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Analyzing Trauma and Language Barriers for Refugee Students

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Abstract

This thesis explores trauma and language barriers for refugee students. The three themes identified are trauma prevalence among refugees, language barriers for refugees, and differences between international and local accommodations for refugee students. The paper examines how practices in Washington's Puget Sound regional school districts align with current research. This research also assesses the Puget Sound region's accommodations for refugee students and their families. The paper concludes with a discussion of implications for future research and suggestions for improved practice.

Keywords: refugee students, multilingual learners, trauma, newcomer students, language barriers

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Focal Problem

In this thesis, I will examine research on trauma and language barriers faced by refugee students. Every day, people leave the places they call their homes by force. Among these people are children ranging from infants to teenagers. According to the Pew Research Center, the fiscal year of 2019 had "a total of 30,000 refugees resettled in the U.S." (Budiman, 2020). To add scope, the Washington State Department of Social and Health Services states, "Over the past 10 years, more than 30,000 refugees from over 70 countries have resettled in Washington state through the U.S. Refugee Admissions Program" ("Office of Refugee," 2022). These refugees often escape traumatic events in their home countries and seek asylum in the United States. After forcibly relocating from their homes, many children face more stress and confusion as they navigate a new country. Now they find themselves in a new world with many barriers, specifically language and communication. With so much of their lives rapidly changing and very few people with which they can communicate, it can be challenging for these students to find help dealing with emotional trauma.

Context

The war in Ukraine and the conclusion of the Trump administration led to an increased number of refugees entering the United States. According to the Migration Policy Institute (2023), the annual ceiling for United States refugee admission increased from 18,000 in 2020 to 125,000 in 2022. This significant increase allowed many more people seeking asylum in America to enter; therefore, more students will enter American public schools. Before the events occurring in Europe at the time of writing this paper, many refugees were already entering the state of Washington. As Baugh of Homeland Security reported, Washington was the second most

populous of refugee arrivals in 2020. 6.5% of American arrivals totaled 1,116 people (Baugh, 2022). Arguably, most of these arrivals ended up on the western side of Washington.

Syed (2022) details Washington's statistics for the year 2021, stating that "about half of Washington's refugees resettled in King County." With the following statistics in mind, we can only expect that even more refugee children and students will enter the public schools of Washington. However, are Washington and other U.S. states adequately equipped to service these children?

Importance

In the Spring of 2022, Russia invaded Ukraine and displaced many people from their homes. Many of the people forcibly relocated were school-aged children who eventually end up in a different country's education system. Many of these students witnessed their homes get destroyed and were torn away from their communities. Any sense of normalcy is gone, and now they must find a new home. This is a historical issue that has occurred for generations, and we still see the effects of taking in refugees from international crises like those in Syria, Central America, and Iraq.

The prior school year was my first year teaching multilingual learners (MLL) at the middle school level. I have a class designated for newcomers to the state who have been in the country for less than a year. Many of these students have strikingly different backgrounds from their peers who have been in America longer. However, among each other, they share a common experience. All arrived in a foreign world with their families in hopes of building a better future.

Of those students, I had a student from Mariupol, Ukraine, which was one of the first towns in the Donetsk Oblast region to fall to the Russian invasion. Pictures online show destroyed apartment buildings that many called home. This student carries a level of trauma and

grief that I may never fully understand. However, the issue continues when they arrive at my school, and I soon realize I am this student's only resource. No one else in my building speaks the language, and there are no counseling resources for this student. It has become my sole responsibility, and I eagerly took up the challenge. However, in hindsight, I wonder if it had to be this way.

Purpose

This paper seeks to identify the disparities in our education system when accommodating refugee students' needs, as the number of families seeking asylum continues to rise. However, there are many shortcomings in our education system that result in a lack of support for refugee students. These shortcomings range from limited psychiatric resources for trauma holders to deficient language support. Many children also face difficulties learning language and developing communication skills in a new country when they are facing food insecurity or a lack of resources. I also look at strategies in other countries when welcoming refugee students to their schools, how they compare to American strategies, and their effectiveness.

Focal Questions

To steer the direction of this project, I formulated and utilized these focal questions to guide myself in my research:

- How much is the MLL teacher's responsibility to help refugee students acquire support for community resources?
- How does trauma play a role in this larger issue?
- What stressors do refugee students experience inside and outside of the classroom?

Literature Review

In this section, I will investigate literature relating to trauma and language barriers for refugee students. The literature review is divided into multiple sections where research is analyzed to show the difficulties refugee students face and limited support our education system provides. This paper's first core focus is relocation trauma in refugee students and anecdotal evidence from other schools. The following section will focus entirely on refugees considered multilingual learners (MLL) and how to diminish the language barrier. The final section focuses on international initiatives to accommodate refugee students.

Trauma in Refugee Students

It is no secret that students seeking asylum in other countries face a certain level of trauma. Trauma is an incredibly delicate situation due to the age of the student. Attending a school in a foreign world while digesting recent life-shifting events can be mentally taxing. The origins of the trauma vary from person to person. Some of the trauma comes from loss and grief. Some cases of trauma could be as simple homesickness. This section of the literature review details the different strategies for advocating for refugee students who carry trauma.

Here I will analyze the literature that reflects the presence of trauma in refugee students.

While acquiring peer-reviewed research for this literature review, I attended the annual Washington Association of Bilingual Education (WABE) conference. At the conference, I attended a few seminars that were focused on refugee students and their adjustment to their new schools. A specific seminar focused on students negatively affected by the Russian invasion of Ukraine. A primary talking point was Adverse Childhood Experiences (ACEs). Many children involved in this war will have ACEs regardless of the severity of their personal situation. We also learned about curriculum violence that is present in the Russian education system. Videos

showing ultranationalist schools having children assemble and disassemble weapons paired with discussions about why their country needed an invasion of Ukraine. This violence is a form of trauma, as children do not understand the severity of the things they are being taught. The main takeaway from this seminar, and its relevance to this theme, is that in global conflicts, trauma is experienced on both sides.

The practice of responding to trauma in a cultural sense can be identified in cultural proficiency, as described by Brion (2021). Educators may think they need cultural and psychological experts when supporting refugee students. In contrast, Brion detailed "it is about being willing to learn about other cultures and being inclusive in our words and practices" (p. 38). Brion's study focused on how teachers need to be aware of what is happening with their students outside the classroom. Brion conducted a study on a refugee student from the Republic of Congo whose teachers had issues adequately serving their students. Brion introduced the teachers to cultural proficiency models and trauma-invested frameworks. While this process requires a lot of planning and interpersonal discussions, Brion argued that having continuous cultural proficiency allows students to work in classrooms with a lot less stress or feelings of intrusiveness. However, having cultural awareness is a small piece of the puzzle when addressing students with trauma.

