learning, both students and teachers are engaging in culturally responsive practice and learning becomes more relatable for the students. Refugee students have a unique cultural background, when a teacher asks about a specific event that they participated in, they will share their unique cultural experience with their class. In this practice, refugee students may feel valued and respected because their cultural experience is being learned by the whole class. This practice not only supports refugee students' low English language concerns, but it also promotes the use of refugee students' cultural background in classrooms.

Language Experience Approach increases refugee students reading comprehension due to having frequent opportunities to read out loud the stories they have written from their personal experience. McBrien (2005), reported that LEA "draws on the students' personal experiences to teach and increase vocabulary and reading/writing capabilities and allows students to draw from their strengths and knowledge to acquire new information" (p.342). This valuable experience, when added to the learning, will help refugee student make sense of language knowledge. This instructional practice teaches refugee students about word and sound patterns as well as that print have meaning. LEA approach helps refugee students to practice oral fluency by reading their own story while also incorporating SIOP's student self-correction strategy that students

engage in when they read loud and fix their own language errors. This instructional practice increases self-confidence, because refugee students who generate their own story may feel motivated to read it to the class, which makes their learning more purposeful.

### **Sheltered Instruction Observation Protocol**

Another effective research-based practice that has gained a lot of positive recognition among educators who teach English Language Learner (ELLs) is called Sheltered Instruction Observation Protocol (SIOP). This practice is grounded in sociocultural theory which focuses on the students' cultural background experiences and illustrates how it may influence how students learn and retain information in the classrooms. Short, Fidelman, & Louguit (2012) defined SIOP as a framework that assists “Teachers to integrate instruction of content concepts with academic language to develop student skills in reading, writing, listening, and speaking” (p. 3). The purpose of integrating SIOP in classroom is to provide academic support and make the content more comprehensible for students whose native language is not English, like refugee students (Echevarria et al., 2011).

Echevarria and Short (2004) demonstrated the importance of utilizing SIOP's effective strategies that may increase the content and academic knowledge of students and the quality of teacher instruction in the classroom (See Appendix A). Using one of SIOP strategies called comprehensible input strategy with refugee students, may support their understanding of the content and may help them retain information. When using comprehension input, teachers slow their rate of speech, use simple words and give more time during instruction, they are providing refugee students with an opportunity to comprehend the content at a level that is appropriate for them. By observing refugee

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students' facial expression while the teachers are engaging in slow rate of speech, teachers may spot if a student is confused by what they are trying to convey. If that is the case, teachers may stop and check for comprehension by asking a question. If a student is confused of what a teacher said, the teacher may simply repeat instructions again to the student in order to support understandings. However, teachers don't have to slow their speech too much, to a level that is too slow to understand. This practice will enhance refugee students overall understanding of a given concept or instruction because they are given more time to think since refugee students are reflecting the information in two languages.

Another comprehensible input strategy that can support refugee students' comprehension is using visual representation to demonstrate a point. If a teacher is trying to build refugee students vocabulary skills, they may provide visuals of the given vocabulary to illustrate their point. A refugee student may not know the meaning of a new vocabulary, but when educators provides a visual to represent that specific vocabulary and connect the word with the image, refugee students may able to relate to the picture. This increases their learning comprehension because they will understand the vocabulary more easily and remember it longer. Refugees have limited language proficiency, therefore, educators who use less auditory and more visual teaching styles will help refugees' students become less frustrated during the learning. This practice may increase refugee students' engagement and peer-to-peer interaction because it will encourage starting a conversation of a visual they may be able to relatable to them.

SIOP uses a way to package and present all the best research-based strategies that can be combined with other instructional strategies, such as, DI. A teacher may use DI to

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demonstrate the lesson objectives and use SIOP interaction component for collaborative group work. These practices encourage students to talk and interact with one another while engaging in meaningful learning. Learning with peers may increase comprehension as well as content knowledge. An example of an effective collaborative strategy is called think-pair-share (Marrero-Colón, 2013). Educators ask their student a critical question and give them time to think. Once students have had some time to think about the concept, then the teacher asks them to pair up. It will be a good idea to pair a refugee student with a non-refugee in this strategy because refugee students may practice language skills with their peers and increase their engagement in the classroom. Both students get a chance to answer the question and interact with each other by sharing their thoughts about the given concept.

### **Conclusion**

In conclusion, these strategies are "best practices" because of their proven ways to improve student outcomes. Combining the strengths of multiple, effective practices may benefit refugee student learning experience.

### **Section Three**

#### **Theoretical Framework and Discussion**

This section presents a framework for effective teaching practices for refugee students and focuses on instructional strategies and practices that support in educating refugee students. Defining best practices was not easy; however, I chose the criteria for best practice identified in the Educational Opportunity Association. The organization defined best practices “as the wide range of individual activities, policies, and programmatic approaches to achieve positive changes in student attitudes or academic behaviors” (EOA, 2016, p. 1).

I draw on the literature to develop a theoretical framework based on theories that are grounded in student engagement, social inclusion and culturally responsive pedagogy. I explain how these theoretical frameworks allow me to construct a useful viewpoint for analyzing the best practices that support refugee students learning outcomes. Research indicates the key areas of learning for refugee students is to provide positive social support through classroom management, engage in effective language and literacy instructions, and provide emotional supportive strategies during learning.

Three questions provide a basis for defining best practices in instructional teaching strategies: 1. What are effective ways for classroom teachers to engage refugee students in learning? 2. What research-based best practices provide academic support for refugee students in the K-12 classroom? 3. How can teachers foster a sense of belonging and demonstrate cultural competence when working with refugee students in the classroom?

