



Illinois' Refugee Children School Impact Grant Video Tool Kit

A Guide to Using the Videos

In Our Country: Educating Newcomers in America

Welcoming New Learners: A Professional Development Tool



The RCSIG Video Tool Kit, which includes “A Guide to Using the Videos” along with the two videos: “Welcoming New Learners: A Professional Development Tool” and “In Our Country: Educating Newcomers in America”, was developed by the Illinois’ Refugee Children School Impact Grant (RCSIG) partnership.

This partnership represents an ongoing collaborative effort by the Illinois State Board of Education, the Illinois Department of Human Services and the Chicago Public Schools to provide academic and related supportive educational and social services to refugee children.

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◆◆◆ Introduction

The United States has experienced substantial population growth through immigration over the past two decades. More than 30 million foreign born reside in our communities. One in five K-12 students in America is the child of immigrants. Like those who have come before, the new Americans seek the opportunity to live productive and secure lives.

Approximately 10% of arrivals have been refugees -- individuals who have fled their homelands and cannot return, based on a well-founded fear of persecution due to religious, political, or other social affiliation. Many have been victims of violence and have suffered severe trauma. Often they have spent years of uncertainty languishing in refugee camps in second countries of temporary refuge. They arrive in the U.S. without resources, and most often without knowledge of English or understanding of American culture. It is understood, then, that education for K-12 refugee students as well as adults, is critical to their adaptation and to their future roles in the community.

Schools struggle with the challenge of welcoming and adjusting to this entering population. Teachers and administrators must search for ways to make these new students feel safe and secure while instilling the standards of behavior and achievement expected from all. The new arrivals and their parents have no understanding of the American educational process, the school policies and resources, or what to expect from the classroom experience. Both school personnel and refugees have a profound need to understand one another.

In order to help facilitate the integration of refugees into the classroom, the Illinois State Board of Education and the Illinois Department of Human Services/Bureau of Refugee and Immigrant Services have created two videos.

The first video, entitled ***In Our Country: Educating Newcomers in America***, is meant for refugee parents and students and their new classmates. The DVD is in English (with a closed captioned option) and also gives viewers the choice of translations in Arabic, Maay Maay, Somali, Spanish and Swahili. Refugees, both new and established, share their stories and viewpoints of first days in American schools. They provide insight into the strategies they used entering a new classroom with little language or preparation and learning to succeed. The American students watching the video will get a new appreciation of what it means to make a home in a new world of school and life. Newly enrolled refugee students will be able to see and hear what they may face as their school year begins. They will also learn the many ways long term immigrant students, who were once like them, learned to adjust and eventually to enjoy the new challenges. Refugee and immigrant students who came to the U.S. in previous years will gain new insight into the adjustment process they went through. Their parents will have the opportunity to see American classrooms and teachers, to understand where their children are going each day, and what they are trying to accomplish.

The second video, entitled *Welcoming New Learners: A Professional Development Tool*, is meant for teachers, social service agencies and administrators of programs working with new refugees and immigrants. Both the VHS tape of the video and the DVD version are in English with a closed captioned option and in Spanish. In this video, refugee families and school staff share the rewards and obstacles that newcomers encounter when entering the United States school systems for the first time. They reflect on their own experiences and the successful ways they were able to help one another make the transition from one culture to another. Viewers will be able to identify problems of adjustment as well as the joys of success shared by staff and their students.

This guide is designed to help individuals and trainers use the videos easily and effectively. In the unit, *The Videos*, each of the videos is addressed separately in two ways: a summary of the video sections, along with the questions for reflection, followed by suggestions for training using a video in part or in whole. The summaries are meant to aid trainers in identifying topics and key elements in each video section in order to evaluate which areas are most appropriate for their own audiences and settings. The questions for reflection are intended for individual viewing or to be used in combination with other training formats. Suggestions for training explore some of these formats and present trainers with ideas to prepare their audiences to see the video followed by discussion or activities afterward.

The remaining units contain agency, print, and Internet resources for trainers, staff and parents, credits and thanks to all of those who participated in making the videos, as well as information on ordering the video packets.

Refugee adaptation is a complex, long-term process. There are no easy answers to the daily challenges and resultant stress that confront new arrivals. There are no easy remedies to guide teachers, social workers, and others who are there to assist them. In that light, the videos are not intended to be the “last word”, but a “first word” -- initiating rich and necessary exploration of the adaptive process with the viewers. The many contributors who made the videos possible wish you fruitful discussion.

Dr. Edwin Silverman, Chief
Bureau of Refugee and Immigrant Services
Illinois Department of Human Services

◆◆◆The Videos

In Our Country: Educating Newcomers in America

This video is available in English (with a closed captioned option) and in Arabic, Maay Maay, Somali, Spanish and Swahili.

Summaries and Reflection Questions

This video begins with refugee students introducing themselves by name and country of origin. Each part of the video covers a separate aspect of the refugee experience – from arrival, to settling in, to starting school in America. For ease of use, each of the video sections is summarized below.

ARRIVAL

Refugees experience a barrage of feelings and impressions when they first arrive: the size of cities and buildings, the diversity of the crowds, the strangeness of the food, and the overwhelming crush of cars, trains, and subways.

Literacy is an integral part of American culture. School correspondence, street signs and numbers are typical of the explosion of print that refugees face – including the many who are pre-literate. School itself may be a brand new experience or may be radically different from any school the refugees have seen or attended. Teachers understand these feelings and are available and prepared to help.

Questions for Reflection for Parents and Children:

1. *What was new and strange when you first came to the United States?*
2. *Who helped you?*
3. *What help do you still need?*
4. *How are you learning to read and write?*

LEARNING ENGLISH

When refugee students first arrive, they are tested to determine how much English they know. They may have a special teacher to assist them or they may be placed in ESL classes. It is imperative that they learn English but it is equally important that they feel comfortable and happy in the classroom.

Questions for Reflection for Parents and Children:

1. *Who was helping the children in the video? Who helps your children at their school?*
2. *What help do your children still need?*
3. *What would you like to ask the teachers and helpers about your children?*
4. *What do you think you should tell the teachers and helpers about your children?*

MAKING FRIENDS

All children entering a new school look for friends. Making friends is much more difficult and frustrating when there is a language barrier. Some students tease the newcomers or expect them to understand more than they can. Although refugee students quickly pick up common words for greetings and acknowledgements, the first days of school can be confusing and scary. Refugee children react as individuals to the newness around them. Some are aggressive. Others go through a silent period observing and listening without speaking.

Questions for Reflection for Parents and Children:

1. *Do your children have friends at school? Do they have someone to sit with in the school cafeteria? Do they talk to friends on the telephone? Do they play with them after school?*
2. *What can you do to help your children's friends feel comfortable at your house?*
3. *How can your children help you to feel comfortable with their new friends?*
4. *How do your children feel about school? Do they talk to you about it? Who could you talk to if your children were having problems? How can you reach that person?*

BEHAVIOR

Each culture has its own rules for interactions between equals and with authority figures. Refugee students need to learn what behaviors are acceptable in American schools. Respecting private property, being quiet in the classroom and using tactics of discussion and compromise rather than aggression are some of the behaviors introduced and encouraged by teachers.

Many difficulties refugee students face come from unfamiliarity with school settings such as restrooms, cafeterias and gym classes. As the students spend more time in school, these places become a regular part of the school day and conflicts subside.

