# SUPPORT FOR IMMIGRANT AND REFUGEE STUDENTS:

## A Teacher's Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences

**Published July 2017 (Phase I)**

CaliforniansTogether
Championing the Success of English Learners

*In collaboration with*

LMU|LA
The Center for Equity
for English Learners

# A Teacher's Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences

Authored by
Fernando Estrada, Ph.D.

For the
Center for Equity for English Learners (CEEL)

School of Education

Loyola Marymount University

2017

# Table of Contents

## Introduction

This resource guide for teachers is part of a special project headed by Californians Together in collaboration with the Center for Equity for English Learners (CEEL) at Loyola Marymount University. The goals of the grant-funded curriculum on immigrant and refugee students include the creation and implementation of a professional development program that increases the capacity of teachers to address in-the-moment issues that arise as a result of teaching sensitive and emotionally laden topics.

Conceived of as ancillary support for the curricular-based learning that takes place in the class, this resource guide introduces the reader to concepts and strategies common to the field of counseling, and useful in a class setting. The theoretical framework is a 3-stage (exploration-insight-action) model of helping (Hill, 2014), which is highly regarded in counselor education.

The resource guide is interactive and incorporates the use of 10 different case scenarios. The content is presented in a scaffold manner across 4 lessons that the reader can move across independently and self-paced. The resource guide concludes with a grand summary and a vocabulary list that is helpful for ongoing learning.

## About the Author

Fernando Estrada, Ph.D. is currently an assistant-level professor in the Counseling Program in the School of Education at Loyola Marymount University. His research focuses on pedagogical effectiveness, multicultural education, and gender norms. His articles are available in outlets such as Journal of Counseling Psychology, Multicultural Cultural Counseling and Development, Hispanic Higher Education, and The High School Journal. He holds a doctorate degree in counseling psychology from Arizona State University, and two masters from Teachers College-Columbia University. Dr. Estrada can be reached at fernando.estrada@lmu.edu.

## The Immigrant and Refugee Experience

Immigrants are generally defined as peoples who voluntarily or forcibly move from one country to live in another. Refugees, on the other hand, move to escape political unrest, war, persecution, and other dangerous environments. Immigrants and refugees come to the U.S. from all parts of the globe with various degrees of English proficiency. Regardless of legal status, all immigrant students by law have a right to attend U.S. schools and must be provided with schooling in addition to language development instruction.

Immigrants and refugees face numerous challenges including financial hardship and poverty, home instability, and family separation. Because of the violence and systematic discrimination that they endure, clinical levels of trauma and anxiety are normal. Such factors make learning about immigrants and refugees an emotional experience. They also make teaching the topics a sensitive and delicate endeavor that can trigger a range of emotions including sadness, guilt, and anger.

## Supporting the Whole Learner

Learning involves feeling. Sadness, anger, and boredom can be reactions to curricular content, and learning more about such reactions can assist with the ongoing calibration of classroom teaching. Attending to social-emotional expressions in the classroom not only facilitates learning but also supports the *whole* student and their unique growth experience.

As a teacher of emotionally laden topics, it is valuable to have skills off-hand to effectively and efficiently touch upon emerging issues with students. Supporting the whole learner, however, also involves understanding the scope of one's professional duties and expertise. Recognizing that a student might need additional social-emotional support, teachers are encouraged to consult with appropriate personnel such as the school counselor or school psychologist. Another supportive strategy is sharing a list of community resources with students and their families.

## A Social-Emotional Orientation

Emotionally-laden content like topics on immigration, the experiences of refugees, and other topics covered in class that are framed by violence and discrimination can trigger strong reactions among students at all levels of education. Reactions like surprise, despair, anger, and a host of other emotional expressions are a normal part of the learning process. Because of that, it is helpful for a teacher to know—pedagogically speaking—the thoughts

and feelings that comprise the student reactions observed in class. In fact, there is consensus among psychological and counseling experts that socio-emotional reactions centrally involve thoughts and feelings, and so knowing more about those thoughts and feelings within a classroom setting can not only facilitate teaching practices that are student-centered, but also result in learning that is meaningful and impactful to the student.

Teaching that incorporates and stimulates a broader range of student cognitive and socio-emotional processes is associated with holistic, dynamic, and critical paradigms of education (e.g., Brotherton, 1996; Darder, 1991; Kukla, 2000; Vygotsky, 1978). With the academic objective as the goal, a social-emotional teaching orientation can help illuminate natural opportunities for a teacher to use probing strategies in the classroom like asking open-ended questions related to thoughts and feelings. To introduce the reader to such practical strategies and knowledge, a theory of interpersonal helping is necessary, which also serves as the theoretical underpinning for this resource guide.

Clara Hill (2014) has developed a 3-stage model of helping that is widely used in graduate level counselor education. The 3-stage model is used to train counselors to work in school and community settings with interpersonal skills to:

      (1) Explore an issue with another individual
      (2) Raise their level of insight on the issue
      (3) Generate meaningful action

Unlike one-on-one counseling, however, where the focus is on a single individual, the classroom setting requires the 3-stage (exploration-insight-action) framework be applied as ancillary support to the curricular objectives. Consequently, this resource guide focuses on the first stage, or the exploration of a student reaction, covered in four lessons, which the table on the next page summarizes.