#### **Effective Student Engagement for Refugee Students**



Refugee students are a unique group of learners that may not effectively engage in classroom activities, by not showing interest to learn a concept, unresponsive to the lesson activities and unmotivated to take part of collaborative group work, therefore, without an appropriate classroom strategy that may increase these weaknesses in their learning, refugee students are at a disadvantage in achieving comprehensive instructions in classrooms. Lawson & Lawson (2013) make the claim that, “Engagement gains new meanings and becomes more significant, especially for the millions of students who drop out or do not complete high school on time, as well as those who enter postsecondary education but fail to complete it because of needs for extensive academic remediation” (p. 432).

Using SIOP's grouping strategy from their interaction component may increase student engagement in the class. Since refugee students interact with people from the same country as them, they are capable of interacting with their peers, however, they need more opportunities to engage in classroom interaction. By pairing up students or grouping students in fours may increase peer interaction and students may benefit from each other's way of learning. Providing refugee students with frequent peer-to-peer interaction will increase the development of their oral language proficiency as well as support their social and emotional competence.

Refugee students who experienced trauma and stressful upbringing may find the task of engaging in critical thinking to be challenging, therefore, may not contribute to the classroom activities. Appropriate teaching practice, such as DI teacher led approach may support refugee student learning outcome. Teacher and student interaction will help decrease the level of difficulties of a given task. When educators take extra time to

explain and re-teach specific concepts, they are increasing refugee students' engagement in the learning. By allowing refugee students to gradually increase their academic knowledge, challenge their critical thinking and grouping them with their peers, teachers are setting refugee students up for academic success in their classrooms.

### **Effective Culturally Responsive Practices for Refugee Students**

Refugees have rich and unique culture they bring in to the new host country. To prevent cultural dissonance, refugee students need to learn how to balance between the two cultures. Teachers supports diverse students and can incorporate their cultural background into the learning and make learning more relatable and student may become active participants in the classrooms which supports multicultural or culturally responsive teaching (Gay, 2002).

Gay (2002) identified five essential elements of CRT that encourage educators to incorporate in their instructional strategies: “1. Developing a culturally diverse knowledge base 2. Designing culturally relevant curricula 3. Demonstrating cultural caring and building a learning community 4. Establishing effective cross-cultural communications and 5. Establishing congruity in classroom instruction” (p. 3). Educators should get to know their students personally. During the beginning of the school year is a great opportunity to learn more about students. Distributing written questions that ask about the students’ interests and learning styles may assist teachers to know how to properly support student learning. Refugee students need to engage in instructional practice that support their way of life. When teachers are aware of students' cultural background, they can provide a meaningful learning experience by including information such as student names into the learning. By incorporating information that students are

familiar with, teachers may motivate refugee students to be participant of the classroom environment. This strategy will give them confidence and allow them to share information about their cultural experiences with the class. Refugee students who feel their culture and language is appreciated will develop a better sense of connection to their school. Providing a CRT, not only will increase refugee students' academic performance, but it will also improve their perception of education, school, peers, and teachers.

Due to refugee population being underserved and overlooked, DeCapua (2016) emphasized the need of using CRT to help in closing the academic gap that continues to exist. Closing the academic gap in refugee students learning will empower them to continue to strive as learners and may perform at their best. By providing refugee student with lessons in LAE, such as using students' own vocabulary in the learning will enhance student outcome. For example, if a teacher is teaching vocabulary in a class that has several students who cover their hair and the word the teacher is about to teach is modesty, the teacher can include the students' vocabulary "scarf" to explain the concept of modesty. Providing refugee students with an instructional practice such as CRT will allow for more learning to take place and decrease learning barrier among students.

In their study of culturally responsive teaching, Sobel and Taylor (2011), encourage teachers to make their instructional practice more usable for students who may have different cultural background experiences and principles. Using UDL's concept of providing multiple options to students in their learning is a practice that may support multicultural students. For examples, a lesson that focuses on a religious belief that is not the same as the majority of refugee students in class, may limit their understanding of what the teacher may be teaching them, due to not feeling comfortable to engage in

learning about the topic that doesn't interest them. Providing multiple options to learn about a key concept may help refugee students to learn in a way that is comfortable for them.

Even though refugee students have interesting and unique background experiences, many educators do not involve them in classroom activities. Often, refugee students are given crayons and are asked to color while the rest of the class engages in a meaningful learning. This form of exclusion limits refugee students' opportunity to receive an equal education. Educators should encourage and inspire refugee students to be part of their classroom and show them that they fully support their educational needs. When refugee students know their teachers value and respect their cultural differences, they will feel confident and will trust in their academic abilities. Providing more opportunities to engage in CRT will increase refugee students sense of belonging in the classroom and will allow them become active learners.

### **Effective Student Belonging/Social Inclusion for Refugee Students**

All students need to feel a sense of belonging in their school's environment. However, refugees need more of this sense of belonging from their school's environment due to migrating to a new country. Refugee students may feel like they belong in their school or classroom if they are given the opportunity to be included in the learning. For example, when teachers engage in instructional practices like SIOP's review and assessment component by providing positive consistent visual or verbal feedbacks to refugee students' performance; this increases the refugee students' confidence and may feel like they belong in the classroom by being part of it.

Joyce (2015) described Bronfenbrenner's theory, a concept that described school factors such as school belonging and positive student-teacher relationships as being critical to students' development. Since refugees are new to a host country, they need more support and guidance from their school and community to decrease the chances of showing signs of depression. By offering a positive and supportive environment, such as displaying their work or family picture during projects, not only will the students feel safe, but they will also look forward to spending their time at their school and avoid missing school days. Refugees need supportive school environment to become sympathetic and develop high acceptance for differences.