Questions for Reflection for Parents and Children:

1. *What behaviors are expected in your country that are different than those expected here?*
2. *What behaviors are expected here that are different than those expected in your country?*
3. *What do you do if your child misbehaves?*
4. *What does the teacher do if a child misbehaves in class? What do you think the teacher should do?*
5. *How can a parent help the teacher if a child is scared, angry or unhappy in class?*

PARENT INVOLVEMENT

Some refugee parents feel that school is solely the responsibility of the teachers, not realizing that in America parents are expected to be involved in schools. This involvement includes phone calls in which parents and teachers share information, conferences at school, special workshops and field trips with parents along to chaperone and share in the experience. Parents and teachers must know each other in order to know and help their children.

Questions for Reflection for Parents and Children:

1. *Have you ever visited your child's school?*
2. *What did the teachers in the video say about parents and the school?*
3. *How would you like to help at your child's school?*
4. *What could the school do to give you better information?*

HOMEWORK

Homework is a part of American schools. It connects the school and the home as well as extending learning. However, it is sometimes difficult for teachers to assign homework to students who are still having trouble in English. In many cases, this means that math is the only homework new refugee students can do. Math is based on universal concepts that students often have learned in another language. There needs to be a conversation between parents and teachers about the role of homework and the type of homework children will be assigned.

Questions for Reflection for Parents and Children:

1. *Does your child do homework regularly?*
2. *What kind of homework do they bring?*
3. *Does your child understand the importance of homework?*
4. *What homework is the easiest for your child? What homework is the hardest?*
5. *If you think they need more or different homework, who can you talk to? How can you reach them?*

AGE AND GRADE LEVEL

In most instances, children are placed in a grade level according to age. Being with their peers is important for them socially and emotionally. This is sometimes contrary to practices in other countries. It also may be difficult for students to keep up with the content in classes where they don't have the necessary educational or language background. Special teachers, ESL classes and time all help to ensure eventual success.

Questions for Reflection for Parents and Children

1. *Did your children go to school in your home country or in a refugee camp? Did they go to school every day? For how many hours a day?*
2. *What did they learn?*
3. *What did the parents in the video think about the United States' practice of placing children with others of their own age? What do you think? Did the video change your mind at all?*

GOALS

Not all children will achieve a diploma, but all will make progress. Every family and all students develop their own specific goals. It is the teacher's job to help them realize these goals. As one of the students says at the end of the video: "Going to school is one of the most important things in life."

Questions for Parents and Children:

1. *What are your hopes and goals for your children? This week? This year? In the next five to ten years as they grow to be adults?*
2. *How can you, as a parent, help them reach these goals?*
3. *How can the teachers help them reach these goals?*



Using the Video

This section contains suggestions about which people might benefit from seeing the video ***In Our Country: Educating Newcomers in America*** and the possible settings in which it could be shown.

One-on-one: Counselors and Parents

Most often counselors see parents in one of two settings: at a social service agency or in school. The parents may be with children or alone. The meeting may be an orientation meeting before the children begin school or in response to a specific problem.

ORIENTATION FOR A FAMILY OR AN INDIVIDUAL

If the meeting is an orientation meeting, the video can be shown as a whole, stopping after each section to ask and answer questions similar to the ones in the summary. The questions should reference the parents' and children's own past experiences and general beliefs as well as their expectations.

The following excerpt is from the introductory section of the video: *In Our Country: Educating Newcomers in America*. The speakers, who come from Africa, Vietnam and Eastern Europe, describe how overwhelmed they were when they first came to the United States. The example illustrates questions a counselor might ask about this section of the video to generate feelings and concerns.

Sabiha Brka: I was so scared when I came here. This is too big country for me. Everything is wide. Everything is grand. Big. I feel lost here.

How did you feel when you first saw the city where you live now?

What was different or strange?

How did people act toward you?

How did you act?

What did you do to make yourself more comfortable?

Do you think schools in the United States will be different than schools your children have been in before?

How will they be different?

How will they look?

How do you think the teachers will act when you (your children) come into their class?

How do you think you (your children) will act when you first meet the teacher and the other students?

What will you do to make yourself more comfortable?

The video tries to provide insight into the psychological concerns of a new refugee entering school, and also to illustrate the physical layout of the school. In an initial orientation, there will not be enough time to thoroughly discuss all the topics that arise in the video. Done well, the conversation should be neither a lecture to a passive audience nor a general chat but a goal-based discussion. The purpose of this meeting is to prepare parents and children to take their first steps into school. They can return to the video for more dialogue and reflection either at a regularly scheduled conference or as problems arise.

To prepare parents and students for the look and procedures of school, the counselor can pause the video at the gym, a locker, a lunchroom, or a classroom asking:

What do you see here? Can you point to things you have never seen before? What are the people doing? What are they wearing? What is happening? Have you ever been in this situation? Where? How would you feel... eating in the cafeteria; wearing gym clothes...?

If the orientation is taking place at the school, the video can be a preface to a physical tour.

As an alternative, it would be empowering for parents to see the video first and then share it with their children. The parents would then be able to take the questioning role with the counselor present to support the parent's concerns.

PROBLEM-POSING AND PROBLEM-SOLVING

A counselor is frequently called upon to intervene when a problem occurs at school. The video can provide a neutral format that allows parents, children and counselors to work together without stress or defensiveness. Problems can be approached initially through someone else's eyes and actions and feelings before turning to the specific personal concerns that initiated the meeting.

In this situation, it is not necessary to show the whole video, just the part that visualizes a problem similar to the ones that the child or family is having.

As an example, it is very difficult to be one of only a few children who cannot speak English in the classroom. Being different means being singled out either positively or negatively.

The family can listen as Luan Huynh speaks about her frustration when she couldn't understand other students. They can sympathize, respond to her outburst and connect her feelings with their own.

Luan Huynh: You know how some students are mean, right? And they are messing with you and you don't speak English good. So you say something like "Argh!" and you get mad and you're yelling. "And I can't speak English right. And I don't know what to say!"

What happened to Luan?
Why is she so angry?
What did she do?
What do you think happened to her then?
What would you tell her?
What should she do now?
Has this happened to you?
What did you do?
What happened after you did that?
Was it good?
What would you tell yourself to do instead?
What are you going to do now?

The video contains several segments on this same problem. The counselor and family may choose to watch one or all.

Other sections of the video focus on being afraid to come to school, experiencing new foods, important first words in English etc. All of them can be a stimulus to initiate discussion on similar concerns with the new refugee student and his/her family.

Working with Groups

Sometimes refugee families will be brought together by the social service agency or school for an orientation before school starts. There are several different ways to use the video at this meeting:

ORIENTATION FOR GROUPS OF REFUGEE FAMILIES

- Show the whole video and then ask the audience for questions. Although the issues in the video are too many and too complex to address in this fashion, the questions asked will probably reflect the parents' most critical concerns. If the audience is literate, the

facilitator can give each person an index card and ask them to write an observation or question. The cards can then be collected and serve as a catalyst for a discussion.