## Lesson Objectives

|  | **Objective 1** | **Objective 2** |
|---|---|---|
| **Lesson 1**<br>Relational Support | *Key aspects of interpersonal support* | *Strategies to optimize trust* |
| **Lesson 2**<br>Asking and Responding: *Thoughts* | *How to probe with open questions* | *Responding supportively* |
| **Lesson 3**<br>Asking and Responding: *Feelings* | *How to probe with open questions* | *Responding supportively* |
| **Lesson 4**<br>Student Emotional Stress | *Key aspects of emotional stress* | *Strategies to respond to immediate stress* |

# Lesson 1: Relational Support

| Objective 1 | Objective 2 |
|---|---|
| *Key aspects of interpersonal support* | *Strategies to optimize trust* |

## About the Interpersonal Climate

The key antecedent to effectively explore and respond to what a student is thinking or feeling is establishing an interpersonal space where the student feels safe to verbalize their experience. But a student who shares personal and sensitive information in class is fundamentally vulnerable to experiencing embarrassment, shame, judgment, and even rejection. Guarding against such negative emotions is normal, but it can also impede growth and learning that might otherwise take place in an interpersonal climate characterized by trust and safety. When all students feel comfortable to share their inner experience in class the learning is made more meaningful, impactful, and enjoyable.

The prominent psychologist, Carl Rogers (1987) contended that a person's unique lived experiences including their values, thoughts, and feelings have to be outwardly validated in order to tap into a deeper, more meaningful level of learning and growth. Rogers believed that three components were necessary to establish a supportive interpersonal climate:

(i) Empathy
(ii) Unconditional positive regard
(iii) Genuineness

Empathy refers to momentarily connecting with the reality lived by other people, where as unconditional positive regard is an overall disposition that strives to accept others as they. Lastly, a supportive environment must be a genuine and authentic interpersonal space. Such interpersonal *ingredients* are viewed by many counselors as fundamental to offering proper social-emotional support to a person. In fact, Carl Rogers maintained that empathy, positive regard, and genuineness were sufficient for most individuals to be successfully tolerate a moment of emotional intensity, and also and more importantly, be able to verbalize and learn from that personal experience.

## Verbal Validations

There are many ways to foster a supportive interpersonal climate as envisioned by Carl Rogers, and verbal statements are effective as well as practical, particularly within a classroom setting. Below are a few examples:

"Hearing what you have to say is important to me."
"I value your personal and unique experience."
"It is a privilege to listen to your thoughts."
"Your feelings are valid."
"Thank you for sharing your experience."

Notice that the statements listed above essentially validate and affirm a person's experience. A verbal phrase that validates and affirms the lived experience of another cultivates a supportive environment. As a result, validating and affirming statements are ideal not only to create a positive relational setting, but they also serve as ideal responses after a student, for example, has expressed a feeling or made a disclosure in class. Read the brief vignette below and generate validating statements of your own.

### Scenario 1

During class your student Carmela sits quietly with her head turned downward during a lively class discussion on immigrants and negative stereotypes. You notice her low level of participation as well as her dejected body language, so you decide to call on her for her perspective. She looks up and says, "Well, my parents are immigrants, and I don't like listening to the way they are looked down on by others."

How would you respond to Carmela to validate or affirm her experience? Write your ideas below. See appendix for sample responses.

*Response*: _____

*Response*: _____

### Scenario 2

During class your student Eric is vocal about his positive view on immigrants. As he continues to share there is a swell of pride that overtakes him, and he begins to cry.

How would you respond to Eric to validate or affirm his experience? Write two responses below and see the appendix for examples.

*Response*: _____

*Response*: _____

Look over the responses provided to you in the appendix. Notice the brevity that characterizes each validating statement. Brief statements are more effective than verbose ones, and will also take less class time. In the next two sections the focus shifts to probing the thoughts and feelings of a student. In both cases, this guide will emphasize the use of validating and affirming statements as a way of responding. Lesson 4 provides an overview of instances where additional questions or a referral are needed. Below are main messages to take-away from Lesson 1.

## Summary Points

♦ Sensitive and complex subjects can trigger reaction among students.
♦ A supportive atmosphere consists of factors like empathy, positive regard, and genuineness.
♦ Brief verbal validations help to foster a trust-filled environment.
♦ Verbal affirmations are ideal responses to students after they have shared a personal experience.

# Lesson 2: Asking and Responding: Thoughts

| Objective 1 | Objective 2 |
| --- | --- |
| *How to probe with open questions* | *Responding supportively* |

## Distinguishing Questions

A social-emotional milieu characterized by trust and compassion paves the way for a teacher to engage in supportive forms of probing and inquiry. This is important because learning involves *feeling* as well as *thinking*. Sadness, anger, and boredom can be normal reactions to curricular content, and learning more about such reactions can assist with the ongoing calibration of classroom teaching. In fact, socio-emotional expressions involve both thoughts and feelings, and so knowing more about them within a classroom setting can facilitate teaching practices that are student-centered, and also result in learning that is meaningful and impactful.

