

SETTLEMENT WORKERS IN SCHOOL (SWIS)

# Best Strategies: Step-by-Step Activity Guidelines Manual





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## UNIT 1

### INTRODUCTION

*The Settlement Workers In Schools (SWIS) Best Strategies: Step-by-Step Guidelines Manual* provides SWIS staff in Saskatchewan guidance and direction to make connections between the goals of the SWIS program and opportunities to connect with newcomer children, youth and families. It will also assist to connect them with other supports in the different Saskatchewan rural and urban communities.

It is important for SWIS staff to understand the SWIS program so they can deliver the best quality services to support newcomer students' integration process.

This document also provides an opportunity for SWIS staff to consider their present practices to best meet the needs of their clients.

### OBJECTIVES OF THE SWIS PROGRAM

- **Client centred:** Focuses on the needs of clients and to let their needs and abilities guide the process. A client-centred approach ensures that interventions are collaborative and individualised. This approach also seeks to empower the individual to direct the intervention and assess what resources they need.
- **Empowering:** The process of increasing personal, interpersonal, and political power so that individuals, families, and communities can take action to improve their situation. (Gutierrez 1994). The result will be independence and accountability of clients.
- **Holistic:** Physical, emotional, cognitive and cultural dimensions.
- **Strength-based perspective:** Focuses on individual, family, and community strengths and competencies. This is in contrast to other professions which focus on deficits and maladaptive functioning. Focusing on strengths gives people the power to build on the resources they already possess and the skills and competencies they have already mastered to overcome obstacles they may face.
- **Collaborative:** SWIS, school, family and community work together to support integration of students and their families. Collaborative work recognises that each client is the expert in their own life; that clients have the most knowledge about their needs and resources they need. Collaborative work ensures that clients are invested in the outcomes of interventions by giving them joint responsibility and recognizing their abilities and potential to succeed.
- **Accessible:** Settlement services are accessible to newcomer students and their families.
- **Equitable and respectful:** Respects the rights and dignity of all students.
- **Accountable:** Ongoing monitoring, evaluating, and assessment.



## **NATURE OF SERVICES**

Services will be provided on an individual, family and group basis.

The SWIS Worker will provide the following core services:

1. Provide information
2. Refer where appropriate
3. Provide support and encouragement
4. Assist clients in dealing with problems of adjustment
5. Make telephone calls to get information for clients
6. Obtain information and process on behalf of clients
7. Organize group sessions
8. Provide outreach
9. Consult with school staff on settlement and cultural issues
10. Cultural interpretation
11. Interview and assess settlement needs
12. Filling out simple forms.

## **SERVICE STANDARDS**

When providing service to a client, the SWIS shall provide services that:

1. Respond to the needs identified by the client
2. Are confidential
3. Are culturally appropriate
4. Are non-judgmental
5. Are inclusive and accessible
6. Help remove barriers to settlement and integration
7. Foster client independence and empowerment.



## **POSITIVE FACTORS THAT ENABLE STUDENTS TO HAVE SUCCESSFUL ACADEMIC OUTCOMES ARE:**

- Family support
- Peer support and friendships
- Supportive teachers and principals
- Consistent quality education
- Specific school supports
- School-Community Partnerships
- Community services and supports
- **Resiliency: In spite of incredible changes in newcomer students' lives, academic and social pressures at school, demands and responsibilities at home, immigrant youth show a remarkable amount of patience, flexibility and resiliency.**

## **DIFFICULTIES AND ISSUES NEWCOMER STUDENTS FACE ARE:**

- "Fitting in" to high school culture
- Trauma and stress of escaping from war and / or violence
- Unemployment and underemployment of parents of immigrant youth
- Parent-child role reversal
- Home-school culture conflict
- Culture and climate
- Inadequate resources and supports in schools
- Difficulties with the Canadian school system and meeting academic requirements
- Gaps in education and lack of English fluency
- Teasing and bullying



## UNIT 2

### SWIS LOGIC MODEL

#### Goals:

- To develop a successful school transition and educational program
- To empower newcomer students and
- To collaborate with mainstream resources in order to provide culturally competent services.