- Show the whole video and then separate the audience into groups of three to five people. They can talk about what they saw and what they felt they need to understand better. After the groups are finished meeting, a spokesperson from each table can present their issue for the consideration of the whole group.
- Show some of the school scenes from the video along with some photographs of the school that the children will actually be attending. Ask the audience to respond to the photographs with expectations and anxieties. For instance, the video clip of the cafeteria and the photograph of the school cafeteria could generate questions on type of food, time and frequency of eating, cost, etc.
- Similarly, the video clip that talks about ESL support and testing for the new students could be followed by an introduction and a few words from the ESL staff at the children's school. If the video translation is available in the parents' native language, the video would be a comfortable and safe introduction to the topic. Parents can group and talk about the video clip before meeting the actual staff. If there is sufficient staff, the teachers and/or counselors could sit in these small groups and respond to questions there instead of with all the parents together.
- Encourage parents to write down concerns before viewing the video. The facilitator would look at the comments and questions and then show the video clips and direct conversation relevant to those concerns.
- If there are already refugee students attending the school, invite them to sit on a panel in front of the parents' group. The video, shown first in whole or in part, would be a stimulus for the refugee students to remember and share with the entering parents and their children. Following the video, the audience could ask questions or share their own stories.

CLASSROOM PREPARATION TO WELCOME NEW STUDENTS

New refugee classmates enter the school classroom with a different language, different culture, and different reactions to both friendly and unfriendly approaches. Their literacy levels may be much below their classmates. Even the way they wear clothing or how and what they like to eat may be different. Some students are attracted by the newness and go out of their way to meet and get to know the new entrants. Others, through shyness or distrust of anything new, avoid or perhaps even make fun of the refugee students.

The video is a good way to help classes prepare and ask questions about the children coming in. The students in the video are shown as real people with worries and frustrations similar to those of all students. Many give the viewers a sense of transition from the shy and confused

students they were at the beginning to the confident, happy children and teenagers they are now.

Teachers or counselors can:

- Divide the students into groups. Give each group questions about a section of the video. Have groups take turns watching their sections or, if this is not feasible, have the whole class watch the complete video together. Following the video, have the groups prepare a brief presentation for the rest of the class based on their questions.

The questions below are examples of possible questions for students from the video clip in which Kaltum Mohamed from Oromo talks about her confusion as a non-English speaking 6th grader:

Kaltum Mohamed: In 6th grade I don't know what they saying. They tell me I passed. I don't know why I passed...I don't even speak English and they telling me, you pass.

How did Kaltum feel?

How would you feel if you went to a school in a different country with a different language?

Why do the teachers think it is important to keep children in classes with other students the same age?

Do you think this is a good idea?

How could the teachers help Kaltum?

How would you help a student like her?

- Give students an opinion checklist (with some questions similar to those below) to mark both before and after seeing the video. Discuss if their opinions have changed: why or why not.

	Agree	Agree Somewhat	Disagree Somewhat	Disagree
It is better in school for everyone to be like everyone else.				
Schools all over the world are not very different				
They shouldn't put kids that don't speak English in the same classroom with kids that do speak English				
When you don't understand what to do in class, sometimes you are quiet and sometimes you fight.				

- Ask students what they expect the new refugees to be like. They can discuss in groups, write individual thoughts, or contribute to questions posted on the walls of the room on long sheets of chart paper. After they have written and discussed, then show the video. Ask them to discuss again; look at what they had said originally and edit their remarks, adding to them or changing them.

The questions could be quite general such as:

1. How will the refugees be different than we are?
 2. What will their problems be?
 3. How will having these new students change our class?
 4. How can I help the refugees feel comfortable in our class?
 5. What should the teacher do to help us and help the refugees?
- Have students watch the video and each choose one of the speakers. Ask them to write a description of that person. Who is she/he? Where does she/he come from? What problems and successes has she/he had? What are her/his dreams and goals?

SCHOOL PARENTS' INTRODUCTION TO THE REFUGEE EXPERIENCE

The community, through children and staff at the school or through newspaper articles, will probably be aware that the refugees are coming before they arrive. As with any change in the school population, there will be conflicting ideas and expectations about the new students and their families. The video can help reinforce some of these preconceived notions and dispel others. A showing of the video followed by discussion at a meeting will give parents an opportunity to share their concerns and decide how they will approach these changes with their children.

The suggestions below are some of the ways the video can be used:

- Ask parents what they have heard about the new arrivals. Let them talk about any previous encounters they have had with or as refugees without making judgments. Tell them that their understanding will help the community, the children and the school make the inclusion of the refugees a positive learning experience. Then show the video and ask for reactions. Frame the questions constructively:
 1. Have any of us had experiences similar to those in the video – even going from one community or from one section of the country to another?
 2. Who helped us and how did they help?
 3. How can we welcome the refugees into our community?
 4. What were the problems of the students in the video? How can parents help? How do we see teachers helping?
 5. How can we prepare our children for their new classmates?
- Gather a panel made up of ESL teachers, school administrators, representatives from social service agencies, counselors and volunteers aiding the resettlement. Before viewing the video, give parents cards or notepaper to write down questions and observations. Collect these slips of paper and refer them to the panel for further comment and conversation with the audience.
- Give the audience some observations such as these to guide their viewing:
 1. New arrivals are overwhelmed by the stimuli of a different culture.
 2. Education and the students' relations with fellow students and teachers are very different in other places in the world.
 3. ESL students are tested and then helped to learn the language and adjust.
 4. American students can be welcoming or they can be critical and rejecting of newcomers.

Ask the participants to find support in the video for the statements. Take their comments and facilitate a discussion.

- Prepare parents to see the video by sending home articles about the countries where the refugees are from and/or the refugee camps that have been their home for the last several months or years. Have some general discussion and questions with the parents and then show the video. Following the video, form conversation groups to reflect on what they have read and seen. After 20 to 30 minutes, invite the participants to recombine to share and discuss their conversations with the group as a whole.
- Have the video available at school for parents or children to check out and take home.



Welcoming New Learners: A Professional Development Tool

This video is available in English (with a closed captioned option) and in Spanish.

Summaries and Reflection Questions

For ease of use, each of the video sections is summarized below.

The video begins with Diep Nguyen, the Director of Bilingual/Multicultural Programs for Schaumburg, Illinois School District 54, introducing herself and describing how she came to the U.S. as a teenage refugee in 1975. She and others discuss the significance of identity and the importance of recognizing and using students' given names.

CULTURE TO CULTURE

Refugees coming to the United States are suddenly faced with a new culture. They leave the barren, but tight familiarity of the refugee camp and, often, a situation of war, to come to a new environment filled with diverse people, strange technology, and an overwhelming number of available choices. While some refugees are from educated and middle class backgrounds, many more are pre-literate even in their own language. The daily routines of school and the relationships between teachers and students are foreign and unsettling. The families need time to adjust.

Questions for Reflection:

1. *What are the greatest contrasts for new refugee students between the country and/or refugee camp they have left and your city or specific area of your city?*
2. *What things do we take for granted and/or think of as "simple" that are impossible in this country if one is pre-literate?*

RESOURCE PERSON

Schools attempt to help new refugees through a variety of means including assigning a resource person to new students and organizing ESL classes. Like all students, refugee students have strengths and weaknesses. Teachers should have specific expectations for them along with recognizing the difficulties that they face.

Questions for Reflection:

1. *What can the teacher do to make the classroom a safe, secure refuge from all the newness and complexity outside?*
2. *What classes, teachers, or special aides are available to assist the new student and his/her teacher?*

3. *If there are no special supports in your school to help newly arriving refugee students, how could teachers cooperate, volunteers be used, or fellow students be asked to help?*

HOME IN THE CLASSROOM

Refugee students are often fearful at first. They don't know the language. Other students may tease them. Schoolwork is difficult. Often students have a silent period in which they spend most of their time processing input and don't attempt to speak. It is important that the school become a secure, safe and happy place. With the support of the teacher, many students make amazing progress in a relatively short time.