All teachers know how to ask about the thoughts their students are having, but far less do it with intention. Effective and supportive probing of thoughts relies on understanding the structural nature of questions. A teacher that knows the main *types* of questions will also know how to optimize the verbal phrasing of them.

## Open and Closed Probing in the Classroom

The classroom setting requires efficiency and balance when asking for student participation, particularly when asking someone about their perspective. In order to probe and explore with greater precision and intention, it is critical to be able to distinguish between two main types of questions: an open one and a closed one.

Open Question
Begins with the words like *how* and *what.*
Encourages a quality-filled response.
Examples: How are you feeling? What is on your mind?

Closed Question
Begins with the words like *were* and *have.*
Responses are void of quality and likely lead to a 'yes' or a 'no'.
Examples: Were you feeling sad? Have you talked to anyone?

Emotionally laden content like topics on immigration and the experiences of refugees can contain elements of violence and discrimination, which can trigger reactions like surprise, despair, and anger. Thusly, it is important that the probing questions for topics related to immigrants and refugees encourage quality-filled responses by the student—that is best achieved with the use of open questions.

## Exploring Thoughts with Open Questions

Asking open questions are fundamental to the exploration of an issue based on the 3-stage model of helping (Hill, 2014). In the classroom they can be especially effective in encouraging student participation without significant effort. Open questions are the gold standard for effective probing among professional counselors. Read the scenario below and generate a few open questions of your own.

### Scenario 3

While reading a story on a refugee family, you notice one of your students, Jacky, repeatedly furrows her brow as if confused. You want to know more about what her reaction might be about.

How would you ask Jacky about the thoughts she is having? Write them below, and see the appendix for sample responses.

*Response*: _____

*Response*: _____

There are many ways to phrase a well-structured open question for thought. The key element is that it not permit a respondent, or the student, to reply with a simple "yes" and "no." By phrasing a question in an open manner, the student will be immediately invited to offer a richer, more nuanced perspective. An open question encourages personal disclosures, which are important within the context of teaching about complex and emotionally laden topics like immigration and the experiences of refugees.

Review the lists below. What do you notice?

What did you do with your family?           Did you play with your friends?
What did you learn at church?                 Was there a guest speaker?
How was the movie you watched?            Were you able to skate at the park?

The questions in the first column invite a response that is distinctly different than the questions in the second column. The second column contains closed questions that tend to elicit a "yes" or "no" response. The first column contains open questions that, in just a few words, invite a response with potentially more rich information than what a closed question would yield.

## Responding Supportively

As mentioned earlier, the classroom context requires a degree of efficiency, and a most appropriate response for personal disclosures that result from asking an open question is a statement that validates the experience and thanks the respondent for their participation. Outward displays of affirmation and appreciation from the teacher fosters trust, promotes self-reflection, and also facilitates a teacher pivoting to a different student to obtain more participation from others.

Read the scenario below and generate both an open question as well as a response statement. See the appendix for example responses.

### Scenario 4

You have observed one of your students, Ana, who is highly engaged with the reading about the story of the family that was fleeing war. Ana is typically shy and participates less than other students. To begin the class discussion on the reading, you decide to first ask Ana for her perspective. Write an open question for thought below, and see the Appendix for example responses.

*Response*: _____

Ana responds to your question by saying, "This is the first time I hear about how war and violence can impact families across the world. I realize now that people I know on my street might have lived through something similar. I didn't know this, I want to learn more!" There are more students you want to engage in the class, so you offer Ana a supportive and affirming verbal response. Write your response below.

*Response*: _____

Review the example responses in the appendix. The more practice with phrasing open questions purposefully and intentionally, the better one becomes with verbalizing them spontaneously and in-the-moment. Below are main messages to take-away from Lesson 2.

## Summary Points

♦ Reactions to sensitive and complex subjects are normal.
♦ Open questions are ideal for probing students about their thoughts.
♦ Avoid phrasing questions that result in overly simplistic yes/no responses.
♦ Respond with an affirming and validating statement.

# Lesson 3: Asking and Responding: Feelings

| Objective 1 | Objective 2 |
|---|---|
| *How to probe with open questions* | *Responding supportively* |

## Feeling and Learning

Because sensitive and complex topics can elicit feelings like sadness, discomfort, and anxiety it is important to explore the emotional dimension of a student's reaction to the subject matter. Exploring feelings involves focusing intentionally on emotions and verbally labeling experiences like anger, sadness, fear, joy, excitement, and boredom. Exploring thoughts, on the other hand, focuses more on cognitive beliefs, attitudes, and ideas.

Helping explore the feelings of another person cultivates a deeper and more meaningful form of learning. This occurs because illuminating the feelings that a student might be having also creates an opportunity for the student to synthesize the personal meaning of the curricular content. A deeper level of student learning is related to forms of teaching that involve cognitive and emotional processes.

## Exploring Feelings with Open Questions

Exploring a combination of thoughts and feelings results in a well-balanced perspective of an individual's expressive reaction. Just like open questions are optimal to explore thoughts, open questions can be used similarly to explore feelings. Notice the similarities in the two questions below.

