

STRENGTH-BASED APPROACH TO SERVICE DELIVERY FOR ENGLISH LANGUAGE LEARNERS, REFUGEES, AND DISPLACED STUDENTS AND PARENTS: WAYS FOR SCHOOL PSYCHOLOGISTS TO DELIVER SUPPORT AND SERVICES.

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INTRODUCTION

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WORKSHOP GOALS AND OBJECTIVES

1. DEFINE & IDENTIFY ENGLISH LANGUAGE LEARNERS
2. FEDERAL LAWS
3. DEFINE & IDENTIFY CHALLENGES IN EDUCATION
4. DEFINE & IDENTIFY CULTURAL ASSETS (STRENGTHS)
5. IDENTIFY SERVICE DELIVERY MODEL TO ADDRESS LEARNING, SOCIAL-EMOTIONAL, AND BEHAVIORAL NEEDS THROUGH A STRENGTH-BASED APPROACH

“ALL IMMIGRANT STUDENTS—WHETHER
THEY ARRIVE IN THE US WITH MANY
RESOURCES OR FEW—NEED THE SUPPORT OF
CULTURALLY SENSITIVE EDUCATORS”
(NASP, 2010)

STRENGTH-BASED THEORY

STRENGTHS— AKA “ASSETS”

THIS APPROACH FOCUSES ON:

1. ENCOURAGING STRENGTHS
2. LOOKING FOR SOLUTIONS
3. INCREASING HAPPINESS
4. INSTILLING RESILIENCE

STRENGTH-BASED APPROACH CAN ADDRESS...

1. DEPRESSION
2. ANXIETY
3. ALIENATION
4. DESPAIR

OUR CURRENT FRAMEWORK IN SERVICE DELIVERY

FOCUS ON DEFICITS

WHAT IS MISSING

THESE BECOME THE FOCUS OF OUR ASSESSMENT AND DELIVERY OF SERVICE

WHO ARE OUR ENGLISH LANGUAGE LEARNERS?

1. IMMIGRANT
2. REFUGEE
3. ASYLUM-SEEKERS
4. DISPLACED
5. UNDOCUMENTED

IMMIGRANTS

TYPES OF IMMIGRANTS

1ST GENERATION

2ND GENERATION

AMNESTY INTERNATIONAL

THE TERMS "REFUGEE", "ASYLUM-SEEKER" AND "MIGRANT" ARE USED TO DESCRIBE PEOPLE WHO ARE ON THE MOVE, WHO HAVE LEFT THEIR COUNTRIES AND HAVE CROSSED BORDERS."

REFUGEES

DEFINITION

HOW IDENTIFIED AND ACKNOWLEDGED BY HOST COUNTRY

ASYLUM SEEKERS

DEFINITION

HOW IDENTIFIED AND ACKNOWLEDGED BY HOST COUNTRY

DISPLACED

DEFINITION

HOW IDENTIFIED AND ACKNOWLEDGED BY HOST COUNTRY

UNDOCUMENTED

ACCORDING TO FEDERAL REGULATIONS

2019 NASP, "RECENT DATA SHOWS THAT THE WORLD IS EXPERIENCING THE HIGHEST RATES OF DISPLACED PERSONS EVER SEEN, WITH AN ESTIMATED 68.5 MILLION PEOPLE HAVING LEFT THEIR HOMES. 25.4 MILLION WERE REFUGEES, HALF OF WHOM WERE UNDER THE AGE OF 1, AND 3.1 MILLION WERE ASYLUM-SEEKERS, (UNHCR, 2018)... ***IN LIGHT OF OUR CURRENT SITUATION AND IN THE LAST COUPLE OF YEARS, THIS NUMBER MAY HAVE INCREASED***

FOR THE PURPOSE OF OUR PRESENTATION

IMMIGRANTS
AND
NEWCOMERS

INFLUX OF "IMMIGRANT" FAMILIES

SIGNIFICANT DATES
POINTS OF ENTRIES
COMMON STATES

CHARACTERISTICS OF IMMIGRANT/NEWCOMER FAMILIES

- SOME FAMILIES COME SEEKING OUT NEW OPPORTUNITIES
- SOME LEFT HOME TO ESCAPE ECONOMIC STRESS OR POLITICAL OR RELIGIOUS HARASSMENT
- SOME ARRIVE WITH SUBSTANTIAL RESOURCES WHILE OTHERS, NOT SO MUCH
- SOME ARE FLUENT IN ENGLISH WHILE OTHERS ARE NOT