Questions for Reflection:

1. *Have you ever been in a country where you didn't know the language? What did you do to compensate? How did you react emotionally?*
2. *How can teachers or counselors prepare students to welcome and be helpful to the new refugee students?*
3. *What would cause American students to tease or react negatively to students from a different culture?*

BEHAVIOR

Teachers should expect a certain standard of behavior from all students. Students need to learn what is acceptable behavior and what is unacceptable behavior in this culture. The new refugee will use a variety of coping mechanisms to compensate for feeling out of place and for ignorance as to what are suitable actions and responses in American schools.

Questions for Reflection:

1. *Have you experienced any behavior problems with any new students whether refugee or not? What are these problems? Why do you think they occur?*
2. *Mental health professionals suggest that when children are in conflict with teachers or other students, a counselor or aide should*
 - a. *Remove them from the situation*
 - b. *Calm them*
 - c. *Discuss what caused the problem (with an interpreter if necessary and possible)*
 - d. *Discuss possible solutions for the problem*

What approaches did you see discussed in the video?
What would be your approach?

Parent Involvement

Refugee parents also need to adjust to the expectations of American schools. In many cultures, parents do not take an active part in the schools. They leave that role to the teachers. The parents have a strong desire for their children to take advantage of the opportunities that are now available for them. However, they may need some help in learning that they are encouraged and expected to be an integral part of their child's education through visiting classes, helping on field trips and coming to school programs.

Question for Reflection:

1. *What are some possible ways parents in your school could be slowly encouraged to be involved in school. Think of communication between school and home, assistance in class, assistance on field trips, workshops for parents, after school activities etc.*

GRADE PLACEMENT

In most schools, students are placed in grades according to their age. This is important for them socially and emotionally. However, it puts a heavy responsibility on the teacher who, along with their regular class, may now have to help a student with no English or no reading and writing skills.

Questions for Reflection for Parents and Children:

1. *What is your school's policy on student placement? What is the policy discussed in the video? What is the reaction of the parents in the video to the school's policy? What is the reaction of the teachers?*
2. *How can teachers help students who are placed according to age level but whose language and literacy skills make it difficult for them to do the same work as the other students?*

EXPECTATIONS

Refugee students make progress at different rates just as all other students. But the learning and the changes that can occur, even in one short school year, surprise and please the students and provide tremendous rewards for the teachers helping them.

1. *What are your goals for the students in your class?*
2. *How do your goals change with refugee students?*
3. *How can refugee students be helped to have realistic but ambitious goals? What steps can you take to help them achieve their goals?*



Using the Video

This section contains suggestions about which people might benefit from seeing the video *Welcoming New Learners: A Professional Development Tool* and the possible settings in which it could be shown.

Social Service Staff

In many cases, the first face a new refugee sees is a representative from a resettlement agency. Both experienced and newer resettlement agency staff can benefit from the videos, which illustrate how difficult entry into the U.S. school system can be. *Welcoming New Learners: A Professional Development Tool*, opens a window to the personal experiences of former and new refugee parents and children. Their stories and the advice given by skilled and caring school administrators and teachers can provide resettlement staff greater understanding of the problems refugees experience.

INDEPENDENT VIEWING

If the agency is small, if the staff is hired one by one, if an established staff member's duties now begin to include refugees – the video may be viewed independently. Individuals can use the summaries and the questions for reflection to structure their viewing. Alternatively, they may want to use the video as a stimulus for a task. Some possible tasks might be:

- Select one or two persons from the video. What are/were their problems? How could they best be helped to solve these problems in a way that empowers them?
- What could you say to new refugees that would make them feel welcome and prepare them to enter the school system? What could you say to teachers that would prepare them to welcome the refugees into their classrooms?
- Which of the problems brought up in the video are the most urgent to address before refugees begin school? Which problems are better left until refugees have some experience in classes?

Resettlement staff can be a valuable resource in assisting school personnel in addressing the challenges of refugee adjustment. After the staff member has seen the video, it would be helpful to discuss their viewing experience and thoughts that were stimulated by the video.

GROUP VIEWING

The video may be used as a tool to prepare staff for an influx of new refugee parents and children or as a general staff development tool.

It can be shown first, as a stimulus for discussion, or after an introduction by the director or a panel of experts or refugees.

Focus and structure the viewing by giving the audience a handout so they are prepared to follow the video presentation while looking for specific things such as:

1. What coping strategies do the parents and children use?
2. In what places do you see an opportunity for a positive intervention by social service staff?
3. How do the families relate to their children?
4. How do the refugees' concerns about school mirror their concerns about the wider problem of making a home in a new culture?

After the video has been shown and there has been some discussion of the opening questions, use the video as a springboard to generate and analyze the most effective approach the agency can employ to help the refugees, e.g.,

In the video, Dr. Diep Nguyen, a school district director of bilingual and multicultural programs, says:

“Every one of us knows the language barriers. At school, that seems to be the most important concern. Underlying that is the problem of transitioning from culture to culture.”

Ask the audience what role the school plays in this transition. How is it central to or peripheral to the other adaptations parents must make? How can the staff help the refugees bridge the gap between home and school, expectation and reality?

In another example, Laura Renaud, a teacher, is uneasy about communication with her students and their parents:

“It is frustrating when you get children with other languages and you try to communicate as much as you can. But as a teacher, I never know how much they are really understanding me.”

How can the social service agency help the school to communicate? By meeting with teachers and administrators? Providing aides to go into the classroom? Holding after-school sessions with children?

If these decisions have already been made, the director can follow the video with some concrete plans the agency has made, how these plans will be carried out and the expected impact of the plans. If the decisions have not been made, the director can use the video to begin an open-ended discussion on possible actions and directions the agency might take.

The video might also be followed by a panel made up of either of refugees, agency experts, or even teachers and administrators from the receiving schools. The panel can express their opinions and personal experiences about the opening questions and ask for responses from the audience, leading to a wide-ranging conversation about refugees and the roles of the social service agency.

School Staff: Teachers and Administrators

The relationship between refugee students and the schools is ultimately the relationship between students and their individual teachers. This relationship is facilitated or hindered by school staff, school district administration and social service agencies. The video can support the individual teacher, prepare the school, and facilitate the partnership between the school and outside agencies.

INDEPENDENT VIEWING

Sometimes a teacher is asked to take a newly arriving refugee student into a classroom that has never had a student from another culture. The teacher is anxious both about how the students will react to their new classmate and about how effective she/he will be in incorporating the student into the class and providing the content the student needs. The video will allow the teacher to foresee some difficulties that might arise and some solutions that have been tried by other teachers and administrators.

Focus the viewing questions on these difficulties:

1. What are the conflicts raised in the video between the student's culture and adaptation to the new U.S. culture?
2. What are the concerns about literacy in the video? How does the student's educational level influence and impact their grade placement?
3. How are the refugee students, with or without the help of their teachers, responding to the actions of the other students in class?
4. What can teachers do if the new students do not know how to behave in class?
5. What do the teachers and administrators say in the video about parent involvement?

To support what has been seen, the teacher might also turn to some of the books in the resource section of this manual.

Hopefully, there will be someone in the district who has worked with refugee students who can be a resource for the new teacher or the teacher who has never had refugee children before.

Keeping the video in an accessible library will allow the teacher to return and review sections as problems reoccur.

GROUP VIEWING

The benefit of using the video as a staff development tool, either at the beginning of the school year or at a special staff development night, is that teachers will be able to share their concerns and ideas with others.