Vickers and McCarthy (2012) suggested that positive student teacher relationship is one that acknowledges and respects cultural differences. When refugee students cultural is valued and respected in the classroom, they may form a stronger bond with their class and peers. For example, the teacher may assign the class to do a unit on his/her refugee students' country. Once the students complete the assignment, the teacher may assign a virtual tour to locate the country and learn more about its positive features. This increase confidence and social competence among refugees. .

### **Creating an Effective Inclusive Environment for Refugee Students**

Positive classroom atmosphere encourages students to participate and lets them recognize that they are welcomed. Refugees need this sense of welcoming since they are new to a country and are looking for a hospitable environment. As part of a welcoming and safe environment, they also seek unprejudiced and compassionate teachers. Mariga (2014) described inclusive education as one that encourages the removal of any barriers

to children's learning. Žeželj (2015) reported inclusive education is one that promotes the development of friendships amongst students, eliminates fear, and nurtures diversity. Refugees' chances of getting involved in classroom activities will increase, when both peers and teachers are promoting a healthy, safe, and diverse environment.

In addition to welcoming and safe environment, refugee students seek for unprejudiced and compassionate teachers. Mariga (2014) described inclusive education as one that encourages the removal of any barriers to children's learning. Educators who include their refugee students' cultural information in the classroom bulletin board are promoting diversity and are providing a safe and welcoming environment for their refugee students. Refugee students' classroom involvement will increase, when both peers and teachers are encouraging a healthy, safe, and diverse environment. A classroom that allows refugee students to share about their favorite religious/cultural holidays is an environment that is safe and low risk for learning. An inclusive environment supports refugee students' positive feelings towards school and closes the doors to discrimination. When educators encourage learning without any hostility, they are engaging in a practice that is beneficial to all students.

Sections two and three provided information on UDL, SIOP, CRT, and DI that educators may find supportive of refugee students' learning outcomes in the classrooms. It looked at key instructional practices in multicultural learning, language-based, and neuroscience findings that show positive effects on student achievements. Therefore, it's important for educators to utilize practices such SIOP, UDL, CRT and DI because of their proven ways to address the needs of refugee students. These practices were designed to increase students' achievement amongst students who need support in language

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development, emotional, social, and academic support. Due to their effective ways of reaching to all students, these practices encourage refugee students engage in learning, classroom participation, and encourage educators to provide a low risk environment for them to learn in. These practices are considered best practices because they are able to support refugee students' academic success in the classroom.

## Section 4

### Handbook

When I first arrived in the U.S. from Somalia at the age of 10, I was placed in a 4<sup>th</sup> grade classroom with no prior educational experience or English language proficiency. I felt very insecure being in that classroom because I was the only refugee and non-English speaker in the classroom. Due to not having English language proficiency and lack of communication skills, my teacher didn't include me in the classroom and group activities. I sat alone in the back of the classroom and was given busy work, such as tracing letters and puzzles to work on. This made me feel unwelcomed and contributed to my negative connection with my peers and teacher. It was difficult for me to catch up academically with my peers throughout elementary and middle school. My teachers did not differentiate their instruction to address my needs as non-English speaker. I didn't have supportive learning strategies that could have better assisted my learning outcomes. In the classroom, I struggled to thrive socially, emotionally and academically. It was this negative experience, as a refugee in a U.S. classroom that drew me to research that supports current refugees' educational needs in K-12 classrooms. It is crucial for educators to engage in practices that aim to help refugee students' learning outcomes, because it will increase their chances of becoming successful in the future.

Based on research, I suggest strategies that teachers of refugee students may include in the classroom and group activities that make their students feel welcome and safe. By including their refugee students in the classroom, teachers are providing their



refugee students with a safe and supportive environment. This will support and increase refugee students' self-confidence and increase their academic achievement.

I compiled a handbook that will provide resources and recommendations on inclusive environment, school belonging and culturally responsive practices to support the educational experience of refugee students. The research questions that guided this project were: 1. what are effective ways for classroom teachers to engage refugee students in learning? 2. How can teachers foster a sense of belonging and demonstrate cultural competence when working with refugee students in the classroom? 3. What research-based best practices provide academic support for refugee students in the K-12 classroom?

**Practices for teachers**

Practice or Action:	Where teachers can find these practices	Purpose
Having a welcome sign in student language	<a href="http://blog.languagelizard.com/2017/04/04/hello-welcome-in-different-languages-multicultural-posters-celebrate-cultural-diversity-welcome-newcomers//">http://blog.languagelizard.com/2017/04/04/hello-welcome-in-different-languages-multicultural-posters-celebrate-cultural-diversity-welcome-newcomers//</a>	This practice promotes positive acceptance of diversity within the classroom. It also provides the opportunity to reach refugee students who feel isolated. Since it allows them to feel welcomed, they will engage more in the class.
Greeting your refugee students in their	<a href="https://www.ethnolink.com.au/how-to-say-hello-in-50-different-">https://www.ethnolink.com.au/how-to-say-hello-in-50-different-</a>	Learning how to say hello in your students' language will make your student feel appreciated and valued in

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language	languages/	your class. By greeting them in a cheerful manner, you already promoting positive acceptance of differences. This practice can be further integrated to the whole class, where all the students can turn to each and simply say hello or good morning in their own language. (Vickers, 2013)
Having your refugee students bring and share their food with the class.	<a href="http://www.kidactivities.net/category/diversitymulti-cultural-through-food-and-other-ideas-.aspx">http://www.kidactivities.net/category/diversitymulti-cultural-through-food-and-other-ideas-.aspx</a>	Food brings people together and shares their differences. This practice builds confidence and acknowledgment of the students' cultural background while also incorporating the students' diverse upbringing into the lesson plan. It also helps in developing respect ones' culture while also learning how to respect for those who differ. This practice also allows your refugee students contribute their own cultural experience in the class and promoting school belonging.
Write the language objective where the students can see.	<a href="http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners">http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners</a>	By writing the "big idea" on the board, you are helping refugee students visually see what they will be learning and increase their understanding of the concept. (Gay, 2016)