A more substantial issue is the lack of psychiatric services available to refugees. Hoffman et al. (2018) shined a light on how "many schools in the United States do not have the necessary resources and personnel to provide counseling and mental health services to these children" (p. 39). This article used the acronym "RED (refugees likely to have experience distress)" to narrow down the percentage of students needing psychiatric support. They identified students as RED through a questionnaire. After the RED students were highlighted, they focused on providing

intensive support for them. The article found that after presenting essential data, the school successfully advocated for a full-time mental health specialist for refugee students. The article also critiqued how many refugees were given linguistic assessments and support but limited psychological support. While this specific case is quite beneficial, some may view it as a strike of luck.

There are many instances where school will lack access to proper resources, leading to teachers picking up the responsibility. Therefore, many teachers will need to prepare for whatever case a student brings into their classroom and how to address it appropriately. In the article by Barrett and Berger (2021), there is a discussion of "trauma-informed practice (TIP)" in schools with refugee populations to inform teachers of emotional support strategies, further strengthening "impact on student wellbeing, learning, and development" (p. 1261). This study used a methodology to show how teachers lack support for teaching refugees. Their findings came from interviews conducted with the school staff who had seen different forms of trauma in a refugee student. In the interviews, there were common traits of helplessness, along with teachers wishing they had a better understanding of their students. In addition, the refugee students exhibited similar behavior patterns, and there were many approaches and methods for building a relationship with the student.

It can be easy to misinterpret the significance of student-teacher relationships in quantitative data. That is why the case study conducted by Akay and Jaffe-Walter (2021) held great relevance to the literature review. In this article, we followed the life of a Turkish refugee in their transitional period from leaving Turkey to their assimilation into the United States education system. The article detailed the traumatic events the individual experienced, including their inadequate support in the school system due to a lack of "training and support from school

leaders to understand the emotional and academic challenges facing refugee students" (p. 24). Sometimes an insider perspective can change educators' perspectives and why their classrooms need to be supportive and culturally responsive.

When an educator lacks that level of empathy, it can be easy to characterize trauma as a behavioral issue. Bang and Collet (2021) focused on the resilience faced by Iraqi refugees and how their trauma-coping process receives the opposing viewpoint as a behavioral issue. However, in the article, they insist that these behaviors are "natural coping mechanisms" and that "teachers, counselors, and other school staff [need] to remain sensitive" to the behaviors as they appear (p. 306). Their study reflected the high rates of PTSD (Post-traumatic stress disorder) among Iraqi refugees who witnessed conflict and their subsequent behavioral issues in the classroom. The methodology for data acquisition was a large-scale interview of an area with many Iraqi refugees. The results reflected how many students lacked control of their emotions and had trouble identifying feelings. There were even direct quotes of a student discussing how he does not feel anything regarding the death of his father and friends. The implications also include how much PTSD plays a role in their education, especially language acquisition.

Kataoka et al. (2008) highlighted in a quantitative study the correlation between the experience of traumatic events and the English proficiency in trauma-holding students. The correlation in the study "found that students with lower English language fluency appeared to have disproportionate impairment in the area of difficulties with grades, and higher fluency students had greater difficulties with going to school" (p. 339). The study aimed to determine schools' effectiveness of intervention for students who have witness violence. The team gathered over 1500 students in the Los Angeles Unified School District (LAUSD) and screened them based on their experiences. Some students discussed how they do not feel safe enough to attend

school due to community violence. Trauma has a direct impact on a student's ability to digest information taught in the classroom. The trauma does not just hinder the way students perform in K-12 English classes but also students in higher education courses.

Higher education is no stranger to refugees wishing to pursue a degree if they are academically qualified to enter a college. In their article, Vue (2019) highlighted the refugees struggling in higher education. Vue conducted many interviews with Hmong refugees during their college years in America. Many discussed how they wished their educators understood what they were going through a little better and responded appropriately. Many trauma-related articles often focus on the educator's ability to respond. What makes this especially critical is how this ties to Brion's (2021) research, focusing on culturally responsive teaching. There may be some possibility to address these concerns in strategies provided by those who have experienced relocation trauma.

Bousalis et al. (2021) researched many experienced educators who worked with refugee students and what strategies they found successful. The focal points were attitudes towards refugees shared by global educators, challenges faced with teaching refugee students, and how well the school system prepared. The methodology involved questioning 200 teachers who live in Europe. These teachers all had refugee students in their classrooms. From the data, they assessed what percentage of students fell into one of five stages of proficiency. The study also tried to connect teachers' training, planning, and overall attitude toward their refugee students. Overall, the study found that despite many of the teachers feeling underprepared for their refugee students, they found that training provided by their districts and states to be beneficial in giving them strategies for the challenges they may face teaching them.

However, there are some schools that are working towards programs to help ease the trauma carried by refugee students. For example, Kevers et al. (2022) conducted a study on integrating a school-based creative expression program in a classroom—the program aimed to ease classroom tension between refugee and non-refugee students and provide positive social incentives. There was a control group and a group of students who would be involved in the program. What the study concluded is that the program did improve relations between the refugees and non-refugees. This improvement shows that it is not just the adults responsible for trauma-carrying students' environments, but also their peers. Therefore, it is imperative that teachers host a welcoming environment for both their refugee and non-refugee students.

Another way to support students with trauma is designing an entire system for treating psychological impairments from post-traumatic events. For example, Ellis et al. (2013) did a longitudinal study on Somali refugees based on what tier of service they needed. The test would check in twice a year to see results. They found that specialized services ranging from community engagement and outreach to trauma systems therapy saw positive benefits for refugee students. This multi-tier mental health program shows that specializing in a refugee specific needs leads to an equitable amount of support. However, the main issue with this program is that it would be complicated to lay the groundwork across all schools.

While many of these articles correlate to traumas experienced, it seems a prominent weakness is a reliance on schools or districts to enact measures ensuring all refugee students receive adequate accommodations. However, this will rely on systemic change that may not be easy to enact. Nevertheless, these articles do bring many ideas to the table for teachers who find themselves with refugee students. An overarching theme is that teachers need to be culturally

responsive in their pedagogy, and cultural responsiveness needs to become a more common practice in all schools hosting refugees.