- Ask teachers to write brief responses to viewing questions similar to those in the section above and then share them with a partner or a small group.
- Alternatively, post several large sheets of poster paper on the walls with list-type questions. Teachers pass by each sheet and enter one idea on each. Example of list-type questions are:
 1. List the ways a teacher can make a new refugee student feel comfortable in her/his class.
 2. List problems that often occur with any new student.
 3. Suggest ways to deal with difficult behavior in a classroom from students who have only a limited understanding of the English language.
- Play a section of the video and ask the teachers to respond to the parent or student as if they were really talking to the person. For instance, what would the teachers say to Luan Huynh?

“Students, they do something bad, right? You know how they get mad a lot and they can’t control themselves and they curse the bad teacher. The next day they try to be nice to the teacher. They think about it. They think about it. They say I shouldn’t do that to the teacher because I’m just a student and I should listen to my teacher, right? Some teachers don’t give them another chance.”

- Create small groups with a mixture of teachers, counselors and administrators. Have them choose a student or parent from the video. Discuss ways that all levels of the school could work with this person.

- Give the audience the following list of myths in working with students with low literacy and low language skills. (The audience may want to add some of their own.)
 1. A student who enters high school with very low literacy skills will never master content knowledge.
 2. Students from cultures that are radically different than the United States will have tremendous difficulty relating to American students.
 3. Being silent in class means withdrawal or depression.
 4. Refugee parents have too many other problems and too limited knowledge to be involved in their children's schooling.
 5. It is more important to put students in groups at their content level than to try to put them in age-appropriate classes.

After the video is shown, have the audience discuss and share – with partners, small groups or even the whole group – how the video has changed their perceptions.

Encourage the teachers to think of how their class can work together to help the new students adjust. One teacher's suggestion was to have the class role-play typical school situations such as a student coming in late, asking for a pass to leave the room, borrowing a pencil, etc.

Additionally, the trainer can brainstorm ways in which each level of the school can prepare to welcome and work with the new students. Make sure that each staff member gets a copy of the results of the brainstorming and knows his or her responsibilities.

A PROBLEM-SOLVING TOOL

In the course of a school year, problems arise for all students. However through cultural misunderstandings and emotional traumas, refugee students are often more at risk than other students. If the school is fortunate enough to partner with a social service agency, the agency can be part of an intervention team that may also include teachers, administrators and school counselors. Whatever the grouping, the video gives participants a way to visualize and hear frustrations, misunderstandings and conflicts as they have arisen in other schools. By examining problems outside of the very personal context in which they took place, participants may be able to come to a more objective understanding.

Show the section of the video that illustrates the problem area. The questions for reflection after each of the summary sections can start the staff talking. Discuss what was done to address the situations and what effect this had on those involved. Compare the problems as seen in the video to the problems that actually occurred. What were the similarities and differences? Can or should the solutions mentioned in the video be part of the solutions at this school? Do the video segments help to define the problems and focus the solutions?

Looking at a typical problem among refugee students, their families and the school:

Parents from other cultures may not feel it is their place or their responsibility to be involved in their children's education.

As Kathy Khoshaba, a counselor, says:

“In the cultures that most of the kids are coming from, the parents really turn over children to the school and the teachers because teachers are so respected in their cultures. And very few of them have had the experience of being expected to be involved in school. It is a very alien concept that parents would be asked for their opinions.”

The video then continues with other comments from parents and school staff. After listening to these exchanges, the team responds first to the opinions, concerns and solutions expressed in the video. These are, in turn, related to the precipitating situation at the school. Are the feelings of the parents and teachers the same? Have clients approached the social service agency about this problem? If there is someone on the staff of the social service agency who is of the same ethnicity as the refugees, what is his/her reaction? Are the video solutions possible in this setting? If not, why not? What alternatives could be tried?

The comments on the video may stimulate the team to interview parents and/or children to get actual feedback from their own group of students.

Conference Presentations

IMMIGRANT AND REFUGEE CONFERENCE

The video can be a structuring element for a conference on immigrants and refugees in American schools. After the welcomes, the conference attendees watch the video before beginning the break-out sessions. Each break-out session is highlighted in the program book by a quote from the video.

Examples:

[A session on parent support outside the schools]

“Teachers can teach the pupils just 25%. The other 75%, the students can find outside from the school. So parents must work hard.”

[A session on cultural differences]

“There is nothing wrong with saying that cultures are different. And that is part of the way students learn by making comparisons and contrasts.”

[A session on ways teachers can help refugees in their classes]

“It is going to take a lot of assistance from you for that child to gradually have enough English and have enough background knowledge in each subject in order to compete in the general education classroom”

INDIVIDUAL PRESENTATION

Sometimes individuals at a social service agency or school district may be asked to give individual conference presentations about welcoming and working with newly entering refugees.

The video can be a useful part of this presentation. Two presentation format ideas are:

Personal Impact

First the participants should think about ways that new immigrants or refugees have impacted their lives. Do they have opinions about refugees from reading newspaper stories or watching television? Do they have neighbors or workers in the community who are refugees? Are they teachers with refugees in their classrooms?

Ask the participants to explore these preconceptions with one of these related questions. They may do this alone, with the person sitting next to them, or in small groups.

1. How do you think refugees will be able to cope and succeed in the American school system? What problems might they have?
2. How can teachers best help the new refugee students?
3. What questions for the school would you have if you were a refugee parent?

Show the video.

Ask the participants in what way the video changed or strengthened their original assumptions.

Topic-Oriented Presentation

The video can also support a theme. If the presentation is on grade placement for new refugee or immigrant students, for example, use the applicable portion of the video to introduce the topic and then build the discussion and activities on the video segment. Similarly, adjusting to a new country, handling rejection or acceptance from other students, managing discipline or providing support services are among other sections that can open a topic-oriented conference presentation.

The presenter can ask the audience to take opposing viewpoints using portions of the video segments to support their ideas, e.g., students need to be placed in grades close to their chronological age or students need to be placed in multi-grade classrooms until their skills increase.

Another approach would be for the presenter and the audience to list the perspectives expressed in the video and then to elaborate and discuss the implications of each one. This can be done either as a whole group or as part of a group. For grade placement, some of the opinions in the video were:

- Students enter grades without understanding teachers or students
- Without language, students can't learn content.
- Students must feel they are among their peers.
- Kids can pick up things on a daily basis if given a chance.

In addition to or in place of discussion, the presenter can give personal anecdotes or written examples from other accounts of refugees in the schools.



◆◆◆Resources

National and state resources exist for resettling refugees. A collection of these resources is provided below. There are also resources connected to local community-based organizations, churches, and institutions such as the YWCA, YMCA, school systems, community colleges, and universities. Chicago area organizations are included in this section of the manual.

Sometimes sources of help for new refugee and immigrant students can be found in their own high schools. High school students may be willing to give up their free periods to act as mentors and helpers in classrooms either at the high school or at local elementary or middle schools. Students who have come from other countries and have already been in the school system for a number of years may be asked to volunteer to work with a group of new refugees or act as a special friend and guide to one student. A school can organize a multi-cultural club to encourage students from all backgrounds to study and play together. Boys and Girls Clubs or scouting organizations are frequently willing to set up special groups for refugee children.

In looking for help with the new refugee population, schools and agencies should think of general community resources and how they might be collaborated with to provide needed special services.

Some resources to get started are listed below.