FEDERAL LAW

- 1. IMMIGRATION AND NATURALIZATION
- 2. ESEA
- 3. TITLE III

IMMIGRATION AND NATURALIZATION OF 1965

CALLS TO REFORM US IMMIGRATION POLICY
IMMIGRATION WAS BASED ON NATIONAL ORIGINS QUOTA FROM 1920
U.S. IMMIGRATION AND CITIZENSHIP

REFUGEE ADMISSION

REFUGEE PROGRAMS BUREAU (RPB)
INTERNATIONAL RESCUE COMMITTEE

RELOCATION

REFUGEE

RELOCATION AND CAMPS TO PERMANENT PLACEMENT

WHY ARE ALL OF THESE INFORMATION IMPORTANT FOR OUR PRACTICE?

NASP STANDARDS

EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS

EDUCATIONAL ACTS...IT ADDRESSES OUR STUDENTS (IMMIGRANT YOUTHS INCLUDED) EDUCATIONAL NEEDS

EDUCATION ACT

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

NO CHILD LEFT BEHIND (NCLB)

EVERY STUDENT SUCCEED ACT (ESSA)

ELEMENTARY AND SECONDARY EDUCATION ACT

TITLE I

TITLE III

EVERY STUDENT SUCCEED ACT (ESSA)

EQUAL OPPORTUNITY FOR ALL STUDENTS

ADDRESSES NEEDS OF DISADVANTAGED AND HIGH NEEDS STUDENTS

ALL BE TAUGHT TO HIGH ACADEMIC STANDARDS

WHAT DO THESE ACT MEAN FOR...

IMMIGRANTS

NEWCOMERS

ESSA- TITLE III

- 1. DISTRICT/SCOE SUPPORTS
- 2. ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC)
- 3. ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC)

WHAT IS TITLE III

- THE PURPOSE OF TITLE III
- DEFINES EL STUDENTS
- GRANT PROGRAMS TO SUPPORT EL STUDENTS
- WHO ADMINISTERS EL PROGRAMS
- ARE THERE ADDITIONAL FUNDING FOR EL STUDENTS

PURPOSE OF TITLE III

- HELP ENSURE ENGLISH LEARNERS ATTAIN ENGLISH PROFICIENCY
- ASSIST TEACHERS, PRINCIPALS, OTHER SCHOOL LEADERS, AND LEA TO ESTABLISH, IMPLEMENT, AND SUSTAIN EFFECTIVE LANGUAGE INSTRUCTION
- ASSIST SCHOOL PERSONNEL IN DEVELOPING AND ENHANCING CAPACITY TO PROVIDE EFFECTIVE INSTRUCTIONAL PROGRAMS FOR ENGLISH LEARNERS
- TO PROMOTE PARENTAL AND COMMUNITY PARTICIPATION IN LANGUAGE INSTRUCTION AND EDUCATIONAL PROGRAMS

HOW IS AN EL STUDENT DEFINED?

- 1 AGE 3 TO 21
- 2 ENROLLED OR PREPARING TO ENROLL IN ELEMENTARY OR SECONDARY SCHOOL
- 3 MEETS ONE OF THE FOLLOWING CRITERIA
 - NOT BORN IN US OR WHOSE NATIVE LANGUAGE IS A LANGUAGE OTHER THAN ENGLISH
- 4 HAS DIFFICULTIES IN SPEAKING, READING, WRITING OR UNDERSTANDING ENGLISH LANGUAGE

GRANT PROGRAMS TO SUPPORT EL STUDENTS

- PROVIDES FEDERAL MONIES TO THE STATE OF EL STUDENTS
- TITLE III STATE FORMULA GRANT PROGRAM
- NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM
- NATIVE AMERICAN & ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM

WHO ADMINISTERS EL PROGRAMS

- OFFICE OF ENGLISH LANGUAGE ACQUISITION (OELA)
- OFFICE OF ELEMENTARY & SECONDARY EDUCATION (OESE: STATE LEVEL)
 - STATE EDUCATION AGENCIES
 - COE
 - DISTRICT
 - SCHOOL SITE

ARE THERE ADDITIONAL FUNDING FOR OUR EL STUDENTS

ASIDE FROM TITLE III

- RESEARCH RELATED FUNDED PROGRAMS
 - INVESTING IN INNOVATIONS
 - THE INSTITUTE OF EDUCATION SCIENCE
 - THE NATIONAL INSTITUTE OF HEALTH

ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC)

EACH SCHOOLS IN CALIFORNIA WITH 21 OR MORE ENGLISH LEARNERS MUST HAVE AN ELAC

RESPONSIBILITIES

COMMITTEE MAKE UP

TRAINING

ENGLISH PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC)

WHAT DO WE NEED TO KNOW ABOUT ELPAC

WHO TAKES IT?