Language as a Barrier

Not all refugee students suffer from the problem of language acquisition in a new home, yet especially in America, most refugees have much difficulty with this country being predominantly English. Many refugee students will be placed in a multilingual learner (MLL) classroom when they arrive in the states. From there, they will get services to acquire English proficiency, but the process will be long and moderately complex. This section aims to identify refugee-specific language acquisition strategies in the classroom.

In this section, I will look at research exploring the steep language acquisition barrier for refugee students. The theme will center itself around multilingual learner (MLL) students and their language acquisition process.

To start this theme, the focus looks at a study conducted in a school district located in southeastern Washington. This study felt more than appropriate due to its close proximity. Newcomer et al. (2020) researched a school in southeastern Washington with a sizeable migrant population, with over half of the students qualifying for multilingual learner (MLL) services. The research was a qualitative study on two elementary teachers. The teachers had a classroom with a large MLL population and, without additional help, managed to get through the year with sizeable academic growth. The findings suggest many similarities between the two teachers in terms of their lack of preparedness and systemic regional issues. It could be argued that the way Washington handles large amounts of MLL students is similar across varying regions. With these variable methods practiced across the state, the jury is still out on what methods are the most effective.

The article by Meyer (2000) highlighted knowledge loads that need addressing for students to meet proficiency goals and not give up. Loads are defined as “four significant barriers to meaningful instruction” (p. 296). The methods for finding these loads are based on the teacher’s area of study and have found success in implementing a positive learning atmosphere for students. Meyer also applied studies from Vygotsky and multicultural psychology to find these loads. However, the list and groups are only helpful for MLL teachers, and it does not address problems faced by regular ed-level teachers. MLL teachers can only work as far as their job description will allow them before reaching the point where the ball is solely in the regular ed teacher’s court. Unfortunately, how well regular ed teachers can accommodate MLL students’ needs varies case-by-case. This specific article introduced vital support areas for English learners when moving through their language acquisition. However, the road to proficiency is long and complex.

We see how the odds stack against refugee English learners in Dávila’s (2013) article, which discussed how refugees live like model minorities. Dávila suggested in a year-long qualitative study that society may not always be the most welcoming to refugee students in an academic setting. The methods used by Dávila were conducted at a high school in a large metropolitan area with a sample size of over 2,000 students. The study found many of the English learners branched into two primary categories: those who received support and felt intelligent and those who were resented and felt like they lacked basic intellect. A newcomer’s lack of English skills is often incorrectly associated with a lack of intelligence. Not only does this perspective set the newcomers on an unsuccessful path, but it also has a negative psychological effect on them. The term “model minorities” used by Dávila showed how refugees suffer from systematic abuse and often lack the proper support to prosper.

This systematic abuse is evident in the research conducted by L. Guo-Brennan and M. Guo-Brennan (2021). The feeling being "the other" is present in every aspect of their lives. The research team made this observation when they conducted qualitative research on a newcomer student's life. The study focused both on the micro level with day-to-day interactions all the way to the macro level of community impacts in their new lives in America. The team conducted a qualitative study by interviewing students and leaders in the community. These participants included "newcomer students and parents, school principals, teachers, career counselors, community-based program leaders/facilitators, nongovernment agency workers, policymakers, and local community members" (p. 61). The study found that teachers saw the neglect at a societal scale for newcomers and what difficulties they will continuously have. Students who face a language barrier also deal with the fear of never achieving success in their current position. They have a much steeper hill to climb in contrast to their peers. Some may give up in the early stages if not accommodated.

Others may develop an outlook Tandon (2016) described as "no English meaning no college" (p. 15). Tandon conducted a qualitative study on five Burmese refugee students and what consistent stressors they experienced during their education. The study found a vast number of stressors felt by English learners in high school going into college. Most of these were emotions like fear, frustration, anxiety, confusion, and shame. Others included repeated concepts like "no English means no college" or "academic English [is] a gatekeeper" as constant stressors (Tandon, 2016, Figure 1). While it may feel like a simple overreaction to an ordinary student, an MLL student will see it as a big deal. Much of their previous life has been chaotic, and now they worry about the stability of their future.

Another aspect of not knowing English hurting a MLL student's potential is the invasive use of assessment. Attar et al. (2022) conducted research on how much the performance of refugees with limited English proficiency correlated with the language in which they received testing. Even subjects such as mathematics, which many views as universal, have areas of difficulty. The study had a total of 32 Syrian refugee students take a mathematical assessment in both Dutch, the current place of asylum, and their native language. The team found that tests taken in their language showed hidden knowledge that was not reflected in the Dutch exams. Attar et al. (2022) argued that even translating the assessments would be a solution, albeit a temporary one, to the issue of students' understanding. This specific article shows that language proficiency is a constant threat to refugees' success in their new countries. Thankfully, there is a great deal of beneficial research for assisting students in their language acquisition process.

Cain (2018) curated a list of tips for newcomer students who need the most attention in their academic paths. These strategies were found successful in Cain's decade of experience and cross-referenced by the concept of "academic loads" discussed by Meyer (2000). Many of the loads included concepts of reaching a middle ground of usage between the home language and the language they are learning. Cain found that applying the cultural load specifically led to the question, "What makes activities or expectations challenging for newcomers?" (p. 487). While these tips are not targeted toward refugees specifically, they are beneficial in most cases of refugees struggling with language acquisition in a new area.

Epsimari and Mouti (2022) investigated using metaphors as a concept for language acquisition in a refugee study group. They argue that metaphors are "an integral part of our language and thought, a cognitive and linguistic mechanism which helps us understand more abstract concepts through the use of more specific concepts" (p. 2853). They used metaphors

such as “time is money” and “time is a moving entity,” translated into Greek, Arabic, and Persian (Epsimari & Mouti, 2021, Table 1). They found that while many of their subjects had not had a formal education experience, common phrases and metaphors did have a direct translation through languages. While it does not lead to explicit English proficiency, it builds a bridge in a nonformal sense. It is a unique yet understandable way of understanding terminology. Many MLL teachers rely on using metaphors to make abstract concepts much more digestible. These strategies are just a way for MLL teachers to gain an edge in an uphill battle.