Internet Resources

GENERAL INFORMATION ON LANGUAGE AND CULTURE

Background on Refugees

http://www3.baylor.edu/~Charles_Kemp/background_on_refugees.htm

This is an excellent site for general information (definitions) and then it links to more specific and advanced topics on various countries from which refugees come.

Background Notes

www.state.gov/r/pa/el/bgn/

The U.S. Department of State has put the popular Background Notes online. These profiles of all the world's countries include brief information on history, people, economy, political conditions, travel/business notes, and more.

Center for Applied Linguistics

www.cal.org

The Center for Applied Linguistics provides resources, grants and general information about speakers of other languages and their lives and roles in the United States.

CIA World Factbook

www.da.gov/cia/publications/factbook/index.html

This is a collection of brief profiles of every country and includes maps, information on the people, the government, the economy, and more.

The Cultural Orientation Research Center (CORC)

www.cal.org/corc/

The Cultural Orientation Research Center in Washington, D.C. has information on refugee resettlement, refugee culture profiles and phrase books in refugee languages.

Ethnologue

www.ethnologue.com

This extensive site presents information about languages and language speakers all over the world.

The New Americans

<http://www.pbs.org/independentlens/newamericans/newamericans.html>

This movie traces the journeys of several immigrants in a profound, moving way.

UNHCR Publications

www.unhcr.ch/cgi-bin/texis/vtx/publ

The Refugees Magazine is available online and is searchable. This is a useful source of information about all refugee groups helped by the Office of the United Nations High Commissioner for Refugees.

U.S. Committee for Refugees

www.refugees.org

Refugee Services of America

www.refugeeusa.org

These agencies offer much information on the status of refugees worldwide, including news and additional sources of information.

TESOL

www.tesol.org

This is an international professional organization for teachers of speakers of other languages.

RESOURCES FOR TEACHERS

A. Information

ERIC Clearinghouse on Language and Linguistics

www.cal.org/resources/update.html

A bibliography of books, articles, digests, guides and links to ESL teaching techniques is to be found here.

Expectations about School and Community

http://www.stanford.edu/~hakuta/E_CLAD/Course3/vietnam/page4.html

This is a good source on Vietnamese expectations about school and community.

Illinois State Board of Education Collection of Resources

Improving Education for Immigrants and Refugees in Illinois: A Summary

www.isbe.net/bilingual/pdfs/refugesum.pdf

Improving Education for Immigrants and Refugees in Illinois: Final Report

www.isbe.net/bilingual/pdfs/refugefinal.pdf

Challenges Facing High Immigrant Serving Secondary Schools in the Context of Standards Based School Reform

www.isbe.net/bilongual/pdfs/Challengehs.pdf

Who is a Refugee?

www.isbe.net/bilingual/htmls/refwho.htm

Office for Civil Rights

www.ed.gov/about/offices/list/ocr/ellresources.html

The site includes FAQs on the rights of LEPs, and resources for developing ELL programs

United Nations High Commissioner for Refugees Teacher Resources
www.unrefugees.org/educationalresources.cfm

Many and varied resources and in-depth information are on this site.

The World in a Classroom
<http://education.umn.edu/alum/link/2004Fall/world.html>

The site discusses and gives anecdotes about refugee adjustment to school.

To be a Teen Refugee
<http://www.tolerance.org/teens/printar.jsp?p=0&ar=67&pi=te>

Readers will learn how it feels to be a teenage refugee at this site.

Visit a refugee camp
<http://www.refugeecamp.org/>

This is an excellent site for use by teachers. It contains a middle and high school curriculum on refugee issues and refugee camps – “A Refugee Camp in the Heart of the City.”

B. Teacher Tools

Illinois Resource Center’s ekit
www.refugeeusa.org/help_ref/help_ref.cfm#teaching_tools%20

The Illinois State Board of Education and the Illinois Resource Center have collaborated to create a locally and nationally relevant knowledge base in the area of educating linguistically and culturally diverse students. The ekit is an electronic resource that is designed to place information to guide teachers and administrators in ways to provide effective, efficient, and pedagogically sound instruction for the English language learners in your school.

RESOURCES FOR SOCIAL SERVICE AGENCIES

BRYCS: Bridging Refugee Youth & Children’s Services
www.brycs.org

BRYCS is a national technical assistance project working to broaden the scope of information and collaboration among service providers in order to strengthen services to refugee youth, children, and their families.

INFORMATION FOR PARENTS

A Guide to Your Children's Schools: A Parent Handbook

www.isbe.net/bilingual/pdfs/parentguide.pdf

The guide to Illinois schools for newcomer parents can be downloaded in various languages: Arabic, Bosnian, Russian, Vietnamese, and Spanish.

Minnesota: You Can Help Your Child videos

www.comm.media.state.mn.us/bookstore/category.asp?category=T&CatID=23

The two videos in this series are: "You Can Help Your Child in School" and "You Can Talk to Your Child's School." They are translated into English, Somali, Hmong, Spanish, Russian and 'Amharic. They can be ordered at this site.

INFORMATION ON SPECIFIC REFUGEE GROUPS

Afghan Woman's Mission

<http://www.afghanwomensmission.org/background/>

Information about Afghan women and their lives during the war in Afghanistan can be found here.

From Hell to Heaven: Bantus Make a New Life in the U.S.

<http://www.polygamyinfo.com/intnlmedia%20plyg%20219ruters.htm>

The site discusses how the Somali Bantu have adjusted to their new lives and roles in the United States.

Refugees from Laos -- Historical Background and Causes

<http://www.hmongnet.org/hmong-au/refugee.htm>

The site provides background on Hmong refugees.

Somali Bantu

<http://www.somalibantu.com>

Find information on the Somali Bantu at this site.



Other Media Resources

The following books, videos and magazine articles should be helpful to those interested in knowing more about refugees, immigrants and their entrance into the U.S. school system.

Mental Health of Refugee Children: A Guide for the ESL Teacher by Dina Birman. The Spring Institute offers free copies of this publication that is a resource for teachers of refugee children. The 49 page guide includes information on children's adjustment and mental health issues, coping with acculturation and trauma, and suggestions on what ESL teachers can do to help refugee children with mental health issues. You can send your request for a free copy to:

Burna Dunn
Spring Institute for Intercultural Learning
1610 Emerson Street
Denver, Colorado 80218
Email: elt@springinstitute.org

Minnesota: You Can Help Your Child videos

Refer to "Information for Parents"

The New Americans

This movie traces the journeys of several immigrants in a profound, moving way.

Refer to "General Information"

NATIONAL AND STATE ORGANIZATIONAL SUPPORT

The U.S. State Department has a "cooperative agreement (contract) with nine national voluntary agencies (volags) to conduct the first stage of resettlement, "Reception and Placement." (One exception is the State of Iowa which directly resettles refugees).

The nine agencies are affiliated in the Refugee Council U.S.A. Each week the Council's "Allocations Committee" divides approved applications for "refugee" immigration status among the nine agencies. Each national agency then divides its share among its local affiliates. (see www.rcusa.org.)

The local affiliate is responsible for greeting the newly arriving refugee, as well as securing housing, food and clothing. The local agency provides orientation and assists in school enrollment, social security registration, health assessments, and job referrals. It is a very time-intensive process.

These local resettlement agencies, "volags," cover an organizational spectrum. Some have very few paid staff, rely heavily on volunteers, and conduct only resettlement. Others are multi-service agencies with professional and para-professional staff, and ideally bilingual staff to communicate with each group of arrivals. Some local volags pair refugees with local church "sponsors"; others rely solely on paid staff.