#### Components of the Program

CONNECTION	INFORMATION/EDUCATION	COLLABORATION	SUPPORT
<p><b>Goal</b></p> <p>To create support and reduce isolation for newcomer students and their families.</p> <p>To implement a successful action plan for newcomer students (children and youth).</p> <p>To assess barriers and needs of the students and their families while supporting them in receiving the services they require to be successful in their school.</p>	<p><b>Goal</b></p> <p>To educate newcomer students and their families about the school system, provide support and preventing school dropout, and how to access resources.</p> <p>To educate school staff on how to provide culturally competent services.</p> <p>To assess students and their families' needs and coordinate services that meet their needs.</p> <p>To support students and remove barriers which may prevent them from attending school.</p> <p>To identify barriers and issues and develop action plans.</p>	<p><b>Goal</b></p> <p>To create alliances between service agencies found in the community, health care, city, libraries, and faith communities to provide culturally competent services to newcomer students and their families.</p> <p>To meet the needs of the newcomer children and youth and their families in Saskatchewan communities.</p>	<p><b>Goal</b></p> <p>Provide support to make SWIS program accessible to newcomer students and their families.</p> <p>To assess families' needs and coordinate services that meets their needs.</p> <p>To support students and remove barriers which prevent them from attending school.</p> <p>To provide hands-on support to students so barriers and issues can be resolved.</p>



↓	↓	↓	↓
Activities	Activities	Activities	Activities
<p>Provide information to students regarding extracurricular programs at school and encourage participation in those activities.</p> <p>Practice client's Needs Assessment and plan for academic success.</p> <p>Support parental involvement by implementing cultural or parent nights with school's collaboration.</p>	<p>Explore topics and provide information session for students and their families (e.g. Canadian school system, school routines, school expectations, leadership, coping with stress, awareness of legal rights and responsibilities, and resources available to the youth and children.)</p> <p>Present school staff with information about SWIS role, program, schedule and contact information.</p> <p>Deliver the Orientation Workshop for Newcomers (OWN) before school year starts to students and their families.</p>	<p>Educate and provide information to community organizations to increase awareness about settlement needs.</p> <p>Provide information and referrals to students and their families on the organizations and resources available in communities.</p>	<p>Arrange meetings with students and their families to identify different barriers.</p> <p>Arrange and organized meetings with families and schools staff</p> <p>Provide interpretation services to clients who are not fluent in English.</p> <p>Provide translation of forms and documents regarding information and events at schools or other community organizations.</p>





### **Short Term Objectives of the Program**

- Students and parents gain knowledge about the different services available to them.
- Students and parents gain knowledge about the school system.
- Parents get involved with their children's school life.
- Students and parents gain knowledge about the resources available to them.
- Students and parents develop their own school success strategies.
- Students and parents feel supported.
- Services provided are more culturally competent.



### **Long Term Objectives of the SWIS Program**

- Students are successful in their new school setting and integrate smoothly into the new Canadian culture.
- Students are connected with all of the extracurricular activities for their mental and physical well-being.
- Students and families are knowledgeable about the school system and are connected with the school and utilize the resources available to them.
- Students and their families feel supported and empowered, graduate from high school, make decisions/and plan for continuing school.





## **SWIS Program Outcomes Expected**

### **Expected outcomes**

- Refugee and immigrant students are familiar with the school's daily routines
- Refugee and immigrant students adapt smoothly to Canadian school environment
- Refugee and immigrant students have received support regarding their social and emotional wellbeing
- Refugee and immigrant students are involved with extracurricular activities in school and socially integrated with their peers
- Parents and guardians are involved in their children's education
- Students and their parents/guardians and families are familiar with the services available in the community and have received support from local community organizations
- Enhanced capacity of newcomer students and integration into Canadian society through systematic, proactive settlement services.