When comparing MLL-like programs nationwide, Calderón et al. (2011) suggested, “Without better support for teachers, we cannot expect better student outcomes” (p. 119). This quote ties directly to the critiques made in the first section regarding where these issues receive attention at the state or district level. However, the actual problem gets more complex at the teaching level. The research is focused on setting criteria for “programs and practices to improve reading and language outcomes for English learners” and what areas have the most effective programs based on the criteria (p. 107). There were many programs addressed and monitored with varying rates of success. The research found that success levels depend on many factors such as admin’s support, district training, cooperation of MLL teachers and core teachers, and tutoring. This article mainly critiques the many inconsistencies in supporting MLL students across the board. However, by pinpointing the strengths of current systems and exposing weaknesses, every system can grow. Furthermore, the article’s primary purpose is to provide educators with some strategies when they lack support. This point feels appropriate when addressing the core theme of strategies designed to support refugee students.

During the research process of this particular theme, there was an article that did not fully align with the focal point of school students. However, it did involve refugee families accessing

community-based language resources. The article by Ives et al. (2022) investigated adult Syrian refugees' participation in language classes in Canada. The article discussed a longitudinal study conducted over four years and monitored the rates at which Syrian refugees were willing to participate in Canadian language classes. It found that initially, more men than women were willing to participate. Also, there were higher rates in the initial years, but the rates dwindled over time. This article found that with a lack of access to support, many of these refugees' success was low because they could not integrate with their new society. The same logic can be applied to students. While, thankfully, most public schools have access to language services, there are issues regarding their reliability; without quality access, there will be low success for both adults and children. To reiterate, this particular article trails away from the path. However, it is important to note that school-aged children are not he only ones actively seeking language acquisition, but their families as well. It also begs the question of what resources schools in America may provide for a student's family.

This section concludes with a slight connection to the first theme of this literature review. Gordon (2011) conducted a qualitative study on Laotian refugees who experienced trauma in their journey to escape their home country. Much of the study discussed inspiration to overcome adversity in both their new lives and English acquisition. Gordon conducted telephone interviews with Laotian refugees after having much community involvement. Gordon (2011) found that these interviews entail stories of great success in the face of significant challenges. However, this study fails to address aspects of refugee students on less successful paths and what their lives may entail. Nevertheless, the study suggested strategies for classrooms to help set refugees up for success. These strategies include classroom configurations, managing concentration, access to community resources, and the overall investment of the learners.

International Perspectives on Refugees

When coming from a specific background in education, some teachers can become disheartened regarding domestic teaching methods versus international ones. Sometimes a program in one school may claim to have perfect strategies for refugee students, but those strategies may be impossible to implement in other schools due to the limitations provided by one's district or state. However, many other countries have seen great success in their support programs for refugee students. Therefore, taking what aspects they have done well and trying to implement them on the classroom level is ideal.

Additionally, when attending the Washington Association for Bilingual Education (WABE) conference, I attended a seminar comparing the schools of Ukraine to the public schools of America. I found that the schools are vastly different, which means that refugee students from Ukraine likely face many challenges switching to the American school system. There are many ways Ukrainian schools differed from America. For example, much of the staff must take psychology classes to handle adolescents. There is also a universal curriculum across the country, so if a student moves towns, they can pick up where they left off. Also, there were higher expectations of homework and students completing more schoolwork. This seminar made me realize that the refugee students originating from Ukraine have vastly different expectations for education, which correlates with the theme of seeing how refugees receive treatment outside of America.

To start looking outside of America, the research focused on Martin and Suárez-Orozco (2018), who collected data on many different types of schools in the United States and Sweden that are designed for newcomer students. The study compared several schools in the United States and Sweden. Each school had a program designed for newcomer students. The study

compared the type of practices and programs these schools provide. The schools shared most programs for integration, addressing second-language literacy and outreach for parents. However, they also had their fair share of contrasts. It seems that schools in Sweden provide more considerable opportunities for migrant students beyond the classroom, such as internships. Whereas a few U.S. schools lacked these sorts of opportunities. However, an emphasis on cultural belonging and embracing parents were common trends in all U.S. schools that were not as well practiced in Sweden. This research suggests that schools in the U.S. take pride in trying their best to reach out to families, but they may need to improve their ability to provide opportunities for their migrant students.

After seeing a comparison of the United States and Sweden, it felt necessary to continue looking at refugee programs at the international level, specifically the Canadian Literacy, English, and Academic Development (LEAD) program designed for asylum seekers. The LEAD program addresses several aspects of the refugee experience, including trauma, acculturation, isolation, and resettlement. The article by Miles and Bailey-McKenna (2016) gave the LEAD program many commemorations for its success. This study focused on many LEAD initiatives to support asylum seekers. To begin, the research team conducted a case study with a student in a four-part series of observations made over the course of a student's time in the LEAD program. Many aspects were highlighted, such as the student's growth in English proficiency and the cultural responsiveness of the student's teachers. The LEAD program also uses trauma-informed methods, where staff receives professional development training to support trauma-carrying students.

The research continues in Canada with Wilbur (2016), who focused on the focal question of "How can students who experienced trauma be better supported?" (p. 2). Wilbur interviewed

individuals who are Language Instruction for Newcomers to Canada (LINC) teachers. Wilbur found that many of these instructors needed to identify if a student had trauma by examining their behaviors, powerlessness, marginalization, cultural imperialism, and exploitation. Many of the LINC instructors understood what trauma was but had many barriers. According to Wilbur (2016), "One of the most significant barriers identified by instructors was teaching in an increasingly neoliberal context where they are pushed toward measuring and asked to do more with less time" (p. 19). This information is relevant to the original research international practices because it helps tie together theme one along with the issue of how adopting programs from elsewhere will not be easy.

However, ineffective programs can also inform our systems for refugee students in the U.S. A different study by Creagh (2016) discussed how students are labeled by their linguistic background in Australia. This article stated that Australia fails to meet equity goals for appropriately assessing a student's language demands based on their background. This data is especially askew when considering the backgrounds of refugees. The methods were to conduct a quantitative study on the effectiveness of Australia's Language Background Other than English (LBOTE) program. These included statistics of how well children were acquiring English based on a small data set the program would deliver when the child would reach on third, fifth, seventh, and ninth grades. This article found "the ongoing failure of the Australian education reforms to recognize and adequately measure a proportion of the school population with extremely high educative needs, despite a commitment to 'equity and excellence' (p. 269). This article also feels relevant on a personal level in experiencing how Washington schools organize their MLL students. The organization is based on a survey filled out at the beginning of enrollment that requires families to state the student's language spoken primarily and at home.