When refugees arrive they become the responsibility of the state. The federal Office of Refugee Resettlement (Department of Health and Human Services) provides financial support to states for transitional cash and medical assistance as well as a range of social services, including employment, ESL instruction, and mental health counseling. Many state education agencies receive support from ORR/DHHS under the Refugee Children School Impact Grant to address certain educational and support service needs of refugee students and may also supplement with other federal state resources for Limited English Proficient students. For a list of state refugee coordinators and description of federal programs, see www.acf.dhhs.gov/programs/orr.



Illinois Refugee Social Service

Refugee Children School Impact Grant: Services for Refugee Children in the Public Schools

The Illinois State Board of Education (ISBE) provides Refugee Children School Impact Grant (RCSIG) funding to the Department of Human Services to fund refugee social service agencies to help integrate refugee children in Illinois schools. Agencies offer services to schools, refugee students, and their parents. *Schools may call programs listed below directly for assistance.*

For more information about the program, contact Sherry Johnson at (312) 814-3639 or sjohnson@isbe.net Information can also be obtained on the ISBE bilingual web site at www.isbe.net/bilingual.

Agency Contact Information	Languages/Ethnic Groups	Services for Schools & Students
Bosnian and Herzegovinian American Community Center Murisa Cirkic 1257 W. Devon Ave. Chicago, IL 60660 Ph. (773) 274-0044 Fax (773) 274-6188 mcirkic@yahoo.com	Bosnian	Counseling, Mediation, Cultural Orientation for Teachers, Tutoring
This agency serves the Chicago area		
Catholic Charities Ljubomir Jovanic 126 N. Des Plaines Chicago IL 60661 Ph. (312) 655-8516 Fax (312) 427-3130 ljovanov@catholiccharities.net	Arabic, Bassa, Bosnian, Croatian, Dinka, Farsi, French, Krahn, Krio, Lingala, Pashto, Serbian, Somali, Spanish, and Swahili	Counseling, Tutoring, Home Visits, Mediation, Parent Education, Cultural Orientation for Teachers, Translating/Interpreting
This agency serves the Chicago, Joliet, Oak Park, Cicero, Berwyn and other western Cook County suburbs		
Chicago Health Outreach (Heartland Alliance) Joan Liautaud, Psy.D. 4750 N. Sheridan, 3 rd floor Chicago, IL 60640 Ph. (773) 751-4100 Fax (773) 271-0601 jliautaud@heartlandalliance.org This agency serves Chicago	Albanian, Amharic, Arabic, Assyrian, Bosnian, Dinka, French, Hindi, Kosovar, Kurdish, Lingala, Romanian, Russian, Spanish, Somali, Swahili, Twi, Ukrainian, Vietnamese	Mental Health, Art Therapy, Psychotherapy, Occupational Therapy, Counseling, Home Visits, Parent Education, Cultural Orientation for Teachers, Translating/Interpreting

Chicago Connections (Heartland Alliance)

Trudi Langendorf/Beth Sanders
4750 N. Sheridan 3rd floor
Chicago, IL 60640
Ph. (773) 751-4046/(773) 751-4048
Fax (773) 271-0601
tlangendorf@heartlandalliance.org

Amharic, Arabic, Cambodian, Congolese, Dinka, Eritrean, French, Kosovar, Krio (Sierra Leone), Ogoni, Oromo, Somali, Swahili, Vietnamese

Counseling, Tutoring, Home Visits, Mediation, Parent Education, Cultural Orientation for Teachers, Translating/Interpreting

This agency serves Chicago.

East Central Illinois Refugee MAA Center

Deborah Hlavna
302 S. Birch St.
Urbana, IL 61801
Ph. (217) 344-8455/(217)356-1449
Fax (217) 344-8455

Congolese, French, Kranh (Liberian), Lao, Russian, Thai, Vietnamese

Counseling, Home Visits, Tutoring, Mediation, Cultural Orientation for Teachers, Translating/Interpreting, Recreational Activities

This agency serves the Champaign/Urbana area.

Interfaith Refugee & Immigration Ministries

Michael Wolven
4753 N. Broadway, Ste. 401
Chicago, IL 60640
Ph. (773) 989-5647, x223
Fax (773) 989-0484
www.irim.org/youthprogram.htm
mwolven@irim.org

Albanian, Amharic, Arabic, Assyrian, Bosnian, Croatian, Ewe, Farsi, French, Fula, Kiswahili, Kosovar, Krahn, Krio, Maay Maay, Mina, Oromo, Russian, Serbian, Somali, Tigrinya, Ukrainian

Counseling, Tutoring, Home Visits, Mediation, Cultural Orientation for Teachers, Translating/Interpreting, Recreational Activities, Summer Program, Mental Health Referrals, Parent Education

This agency serves the Chicago, north suburbs, Oak Park, Cicero, Berwyn and other western Cook County suburbs

Jewish Family & Community Service

Tatyana Fertelmeyster
1250 Radcliffe Rd. #206
Buffalo Grove, IL 60089
Ph. (847) 392-8820
Fax (847) 392-3221
tatyanafertelmeyster@jfcschicago.org

Russian

Cultural Orientation for Teachers, Parent Education, Mediation

This agency serves the Chicago, north and northwest suburbs.

<p>Rock Valley College William Sang Tsan 3301 N. Mulford Rockford, IL 61114 Ph. (815) 395-6600 Fax (815) 395-1899 w.tsan@rvc.cc.il.us</p>	<p>Arabic, Bosnian, Cuban, Haitian, Vietnamese</p>	<p>Counseling, Home Visits, Mediation, Parent Education, Tutoring, Translating/Interpreting, Summer Youth Program</p>
<p>This agency serves the Rockford, Harlem, Freeport, Dekalb, Marengo, and Boone and Ogle Counties.</p>		
<p>Vietnamese Assn. of Illinois Le Phuong Tran 5252 N. Broadway, 2nd floor Chicago, IL 60640 Ph. (773) 989-6157 Fax (773) 728-0497 lephuongtran@yahoo.com</p>	<p>Vietnamese</p>	<p>Counseling, Tutoring, Parent Education, Recreational Activities, School Mediation and Interpretation, Leadership Training, Mentoring, Community Services, Home Visits, Like Skills Training</p>
<p>This agency serves Chicago.</p>		
<p>World Relief – Chicago Ra Na Yu 3507 W. Lawrence, 2nd floor Chicago, IL 60625 Ph. (773) 583-9191 Fax (773) 583-9410 ryu@wr.org</p>	<p>Afghani (Farsi), Arabic, Bosnian, Congolese, Croatian, German, Iranian, Lingala, Maay Maay, Nigerian (Ogoni), Russian, Serbian, Somali, Spanish, Swahili</p>	<p>Mental Health, Psychotherapy, Counseling, Tutoring, Home Visits, Mediation, Parent Education, Cultural Orientation for Teachers, Recreational Activities, Tutoring, Translating/Interpreting</p>
<p>This agency serves Chicago.</p>		
<p>World Relief – Dupage Liz Dahlquist 1825 College Ave., Ste. 230 Wheaton, IL 60187 Ph. (630) 462-7566 Fax (630) 462-8103 ldahlquist@wr.org</p>	<p>Farsi, German, Mandarin, Russian (Ukrainian), Somali, Swahili, Tagalog, Turkish, Vietnamese</p>	<p>Counseling, Tutoring, Home Visits, Mediation, Parent Education, Cultural Orientation for Teachers, Translating/Interpreting, Recreational Activities, Mental Health Referrals</p>
<p>World Relief – Aurora (sub-office of World Relief – DuPage) Arne Bergstrom 31 W. Downer Place Aurora, IL 60506 Ph. (630) 906-9546 Fax (630) 906-9722</p>	<p>Farsi, German, Mandarin, Tagalog, Turkish, Russian (Ukrainian), Somali, Swahili, Vietnamese</p>	<p>Counseling, Tutoring, Home Visits, Mediation, Parent Education, Cultural Orientation for Teachers, Translating/Interpreting, Recreational Activities, Mental Health Referrals</p>
<p>This agency serves Wheaton, Aurora, Glen Ellyn, Glendale Heights, Carol Stream, Villa Park, Addison, Winfield, West Chicago, and Naperville</p>		

