



Bridging Refugee Youth & Children's Services

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“Embracing the Refugee Child in the Academic Setting”

By Dr. Nancy Montgomery

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“EMBRACING THE REFUGEE CHILD IN THE ACADEMIC SETTING”

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REFUGEE CHILDREN ARRIVE WITH:

- Low self-image
- A feeling of powerlessness
- Low image of the home language
- **THEY NEED:**
- Patience from the teachers and staff at school.
- Time to adjust to new language, home, and culture.



REFUGEE CHILDREN MUST:

Have time to express feelings about their traumas and moving to the United States.

Example: Have students make a “About Me” journal that is private. During any free time or a 10 minute designated time the student is allowed to draw in the journal anything about their experiences they wish. No grading and no red pens!



LITERACY LEVELS

- Students will come from the following societies:
- Oral culture with no written language.
- Only selected groups are educated while other groups in the society are marginally educated or not educated especially the female.
- Only a minority in the country are educated due to political upheaval and the school systems are dissolved.
- Highly educated but must leave due to political affiliations.
- Literacy levels can become fossilized in a refugee camp



AFFECTIVE, LINGUISTIC, AND COGNITIVE NEEDS

- Affective: Use social strategies to help student with language and culture. Grouping, interaction strategies, teach to ask for help.
- Linguistic: Be prepared to reteach. Use cognates if possible. Some languages may be Germanic or Latin based but it depends on who wrote the language.
- Cognitive: Expect them to learn!



TIPS ON HELPING THE NON-READER

Provide concrete examples, organizers, and demonstrations.

Assess learning in non-verbal ways.

Provide opportunities for re-readings and choral reading.

“Fill in the gap” with peers.



FOCUS ON CURRICULUM

- The curriculum becomes accessible when modifications have taken place that enable the student to understand what is being taught. (Marzano)
- Once modifications have taken place according to the language level of the student then “comprehensible input” is available for the student.



THE TOP 500 HIGH FREQUENCY WORDS FOUND IN PRINT (FIRST 100)

the	of	and	a	to	In	is	you	that	it
he	for	was	On	are	as	with	his	they	at
be	this	from	I	have	or	one	had	not	but
what	by	all	were	when	we	there	can	an	your
which	their	said	if	do	will	each	about	how	up
out	them	then	she	many	some	so	these	would	other
into	has	more	her	two	like	him	see	time	could
no	make	than	first	been	its	who	now	people	my
made	over	did	down	only	way	find	use	may	water
long	little	very	after	words	called	just	where	most	know

THE SECOND 100

get	through	back	much	go	good	new	write	out	me
man	too	any	day	same	right	look	think	also	around
another	came	come	work	three	must	because	does	part	even
place	well	such	here	take	why	help	put	different	away
again	off	went	old	number	great	tell	man	say	small
every	found	still	Be- tween	name	should	home	big	give	air
line	set	owe	under	read	last	never	us	left	end
along	while	might	next	sound	below	new	Some- thing	thought	both
few	those	always	show	large	often	To- gether	asked	house	Don't
world	going	want	school	Im- portant	until	form	food	keep	childre n

THE THIRD 100

feet	land	side	Without	boy	once	animals	life	enough	took
four	head	above	kind	began	almost	live	page	got	earth
need	far	hand	high	year	mother	light	Country	father	let
night	picture	being	study	second	soon	story	since	white	ever
paper	hard	near	Sentence	better	best	across	during	today	However
sure	knew	It's	try	told	young	sum	thing	whole	hear
loud	heard	several	Change	answer	room	sea	against	top	turned
Example	point	city	play	toward	five	himself	usually	money	seen
didn't	car	Morning	I'm	body	upon	family	later	turn	move
face	door	cut	done	group	true	half	red	fish	plants

THE FOURTH 100

living	black	eat	short	United States	run	book	gave	order	open
ground	cold	really	table	Remember	tree	course	front	American	space
inside	ago	sad	early	I'll	learned	Brought	close	Nothing	though
idea	before	lived	became	add	become	grow	draw	yet	less
wind	behind	cannot	letter	among	able	dog	shown	mean	English
rest	perhaps	certain	six	feel	fire	ready	green	yes	built
special	ran	fully	town	complete	oh	person	hot	anything	hold
state	list	stood	hundred	ten	fast	felt	kept	notice	Can't
strong	voice	probably	area	horse	matter	stand	box	start	That's
class	piece	surface	river	common	stop	am	talk	whether	fine

THE FIFTH 100

round	dark	past	ball	girl	road	blue	instead	either	held
already	warm	gone	finally	summer	Understand	moon	animal	mind	outside
power	problem	longer	winter	deep	heavy	carefully	follow	beautiful	everyone
leave	Everything	game	system	bring	watch	shall	dry	within	floor
ice	ship	Themselves	begin	fact	third	quite	carry	distance	Although
sat	possible	heart	real	simple	snow	rain	Suddenly	leaves	easy
lay	size	wild	weather	miss	pattern	sky	walked	main	Someone
center	field	stay	itself	boat	question	wide	least	tiny	hour
Happened	foot	care	low	else	gold	build	glass	rock	tall
alone	bottom	Walk	check	fall	poor	map	friend	Language	job


STRATEGIES FOR TEACHING HIGH FREQUENCY WORDS!

- Word Wall (Interactive)
- Circle on writing papers. (Use colored pencils)
- Include on vocabulary and spelling tests.
- Refer to words during:
- Shared Reading
- Interactive Writing
- Shared Writing



K (KEY) I (INFORMATION) M (MEMORY CLUE)

Key Idea:	Information:	Memory clue:



INTERACTIVE STRATEGIES

- Accessing Background Knowledge
- Strategy 1: Mind Map
- Describe what you already know about the given topic using only pictures and symbols.
- Strategy 2: Journal Response
- Describe what you already know about the given topic using the free writing technique.
- Pictures, listing of words, simple to complex sentences.



ALPHABETIC PRINCIPLE CHART

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y z

