SUPPORTING THE SUCCESSFUL TRANSITIONS OF IMMIGRANT STUDENTS THROUGH COLLABORATIVE EXPERTISE

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Welcome

Sharing

Immigrant Student Transitions

Supports and interventions

Collaborative Expertise

Supports and interventions
Overview

- K-12 Education System
- Benfits of Diversity and Successful Transitions
- Transitional Challenges
- Supports and Interventions
- K-12 Immigrants
- Implications and Next Steps
Immigrants: Multicultural Competencies Activity

- Action
- Language
- Skills
- Knowledge
- Students with Disabilities
- Religion
- Attitude
- Gifted
- First Generation College
Who is an immigrant in the U.S?

- Naturalized citizens
- Permanent residents
- Refugees/Asylees
- Visas
- Undocumented
What are their origins and racial distribution?

Top countries of origin:
- India: 32%
- China: 26%
- Mexico: 25%
- Philippines: 9%
- Canada: 8%

Racial composition of immigrant population:
- White: 47%
- Asian: 27%
- Black: 15%
- Other: 9%
- Two or more: 2%
The total U.S. population in 2015 was 321.4 million

In 2015, 1.38 million foreign-born individuals moved to the United States. A 2 percent increase from 1.36 million in 2014.

The U.S. immigrant population stood at more than 43.3 million (13.5 %), according to American Community Survey (ACS) data.

There are approximately 84.3 million immigrant families in the U.S., consisting of 27% of the overall U.S. population (Current Population Survey (CPS), 2016).
Immigration Trend:
What occurred in 1921 and 1924 that led to a sharp drop in arrivals?
What do we know about immigrant children?

- In 2015, there were 25.9 million Limited English Proficient (LEP) individuals ages 5 and older, representing 9% of the 301.6 million U.S. residents ages 5 and older.

- In 2015, 17.9 million children under age 18 lived with at least one immigrant parent. Accounting for 26% of the 69.9 million children under age 18 in the United States.

- Between 1990 and 2000, the number of children ages 17 and under living with immigrant parents grew 60 percent, from 8.2 million to 13.1 million. Between 2000 and 2015, the number grew 36%, from 13.1 million to 17.9 million.

- In 2015, there were 29.4 million children under age 18 living in poor families (i.e., with family incomes below 200 percent of the federal poverty threshold). Of these, almost 9.4 million (32 percent) were children of immigrants.
Immigrant children in K-12 education programs

- Immigrant children in K-12 school system have a wide range of social, cultural and education diversity. Immigrant children have different approach to adjusting to the American system.
- Although the transition process can be positive, there are reported instances of maladjustments among immigrant children. This can lead to a number of risks to their healthy development.
- However, evidence points to an immigrant advantage in multiple indicators of academic progress
  - that many children from immigrant families outperform their peers in school.
  - this advantage is often referred to as the immigrant paradox
  - it occurs despite “higher-than-average” rates of general social and economic shortfalls among immigrant children.
Barriers to successful transition

- Transition from one’s home country to a new environment can be a challenge

Diagram:
- Language
- Cultural
- Academic
- Financial
- Discrimination
- Social

K-12 Immigrant Transition Challenges
How can we support the successful transitions of immigrant students?
Interventions and Supports!

- Identifying programs (school, community, government supports)
- Cultural activities and diverse career exposure
- Opportunities to interact and learn from diverse peers
- Mentoring and positive adult interactions
- Academic preparation & resources
- Balanced structure, supervision, and autonomy
- Technology and constructivist approaches
- Culturally conducive learning environments
- Strength based approaches and high expectations*

Skills
- Self-regulation
- Decision-Making
- Problem-solving
- Coping
Coping Methods

8 Coping Responses

- Logical Analysis
- Positive Reappraisal
- Emotional discharge
- Seeking alternative rewards
- Acceptance
- Cognitive avoidance
- Problem solving
- Seeking Guidance & Support

Identify Context of Stressors

Teach Positive Coping Methods
Implications for Educators

- Comprehensive school counseling program
  - A program that cuts into the cultural sensitivity and activities that facilitate easy transition and adjustment experiences. School counselor’s trainings puts them in an advantageous position to advocate for immigrant students (Goh et al., 2007).

- Collaborative Climate.
  - School Administrators can empower teachers and school counselors towards multicultural coexistence (Goh et al., 2007 p. 68).

- Building relationship with parent
  - School counselors can also be advocates for students by working towards building relationships with their parents in an attempt to help parents become more involved in their children’s school life (Goh et al., 2007).

- Resource provision
  - Some immigrant students arriving to the U.S. have witnessed war and other types of conflict; It would be valuable for students and their parents to be provided resources from outside the school setting as well (William & Butler, 2003).
School Counselor Implications

PSC’s ethical and legal responsibilities
■ Comprehensive Program – ISCA International Model; 2011; ASCA National Model; 2005
■ Diversity of all stakeholders – ASCA, 2010
■ Support at-risk – ESSA, 2015; NCLB, 2004; IDEA, 2004

ASCA
■ A.1.b. Cultivate maximum potential of every student
■ A.9.g Effective programs and accountability measures for closing the gaps
■ D.2.a Responsibility to the community
■ E.1.b; E.1.e Professional competence
■ E.2.a Expand social justice and multicultural awareness and competencies
■ F.4. Collaboration and Education about School Counselors and School Counseling Programs with other Professionals
Where do we go from here?
How will you make a difference?
References