World Relief - Moline

Ann Grove
3115 Avenue of the Cities
Moline, Illinois 61265
Ph. (309) 764-2279
Fax (309) 764-2399

AGrove@wr.org

Albanian, Arabic, Bosnian,
Croatian, Farsi, French, Serbian,
Spanish

Parent Education, Cultural Orientation for
School Staff, Interpreting for
Parent/Teacher Meetings, "Who is a
Refugee?" (classroom activity aids for
teachers & students welcoming refugees
to their class), Resource List for Teachers

This agency serves Moline, Rock
Island, United Township and other
districts served by the Rock Island
Regional Office of Education

◆◆◆Credits

SPEAKING ON CAMERA

Parents

Akimolle Adedokum
Miller Bwanga
Sabiha Brka
Mohamed Noor Farah
Majuma Hussein Muya
Sophia Julu
Osman Abdu-Karim
Maria Serbin
Aziza Shegow

Students

Ablavi Adantor
Dzelila Brka
Hamza Brka
Lamija Brka
Alan Clement
Juma Hussein
Ramazani Hussein
Luan Huynh
Afrim Imeri
Solomie Joway
Omar Kasim
Merjan Liak
Rogatein Mboboshi
Habiba Mohamed Shegow
Kaltum Mohamed
Khatira Nazari
Anab Mohamed Noor
Olafimihan Adedokum

Field Elementary School Staff, Chicago

Sabiha Khatoon
John Lee
Astrid Peters
Laura Renauld
Patty Vasquez

Waters Elementary School Staff, Chicago

Tomas Revollo

Senn High School Staff, Chicago

Kathryn Khoshaba
Madlena Dugandzic
Debra Steinke

Schaumburg District 54, Schaumburg

Dr. Diep Nguyen

SPECIAL THANKS TO

Field Elementary School, Chicago

Cora Suddoth – Principal
Astrid Peters – Bilingual Program Specialist
Patty Vasquez – Assistant Coordinator

Interfaith Refugee and Immigration Ministries, Chicago

Michael Wolven – Youth Program Coordinator

Senn High School, Chicago

Judith Hernandez – Principal
Adelphio Garcia – Refugee/Newcomer Resource Center Facilitator
Lucille Grieco – Curriculum Coordinator
Kathryn Khoshaba – Bilingual Program Specialist

Schaumburg District 54, Schaumburg

Diep Nguyen – Director of Bilingual/Multicultural Programs

Waters Elementary School, Chicago

Tomas Revollo – Principal
Titia Kipp – Assistant Principal
Martin Surges – Assistant Principal

World Relief – DuPage, Wheaton

Arne Bergstrom – Resettlement Director
Liz Dahlquist – K-12 Director
Zahra Mohammed – Caseworker
Abdul Mohammed – Caseworker
Providence Rubingisa - Caseworker
Marilyn Sweeny – Director

ADDITIONAL FOOTAGE SUPPLIED BY

Carolyn Akweyo

Footage from Uganda Schools and Military

Chicago Public Schools

Additional Classroom Footage

Oxfam International

Caroline Green

World Vision, Inc.

African Camp Footage

COVER ILLUSTRATION

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Illinois State Board of Education

Chicago, Illinois

(312) 814-3850

sjohnson@isbe.net

http://www.isbe.net/bilingual/htmls/refugee_services.htm

Robin M. Lisboa – Division Administrator, English Language Learning

Sherry Johnson – Principal Consultant, English Language Learning.

Illinois Department of Human Services

Chicago, Illinois

(800) 843-6154

dhswebbts@dhs.state.il.us

<http://www.dhs.state.il.us>

Edwin Silverman – Chief, Bureau of Refugee and Immigrant Services

Sylvia Castaneda – Program Monitor

Chicago Public Schools

Chicago, Illinois

(773) 553-1930

Langculted@cps.k12-il-us

<http://www.olce.org>

Manuel J. Medina – Officer, Office of Language and Cultural Education

Edwin Rivera – Manager of the Refugee Program

Adult Learning Resource Center

Des Plaines, Illinois

(847) 803-3535

sbarauski@thecenterweb.org

<http://www.thecenterweb.org>

Sue Barauski – Director

Judith Diamond – Consultant

Jeanne Rowe – Consultant

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Beach Productions, Ltd.

Chicago, Illinois

(312) 666-4600

info@beachproductionsltd.com

<http://www.beachproductionsltd.com>

Stanley Majka - Director

Suzy duFour – Producer

Andrew Dryer – Camera

John Christianson – Audio

Dan Seiler – Audio

Alexi Van Mourik – Production Assistant

Adult Learning Resource Center

Judith Diamond – Guidebook Author

Network Century, Inc.

Ashley Nash - Editor

GUIDEBOOK EDITED BY

Dr. Edwin Silverman, Department of Human Services

Sherry Johnson, Illinois State Board of Education

Distribution Information

A copy of the RCSIG Video Tool Kit will be sent free to:

- all Illinois schools districts that have a bilingual program and all Illinois regional offices of education and intermediate service centers,
- all Illinois K-12 refugee social service agencies,
- the Illinois Department of Human Services and various other departments of the Illinois state government,
- state refugee program coordinators in all states,
- state Refugee Children School Impact Grant coordinators in states with RCSIG programs, and state departments or boards of education in states without Refugee Children School Impact Grant programs,
- the U.S. Department of Health and Human Services, the Office of Refugee Resettlement,
- the U.S. Department of Education, the U.S. Department of State, and additional U.S. governmental agencies,
- the United Nations Refugee Agency,
- persons who attended the October 2004 Illinois RCSIG multi-state conference “Challenges and Opportunities in Educating Refugee Children,” and
- various other persons or agencies.

In addition, “The Guide to Using the Videos,” will be available in PDF version at our website, http://www.isbe.net/bilingual/htmls/refugee_services.htm. Streaming video versions **may** be available at the same website.

It is anticipated that additional copies of the Illinois RCSIG Video Tool Kit will be made available *at a reasonable cost* through a distribution system that is being developed. In the near future, information regarding this system will be found at our website, http://www.isbe.net/bilingual/htmls/refugee_services.htm, as well as at the website of the Adult Learning Resource Center, <http://www.thecenterweb.org>; the Chicago Public Schools, Office of Language and Cultural Education, <http://www.olce.org>; and the Illinois Department of Human Services, <http://www.dhs.state.il.us>.

At this time, questions regarding further distribution of the Illinois RCSIG Video Tool Kit may be sent to Sherry Johnson, principal consultant, English Language Learning Division, Illinois State Board of Education, at sjohnson@isbe.net.