### **Immediate**

- SWIS identifies student needs and develops short- and long-term success plans to address their needs.
- Families and students are given orientation to better understand their roles in the education system.
- SWIS connects with new families, building trust and establishing a relationship.
- Interventions in crisis situations as needed.
- Presentations are given to educators in the school system on cultural sensitivity, parent expectations, advice on working with EAL families and students.
- A success plan is made for parents of elementary school students and for youth attending high school.
- Referrals are made to external agencies if SWIS staff believe that the student and/or their family requires additional support.
- Clients receive appropriate information and services to address settlement needs.
- Increase accessibility to programs.

### **Intermediate**

- Students and their families understand the Canadian school system and their expectations and learn independence.

### **Long term**

- Students have the tools they need to succeed in a formal Canadian education system and contribute to Canadian society.



## **SWIS PROGRAM DELIVERY IN RURAL COMMUNITIES**

*Challenges, assets, and solutions (Some of these challenges are common in urban areas as well.)*

### **Challenges for SWIS Staff**

The following are challenges for SWIS staff that have been identified through research, meetings and interviewing SWIS front line staff from different centres.

#### **The challenges are:**

- The referral process
- School staff level of understanding of the SWIS program
- High level engagement
- Board level involvement

### **Solutions**

#### **1. Connect with all newcomers in the communities**

- Invite communities for different events
- Connect and provide information for families.

#### **2. Collaboration and partnership with local community organizations**

- Identify and work with resources in the community that might be willing to help and support our program with transportation, hosting events, etc.
- Churches
- Settlement advisor
- Members in the community
- Employers

#### **3. Build community connections**

- School divisions
- Churches
- Town mayors
- City Recreation and Parks
- Libraries
- Employers



**Rural Saskatchewan is one of the most hospitable communities in all of Canada (by research)  
This is a huge asset.**

Many different activities and gatherings take place in rural and small Saskatchewan communities which are very welcoming such as:

- Fowl / fall suppers
- Picnics
- Sports and physical activities
- Pancake breakfasts and barbecue events
- Christmas parties

Hospitality is key to building connections in the community. Canadians especially in rural areas are hospitable and they host many different events during the year.

By bridging newcomers with rural communities we support diversity and encourage welcoming and inclusive communities.

**COLLABORATION WITH PARTNERS, SPECIFICALLY WITH LOCAL SCHOOL  
DIVISIONS IN RURAL AND URBAN AREAS**

- Arrange and schedule regular working group meetings with local school divisions and SPOs in community.
- Share and brainstorm your SWIS work plan with the working group. Present your yearly SWIS work plan at the quarterly meeting.
- Bring the issues to working groups professionally. (Understand the school divisions barriers as well.)
- Have some solutions and thoughts regarding each issue based in a collaborative manner.
- Develop protocols with schools divisions.
- The school division's representative from the working group will distribute any ideas with divisions through their schools. (SWIS will not take messages to schools from the working group meetings. The decisions need to be sent out by the school division's representative).
- Have very clear communication with the working group and school division's representative during the school year.
- Arrange and attend the advisory Committee Meeting with a very clear report. Provide statistics, written report and graphs.
- Share the positive points with the group and emphasize the success stories.
- Share the issues that the SWIS have had to deal with and have been on-going for a while with no solution or improvement.
- Plan and schedule for the upcoming meetings.