"What are your thoughts about that?"        "What are your feelings about that?

Questions about feelings retain the same phrasing structure as the questions for thoughts. In fact, by combining open questions for thoughts and feelings, a teacher can efficiently and supportively explore a student reaction by eliciting relevant information. Consider the scenario that follows, and generate open questions for feeling.

### Scenario 5

Alvaro appears to be impacted by the assigned reading focused on an immigrant family. Like others in class, Alvaro looks slightly dejected. You want to help him and the other students acknowledge the feelings they are having. You decide to ask Alvaro about his feelings. Write your questions below.

*Response*: _____

*Response*: _____

The appendix provides example responses. Notice that the questions in the appendix retain similar phrasing structure as open question for thought. In fact, it is easy to simply exchange "thought" with "feeling," making the knowledge gained in Lesson 2 transferable to the current objectives. Open questions for feeling should be brief and invite the student to offer a nuanced response to their experience. The questions should not allow "yes" or "no" responses. Now try generating an open question for both a thought and a feeling using the scenario below.

### Scenario 6

One of your students, Rey, shares with the class that she misses her family that "cannot visit this country." You recognize there is an opportunity to bolster the learning by helping Rey articulate her experience. Write two open questions below, one for thought and the other for feeling.

*Response*: _____

*Response*: _____

The responses in the appendix retain brevity and a supportive tone. Remember that exploring a combination of thoughts and feelings leads to a well-balanced and fuller understanding of an individual's inner experience. Practice day-to-day alternating between asking questions—with intention—about thoughts as well as feelings.

## Probing Statements and Responding

Questions can easily be converted into a probe so as to invite more information, rather than actually ask a question. Probing statements are most effective when done gently and with sensitivity and respect for the respondent, as the probing statement essentially directs them to answer. The probing statement tends to begin with phrases like, "Tell me more about…" or "Share with me…" The statement must be verbalized supportively in order to invite, rather than demand, more information. Review the list below. What do you notice?

"What makes you hesitant about sharing your feeling?"
"Tell me about what is making you hesitant to share your feeling."

"How have you reacted before to this subject?"

"I want to hear more about how you have reacted before to this subject."

The open question precedes the probing statement. Alternating between open questions and probing statements is common and allows for pedagogical flexibility. Read the scenario below and generate an open question and probing statement for feeling.

### Scenario 7

Luisa was tearful while talking about the struggles and hardships that immigrants face. You observe Luisa's face looking dejected and sad, and you choose to help her identify her feeling. Write both an open question and a probing statement focused on the feeling.

*Response*: _____

*Response*: _____

### Scenario 8

Luisa tells you and the class that she is feeling "sad and depressed" that other people struggle so much in life. As she talks she becomes tearful again. She ends by saying, "I need to appreciate my life so much more." What would you say to affirm or validate the inner experience she has just shared with the class?

*Response*: _____

The example responses in the appendix are just a few ways to respond supportively. More than when disclosing thoughts or beliefs, a student disclosing an emotional state in class is placing themselves in a vulnerable position. Sharing emotions can open oneself to judgment by others. Thusly, it is important to outwardly validate after a student has verbalized a feeling. Sometimes, however, the emotional reaction that a student is having in class can appear concerning, either because intensity or the content of what is being shared. In the next section a few considerations are discussed related to emotional stress.

## Summary Points
♦ Feelings are associated with deeper levels of learning.
♦ Asking a question for feeling is similar to one focused on thought.
♦ Open questions can be translated into probing statements.
♦ Probing statements must be verbalized in a gentle and inviting tone.

# Lesson 4: Student Emotional Stress

| Objective 1 | Objective 2 |
|---|---|
| *Key aspects of emotional stress* | *Strategies to respond to immediate stress* |

## Safeguarding the Student

Emotionally charged topics can elicit in class and among students a range of normal reactions like disappointment, anger, sadness, joy, excitement, and boredom. There is wide variability in how an emotion manifests, but it tends to be fleeting—in other words, the emotion does not linger for an extended period of time. In a few cases, however, a student can have a reaction that raises a concern, or a "red flag." The reaction will linger or the intensity might seem too strong. In such cases it is important to safeguard the wellbeing of the student from too much stress, and possibly offer a referral for additional support.

To begin, it important to familiarize oneself with existing resources at a school and expert personnel like counselors, psychologists, and nurses. Many schools also have protocols and designated individuals for handling crises situations. Inquire further at your own school the measures that are in place to safeguard the socio-emotional wellbeing of students during a crisis.