Additionally, in Australia, Bromley and Yazdanpanah (2021) focused on how teachers in Australia viewed parental involvement in refugee education. The qualitative study is focused on four teachers in a high MLL population school in Melbourne and their experiences. A common trend across the four teachers is how racial and cultural differences led to many points where parents were not interested in collaborating with the school. Furthermore, Bromley and Yazdanpanah (2016) claim "that parents were inadvertently being marginalised without teachers being aware that their traditional set-in-stone views of parental engagement were contributing to this marginalization" (p. 12). The main takeaway from this article is that parent-teacher relationships can be complicated in all parts of the world, and teachers need to take the initiative to reach out to their student's families.

An early inspiration for this topic was Russia's recent attack on Ukraine and witnessing millions of displaced people. Thinking of where many of those children ended up is distressing, to say the least. It so happens that Pacek (2022) already published an article researching the impact of the mass influx of Ukrainian refugees crossing into Poland. The article mainly focused on the difficulties of mass migration for both the refugees and citizens of Poland. From the data, Pacek (2022) concluded, "It is impossible to include a significant number of children in the existing school system, with a specific housing infrastructure and teaching staff, without increasing the size of the classes" (p. 38). It highlighted the aspect of how many of the refugees are not welcome and are treated with disrespect. This tragic reality is both present in Poland along with the United States. It is crucial to remember that while many are welcoming in the educator sphere, there will be outliers that do not wish refugee students to receive asylum in their hometown.

In contrast, Austria tries to prevent bias and othering towards refugee students in the study by Bešić et al. (2020). This article followed 55 refugee students and how their social lives adjusted in their new homes. Some students made friends, while many faced persecution and bullying from the natives of the area. The article specifically highlighted, “Out of the 55 students, 25 reported social, verbal, and/or psychically bullying” (p. 728). In response to the negativity, the schools in Austria hired a largely more diverse and representative team to assist the needs of the refugee students. This point is a practice that would have some positive sway in American school districts.

To continue with how international communities view refugees, a focus was set on Turkish schools by Ekin and Yekin (2021). They formed a quantitative study to understand “teachers’ attitudes toward the refugee students in terms of their communication and adaptation” (p. 388). The study focused on 66 teachers in Turkey who received and interacted with Syrian refugees in their classrooms. They found that many teachers were happy to communicate with their new refugee students arriving in their country. There were some language barriers, but overall, they found the experience welcoming and cheerful. However, there are some concerns regarding the refugee student’s ability to adapt to their new environment. A final point made is that teachers need to have self-efficacy when interacting with refugee students. Those who lack efficacy led to students having a worse time adapting to their new environments.

A different focal point on gifted refugee students was conducted by Alodat and Almomani (2019). The study focused on 72 Jordanian schools and evaluated their ability and willingness to accommodate gifted Syrian refugees. These schools used a 23-part instrument to understand how well they could assist gifted students. The findings concluded that there are limited gifted programs for Syrian refugee students in Jordan. This information means that there

will be many students who are not adequately challenged in school, which may affect their later success. Therefore, this article brings up a valid point regarding refugee students: not all students may have educational gaps. However, some may not receive adequate challenges in school to continue their academic growth.

There were many viewpoints for accommodating refugee students in these articles, discussing different methods practiced by varying regions. However, the question still lingers on how we promote systemic change and accommodation for refugee students. Some areas have redesigned aspects of their school districts to be more accommodating. Countries like Sweden and Canada have complete programs designed for their asylum seekers. However, with the article regarding Poland, we see how this issue is one that many may not be eager to address.

Conclusion

The core theme drawn from this literature review is that not every refugee will receive equitable accommodation globally. While there will be many students who find themselves in schools that try their best to support them, many students end up in schools where they receive the bare minimum from the state or district. It is enlightening to see that so many strategies and practices are available and used by eager educators. However, there is a large picture that needs addressing.

Further research demands more minor scale actions can be made at the school level by both admin and teachers. Schools also need to reevaluate how much defining trauma is responsibility of the teacher versus a psychiatric professional. However, how a school or district approaches these concerns is contingent on their currently available resources and those they can realistically acquire.

We live in a chaotic world, and many people must leave the place they call home. It is our duty as educators to welcome in these students who have faced immense loss and try to lighten their daily number of stressors. This literature review aims to find strategies and styles of teaching that can best accommodate the trauma-carrying students that may eventually walk through our classroom doors.

Action Plan

The purpose of this thesis is to analyze trauma and language barriers for refugee students. This thesis also aims to look for potential ways to ease these sizable challenges. As we learned from the literature review, refugees need many accommodations to feel ready for the challenges they will face in their new homes. This action plan aims to apply the research data from the literature review to tackle persistent issues among refugee students. I will then relate the research to my experiences at my school and district. I will then make recommendations based on the current research and how we can help improve the systems already in place.

Trauma in Refugee Students

The first table focuses on the trauma carried by refugees and asylum seekers. Much of the research shows that with trauma and a change in environment, there may be behavior concerns along with setbacks in academic performance. The table will also cover how schools in the Puget Sound School District (PSSD) lack appropriate psychiatric services for newcomers who do not know where to look or cannot afford essential emotional support services.

Table 1

Trauma in Refugee Students

Research:	Practice:	Recommendation:
Teachers must have culturally responsive skills to teach a refugee student suffering	Schools at PSSD do a decent job of creating welcoming environments for students	Overall, we should teach the whole child, not just a mind entering our classroom for a

from trauma adequately. Students enter the classroom with differing backgrounds and histories that affect their overall behavior and attitude. It may come across as problematic behavior to a more closed-minded teacher (Akay and Jaffe-Walter, Bang and Collet, 2021, Brion, 2021, Vue, 2019).	where staff does not show any resentment. However, they do not have a consistent form of training or practice for culturally responsive teaching. The degree of how much a teacher will benefit from said practice varies.	single class period. These students carry a lot of emotion and weight. Practices such as Restorative Justice as a form of training for culturally responsive education should be required of teachers, especially those take on students with varying backgrounds. It would be best if staff members have these trainings at the beginning of the year, so the content is fresh in their minds when meeting new students.
Schools lack many supplemental psychological materials such as language-specific counseling services, culturally informed professionals, and group counseling for refugees who enter the building (Bousalis et al., 2021, Hoffman et al., 2018, Katoaka, 2008).	While most schools have some psychological resources such as a counselor, it does not mean it adequately meets these trauma demands discussed. Therefore, PSSD partnered with the local counselors with a generic counseling service to assist students with psychiatric help along with drug and alcohol counseling. However, these services do not provide language-specific support, or culturally informed professionals when regarding refugees.	Language-specific counseling needs to be more accessible across the board. Even if they are actively searching for help, many refugees may find it difficult for them to find it. Accessibility needs to be the primary focus for current sources, and the districts need better accommodations for emotional support.