ASSESSMENT PROCESS

INITIAL ELP

ANNUAL SUMMATIVE ASSESSMENT

SCALE SCORE RANGES

LANGUAGE ACQUISITION

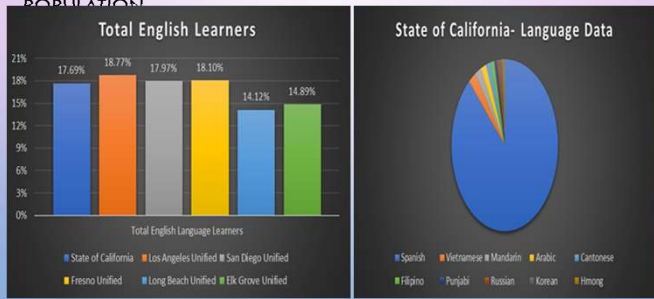
STAGES TO LANGUAGE DEVELOPMENT
STAGES TO LANGUAGE ACQUISITION

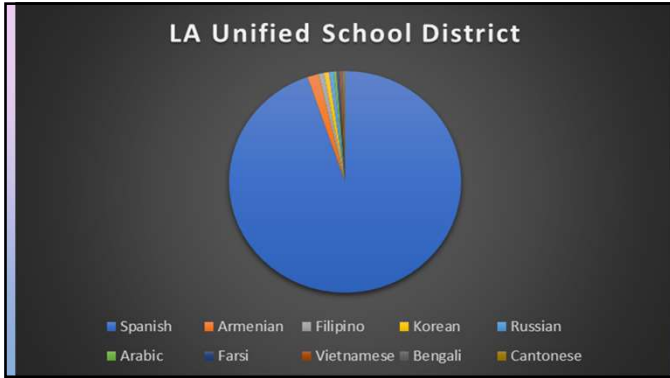
WHO ARE OUR EL POPULATION IN CALIFORNIA?

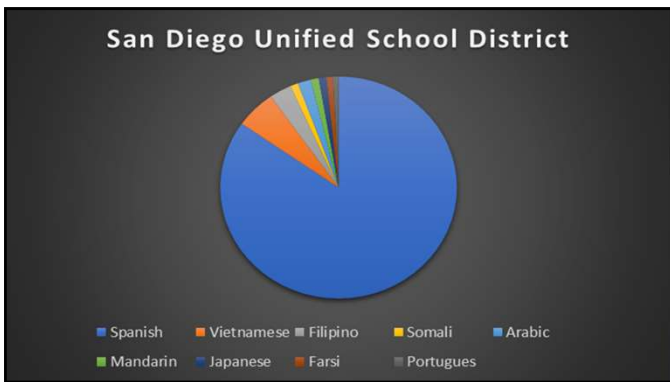
WE FOCUS ON OUR TOP 5 LARGE SCHOOL DISTRICTS

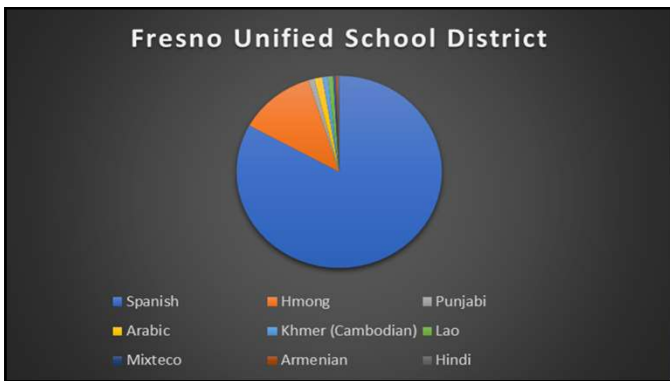
- LOS ANGELES
- SAN DIEGO
- FRESNO
- LONG BEACH
- ELK GROVE

