

Effective Education Practices for ELL, Immigrant, and Culturally Diverse Students

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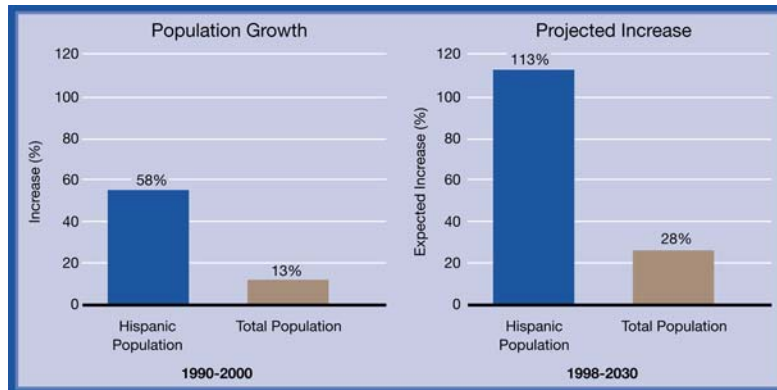
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Unique and Diverse

- Bilingual, immigrant and ELL students are each unique, diverse, and heterogeneous groups of students. They are not homogeneous linguistically, culturally or socio-economically.
- A one-size fits all approach with these non-English speaking students has never worked and will never work.

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Hispanics in the US— A Rapidly Growing Population



Source: US Census Bureau, Census 2000

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Immigration Patterns

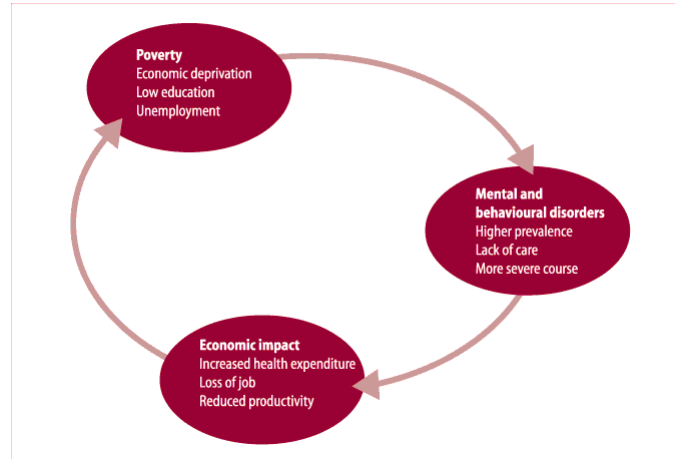
- During the past decade, immigration patterns throughout the United States have resulted in families whose members have differing legal status.
- Latino children frequently live in “mixed status” families composed of non-citizen parents and US-born citizen children.
- Roughly 85% of all immigrant families in the United States are of “mixed status.”

Source: Granados, Puvvula, Berman, & Dowling, 2001

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Cycle of Poverty and Behavioral Disorders

Figure 1.4 The vicious cycle of poverty and mental disorders



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Demographic Profile of Latinos in the US

Latino population growth is occurring because of immigration and fertility.

- **Age:** Hispanics have the largest proportion of people under age 18 (38 percent).
- **Educational Attainment:** Hispanics 25 years and older have the lowest proportion of people with a high school diploma or more.
- **Poverty:** Hispanics have the lowest income.

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Prevalence of Mental Disorders

- It is estimated that one of every five children and adolescents in the United States has a mental disorder; left untreated, these disorders are often debilitating and disabling.
- Predictably, unfortunately, the number of ELL EBD children will expand.

Source: Kataoka, Zhang, & Wells, 2002

Children and Adolescents Ages 9 to 17 With Mental or Addictive Disorders, Combined MECA Sample

	Prevalence (%)
Anxiety disorders	13.0
Mood disorders	6.2
Disruptive disorders	10.3
Substance use disorders	2.0
Any disorder	20.9

Source: Shaffer et al., 1996 (as reported in *Mental Health: A Report of the Surgeon General, 1999*)

Help-Seeking Patterns

- Latino youths are disproportionately admitted to clinics via coercive processes related to contact with social and legal agencies (“coercive referrals”).
- Latino parents and youth may enter professional agencies with greater reluctance, with a different level of enthusiasm, and with different expectations and concerns than do many Caucasian families.
- Under-recognition of certain mental health problems of Latinos due to their different value judgment of what is normative behavior and what would be appropriate treatment.

Source: McMiller & Wiesz, 1996

Help-Seeking Patterns

- Latino youth showed high rates of depressive symptoms, drug use and suicide but decreased parental recognition of mental health problems.
- Minority families may not view services as beneficial given their other pressing needs.
- Latino and other minority parents who are less educated, often feel that emotional/behavioral problems should be handled within the family, and that increased discipline was the appropriate response to children’s emotional/behavior problems.

Source: McMiller & Wiesz, 1996

How Latino Children Get EBD Help

Referral bias by providers, shaping where Latinos get care

- Court order rates for counseling and psychotherapy differed by ethnicity race among children in foster care, with Latinos and AA at decreased odds for psychotherapy.
- Latino children do not appear to receive mental health services in schools or specialty settings as much as they do through juvenile courts and welfare system.

Source: Close, 1983; Garland & Besinger, 1997; Hough, 1995

Possible Explanations for Latinos' Underuse of Mental Health Services

Lack of culturally and linguistically competent services

- Many Latinos have severe difficulties in communicating in English, fear immigration or legal authorities, leading them to never receive care.
- Latinos with fair or poor English proficiency reported about 22 % fewer physician visits than non-Latinos whose native language was English.

Source: Castaneda, 1994; Derose & Baker, 2000.

Implications for the Education of Latino Children and Adolescents Who Are Neglected, Delinquent, or At-Risk of Academic Failure

- Programs for EBD children and adolescents need to address the unique cultural characteristics of these children, their families, and their communities.

Source: Horwitz, Hoagwood, Stiffman, et al., 2001

Culturally and Linguistically Competent Educational Approaches

Build on student's prior knowledge:

- Conceptually
- Linguistically
- Experientially

Culturally and Linguistically Competent Educational Approaches

What matters *is how the languages are used...*

- Simply to provide translations?
- Or to stimulate students' communicative, cognitive and academic growth?

Culturally and Linguistically Competent Educational Approaches

- Is *your professional staff well trained* to meet the needs of English language learners (ELLs)?
- If students are non-English proficient, there is no alternative but to find native speakers who can help you.

Culturally and Linguistically Competent Educational Approaches

- Engage students in challenging, theme based curriculum to develop concept development
- Draw on student's background—their experience, cultures and languages

Culturally and Linguistically Competent Educational Approaches

- Organize collaborative activities and scaffold instruction to build students academic proficiency
- Create confident students who value learning and themselves

Culturally and Linguistically Competent Educational Approaches

Understand these basic concepts when working with ELL students:

- Comprehension precedes comprehension.
- Comprehension emerges in stages and it varies by each individual student, therefore, differentiation of instruction is required.

Culturally and Linguistically Competent Educational Approaches

Understand these basic concepts when working with ELL students:

- Basic Interpersonal Communicative Strategies—BICS:**
BICS are language skills needed in social interactions. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized.
- Cognitive Academic Language Proficiency—CALP:**
CALP refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school.
- BICS and CALP develop at different rates.