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<p>Using gestures, graphics, and graphic organizer, slower and clear rate of speech.</p>	<p><a href="http://www.colorincolorado.org/article/using-graphic-organizers-ells">http://www.colorincolorado.org/article/using-graphic-organizers-ells</a></p>	<p>These practices encourage refugee students' positive learning outcomes because they allow them to process information in a way they can comprehend it. (Gay, 2016)</p>
<p>Providing opportunities to work with peers</p>	<p><a href="http://www.colorincolorado.org/article/increase-student-interaction-think-pair-shares-and-circle-chats">http://www.colorincolorado.org/article/increase-student-interaction-think-pair-shares-and-circle-chats</a></p>	<p>Working with others will promote peer-to-peer interaction, well build confidence, develop their language skills and increases their understanding of concepts. (Allen, 2016)</p>
<p>Building on background knowledge</p>	<p><a href="http://www.colorincolorado.org/article/connect-students-background-knowledge-content-ell-classroom">http://www.colorincolorado.org/article/connect-students-background-knowledge-content-ell-classroom</a></p>	<p>This practice allows your refugee students to connect what they have learned through life experiences to what they will be learning in the class. By allowing your refugee students to link their personal life experiences, they will find meaning in content learning. (Gay, 2016)</p>
<p>Modeling for your refugee students</p>	<p><a href="http://www.supportrealteachers.org/strategies-for-english-language-learners.html">http://www.supportrealteachers.org/strategies-for-english-language-learners.html</a></p>	<p>This practice helps support your refugee students' learning process by sharing your thinking process with them, while also showing them how to effectively demonstrate the learning task. It also encourages students' positive work ethics because they can visually see and hear how to do a certain task and will feel encouraged to complete it the way</p>

		you showed them. (Gay, 2016)
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### **Inclusive Environment and Student Engagement**

As discussed in chapter three, refugee students need a safe and a welcoming classroom where their distinctiveness is valued, which in turn, helps them better adjust their time at a new school and in a new country. In the literature review, many researchers have illustrated the importance of providing refugee students who come from unschooled background, with positive and supportive classroom environments that value their differences. Every school has its own culture, and when the culture is seen to be positive, there are fewer student dropouts and more student engagement (Allen, Knopp, Rhoades, Stanley & Markman, 2016). By offering a friendly and safe environment, schools will be able to support the removal of learning barriers amongst refugee students.

McKinley (2010) described six principles that tend to increase refugee students' learning outcomes. These principles are “group-centered, collaborative approach to learning, promoting a positive familial classroom climate, grouping students according to shared traits to stimulate enjoyment and cohesiveness, identifying and counteracting stereotypes by teaching students about universal traits and values, and understanding that classroom instruction reflects elements of both the community and school” (p. 134). It is important to allow refugee students to share their cultural experiences in the classroom. By allowing them to share their cultural experiences, such as educators are making content more personal for refugee students and encouraging diversity in the classroom which supports culturally responsive pedagogy. In section two, provided information on

the importance of integrating refugee student's unique cultural background in the learning, which research stated increases the comprehension of the new content.

Displaying welcome signs and items in different languages tends to promote positive acceptance of diversity within the classroom (Block, Cross, Riggs & Gibbs, 2014). For example, if a classroom has Somali refugees, having a sign that says welcome or hello in the Somali language will help students feel appreciated and valued in that class. Teachers can also have students bring in their favorite authentic Somali food and share it with the class. Research suggested that this will help build confidence and acknowledgment of the students' cultural background while also incorporating the students' diverse upbringing into the classroom discussion or lesson plan. Gay (2002) suggested that classroom interaction through the use of incorporating cultural diversity not only enhances unity in the classroom, but it also increases student engagement amongst the refugee students. By providing an inclusive environment and encouraging student engagements, refugee students will increase their chances of having a successful future in schools.

### **Instilling a Positive School Connection in Refugee Students**

Due to the desolation, lots of refugee students never experienced a sense of school belonging. Refugee students eagerly seek positive school connection from their teachers and peers. Research indicated that because of refugee students' difficult past experiences, which were mentioned in sections two and three, they need positive acceptance of their differences and a sense of strong connection from their school and peers (Due, Riggs & Augoustinos, 2016). Research suggested that many students arrive at school to learn, socialize with their friends, and seek sense of connection from their school. Section two

and three provide strategies that may support refugee students who have been separated from their loved ones and may seek more support "fitting in" or becoming acclimated to the school environment.

Bouchard and Berg (2017) emphasized the importance of human connection and how both peer and school connections play a vital role in student development. Since refugee students have previously lost their sense of belonging from their former country, in order to increase self-confidence and self-worthiness, it is important for them to achieve positive school connection with their new environment. Providing refugee students with partners or grouping them in different groups, promotes a sense of belonging and prevents them from feeling isolated, which many refugees experience (Joyce, 2015).

Having a positive student-teacher relationship increases refugee students' sense of belonging. This in turn fosters positive attitudes towards school and collaboration. As described in sections two and three, refugee students trust and look up to their teachers because of their cultural teachings. Therefore, having a teacher who is culturally competent, acknowledges the refugee students' unique background, and includes both the refugee students' cultural background and the culture of the new country in the students' learning.