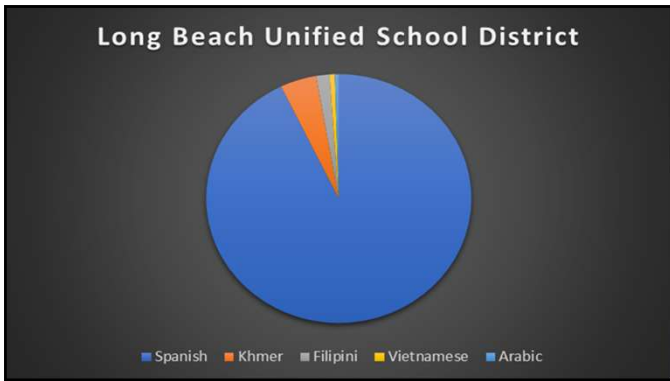
CALIFORNIA DEMOGRAPHICS OF OUR ENGLISH LEARNER POPULATION

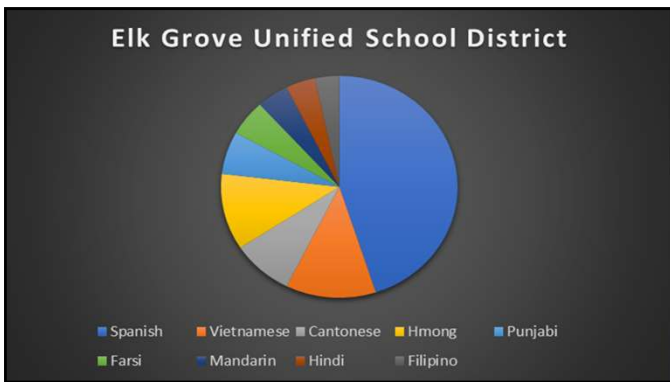


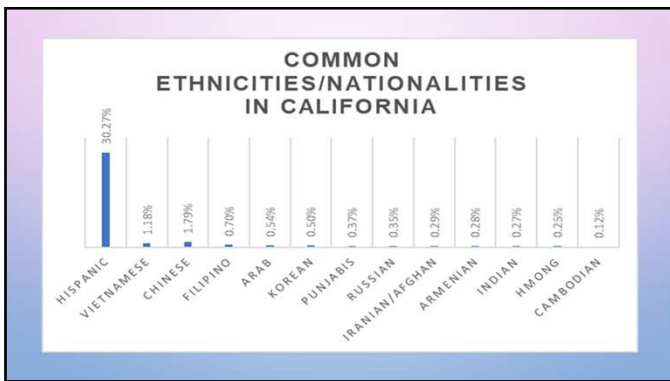












HISPANIC CULTURE

- MEXICAN
- CENTRAL AMERICAN

SOUTHEAST ASIAN & PACIFIC ISLAND CULTURE

- VIETNAMESE
- HMONG
- CAMBODIAN
- KOREAN
- PAKISTANI
- INDIAN
- FILIPINO
- AFGHAN

MIDDLE EASTERN CULTURES

- IRAQ
- SYRIA
- SAUDI ARABIA
- IRAN

NORTHWESTERN ASIA

ARMENIA
RUSSIA

JOURNEY TO THE US

VARIES FROM ETHNICITIES TO ETHNICITIES
EACH HAVE A DIFFERENT

- STORY
- EXPERIENCE
- WHAT THEY LEFT BEHIND

TRANSITIONS/JOURNEY TO THE NEW LAND

- 1- CRISIS THEY LEFT BEHIND
- 2- IMMIGRANTS (TRAUMA, STRESS, ANXIETY, WORRY, SAFETY, ETC.)
- 3- REFUGEE (TRAUMA, STRESS, ANXIETY, WORRY, SAFETY, ETC.)
- 4- DISPLACED (TRAUMA, STRESS, ANXIETY, WORRY, SAFETY, ETC.)