## Risk Factors

In class, it is important to be able to identify potential risk factors that a student might be exhibiting. Behaviorally, the student might be:
- ✓ Dwelling or ruminating on an issue
- ✓ Repeatedly 'zoning out' in class
- ✓ Staring blankly or daydreaming
- ✓ Excessively fidgety or anxious
- ✓ Unusually late with assignments

Verbally, the student might be saying:
- ✓ They are having nightmares or unable to sleep
- ✓ They think they would be better off dead
- ✓ Wishing they didn't exist
- ✓ Stress at home is overwhelming
- ✓ They are worried about other family members

The student might also have a history of:
- ✓ Thinking about suicide or feeling suicidal
- ✓ Self-harming behavior like cutting or scratching
- ✓ Substance use like alcohol and nicotine

The cues are not always obvious in signaling that a student is undergoing a concerning level of distress. In class, it can be particularly challenging given the dynamic context and the need to balance a number of student needs. But when a concern is recognized, steps have to be taken to support the student to not only safeguard their wellbeing but also their learning. As mentioned earlier, expert personnel like counselors, psychologists, and nurses are familiar with protocols for handling crises situations and are available to offer you and your students support. Read the scenario below and identify the concerning behavior from the student and also select a referral to make.

### Scenario 9

After reading the story of a refugee family that fled a war-torn country, Manuel discloses in his writing assignment that he has been having nightmares involving violence towards his family. During class discussion, Manuel also shares that the last two nights he has had a difficult time breathing after waking up from his nightmare. First, write a statement that affirms Manuel's experience.

*Response*: _____

Who would you consider contacting for additional support? Check the box below.

☐ *Counselor*  ☐ *Nurse*  ☐ *Principal*  ☐ *Student's family*

The appendix lists statements that can be used to validate Manuel's experience. Given the nature of his reaction there are at least two appropriate referrals that can be made, the first being the school counselor who would want to know more about the content of Manuel's nightmares and the effects it is having on his sleep and overall functioning. Another concerning dimension of this student's reaction is his difficulty breathing, which could be further and properly assessed by the school nurse. Having collaborative alliances with other educationalists and professional colleagues at your site, students are afforded maximum opportunities to be critical and healthy learners.

# Distressing Emotions

A range of reactions in class is normal and healthy. But there can be instances where the emotional intensity or level of distress raises concern. Some emotional states like despair and hopelessness—while normal themselves—can be concerning if the experience appears to be prolonged, or if the student is also exhibiting any of the aforementioned risk factors (see prior section). Certain types of aversive reactions can be easier to detect, like rage and paranoia, at which time consulting with the school counselor or psychologist would be appropriate.

Facilitating a teacher's ability to identify and respond to student distress is having knowledge of a broader range of feelings and emotional states. At the end of this guide is a vocabulary sheet that lists the feeling together with the broader emotional state it might suggest (e.g., rejected and helpless). The vocabulary sheet can also assist with distinguishing between low-intensity feelings (e.g., tranquil) and more severe, high-intensity feelings (e.g., spiteful). Read the scenario below and consider the actions you would take.

### Scenario 10

Marla gets tearful in class after reading the story of a family separated by violence and conflict in the same country where Marla and her parents are from. Marla shares in class that she has been "up all night" thinking about her family and is "sad" that she will "never, ever see them again." What emotional experience is Marla having?

☐ *Rage* ☐ *Fear* ☐ *Despair*

Write below first a validating statement. Then, write an open question for thought, and lastly a probing statement for feeling.

*Response*: _____

*Response*: _____

*Response*: _____

Marla appears to be experiencing despair, and it would be important to know more about how she is feeling to determine whether she might benefit from speaking with a counselor or another school personnel. Collaborative alliances across a school help to ensure that

students are receiving adequate support, and that all educationalists are participating in attending to the *whole* learner.

When a student conveys either a verbal or behavioral a threat to themselves (e.g., threatens suicide) or to others (e.g., threatens to inflict violence on others), it is important to adhere to state-level standards for reporting the incident to school authority. Please review your state and district policy. For additional information on suicide prevention among adolescents and young adults, please visit: http://www.didihirsch.org/spc

## Summary Points
- Be familiar with the behavioral signs of emotional distress.
- Rely on expert personnel at your school such as a counselor or nurse.
- Certain reactions signal a high level of emotional distress.
- Expanding emotional vocabulary facilitates crisis-oriented work.
- Learn your state and district policy on student safety and suicide prevention.

# Grand Summary

## Lesson 1
♦ Sensitive and complex subjects can trigger reaction among students.
♦ A supportive atmosphere consists of factors like empathy, positive regard, and genuineness.
♦ Brief verbal validations help to foster a trust-filled environment.
♦ Verbal affirmations are ideal responses to students after they have shared a personal experience.

## Lesson 2
♦ Reactions to sensitive and complex subjects are normal.
♦ Open questions are ideal for probing students about their thoughts.
♦ Avoid phrasing questions that result in overly simplistic yes/no responses.
♦ Respond with an affirming and validating statement.

## Lesson 3
♦ Feelings are associated with deeper levels of learning.
♦ Asking a question for feeling is similar to one focused on thought.
♦ Open questions can be translated into probing statements.
♦ Probing statements must be verbalized in a gentle and inviting tone.

## Lesson 4
♦ Be familiar with the behavioral signs of emotional distress.
♦ Rely on expert personnel at your school such as a counselor or nurse.
♦ Certain reactions signal a high level of emotional distress.
♦ Expanding emotional vocabulary facilitates crisis-oriented work.
♦ Learn your state and district policy on student safety and suicide prevention.

