



MY BIG IDEAS FROM CASE SIX



Case Six Synthesis
for Frank Baumann
By Myrna Ordonez

1.

SUPPORTING STUDENTS FROM REFUGEE BACKGROUNDS



We need to be aware and we need to foster resilience

How?

- ✓ Educate ourselves on the countries these students are coming from
- ✓ Have a welcoming INITIAL meeting with both student and their family. Familiarize as much as possible. Continue a safe and welcoming environment
- ✓ Strengthen and maintain relationship with school based team
- ✓ Use engaging activities as forms of expression, relief, and cultural awareness (cross-curricular!) - art for example.

REMEMBER:

- Not all students will manifest behaviours of trauma. Each will express differently!
- Communication is key
- We don't want to "fix" these students. We want to support them in moving forward with their lives with positivity
- Combining art and literacy can be very powerful
- You are not a social worker or counsellor...but you have access to them!

RESOURCES:

- Ministry of Education - Guide for supporting refugee students
- Immigration Services Society of BC
- Peta Schurr - Surrey Welcoming Communities Project



2.

SUPPORTING STUDENTS FROM LOW INCOME FAMILIES



The school, the families and the community connected together give the best support for these students.

How?

- ✓ Understand the needs of all students and the backgrounds that they are coming from
- ✓ Create and maintain a safe, non-judgemental environment
- ✓ Consider economic factors (transportation, field trip fees) into scheduling and planning
- ✓ Communicate openly to parents/guardians
- ✓ Invite organizations/members of the community to be a part of your curriculum/classroom environment

REMEMBER:

- Student's financial situation and other personal matters are confidential
- Communication is key
- There are two approaches to poverty: absolute (no roof over your head) and relative (mental/physical state of well being)
- Make yourself available for students to talk to you
- Food allergies when it comes to meal programs

RESOURCES:

- Growing Chefs!
- KidSafe Project
- ONE to ONE Literary Society
- Mom2Mom
- Mealshare
- Red Fox Healthy Living Society



3.

LITERACY



Drama, choral reading and reader's theatre are EXCELLENT ways of enhancing and supporting literacy.

How?

- ✓ Drama is a multi modal outlet for expression, character analysis, text comprehension and DIRECTLY involves the students
- ✓ Choral reading is an opportunity to practice oral and collaborative skills, as well as a sense of belonging
- ✓ Reader's Theatre allows students to understand the text they are reading and is also a collaborative opportunity
- ✓ All of these modes are possible self-esteem boosters, ideal for the kinesthetic AND ELL learner.

REMEMBER:

- Drama relates to the BC New Curriculum core competencies
- Planning requires selecting appropriate texts, space availability and time
- There are roles for all students
- Establish a safe/low risk environment
- Encourage students to step out of their comfort zone, knowing the space is completely safe
- Can be applied across the curriculum! (Social Studies for example)
- ELL students can benefit from drama in the classroom

RESOURCES:

- BC New Curriculum
- Reading Rockets
- Macro, K. (2015). Drama as literacy: Perceptions of an interactive pedagogy. *Research in Drama Education. The Journal of Applied Theatre and Performance*, 20(3), 337-339. doi:10.1080/13569783.2015.1059270



4.

SUPPORTING STUDENTS WITH ASD IN THE CLASSROOM



We must recognize the diversities of the mind among students on the Autism Spectrum

How?

- ✓ Teach self-regulation for ability to control emotions
- ✓ Provide visual cues
- ✓ Be in constant communication with Education Assistant and school based team
- ✓ Develop strategies to deal with challenging behaviour among students with ASD
- ✓ Include Daily Physical Activities to ease irritability and disruptive behaviour

REMEMBER:

- All students behave and express themselves differently
- Difficult behaviours such as tantrums are not directly from having ASD. A disruption in routine for example may be the cause of a tantrum
- Don't assume all are low-functioning
- Students with ASD are NOT intellectually disabled
- Maintain relationship with families, EA's and school based team
- Support students with disabilities with dignity. Don't dehumanize

RESOURCES:

- BC New Curriculum
- BC Ministry of Education
- Social Stories creator
- We CAN Be Friends
- Friendship Space App



5.

LETTER GRADES AND ASSESSMENT



There is more behind a letter grade; many factors must be considered to determine ability and performance

How?

- ✓ Students not paying attention? Misbehaving? Create an ENGAGING curriculum
- ✓ Give praise and encouragement to students. Let them know when acceptable behaviour is being shown
- ✓ Create an assessment tool that targets your educational intentions with consistency
- ✓ Assessments should be continuous, collaborative, comprehensive and criteria based

REMEMBER:

- Bribes have negative effects
- The province of BC have their own grading guidelines
- The Three C's of Motivation: Content, Community and Choice
- Parents/guardians will have their own opinions on grading and assessment. Therefore communication is key and to keep parent/guardians informed of student's progress
- Educators should foster intrinsic motivation

RESOURCES:

- BC New Curriculum
- BC Ministry of Education
- Joe Bower *For the Love of Learning* blog