LATIN AMERICAN JOURNEY TO THE US

- STORY
- EXPERIENCE
- WHAT THEY LEFT BEHIND

SOUTHEAST ASIAN & PACIFIC ISLAND JOURNEY

- STORY
- EXPERIENCE
- WHAT THEY LEFT BEHIND

MIDDLE EASTERN JOURNEY

- STORY
- EXPERIENCE
- WHAT THEY LEFT BEHIND

NORTHWESTERN ASIAN JOURNEY

- STORY
- EXPERIENCE
- WHAT THEY LEFT BEHIND

CHALLENGES FOR PARENTS & STUDENTS

- ACCULTURATION PROCESS
- RACISM & DISCRIMINATION
- IMMIGRATION STATUS
- LANGUAGE DIFFICULTIES
- SCHOOL ACCESSIBILITY

ACCULTURATION

FOUR STAGES OF ACCULTURATION

1. INTEGRATION
2. ASSIMILATION
3. SEPARATION
4. MARGINALIZATION

CHALLENGES TO ACCULTURATION

- 1 LANGUAGE ACQUISITION
- 2 FAMILY MEMBERS' ATTITUDE TOWARD HOST CULTURE AND ITS ADOPTION
- 3 PSYCHO-SOCIAL STRESSORS /EFFECTS
- 4. BEHAVIORAL
- 5. ACADEMICS

LANGUAGE ACQUISITION

- LEARNING A NEW LANGUAGE
- EDUCATIONAL EXPERIENCE FROM HOME COUNTRY
- LANGUAGE DIFFICULTIES

FAMILY/PARENT ATTITUDE TO ACCULTURATION

- ADULTS ACCULTURATE SLOWER THAN YOUTHS
- CONFLICT BETWEEN PARENTS AND YOUTHS ACCULTURATION
- CHALLENGES TO LEARNING NEW AND DOMINANT CULTURE

PSYCHO-SOCIAL STRESSORS

- SOCIAL ECONOMIC STATUS
- COMMUNITY CONNECTION
- DIFFERENCES BETWEEN DOMINANT AND TRADITIONAL CULTURE

BEHAVIORAL CHALLENGES

- PARENTS ADJUSTING TO DOMINANT CULTURE'S BEHAVIORAL EXPECTATIONS
- YOUTHS' ADJUSTMENTS TO NEW AND DOMINANT CULTURE
- WHOLE FAMILY BEHAVIORAL EXPECTATIONS TO ADJUST

ACADEMIC CHALLENGES

- EDUCATIONAL SYSTEM FROM HOME COUNTRY TO HOST COUNTRY
- EDUCATIONAL EXPERIENCE FROM HOME COUNTRY
- ACADEMIC EXPECTATIONS FROM HOST COUNTRY
- LANGUAGE BARRIER

CHALLENGES FOR PARENTS & STUDENTS: RACISM & DISCRIMINATION

- HOST COUNTRY
- COMMUNITY OF RESIDENCE
- WORK PLACE
- SCHOOL

CHALLENGES FOR PARENTS & STUDENTS: IMMIGRATION STATUS

- AUTHORIZED VERSUS UNAUTHORIZED IMMIGRATION
 - PARENTS
 - STUDENTS

CHALLENGES FOR PARENTS & STUDENTS: LANGUAGE DIFFICULTIES

- LANGUAGE BARRIERS
- CONNECTIVITY WITH COMMUNITY, SCHOOLS, TEACHERS, ETC
- LANGUAGE ACQUISITION
 - SOCIAL ENGAGEMENT
 - LEARNING & ACADEMICS

CHALLENGES FOR PARENTS & STUDENTS: SCHOOL ACCESSIBILITY

LANGUAGE BARRIERS: TRANSLATION & INTERPRETATIONS

UNDERSTANDING EDUCATIONAL SYSTEMS AND SUPPORTS

UNPREPAREDNESS OF SCHOOL

- CONNECTIVITY WITH SCHOOL STAFF AND SCHOOL COMMUNITY

FROM CHALLENGES TO ASSETS (STRENGTHS)

OUR IMMIGRANT PARENTS AND STUDENTS COME WITH ASSETS

- STRENGTH-BASED THEORY AND APPROACH
 - CHARACTER STRENGTH
 - RESILIENCE
 - CULTURAL ASSETS
 - CULTURAL ASSETS IDENTIFIER (CAI)
 - ATTRIBUTES, RELATIONSHIPS, CONTEXT, SKILLS (ARCS)
- STRENGTH-BASED SCHOOL PSYCHOLOGICAL PRACTICES
 - SCHOOL PSYCHOLOGISTS ASSETS & STRENGTHS
 - SERVICE DELIVERY MODEL
 - CONSULTATION/COLLABORATION
 - ASSESSMENTS
 - INDIRECT & DIRECT SERVICES

STUDENTS ASSETS & STRENGTH: CHARACTER STRENGTHS

"CHARACTER STRENGTH IS THOSE ASPECTS OF PERSONALITY THAT ARE MORALLY VALUED"