## SWIS PROGRAM EXPECTED OUTCOMES

### The SWIS Worker seeks to realize the following outcomes:

1. Eased transition to life in Canada, and enhanced ability to cope with challenges of integration.
2. Successful school integration
  - barriers in the school system identified and addressed
  - information, education and guidance provided to students, parents, teachers and school administrators
3. Increased communication effectiveness
  - language and cultural interpretation provided to students, parents, teachers and other service providers
4. Intervention in crisis situations
  - established link between clients and community resources
  - referrals to programs or professional service providers
  - effective case management
5. Increased student and parent knowledge about the total range of opportunities and services available to assist them in settlement
  - information and practical assistance provided individually or in group sessions
6. Increased awareness of cultural diversity
  - informed and educated school personnel, parents, students, and the community regarding refugee and immigrant issues
7. Family involvement in school
8. Positive relationship between the student, parent and school

### Eligibility for Services

1. Eligible clients for this project means:
  - A person in any immigrant category or class who is either a permanent resident of Canada but who has not become a Canadian citizen; or
  - Persons in Canada applying to become a Permanent Resident and who have been informed, by a letter from Citizenship and Immigration Canada, of the initial approval of the application subject to an admissibility assessment.
  - Temporary Residents working in Canada with a work permit under the Live-in Caregiver Program.
  - Protected Persons as defined in Section 95 of the Immigration and Refugee Protection Act.



2. Where demand for SWIS services exceed the capacity of the Service Provider, access to SWIS services will be based on the following priority:
  - a. Refugees admitted under the Government's Annual Refugee Plan – Government Assisted Refugees and Joint Assisted Refugees
  - b. Private Sponsored Refugees
  - c. Permanent Residents in receipt of Social Assistance
  - d. Permanent Residents in any immigration class or category who is not yet a Canadian citizen
3. To be eligible for SWIS services, a client must be registered or have a child who is registered with a local School Division.
4. A student must be attending one of the designated schools.
5. Outreach is focused on the newly arrived and on clients with first year settlement needs, although services will not be denied to other students or parents who request help.

### **Nature of Services**

Services will be provided on an individual, family and group basis.

Core Services the SWIS Worker will provide are:

1. Provide information
2. Refer where appropriate
3. Provide support and encouragement
4. Assist clients in dealing with problems of adjustment
5. Make telephone calls to get information for clients
6. Obtain information and process on behalf of clients
7. Organize group sessions
8. Outreach
9. Consult with school staff on settlement and cultural issues
10. Cultural interpretation
11. Interview and assess settlement needs
12. Filling out simple forms



## Communication with Individual Schools

In order to promote effective communication between the SWIS Worker and each individual school, each school should designate a SWIS school contact person from their staff. In most instances, this would be the principal or vice/assistant principal.

1. A regular monthly report will be required for each assigned school.
2. In each report the SWIS Worker will present statistics that reflect recent work. This will include:
  - client demographics
  - feedback from clients
  - what worked and what didn't work
  - trends
3. There will be an opportunity for the SWIS Worker to meet with the principal/designate of each school on a regular basis.
4. At each meeting the school contact person may discuss:
  - feedback from staff
  - any concerns from school personnel
  - upcoming school events and activities
5. The meeting will also include time for discussion about:
  - plans for the upcoming period of time
  - any group sessions that are scheduled
  - other topics of relevance
6. The principal/designate of each school will ensure that the SWIS Worker will have access to a mailbox.
7. The principal/designate of each school will ensure that the SWIS Worker will receive copies of school newsletters, to ensure he/she is aware of all school programs and activities.

## Client Service Protocols

1. The SWIS Worker will provide services that:
  - Respond to the needs identified by the client
  - Maintain confidentiality
  - Are culturally appropriate
  - Are non-judgmental
  - Are inclusive and accessible
  - Help remove barriers to settlement and integration
  - Foster client independence and empowerment.



2. If the client has specific needs, the SWIS Worker will address those needs first before considering a general orientation and assessment.
3. The SWIS Worker will attempt to contact newly arrived parents/guardians by telephone a minimum of three times. After these attempts, the SWIS Worker will utilize other means of communication such as mailing or sending home a note with the student.
4. The SWIS Worker will ensure that all client contact information remains confidential and will be dealt with in a professional manner.
5. All clients will go through a SWIS registration and orientation process. This can be done at any time while services are provided.
6. A comprehensive list of assessment questions will be reviewed with clients to determine client needs and to demonstrate the range of ways that the SWIS Worker can be helpful.