Language Barriers for Refugee Students

Table 2 highlights the issues regarding multilingual learner (MLL) refugee students who are entering the school system with limited understanding of English. This break in knowledge hurts their academic performance, making the transition from their home to their new country more difficult. In addition, the research highlights the difficulties experienced by refugee families who face a language barrier and strategies shown to have success by language teachers.

Table 2

Language Barriers for Refugee Students

Research	Practice	Recommendation
All students who come from a different country and experience a language barrier still have innate knowledge. This knowledge can come from schooling in their home country or simply knowledge developed through life experiences (Meyer, 2000, Tanon, 2016, Thorstensson, 2013).	PSSD will survey students who enter the district based on their prior education outside of the country. Furthermore, MLL students are screened to see if they require services. However, there is not much preassessment conducted to see how much a student truly knows when entering the building outside of basic lesson structure.	I think teachers should pre-assess all their newcomer multilingual students to see what funds of knowledge they possess and how much of their curriculum they can understand. Sometimes teachers believe simply Google Translating will be enough to solve any language barriers, but we are never sure how much knowledge resonates with the student.
Each refugee student has a substantial number of issues residing outside of the classroom. Often, it is due to the struggles experienced by their family, who are also in the resettling process (Attar et al., 2020, Gordon, 2011, Guo-Brennan & Guo-Brennan, 2021).	PSSD does not perform large amounts of community outreach for families. Students may be qualified for certain services such as free lunches, weekend food programs, and access to basic equipment such as jackets and backpacks. However, these services will not fully accommodate the needs of refugee families or ease the psychologic load carried by refugee students.	Reaching out to families can always be tricky. It is especially challenging if there is a language barrier. The district should consider looking into ways to invest in family involvement for its multilingual families. These involvements could include informational packets on nearby shelters, kitchens, and immigration services in the family's native language. There also can be informational packets dedicated to what schooling can be like for the family's child in America.

The MLL teacher provides a role in the school to assist students with language difficulties, but this specific teacher cannot assist students with all their lessons. This gap is where regular ed teachers need to take the initiative to ensure their assignments are clear and understandable for the students (Cain, 2018, Epsimari & Mouti, 2021).	My current school uses the push-in model to have the MLL teacher provide support in the regular ed classroom. However, this is only helpful to a small portion of MLL classrooms. For example, it is only available during the student's English class at the middle school level. However, they are not receiving any support in all other core subjects.	Teachers should receive advice and training on making their assignments more straightforward when using academic vocabulary that may not seem clear to multilingual learners. Furthermore, when they make their lessons clearer, all students benefit. It is also worth considering if MLL teachers should be pushing into all core subjects, rather than just English language arts.

International Perspectives on Refugees

In order to cross-reference the experience felt by teachers in American public schools, it felt necessary to analyze refugee and newcomer programs practiced by other nations. The research aims to find what programs are successful and can be easily implemented in the United States. There are also observations made regarding global issues and whether other countries' experiences with housing refugees are similar to the United States or notably different.

Table 3

International Perspectives on Refugees

Research	Practice	Recommendation
International refugee programs can be solid points of inspiration when designing refugee support programs. Canada has a lot of education-based refugee programs for new Canadian residents. These include cultural responsiveness to Chinese immigrants along with the LEAD program designed for asylum seekers	Outside of national programs designed for those lacking basic survival necessities, we do not see a dedicated program such as the Canadian LEAD program in our schools. PSSD has considered making a newcomer school, but no action has been taken.	We could provide a broader service for newcomer students who have interrupted education due to relocation and struggles learning English. This service would allow easier integration into both the American school system and American society as a whole.

(Miles & Bailey-McKenna, 2016, Wilbur, 2016)		
Countries in Europe, such as Sweden and Austria, have taken the initiative to hire specialists for refugee students. These specialists help them with educational and social issues may refugees encounter when adapting to a new country (Bešić et al., 2020, Martin & Suárez-Orozco, 2018, Pacek, 2022).	While many schools in the area have a widely diverse staff working for them, they are not explicitly hired to reflect the needs of refugee students.	Staff could get specialized training and insight regarding the students on their roster, what issues they may be facing, and the main reasons they left their homeland.

Conclusion

Refugee students at PSSD are a minority population and are not at the top of the administration or district's priority list. Refugees need a more intensive program that offers intensive support and accommodation when they enter a new school district. Whether it is present at the current school, or a stand-alone school, is up for debate. However, the lack of actual resources can be disheartening, knowing that some students could highly benefit from them. Currently, PSSD has some semi-adequate programs for language acquisition. However, it majorly lacks psychiatric and communal support. School districts in the Puget Sound Region of Washington have much room for growth. I will now return to addressing the focal questions in the discussion section.

Discussion

In this thesis, I examined how trauma and language barriers play a role in refugee students' journeys. After researching the difficulties refugee students face while transitioning to their new homes, I found that many school systems are severely lacking resources to help students handle these difficulties. Inequity between refugee students and their more established

peers is rampant across the board. There is not a perfect system to help young children integrate into a new world. The action plan reflects my feelings regarding my middle school, located in the Puget Sound Region of Washington, which does not provide the best psychiatric and language support overall. I later discovered that this problem is not limited to the middle school or school district where I currently teach.

During the research process, I attended the annual Washington Association for Bilingual Education (WABE) conference. I attended two seminars at the conference that discussed the Russian invasion of Ukraine and Washington's mass influx of Ukrainian refugees. Many teachers find themselves ill-equipped with a large number of students. Most of their issues vary from meeting language demands to having a scared child sitting in their classroom with no understanding of what is happening. Not to mention many of these children witnessed traumatizing events.

Discussion of Findings

Many schools are completely unequipped to support refugee students, which is a mass disservice to all new students who walk through the door. Unfortunately, this seems to be a common issue among the public schools in Washington. The research highlighted many strategies for improving the current situation in many schools, but that is the equivalent of a band-aid on a large-scale issue. The research also touched on how refugees are treated in areas outside of Washington. For example, some parts of Canada, Europe, and Australia have their own forms of refugee support in their schools. However, the research conducted did give many answers to the focal questions at the beginning. My focal questions include the following:

- How much of it is the MLL teacher's responsibility to help refugee students acquire support for community resources?