- HOPE
- KINDNESS
- SOCIAL INTELLIGENCE
- SELF-CONTROL

CLASSIFICATION OF STRENGTHS

- WISDOM & KNOWLEDGE
- COURAGE
- HUMANITY
- JUSTICE
- TEMPERANCE
- TRANSCENDENCE

STUDENTS' ASSETS & STRENGTHS: RESILIENCE

RESILIENCE

- PROTECTIVE FACTORS
 - IDENTITY
 - EFFICACY
 - ORIENTATION
 - RESOURCES

ADAPTATION

- DEVELOPMENTAL PSYCHOLOGISTS
- ACCULTURATION PSYCHOLOGISTS

RESILIENCE AND ACCULTURATION

SOCIAL SUPPORTS

- RELATIONAL
- INDIVIDUAL
- COMMUNAL

BICULTURALISM

IMMIGRANT YOUTH ADAPTATIONS

THROUGH THE LENS OF CONTEXT

1. IDENTITY
2. SCHOOL & PEERS
3. NEIGHBORHOOD
4. FAMILY

CULTURAL ASSETS/STRENGTHS

COMMON CULTURAL ASSETS

6 TYPES OF CULTURAL ASSETS:

1. ASPIRATIONAL
2. FAMILIAL
3. SOCIAL
4. LINGUISTIC
5. NAVIGATIONAL
6. RESISTANT

"COMMUNITY CULTURAL WEALTH"

FOUR ASSETS OF IMMIGRANT YOUTHS

1 CULTURE OFFERS STRENGTH

2 BILINGUALISM

3 MIGRATION-RELATED CHALLENGES SPURS HEALTHY DEVELOPMENT

4 JUGGLING 2 CULTURES

- RESILIENCE
- FLEXIBILITY
- PEER RELATIONS

CULTURE AS AN ASSET

AS A CULTURE WHAT DO THEY VALUE

LANGUAGE

HISTORY

TRADITIONS

ARTS & HUMANITIES

EDUCATION

BILINGUALISM

MULTILINGUAL

DOMINANT LANGUAGE: SPEAKING, READING, WRITING

HOST LANGUAGE

MIGRATION RELATED CHALLENGES

JOURNEY TO NEW COUNTRY

COPE AND RESILIENCE

JUGGLE TWO CULTURES

KEEPING TRUE TO OWN CULTURE AND TRADITIONS

LEARNING AND ADJUSTING TO NEW & DOMINANT CULTURE

ACCESSING CULTURAL ASSETS & STRENGTHS

CULTURAL ASSET IDENTIFIER (CAI)
ATTRIBUTES, RELATIONSHIPS, CONTEXT, & SKILLS (ARCS)

CULTURAL ASSET IDENTIFIER (CAI)

PURPOSE
ITS USE

- CULTURAL ASSETS ARE:
- VALUABLE SKILLS
 - ATTITUDES
 - EXPERIENCES

ATTRIBUTES, RELATIONSHIPS, CONTEXT, & SKILLS (ARCS)

ITS DEVELOPMENT
ITS USES
OUTCOMES

STRENGTH-BASED SCHOOL PSYCHOLOGICAL PRACTICES

- SCHOOL PSYCHOLOGIST'S ASSETS & STRENGTHS
- SERVICE DELIVERY MODEL
 - CONSULTATION/COLLABORATION
- ASSESSMENTS
- INDIRECT & DIRECT SERVICES

SCHOOL PSYCHOLOGIST'S ASSETS

- LANGUAGE DIFFERENCES VERSUS DISABILITY
- SECOND LANGUAGE ACQUISITION
- BEST INSTRUCTION STRATEGIES TO MAKE LANGUAGE AND CONTENT COMPREHENSIBLE FOR BILINGUAL STUDENTS