## UNIT 3

### THE FOCUS OF THE PROGRAM IS TO:

- Connect newcomer students and their families to necessary resources in the community
- Facilitate newcomer students' introduction to the school and education system
- Bridge families and school for successful students' education
- Newcomer students and their families will receive systematic, proactive settlement services to facilitate their integration into Canadian society
- There will be increased awareness and linkages between newcomer families and students, schools and the community
- Newcomer parents/guardians will have an understanding of how to become actively and effectively involved in their children's educational life
- Newcomers and school staff will have access to available culturally sensitive communication
- School staff will have an enhanced capacity to understand and respond to the needs of newcomers.

***SWIS staff require a great deal of energy, passion and commitment for planning and facilitating a high level of service to promote the integration and acceptance of newcomer students into the Canadian culture and Saskatchewan Communities.***

### SWIS ROLE

In general, the following roles are required of the SWIS program staff.

#### **Advocate for newcomer students and their families**

- Promote settlement needs, challenges and processes through working with schools and local community organizations.
- Encourage diversity, multiculturalism and respect for others in our communities.
- Support inclusiveness and welcoming communities.
- Address issues regarding racism and discrimination, and support equity and equality.

#### **Communication based on cultural sensitivity**

- Communicate effectively with newcomer students and their families, teachers and volunteers.
- Communicate effectively with newcomer youth and their families.
- Communicate effectively with program facilitators in terms of program design and delivery as well as ongoing assessment of services.
- Communicate with partnering organizations and service agencies in the planning, design and assessment of the various programs.



### **Liaison**

- Liaison with school staff such as: EAL teachers, classroom teachers and in-school administrators regarding specific student needs, issues and challenges.

### **Plan/Design**

- Plan for successful school transition of newcomer students/youth.
- Design short- and long-term plans for refugee and immigrant students during the school year to support educational integration in Canadian society.

### **Facilitate**

- Facilitate and bridge refugee and immigrant students and their families to schools, community organizations and the Canadian society.

### **Assess**

- Regularly assess program achievements through discussions, surveys or by communicating with students and their families.

### **Collaborate**

- To collaborate with schools and community organizations to support successful school integration by assisting in school registration, school orientation, parent/teacher interviews and meetings, home visits and follow-up.

### **Promote**

- To promote the goals of the SWIS program with local community members and partnering agencies.
- To promote cultural diversity and respect for others.
- To promote the equality and advocacy for children, youth and their families.
- To promote the challenges of refugee and immigrant experiences, impact of migration, socio-political reality, resettlement and cultural adjustment process.



## UNIT 4

### REGISTRATION OF NEWCOMER STUDENTS

#### A. GOVERNMENT ASSISTANT REFUGEE (GAR) STUDENTS ELEMENTARY AND HIGH SCHOOL REGISTRATION

- Student and family have received an orientation and information about the SWIS program and services provided by SWIS staff.
- Orientation about the referral forms and request that the parents, guardian or youth (if on their own) sign the SWIS Referral/Release form.
- The referral form needs to be translated to the language required and attached to the original form in English.
- Explain why clients need to sign the form and why SWIS need the referral form, and how the form will be used.
- SWIS will make sure that families receive all of the information regarding all documents that clients need to sign.
- Discuss local school division systems available in community and their programs.
- Once the newcomers have settled into their permanent address, SWIS makes an appointment to take them to the different schools within their geographical area including Catholic, Public and Francophone schools.
- If available, the client should have the following documents with them for the school registration:
  - Birth Certificate(s)
  - Record of Landing
  - Passport(s)
  - Permanent Residency form
  - Medical records and immunization information
  - School records
  - Copy of the signed SWIS referral form
- School supplies – review the school supply list with the family. Inform family what the school can provide and what the family needs to supply and provide an orientation on school supplies.
- Depending on the school, SWIS will assist in filling out school registration forms.
- Ensure interpretation services are available if required.
- SWIS will find out the start date for school entry and inform the clients.
- SWIS will assist with school tour if needed.
- SWIS will fill out a Client Assessment form as appropriate.