### **Research-based Instructional practices**

Teachers who incorporate effective teaching styles provide opportunities for refugee students to engage in learning that is meaningful and purposeful. As previously discussed in section two, several studies had found using context clues, such as, gestures,

graphics, manipulative, graphic organizers, and a slower rate of teacher speech all influence the outcomes of refugee students', as ELLs, performance in the class (Echevarria and Short, 2004).

Differentiation is imperative for refugee students' learning since they tend to fall behind academically (Sobel and Taylor, 2011). By allowing refugee students to take oral instead of written test will increase their academic performances in the classroom. Educators who add visuals in the test will support refugee students' ability to perform better on tests. These clear, explicit differentiation strategies will increase refugee students' comprehension as well as retention.

These research-based best practices support positive classroom environment, school belonging, and culturally responsive practices that may supported the educational needs and experiences of refugee students. In conclusion, educators using these research-based instructional practices may achieve higher student achievement, performance and engagement.

## **Section 5**

### **Conclusion**

The purpose of this curriculum model is to support and encourage educators to implement "best practice" strategies when serving students from a refugee background. Due to the increasing number of refugee students in U.S. classrooms, educators need an effective curriculum that supports refugee students' academic achievement.

Recently, I worked at a school district that, in my opinion, had three major areas of concerns. First, student population in the school was 99% ELLs. Second, the resources that were available for the students and their teachers were almost non-existent. Third and this is what bothered me the most, the majority of the teachers were first year teachers with no experience in teaching refugee ELLs. These concerns created a lot of issues for the stakeholders concerned; administration, teachers, parents and students. I plan to share with my former colleagues the findings of this project by giving them the handbook. I believe the findings will assist teachers of refugee students the most, because these practices may engage their students and increase learning while using research-based practices. One barrier I can predict is that teachers may not be willing to make instructional changes to their current teaching model.

I also plan to use the findings of this project at my new school, because this school also serves a high percentage of ELLs. Having my manual available at the school building will allow me to make use of the research-based practices and share with any teachers who are willing to try new methods of teaching. I plan to reflect on my own teachings and ask my colleagues their feedbacks on what they have tried in their



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classrooms. Based on that information, I plan to further research and find out what practices worked best in teaching refugee in the classroom.

This is a curriculum development for teachers who are seeking to give their refugee students extra support. It was created with some of the research-based "best practices" it includes suggestions on creating a positive culture in classrooms that demonstrate inclusive environment, student engagement, and what a culturally responsive lesson looks like. Drawing from research-based "best practices," I developed a handbook (see Appendix B) that includes information on how to avoid cultural dissonance by integrating refugee students' cultural background. Integrating their rich and unique cultural into the learning will make the learning more relatable and meaningful for refugee students. The handbook will be made available for teachers of refugee students to try these proven strategies in their classrooms. By incorporating these practices in their classroom, teachers will increase student learning among refugee students.

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Appendix A

SIOP Component and Features

SIOP Components & Features	<b>STRATEGIES &amp; ACTIVITIES</b>			Lesson Design Phase	
<p><b>PREPARATION</b></p> <p>1. CLEARLY DEFINED CONTENT</p> <p>2. &amp; LANGUAGE OBJECTIVES</p> <p>3. AGE APPROPRIATE CONTENT</p> <p>4. SUPPLEMENTARY MATERIALS</p> <p>5. ADAPTATION OF CONTENT</p> <p>6. MEANINGFUL ACTIVITIES</p>	<ul style="list-style-type: none"> <li>• Add a glossary or word bank</li> <li>• Alternate Materials</li> <li>• Differentiated Instructions</li> <li>• Enlarge, Adapted Text</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight essential vocabulary in text</li> <li>• Illustrate the Text</li> <li>• Outline</li> <li>• Planning Flow Chart</li> <li>• Scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>• Simplified Text</li> <li>• Task Analysis/ Backwards Planning</li> <li>• Time line</li> <li>• Word Association Task</li> </ul>	<b>FOCUS</b>	
<p><b>BUILDING BACKGROUND</b></p> <p>7. EXPLICITLY LINK CONCEPTS</p> <p>8. EXPLICITLY LINK PAST LEARNING</p> <p>9. EMPHASIZE KEY VOCABULARY</p>	<ul style="list-style-type: none"> <li>• Anticipation Guide</li> <li>• Backwards Book Walk</li> <li>• Brainstorming</li> <li>• Carousel Brainstorming</li> <li>• Charts of Key Info</li> <li>• Clustering/Webbing/ Mapping</li> <li>• Concept Definition Maps</li> <li>• Contextualizing Vocabulary</li> <li>• Corners</li> <li>• Exclusive Brainstorming</li> <li>• Four Corners</li> <li>• Four Corners Vocabulary</li> <li>• Idea Wave</li> <li>• Identifying Cognates</li> <li>• Insert Method</li> </ul>	<ul style="list-style-type: none"> <li>• KWL Chart</li> <li>• Lesson Connections</li> <li>• List-Group-Label</li> <li>• Most Important Word</li> <li>• Mystery Word</li> <li>• Novel Ideas</li> <li>• Open Mind Diagram</li> <li>• Opinion Survey</li> <li>• Personal Dictionaries</li> <li>• Predict-O-Gram</li> <li>• Predictions</li> <li>• Pretest with a Partner</li> <li>• Questioning</li> <li>• Read My Mind</li> <li>• Realia, Photos, and Illustrations</li> <li>• Signal Words</li> <li>• Snowballs</li> </ul>	<ul style="list-style-type: none"> <li>• Story Impression</li> <li>• Student Glossary</li> <li>• Student Journals</li> <li>• Surprise Book</li> <li>• Take Five</li> <li>• Treasure Hunt</li> <li>• Vocabulary Alert</li> <li>• Vocabulary Cards</li> <li>• Vocabulary Games</li> <li>• Vocabulary Self-Selection</li> <li>• Vocabulary Taboo</li> <li>• Word Generation</li> <li>• Word Map</li> <li>• Word Sorts</li> <li>• Word Splash</li> <li>• Word Study Books</li> <li>• Word Walls</li> </ul>		
<p><b>COMPREHENSIBLE INPUT</b></p> <p>10. APPROPRIATE SPEECH</p> <p>11. CLEAR EXPLANATION</p> <p>12. CONCEPTS CLARIFIED THROUGH A VARIETY OF TECHNIQUES</p>	<ul style="list-style-type: none"> <li>• Adapted Dictogloss</li> <li>• Adapted Reading Experience Approach</li> <li>• Bookmarks</li> <li>• Concept Personification Role-Play</li> <li>• Everyone Gets a Chance</li> <li>• Fishbowl</li> <li>• Flip Books</li> <li>• Framed Outlines</li> <li>• Graphic Organizers (ID relationships)</li> <li>• Guided Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Homographs, Homophones, &amp; Synonyms</li> <li>• Idiom Match-Up</li> <li>• Imaging</li> <li>• Information Gap Instructions (1 way task)</li> <li>• Interactive Reading Guide</li> <li>• Mnemonic Strategies</li> <li>• Move It</li> </ul>	<ul style="list-style-type: none"> <li>• One-Way Information Gap Question Task</li> <li>• Recast</li> <li>• Reformulation</li> <li>• Taped Text</li> <li>• Text Identification</li> <li>• Think Aloud</li> <li>• Two-Way Information Gap Task</li> <li>• Visuals</li> <li>• Vocabulary Cards</li> </ul>		