## References

Brotherton, S. J. (1996). *Counselor education for the twenty-first century*. Westport, CT: Bergin & Garvey.

Darder, A. (1991). *Culture and power in the classroom: A critical foundation for bicultural education*. New York: Bergin & Garvey.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd. ed.). New York, NY: Teachers College Press.

Hill, C.E. (2014). *Helping skills: facilitating exploration, insight, and action* (4th ed.) Washington, DC: American Psychological Association.

Kukla, A. (2000). *Social Constructivism and the Philosophy of Science.* New York, NY: Routledge.

Rogers, C. R. (1987). *Client-centered therapy: Its current practice, implications, and theory.* Boston, MA: Houghton Mifflin.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

## Additional Helpful Resources

Associated Press (2016, Jan. 28). Haphazard government care left migrant children vulnerable to human trafficking, senators say. *Los Angeles Times*. Retrieved from http://www.latimes.com/nation/la-na-migrant-children-20160128-story.html.

Bean, T.M., Eurelings-Bontekoe, E., & Spinhoven, P. (2007). Course and predictors of mental health of unaccompanied refugee minors in the Netherlands: One year follow-up. *Social Science & Medicine, 64*(6), 1204-1215.

Chavez, L., & Menjívar, C. (2010). Children without Borders: A Mapping of the Literature on Unaccompanied Migrant Children to the United States. *Migraciones internacionales, 5*(3).

Collier, L. (2015). Helping immigrant children heal. *Monitor on Psychology, 46*, 58. Retrieved from http://www.apa.org/monitor/2015/03/immigrant-children.aspx.

Derluyn, I., & Broekaert, E. (2008). Unaccompanied refugee children and adolescents: The glaring contrast between a legal and a psychological perspective. *International journal of law and psychiatry, 31*(4), 319-330.

Derluyn, I., Mels, C., & Broekaert, E. (2009). Mental health problems in separated refugee adolescents. *Journal of Adolescent Health, 44*(3), 291-297.

Ehntholt, K.A., & Yule, W. (2006). Practitioner Review: Assessment and treatment of refugee children and adolescents who have experienced war-related trauma. *Journal of Child Psychology and Psychiatry, 47*(12), 1197-1210.

Ellis, B.H., Miller, A.B., Abdi, S., Barrett, C., Blood, E.A., & Betancourt, T. S. (2013). Multi-tier mental health program for refugee youth. *Journal of consulting and clinical psychology, 81*(1), 129.

Huemer, J., Karnik, N.S., Voelkl-Kernstock, S., Granditsch, E., Dervic, K., Friedrich, M.H., & Steiner, H. (2009). Mental health Issues in unaccompanied refugee minors. *Child and adolescent psychiatry and mental health, 3*, 13.

Kugler, E.G. (2009). Partnering with parents and families to support immigrant and refugee children at school. *Center for Health and Health Care in Schools, 1*(2), 1-19.

Lavadenz, M. (2014). Como Hablar en Silencio (Like Speaking in Silence):  Issues in Language, Culture and Identity of Central Americans in Los Angeles. In: *Latinos and Education Reader* (A. Darder & R. Torres, Eds).  Routledge: NY.

Miller, K.E., & Rasmussen, A. (2010). War exposure, daily stressors, and mental health in conflict and post-conflict settings: bridging the divide between trauma-focused and psychosocial frameworks. *Social Science & Medicine, 70*(1), 7-16.

Murray, L.K., Cohen, J.A., Ellis, B.H., & Mannarino, A. (2008). Cognitive behavioral therapy for symptoms of trauma and traumatic grief in refugee youth. *Child and adolescent psychiatric clinics of North America, 17*(3), 585-604.
Ransom, J. (2016, Feb. 3). Salvadoran teen recounts threats from gangs. The Boston Globe. Retrieved from http://www.bostonglobe.com/metro/2016/02/02/salvadoran-teen-recounts-threats-from-gangs/U7SoEXgVVgWgtWP14XeH7J/story.html?s_campaign=8315.

Office of Refugee Resettlement (2016, Jan. 27). Unaccompanied children released to sponsors by state. Retrieved from http://www.cbp.gov/newsroom/stats/southwest-border-unaccompanied-children/fy-2016.

Suárez-Orozco, C., Bang, H.J., & Kim, H.Y. (2010). I felt like my heart was staying behind: Psychological implications of family separations & reunifications for immigrant youth. *Journal of Adolescent Research*.

Torres Fernandez, I., Chavez-Duenas, N., & Consoli, A. (2015). Guidelines for mental health professionals working with unaccompanied asylum-seeking minors. Retrieved from http://www.nlpa.ws/assets/nlpa%20guidelines%20mental%20health%20professionals%20jan%202015.pdf (PDF, 833KB).

United Nations High Commissioner on Refugees (2014). *Children on the Run: Unaccompanied children leaving Central America and Mexico and the need for international protection*. Washington, D.C.: UNHCR.

U.S. Customs and Border Protection (2016). Southwest Border Unaccompanied Alien Children Statistics FY 2016.   Retrieved from http://www.cbp.gov/newsroom/stats/southwest-border-unaccompanied-children/fy-2016.

