

For Further Study

1. Research community and school resources in your area. Create an “I Have” list of resources that could be used to help the students in your setting. Develop a list specific to your context and to parents, students, and other educators in your setting.
2. Check out the following resources on social and emotional learning:
 - Responsive Classroom Approach: www.responsiveclassroom.org/about/principles-practices/
 - Collaborative for Academic, Social, and Emotional Learning: www.casel.org
 - The National Child Traumatic Stress Network: Refugee Trauma: www.nctsn.org/trauma-types/refugee-trauma
 - Care for Newcomer Children: Supporting the Care and Settlement for Young Immigrant Children: <http://cmascanada.ca> The website is based in Canada but includes many refugee resources, including TEDtalk videos about refugees, World Refugee Day, and a report on the educational experiences of refugee children.
3. Create Personal Journals: How could you use dialogue journals to support the English learners in your setting? What ways would you use to model this “I Am” strategy for colleagues and encourage their use throughout the curriculum?
4. “I Can” Ethnobiography: How could ELs model their social and cultural strengths through this writing model?
 - a. Which literature would you choose for a reading component?
 - b. What technology resources, such as PowerPoint, Prezi, or graphic organizers, could be used for demonstrating “I Can” statements?
 - c. How could you differentiate the requirements for different age groups/language groups?
5. Complete the “Resilience Checklist” below to discover how well your school is prepared to support and nurture students.

Resiliency Checklist

Creating an Environment That Fosters Resilience

How many of these key elements for fostering resilience are found in your school?

- The school is viewed as a safe and welcoming place for both ELs and their families.
- The school environment visually demonstrates that all cultures are welcome, through school décor and artifacts.
- Students and parents are made aware that the school is a caring environment, where ELs are respected and encouraged to openly share their language and culture.
- Students are viewed as assets to the school community, creating a mosaic of cultures represented.
- There is ongoing professional development for all personnel (both instructional and support state) to learn about cultural differences and learning/language challenges.
- There are clear and consistent schoolwide classroom academic expectations and behavioral boundaries.
- The school provides consistent and ongoing opportunities for all students to participate in meaningful classroom instructional and social interaction.
- The school teaches both academic and life skills.
- The school offers support and community connections for nonacademic problems.
- There is outreach into the community for members to serve as parent supports, translators, etc.

Source: Based on the work of Nan Henderson (2007, 2013)