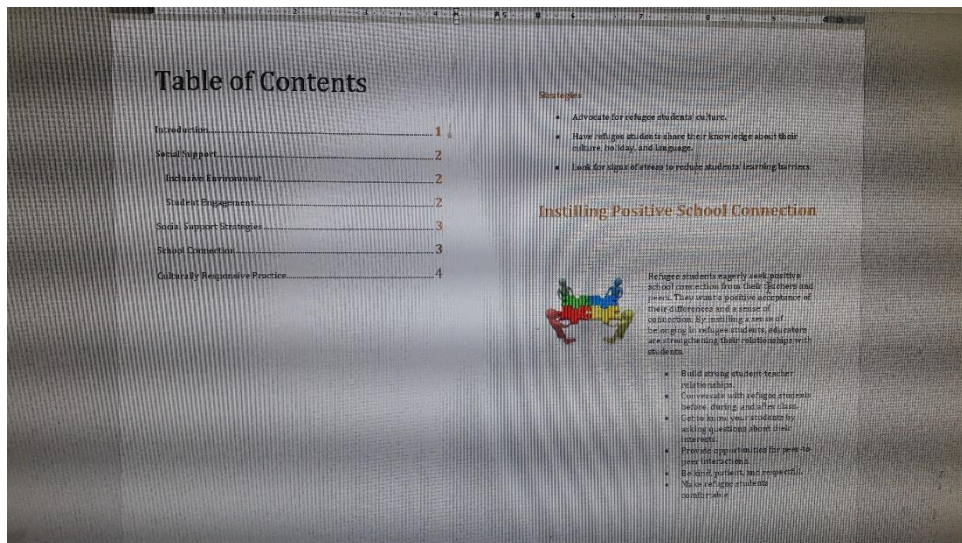
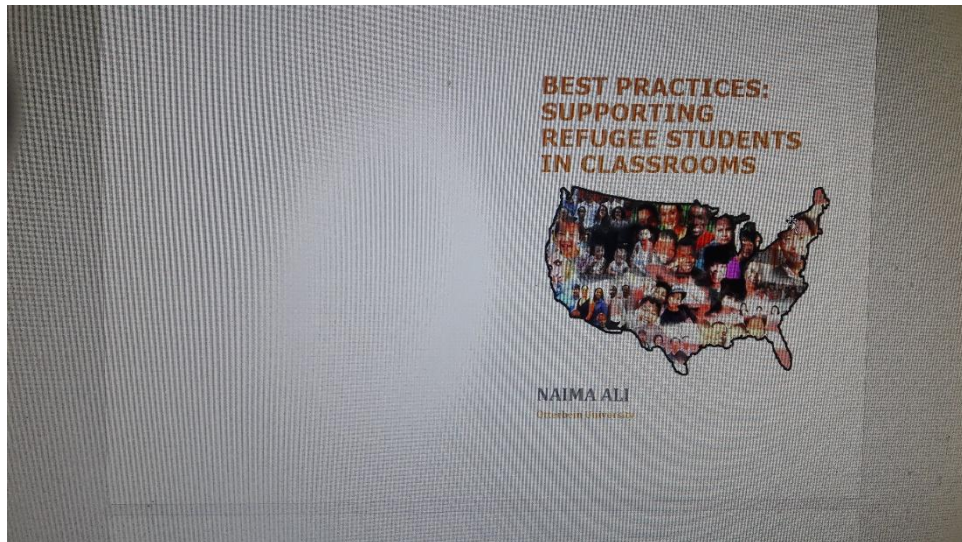
SIOP Components & Features	<b>STRATEGIES &amp; ACTIVITIES</b>			Lesson Design Phase	
<p><b>STRATEGIES</b></p> <p><b>13. AMPLE OPPORTUNITIES FOR STUDENTS</b></p> <p><b>14. SCAFFOLDING TECHNIQUES</b></p> <p><b>15. VARIETY OF QUESTION TYPES/ HIGHER ORDER THINKING SKILLS</b></p>	<ul style="list-style-type: none"> <li>• Acting Out a Problem</li> <li>• Adapted Venn Diagram</li> <li>• Anticipation/Reaction Guide</li> <li>• Canned Questions</li> <li>• Categorize/Classify Chart</li> <li>• Category Sort</li> <li>• Cognates</li> <li>• Cornell Notes (“STARS”)</li> <li>• Differentiated Question Prompts</li> <li>• Directed Reading-Thinking Activity (DRTA)</li> <li>• Frayer Model</li> <li>• GIST</li> <li>• Gloss</li> </ul>	<ul style="list-style-type: none"> <li>• Group Assessment</li> <li>• Guided Note Taking</li> <li>• In-Text Questions</li> <li>• Interactive Reading Guide</li> <li>• KWL Chart</li> <li>• Note Taking</li> <li>• Pantomime, Role Play</li> <li>• Parking Lot</li> <li>• Plus-Minus Chart</li> <li>• PQRST</li> <li>• Progressive Maps</li> <li>• Question-Answer Relationships (QAR)</li> <li>• Quick Draw</li> <li>• Quick Write</li> </ul>	<ul style="list-style-type: none"> <li>• Reciprocal Teaching</li> <li>• Same-Different</li> <li>• Scanning for Details</li> <li>• Self Evaluation</li> <li>• Skim &amp; Scan</li> <li>• SQP2RS</li> <li>• Stop &amp; Think</li> <li>• Study guide</li> <li>• Summarize</li> <li>• T-Chart</li> <li>• Text Recall/ Retell</li> <li>• Text Structure &amp; Graphic Organizers</li> <li>• Think Aloud</li> <li>• Value Line</li> <li>• You’re the Teacher</li> </ul>		
<p><b>INTERACTION</b></p> <p><b>16. OPPORTUNITIES FOR INTERACTION</b></p> <p><b>17. GROUPING CONFIGURATIONS</b></p> <p><b>18. WAIT TIME FOR STUDENT REPOSES</b></p> <p><b>19. STUDENTS CLARIFY KEY CONCEPTS IN L1</b></p>	<ul style="list-style-type: none"> <li>• Affinity</li> <li>• Card Games</li> <li>• Carousel</li> <li>• Clock Appointments</li> <li>• Clock Buddies</li> <li>• Co-op Co-op</li> <li>• Cocktail Party</li> <li>• Dinner Party</li> <li>• Fan &amp; Pick</li> <li>• Find Your Match</li> <li>• Flash Cards</li> <li>• Four Corners</li> <li>• Frozen Moment</li> <li>• Gallery Walk</li> <li>• Give-one, Get-one</li> <li>• Great Performances</li> <li>• Group Reel</li> <li>• Group Response Board</li> <li>• Idea Wave</li> <li>• Information Gap</li> <li>• Inside-Outside Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Investigations</li> <li>• Is it Complete?</li> <li>• Jigsaw</li> <li>• Line-Ups</li> <li>• Lines of Communication</li> <li>• Literature Study Groups</li> <li>• Mine/Not Mine</li> <li>• Numbered Heads Together</li> <li>• Process Writing</li> <li>• Projects</li> <li>• Puppetry</li> <li>• Questionnaires &amp; Interviews</li> <li>• Read-Around Groups</li> <li>• Reader-Writer-Speaker Response Triads</li> <li>• Roam the Room</li> <li>• Role Playing</li> <li>• Round Robin</li> </ul>	<ul style="list-style-type: none"> <li>• Roundtable</li> <li>• Roving Reporter</li> <li>• Send a Problem</li> <li>• Snowball</li> <li>• Speedwriting</li> <li>• Stand Up and Share</li> <li>• Startling Statements</li> <li>• Story Summaries</li> <li>• Tableau</li> <li>• Take a Stand</li> <li>• Talking Chips</li> <li>• Talking Stick</li> <li>• Talmudic Pair Work</li> <li>• Think-Pair-Share</li> <li>• Think-Pair-Square</li> <li>• Think-Round Robin</li> <li>• Three Step Interview</li> <li>• Traveling Jigsaw</li> <li>• Writing Headlines</li> <li>• You Are There</li> </ul>	<b>PRACTICE</b>	
<p><b>PRACTICE/ APPLICATION</b></p> <p><b>20. HANDS-ON MATERIALS AND/OR MANIPULATIVES</b></p> <p><b>21. APPLICATION OF CONTENT &amp; LANGUAGE</b></p> <p><b>22. LANGUAGE SKILLS (READ, WRITE, LISTEN, SPEAK)</b></p>	<ul style="list-style-type: none"> <li>• Are You Sleeping?</li> <li>• Bingo</li> <li>• Card Games (student generated)</li> <li>• Circular Check</li> <li>• Concept Sketches</li> <li>• Cooperative Dialogue</li> <li>• Cooperative Graphing</li> <li>• GIST</li> <li>• Group Timeline</li> <li>• In The Loop</li> </ul>	<ul style="list-style-type: none"> <li>• Information Gap</li> <li>• Learning Cell</li> <li>• Lines of Communication</li> <li>• Making Bigger Words</li> <li>• Numbered Heads Together</li> <li>• Pantomime-A-Tale</li> <li>• Pass the Picture</li> <li>• Piece O’ Pizza</li> <li>• Poetry &amp; Patterns</li> <li>• Posters</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Round Robin Writing</li> <li>• Send-A-Problem</li> <li>• Simulations</li> <li>• Text Recall</li> <li>• The Frame Up</li> <li>• Virginia Reel</li> <li>• Vocabulary Go-Fish</li> <li>• Zip Around</li> </ul>		