VanSickle, A. (2014, Jan. 26). Overwhelmed federal officials released immigrant teens to traffickers in 2014. *The Washington Post*. Retrieved from https://www.washingtonpost.com/national/failures-in-handling-unaccompanied-migrant-minors-have-led-to-trafficking/2016/01/26/c47de164-c138-11e5-9443-7074c3645405_story.html.

Vervliet, M., Lammertyn, J., Broekaert, E., & Derluyn, I. (2014). Longitudinal follow-up of the mental health of unaccompanied refugee minors. *European child & adolescent psychiatry, 23*(5), 337-346.

# APPENDIX

Scenario 1: Example Responses
"Thank you for sharing. I value the perspective you offer in the class."
"It is not so easy to participate when the subject hits close to home."

Scenario 2: Example Responses
"Listening to your perspective enriches our learning. Thank you for sharing."
"Your feelings right now are valid, so take your time."

Scenario 3: Example Responses
"Jacky, what thoughts are you having about the discussion or content?"
"I am curious, Jacky, how is the discussion resonating with you?"

Scenario 4: Example Responses
"Ana, I am curious, what are your thoughts on the story?"
"Thank you, Ana, for sharing that this topic is meaningful for you."

Scenario 5: Example Responses
"Alvaro, what are you feeling at this moment in regards to the reading?"
"I am wondering Alvaro, how would you describe the emotions you are having right now?"

Scenario 6: Example Responses
"Rey, what thoughts are you having about your family?"
"How are you feeling about your family?"

Scenario 7: Example Responses
"Luisa, I am wondering how are you feeling right now?"
"I would like you to share more about what you are feeling."

Scenario 8: Example Responses
"Your feelings are important, Luisa, thank you for sharing them with the class."
"I am hearing a normal and valid emotional experience."

Scenario 9: Example Responses
"Your peers and I value the personal experience you have shared, thank you Manuel."
"The class content seems to have activated unpleasant reactions, and I appreciate you sharing them."

Scenario 10: Example Responses

"Your experience is valid, thank you Marla for expressing yourself."

"What kind of thoughts have you been having about your family?"

"Not seeing your own family can be tough, tell me more about those feelings."

# Vocabulary
## Emotion Words

*Calm–relaxed*

| | | | | |
|---|---|---|---|---|
| at ease | at peace | calm | comforted | comfortable |
| complacent | composed | contented | easygoing | mellow |
| peaceful | quiet | relaxed | relieved | safe |
| satisfied | serene | soothed | tranquil | warm |

*Joyful–excited*

| | | | | |
|---|---|---|---|---|
| amused | animated | blissful | captivated | cheerful |
| delighted | eager | elated | ecstatic | enchanted |
| energized | enthusiastic | euphoric | exhilarated | excited |
| fantastic | glad | gleeful | happy | high |
| hopeful | joyful | jubilant | lighthearted | loved |
| lucky | marvelous | optimistic | overjoyed | pleased |
| positive | superb | thrilled | | |

*Vigorous–active*

| | | | | |
|---|---|---|---|---|
| active | adventurous | alert | alive | ambitious |
| animated | bubbly | busy | daring | energetic |
| free | invigorated | lively | motivated | reckless |
| refreshed | renewed | revitalized | spirited | vibrant |
| vigorous | vivacious | wild | | |

*Proud–competent*

| | | | | |
|---|---|---|---|---|
| accomplished | admired | attractive | beautiful | bold |
| brave | capable | competent | confident | courageous |
| deserving | effective | efficient | empowered | fearless |
| forceful | gifted | handsome | heroic | important |
| independent | influential | intelligent | invincible | looked up to |
| lovely | mighty | pleased | powerful | prosperous |
| proud | purposeful | respected | responsible | satisfied |
| self-reliant | steady | strong | successful | sure |
| talented | triumphant | victorious | wise | worthy |

*Loved–loving*

| | | | | |
|---|---|---|---|---|
| accepted | affectionate | attached to | cared for | desire for |
| devoted to | encouraged | fond of | included | love–loved |
| needed | protected | Safe | secure | supported |
| trust–trusted | understood | Wanted | | |

*Concerned–
caring*

| accepting | caring | Charitable | comforting | compassionate |
|---|---|---|---|---|
| concerned | considerate | cooperative | empathic | forgiving |
| generous | gentle | Giving | helpful | interested |
| kind | loving | Nice | pity | protective of |
| receptive | responsive | responsible for | sensitive | sorry for |
| sympathetic | tender | understanding | unselfish | warm |
| worried about | | | | |

*Luck–deserving*

| appreciative | deserving | entitled | fortunate | grateful |
|---|---|---|---|---|
| justified | lucky | thankful | warranted | |

*Inspired*

| enlightened | enriched | impressed | inspired | transported |
|---|---|---|---|---|
| uplifted | | | | |

*Completed–
finished*

| completed | done | finished | fulfilled | |
|---|---|---|---|---|

*Surprised–shocked*

| amazed | astonished | astounded | awestruck | flabbergasted |
|---|---|---|---|---|
| immobilized | numb | paralyzed | shocked | shaken |
| speechless | startled | stunned | surprised | taken aback |