- How does trauma play a role in this larger issue?
- What stressors do refugee students experience inside and outside of the classroom?

Multilingual Teacher's Responsibility

The second focal question is "How much of it is the MLL teacher's responsibility to help refugee students acquire support for community resources?" This question has been a question on my mind since the start of this school year. With all newcomer students, there are points where various responsibilities will inevitably fall in the hands of MLL teachers. This is simply due to the fact that other teachers may not recognize pressing concerns multilingual students face. Examples include emergency drill procedures, field trip information, after-school events, extracurricular activities, contacting home on behalf of other teachers, and many more. However, the district does not explicitly discuss these details with the MLL teacher. In fact, it may be considered optional when the responsibilities are not written or enforced.

Much of the research showed that MLL teachers and staff in similar positions are responsible for being pillars for refugees and their primary form of advocacy. However, it ultimately depends on the school system. Some schools, such as the magnet school discussed by Newcomer et al. (2020), have special programs for their newer students, and the school's administration has a priority in reaching out for communal support to those who may need it. There is also much advocacy by MLL teachers in the article by Martin and Suárez-Orozco (2018). Their article showed an enormous sense of responsibility on how "Schools can be protective spaces that build on students' resilience and resourcefulness, serving as important points of entry for sharing the capital necessary to successfully navigate their new country or they can serve as sites of cultural reproduction and inequality" (p. 83).

However, on the other side of the coin, there is the responsibility of being a source of emotional support for specific students that cannot find it elsewhere. Bang and Collet (2021) emphasize how staff who are not adequately prepared to take on a refugee student with many emotional difficulties will never be equipped to teach them. Furthermore, MLL teachers are not licensed therapists. It would be incorrect to assume that they can provide advice and insight on issues without certified training and years of practice to their name. Hoffman et al. (2018) related to this in developing a tool to assess students who likely experience traumatic events. However, they emphasized that those students who go through traumatic experiences get the support of a licensed professional. Teachers can only give input on a student's ability to overcome language barriers and not treat issues such as trauma.

Trauma as a Larger Role

The third focal question is "How does trauma play a role in this larger issue?" Trauma is a significant theme in this research and works as the initial focus. With almost certainty, all refugees carry some form of trauma. Focusing on trauma's role in the classroom felt necessary because it is prevalent, even in students who are not considered refugees. In my first year of student teaching, I experienced a student who had dealt with trauma in its most extreme forms, and it was reflected in almost all the student's behavior. However, this form of behavior can be clearly tracked to events shared by the student, their family, and any records that will follow them for years to come. However, those behaviors are challenging to track down in a brand-new student with a vastly unique background and a potential language barrier. Many of those experiences are difficult to pin down because the challenges are as new to the teacher as much as the child is new to the classroom.

One of the initial findings that tied into my studies at the University of Washington Tacoma was the practice of culturally responsive education. Brion (2021) tied the idea with needing to learn about other cultures before you can teach about your own. It is best to highlight what may be a cause of the student's trauma by researching their home country, what reasons may have caused them to leave, and how has their transition to their new home been for them. Ellis et al. (2013) showed the significant benefits of having a multi-tiered program designed for refugees needing support in an equitable fashion. While difficult to implement, it was effective in helping ease the transition moving into a new country.

As stated before, MLL teachers are not all psychological experts. However, as teachers, it is essential to recognize behaviors in the classroom and understand that they all have a root source. Bang and Collet (2021) reinforce that trauma can often be recognized as poor behavior without a critical understanding of what may be going on in the child's personal life. These findings continue with the following question, highlighting things occurring outside of the school for a refugee student.

Stressors Inside of the Classroom

The fourth focal question is "What stressors do refugee students experience inside and outside the classroom?" It is common practice for teachers to identify stressors for their students and minimize them as quickly as possible to make daily learning a lot easier on their students' psyches. However, it may be slightly more complicated for newcomer students than the practices we already know. For example, specific stressors like expressing favor to a different culture or using a particular language may threaten them. For each student, this is on a case-by-case basis. Discovering the challenges in a child's personal life is equally important when implementing culturally responsive teaching methods.

Success in the classroom can be a big stress point for refugee students because they may feel they are starting way behind everyone else. We see this discussed in the article by Vue (2019), where there is much concern about refugee students in their ability to pursue higher education. Many of them feel as if it may be an impossible task because of the current setbacks they now face. There are also considerable differences between higher education in some countries. Some countries may even have a much less expensive entry into higher education compared to significant rates charged by universities in America.

College may not even be a thought in the minds of refugees when it comes to progressing through life in an American school. Sometimes it may be as simple as getting through the day to get home. For others, school may be a safe space their home does not share. Kataoka et al. (2008) discussed how many students have so much going on outside of the classroom that it may be virtually impossible for them to focus and perform well academically. They will face a hierarchy of other problems that pushes their education low on their priorities. This issue will grow for many students without consistent and proper support. We also see this in the figure presented in the article by Tandon (2016), who detailed the common thoughts refugees feel in adapting to school. In Figure 1 of Tandon's article, we can see a whole set of emotions and fears of never achieving success.

Gaps Between Professional Experience and Findings

At the time of writing this paper, I worked my first year as a multilingual learner teacher at a Puget Sound district school. Many of the gaps between my professional experience as a multilingual learner teacher are reflected in the inspiration for the focal questions. Many of my experiences have been positive learning experience. On the other hand, the gaps found reflected

the district's lack of resources for both me as a new teacher and the refugees who were my students.

There were several gaps that the current research does not address when it comes to teaching refugee students, including a lack of experience for core teachers. First and foremost, many core teachers at my school do not know what to do when a newcomer enters their class, and they just hope to get through the day. This gap may be addressed by reinforcing the idea that all newcomers have innate knowledge and are not entirely clean slates. However, there are moments where a teacher assumes that their newcomer students are lost and should just do the minimum amount of acceptable work. This form of neglecting students' abilities is seen in the "knowledge loads" described by Meyer (2000). The loads must be wholly addressed and approached for a student to strive in the classroom.