SIOP Components & Features	<b>STRATEGIES &amp; ACTIVITIES</b>			Lesson Design Phase
<p><b>LESSON DELIVERY</b></p> <p>23. DELIVERY SUPPORTS CONTENT &amp;</p> <p>24. LANGUAGE OBJECTIVES CLEARLY</p> <p>25. HIGH STUDENT ENGAGEMENT (90% OF THE PERIOD)</p> <p>26. PACING MATCHES STUDENTS' ABILITY (DIFFERENTIATION)</p>	<ul style="list-style-type: none"> <li>• ABC Summarize</li> <li>• Agreement Circles</li> <li>• Chunk &amp; Chew</li> <li>• Diner Menu</li> <li>• Find Someone Who</li> <li>• Find The Fib</li> <li>• Four Corners (pick a corner)</li> <li>• Give One, Get One</li> <li>• Headings &amp; Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Idea Wave</li> <li>• Magic Buttons</li> <li>• Manipulatives</li> <li>• Procedural Knowledge</li> <li>• Quick Write</li> <li>• Response Cards</li> <li>• Response Frames</li> <li>• Secret Answer</li> <li>• Send a Problem</li> <li>• Stop that Video/DVD</li> </ul>	<ul style="list-style-type: none"> <li>• Take A Stand</li> <li>• Thinking Maps</li> <li>• Transfer &amp; Apply</li> <li>• TWPS</li> <li>• What Do You Know?</li> <li>• Whip-Around</li> <li>• Word Banks</li> <li>• Zip Around</li> <li>• Zip Line</li> </ul>	CLOSURE
<p><b>REVIEW/ASSESSMENT</b></p> <p>27. KEY VOCABULARY</p> <p>28. KEY CONTENT CONCEPTS</p> <p>29. FEEDBACK ON STUDENT OUTPUT</p> <p>30. CONTINUOUS CHECKING OF STUDENT COMPREHENSION &amp; LEARNING</p>	<ul style="list-style-type: none"> <li>• 3-2-1</li> <li>• Alternative Assessments</li> <li>• Carousel</li> <li>• Circular Check</li> <li>• Class Vote</li> <li>• Cloze Sentences/ Text</li> <li>• Comprehension Check</li> <li>• Concentration</li> <li>• Dictogloss</li> <li>• Exit Slip</li> <li>• Fan &amp; Pick</li> <li>• Find Someone Who</li> <li>• Find the Fib</li> <li>• Fist-to-Five Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Flash Cards</li> <li>• Hand Gestures</li> <li>• Image &amp; Quote Cooperative Poster</li> <li>• Inside Outside Circle</li> <li>• Jumbled Summary</li> <li>• Mix &amp; Match</li> <li>• Muddiest Point</li> <li>• Numbered Heads Together Review</li> <li>• Numbered Wheels</li> <li>• One-Minute Paper</li> <li>• Pair-Check</li> <li>• Performance-Based Assessments</li> <li>• Picture This</li> <li>• Posters</li> </ul>	<ul style="list-style-type: none"> <li>• RAFT</li> <li>• Reel</li> <li>• Response Boards</li> <li>• Self-Assessment Rubrics</li> <li>• Share Bear</li> <li>• Sign In, Please</li> <li>• Signal Cards</li> <li>• Simultaneous Round Table</li> <li>• Startling Statements</li> <li>• Think Round Robin</li> <li>• Ticket Out the Door</li> <li>• Twelve Word Summary</li> <li>• Word Generation</li> <li>• Writing Headlines</li> </ul>	