*Anxious–afraid*

| afraid | agitated | alarmed | anxious | apprehensive |
|---|---|---|---|---|
| at a loss | defenseless | desperate | dread | edgy |
| fearful | fidgety | frantic | frightened | horrified |
| hysterical | ill at ease | impatient | insecure | jumpy |
| jittery | out of control | overwhelmed | panicky | petrified |
| nervous | on edge | restless | scared | stressed |
| tense | tentative | terrified | threatened | uncomfortable |
| uneasy | vulnerable | worried | | |

*Bothered–upset*

| annoyed | bothered | burdened | distressed | disturbed |
|---|---|---|---|---|
| perturbed | troubled | rattled | restless | shaken |
| shook | upset | uptight | unbalanced | worried |

*Angry–hostile*

| | | | | |
|---|---|---|---|---|
| aggravated | agitated | angry | bitter | defiant |
| displeased | dissatisfied | enraged | exasperated | frustrated |
| furious | hateful | heartless | hostile | incensed |
| indignant | infuriated | irate | irked | irritated |
| mad | miffed | nasty | outraged | pissed off |
| provoked | rebellious | resentful | resistant | ruthless |
| spiteful | unforgiving | vehement | vengeful | vindictive |
| violent | vicious | | | |

*Contempt–disgust*

| | | | | |
|---|---|---|---|---|
| better than | contemptuous | disgusted | indignant | look down |
| nauseated | repelled | repulsed by | revulsion | righteous |
| scornful | sickened | superior | turned off | |

*Sad–
depressed*

| | | | | |
|---|---|---|---|---|
| blue | distraught | down | defeated | dejected |
| demoralized | depressed | despondent | discouraged | down |
| gloomy | glum | grief | heartsick | low |
| melancholy | miserable | morose | mournful | numb |
| pessimistic | resigned | sad | somber | sorrowful |
| tearful | unhappy | | | |

*Shame–guilt*

| apologetic | ashamed at | fault | bad | belittled |
|---|---|---|---|---|
| blameworthy | culpable | degraded | disgraced | embarrassed |
| exposed | foolish | guilty | humbled | humiliated |
| mortified | naughty | put down | mocked | regretful |
| remorseful | ridiculous | rotten | scorned | shamed |
| sorry | stupid | | | |

*Inadequate–weak–*
*helpless*

| cowardly | deficient | feeble | fragile | helpless |
|---|---|---|---|---|
| hopeless | impaired | inadequate | incapable | incompetent |
| ineffective | inefficient | inept | inferior | insecure |
| insignificant | overwhelmed | pathetic | powerless | rejected |
| small | stupid | unable | unacceptable | unfit |
| unimportant | unqualified | unworthy | useless | vulnerable |
| weak | worthless | | | |

*Intimidated–controlled*

| bossed | bullied | controlled | dominated | intimidated |
|---|---|---|---|---|
| intruded on | obligated | overpowered | picked on | pressured |
| pushed around | put upon | | | |

*Lonely–unloved–excluded*

| abandoned | alienated | alone | apart | cut off |
|---|---|---|---|---|
| discounted | distant | empty | homesick | ignored |
| isolated | left out | lonely | lonesome | neglected |
| overlooked | rejected | uncared for | unimportant | unloved |
| unpopular | unwanted | unwelcome | | |

*Hurt–cheated–criticized–*
*blame*

| abused | accused | belittled | betrayed | blamed |
|---|---|---|---|---|
| cheated | criticized | crushed | degraded | deprived |
| devastated | disappointed | disliked | forsaken | hurt |
| judged | injured | let down | mistreated | misunderstood |
| overlooked | pained | put down | rejected | victimized |
| wounded | | | | |

*Burdensome–tolerated–*
*obligated*

| burdensome | endured | indebted | in the way | obligated |
|---|---|---|---|---|
| put up with | tolerated | | | |

*Manipulated–exploited*

| abused | exploited | imposed upon | manipulated | managed |
|---|---|---|---|---|
| maneuvered | overworked | placated | pressured | used |

*Tired–apathetic*

| | | | | |
|---|---|---|---|---|
| apathetic | bored | disinterest | drained | exhausted |
| fatigued | indifferent | lukewarm | resigned | run down |
| sleepy | sluggish | tired | unconcerned | unimpressed |
| uninterested | unmoved | weary | | |

*Confused– bewildered*

| | | | | |
|---|---|---|---|---|
| baffled | bewildered | conflicted | confused | disorganized |
| doubtful | flustered | hesitant | lost | mixed up |
| mystified | perplexed | puzzled | stuck | torn |
| uncertain | undecided | unsure | | |

*Reluctant*

| | | | | |
|---|---|---|---|---|
| cautious | guarded | hesitant | inhibited | reluctant |
| shy | timid | wary | | |

*Compelled– determined*

| | | | | |
|---|---|---|---|---|
| compelled | determined | driven | haunted | obsessed |
| obstinate | stubborn | tormented | | |

*Jealous–mistrustful*

| | | | | |
|---|---|---|---|---|
| envious | jealous | mistrustful | paranoid | suspicious |