Another gap in the literature was the amount of attention a refugee might get in an ideal scenario, or lack thereof. They receive support in their classwork from a language specialist and psychiatric support from therapists if their services are open. However, in my professional experience, the most support a newcomer can get is in their English language arts classes for writing and some reading support. However, that is not enough attention for these students to adjust to school life. In many ways, I find this gap to be the most frustrating because the design of MLL support is limited. Its primary goal is to help normalize core grade-level standards for new students; however, many grade-level standards will go over the students' heads.

Another scenario the research failed to address was the difference in priorities for some school systems. It may be easier for some school systems to take pride in how they equitably reach newcomers' needs, but many reduce it to a priority on a district's checklist. Most larger districts will have a sizeable number of refugees, but the amount of attention varies from district

to district. From professional experience, it feels like my district sometimes misses the mark just to reach the bare minimum. The lack of attention then makes it difficult to identify whether a strategy would fit my current school system. This is because there is no framework available to implement an experimental practice.

Implications for Future Teachers, Students, and/or Schools

To work toward a system where refugee students can feel adequately accommodated and make strides academically will require many additional pillars for support. To begin, there needs to be a more concrete and accessible system for refugees to find psychiatric help. I acknowledge that a teacher's consistency in a student's life is psychologically beneficial, but they need better preparation specifically for refugee students. Culturally responsive education training is a must-have for schools, even if they have low numbers of newcomer students. Therefore, districts should consider developing a year-start training centered around culturally responsive education.

However, this goal of having a well-equipped staff trained in culturally responsive education will be much larger than the individual teacher's pedagogical practices. The site where students attend school needs to be well equipped to meet the needs of a refugee, including psychiatric support, communal outreach programs, directions to find basic needs, and many more. A school has the responsibility to not only educate children but to make sure they feel safe and their core needs are content. These needs include a consistent supply of food, shelter, transportation to and from school, and a safe space to talk about their issues. Unfortunately, as of the time of writing this, the schools local to the Puget Sound region fall short of these outreach programs.

A program I found to be quite unique was the multi-tiered system discussed by Ellis et al. (2013). Triaging students on a chart and diagnosing what exact sort of treatment they would

benefit the most from could be extremely effective. This is because schools will not be signing all refugee students up for intensive trauma therapy. There may be some who only qualify for a low-tier outreach program. While the low-tier students receive their specific support, high-tier students can receive a lot more focus. A multi-tiered system such as this one can provide a quality and equitable starting point for identifying and supporting refugee students who need it.

This issue does expand across districts around the nation. Wherever there is a school, even the smallest elementary school must have access to these resources, at least within the district lines. It will, without a doubt, be a significant goal that will be difficult to accomplish, but we could at least make a start from the current bottom-of-the-barrel expectations. Even small changes, such as training the teachers to be ready for the potential students and the trauma they may carry can be a great improvement.

Implications for Future Research

When conducting the Literature Review there were a vast amount of missing literature connecting the themes. Many of the articles did have a focus on refugee students or trauma but lacked a bridge between the two topics. I also found that literature of international practices to be effective but lacked insight for foreign schools to make qualitative comparisons. An article would have a discussion of an effective strategy for teachers, but lacked input on how it would work in a different setting. The literature review highlights many compelling studies to draw conclusions. However, there still a large deficit on how we can a clearer viewpoint for reaching the needs of refugee students. Here is a list of topics that the current research on refugee students is missing:

- Qualitative research on the experiences of a refugee family trying to initiate their child into a new school system.

- Research on how well refugee students fit into their new school. What makes a school more accepting? What barriers of entry will a school have?
- Academic performance is prevalent throughout the literature, but there needs to be a larger emphasis on social performance for refugee students.
- A deeper connection between trauma of refugee students and its effect on overall school integration.
- In-depth comparisons of refugee student programs across the globe and highlighting their strengths and weaknesses.

Limitations of the Project

Much of this project was focused on the recent decade with articles ranging from 2011 to 2022, with a few articles dating back to 2000. The primary purpose of choosing this time frame was to focus on more modern school settings to see if things have remained consistent or whether they had notable changes within the time period. There were some articles that were relatively recent and centered on the invasion of Ukraine as being a primary inspiration for this topic. At the time of submission, the Russian invasion of Ukraine is still a relevant and developing situation. My criteria set for the literature review had to be focused on refugee students. I felt that using refugees as a whole does not do justice to the small population of refugees that are currently residing in American public schools. There were moments when conducting research for the literature review when I found myself focusing sharply on multilingual refugees exclusively. While I would argue that most refugees are multilingual, several will share the language of the area where they take asylum. I had to make sure that it did not take over the focal point of the project and instead just fit one of the themes of the literature review.

Articles that were excluded from the research had to fall into an irrelevant category. For example, sometimes an article would mention refugees but only have statistics on migration, locations of asylum, and potential employment. However, I wanted to keep my focus on students specifically. I did stretch that focus for adult learners as it still felt somewhat relevant. However, the research needed to be relevant to public schools.

A few barriers got in the way when it came to conducting the research. These included the learning arc of completing my first year as a multilingual learner teacher while conducting research. With every month that went by, I would find another portion of my job that was considerably related to the research topic. At times it felt like I was still solving a puzzle on top of researching it from start to finish. I also believe that many aspects of this project felt delicate, and it was difficult not to turn the study into a rant or vent about the shortcomings of a more extensive system. However, I am glad to say that the primary goal of highlighting patterns of struggle and pointing out a district's shortcomings stayed consistent throughout the course of the research.

Conclusions

At the moment of writing this, there is a refugee student who attends a school out of necessity but has a hindrance in their progress to achieve academic success. Their thoughts are clouded with traumatic events they had the terrible misfortune of witnessing. That student may, in fact, have issues comprehending the daily tasks they routinely go through. Questions of what this means and why they are here are running through their mind. On top of all of that, the student are wonders why this has happened to them. They are just a child in a world that unfairly dealt them the worst hand. However, they are fortunate enough to be in the goodwill of a system

that can significantly support them. One that can, hopefully, help them achieve goals they thought would be out of reach.

This issue does not reflect a single student. This phenomenon is an issue that is both a national priority, but also a global issue. As stated in the rationale, statistics reveal the sheer number of refugees who enter the United States every day. Many of them are children, and many of them have trauma. They need a solid and reliable system system to meet their needs so that they may one day prosper, despite the horrible circumstances they are currently handling. However, that system has limited assistance for these students. That system is full of potential but lacks the resources to approach the said potential. For us to make more tremendous changes in our system, we need to reassess what we are doing and how we could be doing more. We need to do more because we owe it to these students who greatly need it.

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