Appendix B

Handbook



# Running head: BEST PRACTICES: SUPPORTING REFUGEE STUDENTS IN CLASSROOMS

## Social Support

By providing social support to refugee students, educators are promoting the well-being of refugee students by positively and successfully helping refugees identify themselves into the school and community. Social support helps refugee students to balance between their culture and their new culture from their hosting country.

*"The presence of refugee students in classrooms has the potential to introduce new skills and create the possibility of bringing to life situations and concepts about which local students may be quite uninformed"*  
(Vickers et al., 2013)



## Introduction




Schools in the United States are absorbing an increasing number of students from a refugee background, now more than ever. Recognizing that refugee students' educational experiences vary by region, socioeconomic and cultural experiences, a variety of instructional practices for refugee students which may increase the students' learning outcomes.

### About This Guide

The Handbook contains best practices adapted from the Handbook for Refugee Children as well as Instructional Design, Culturally Responsive Teaching (CRT), The Universal Design for Learning (UDL), and Direct Instruction (DI) that are identified by experts in the field of refugee students' educational outcomes. It is available to all teachers and provides guidance for providing the best educational outcomes for refugee students and to improve the instructional





## Cultural responsive teaching

Being in a safe and supportive environment increases student performance. Refugee students need a safe and a welcoming classroom where their individuality is valued, which in turn, helps them better adjust their lives in a new school and in a new country.

*"Providing refugee students who come from unschooled background, with positive and supportive classroom environments that value their positive differences will increase their student outcome"*

### Effective Strategies

- Displaying multiculturalism and diversity in different languages and cultural practices in classrooms at all levels within the classroom.
- Having a sign that says "welcome in English" in the student's language will help students feel supported and valued in the class.

- Choosing literature and picture storybooks with a focus on refugees.
- Participation in developing community featuring themes from students' countries of origin.
- Have students bring in their favorite pastimes from their country and share it with the class. This practice will increase and increase the acknowledgment of the students' cultural backgrounds.
- Share flags of students' cultural backgrounds.
- Have posters that say hello in students' native languages.
- Display students' work in the classroom.
- Work with students' cultural backgrounds.