SCHOOL PSYCHOLOGICAL CONSULTATION MODEL

- MENTAL HEALTH
- ORGANIZATIONAL DEVELOPMENT
- BEHAVIORAL
- INSTRUCTIONAL
- BILINGUAL SCHOOL CONSULTATION

CONSULTATION: MENTAL HEALTH MODEL

CONSULTANT-CONSULTEE-CLIENT

CONSULTATION: ORGANIZATIONAL MODEL

SCHOOL SYSTEM

ADMINISTRATION

TEACHING STAFF

SUPPORT PERSONNEL

CONSULTATION: BEHAVIORAL MODEL

CONSULTANT-CONSULTEE-BEHAVIOR IN QUESTION

CONSULTATION: INSTRUCTIONAL MODEL

CONSULTANT-CONSULTEE-ACADEMIC & LEARNING OUTCOMES

BILINGUAL SCHOOL CONSULTATION

FOCUS ON BILINGUAL POPULATION
FACILITATE COMMUNICATION
MULTICULTURAL & INSTRUCTIONAL

ASSESSMENT MODEL

ECOLOGICAL
PSYCHOSOCIAL AND BEHAVIORAL
STRENGTH-BASED ASSESSMENT

ECOLOGICAL, PSYCHOSOCIAL & BEHAVIORAL FRAMEWORK

ECOLOGICAL: TAKING INTO ACCOUNT THE ENVIRONMENTS STUDENT IS IN
PSYCHOSOCIAL & BEHAVIORAL: TAKING INTO ACCOUNT SOCIAL AND BEHAVIORAL CHALLENGES AND STRENGTHS IN STUDENT'S DEVELOPMENT

STRENGTH-BASED ASSESSMENT

WHAT IS IT?
WHY?
TYPES OF STRENGTH-BASED ASSESSMENTS

AREAS OF STRENGTHS RESULTING IN POSITIVE OUTCOMES

ASPECT OF IDENTITY
AREAS OF ABILITY
DEVELOPMENTAL OPPORTUNITIES
EMOTIONAL, MOTIVATIONAL, STRATEGIC SUPPORTS

WHY STRENGTH-BASED ASSESSMENT?

- PSYCHOLOGICAL WELL-BEING
- POSITIVE TRAITS
- WITHIN TRAITS
- FACTORS OUTSIDE OF INDIVIDUALS

TYPES OF STRENGTH-BASED ASSESSMENTS

- BEHAVIORAL ASSESSMENT SCALE FOR CHILDREN-3 (BASC3)
- BEHAVIORAL AND EMOTIONAL RATING SCALE-2 (BERS2)
- CALIFORNIA HEALTHY KIDS SURVEY- RESILIENCE YOUTH DEVELOPMENT MODULE
- DEVELOPMENTAL ASSETS PROFILE (DAP)
- MULTIDIMENSIONAL STUDENT LIFE SATISFACTION SCALE (MSLSS)
- SCHOOL SOCIAL BEHAVIOR SCALE-2 (SSBS2)
- SOCIAL SKILLS RATING SYSTEM (SSRS)

SERVICE DELIVERY MODEL TO ADDRESS LEARNING, SOCIAL-EMOTIONAL, AND BEHAVIORAL NEEDS

- 1. MTSS PERSPECTIVE
 - TIER 1
 - ENGLISH LANGUAGE DEVELOPMENT CLASSES
 - TRANSLATION SUPPORTS FOR PARENTS & FAMILIES
 - ELAC
 - TEACHER INSTRUCTIONAL SUPPORTS
 - TEACHER, SCHOOL STAFF, AND PARENT TRAINING
 - BILINGUAL INSTRUCTIONAL ASSISTANTS
 - PEER BUDDIES FOR NEWCOMERS
 - TIER 2
 - ENGLISH LANGUAGE DEVELOPMENT CLASSES: CONTINUED NEED
 - REFERRAL PROCESS FOR TARGETED CONCERNS: LEARNING, SOCIAL-EMOTIONAL, & BEHAVIORAL
 - TIER 3
 - ASSESSMENT

MTSS TIER 1

TIER 1

- ENGLISH LANGUAGE DEVELOPMENT CLASSES
- TRANSLATION SUPPORTS FOR PARENTS & FAMILIES
- ELAC
- TEACHER INSTRUCTIONAL SUPPORTS
- TEACHER, SCHOOL STAFF, AND PARENT TRAINING
- BILINGUAL INSTRUCTIONAL ASSISTANTS
- PEER BUDDIES FOR NEWCOMERS

MTSS TIER 2

ENGLISH LANGUAGE DEVELOPMENT CLASSES: CONTINUED NEED
REFERRAL PROCESS FOR TARGETED CONCERNS:
LEARNING, SOCIAL-EMOTIONAL, & BEHAVIORAL

TIER 3

- ASSESSMENT CONSIDERATION
 - BILINGUAL ASSESSMENTS

QUESTIONS/COMMENTS...

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