- Follow-up with any actions required from assessment form.
- Depending on the client's choice, make arrangement with the school to book appointment with the principal and EAL teacher.
- Provide a school tour to the student and family if possible.
- Provide information regarding the bus pass and public transportation system in the city.
- Show the student his/her classroom and explain that he/she will start his/her school day in this classroom.
- Introduce new students to the peer leader if possible or if there are other students from the same country/community, set up a buddy system for the student.

## **B. REGISTRATION OF NEWCOMER STUDENTS (FROM FAMILY/CHURCH SPONSORSHIP, SKILLED WORKERS, AND OTHER CATEGORIES)**

### **Elementary and High School Students**

#### **1. If client approached school and made their appointment with school**

- School informs SWIS and invites them to attend the registration session.
- If the school determines a need, SWIS will visit the family; if the family has adjusted well, the Referral or Release form will be filed for future reference. A SWIS Referral/Release form is included with the school registration package and forms.
- School will fax the SWIS Release form to the Settlement Agency if SWIS is not able to attend the session.

#### **2. If SWIS meets with client first at the service provider's organization (SPOs)**

- Make appointment with school or school division's assessment center if available. Let the clients know they should have the following documents if available with them for the school registration:
  1. Birth certificate(s)
  2. Record of Landing
  3. Passport(s)
  4. Permanent Residency form
  5. Medical records and immunization information
  6. School records
  7. Copy of the signed SWIS referral form



- Depending on the school, the SWIS staff along with a school counsellor, principal or EAL teacher, will assist client with filling out forms and explain subject choices to the student.
- Assist with walking the student and parents through school orientation.
- Show the student his/her classroom and where he/she will start their day – the EAL (English as an Additional Language) classroom.
- **School supplies** – review the school supply list with the family. Inform family what the school can provide and what the family needs to supply and provide an orientation on school supplies. Depending on the school, SWIS will assist in filling out school registration forms.
- Ensure interpretation services are available if required.
- Explain the school expectations and the time schedules.
- Explain to parents their roles and responsibilities regarding school attendance and reporting absences.
- If the student needs to take the bus, show them where they can buy bus passes, the cost of passes, and the bus route.
- Ensure parents receive a school year calendar book.
- Ensure parents receive an Elementary or a High School Information Booklet available in various languages
- SWIS will fill out a Client Needs Assessment form as appropriate
- Follow-up with any actions required from the assessment form.

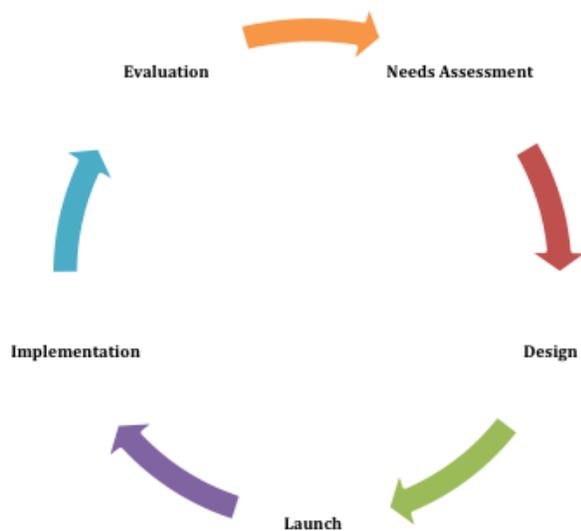


## UNIT 5

### NEEDS ASSESSMENT

Assessment is an integral part of the SWIS program at the first meeting with newcomer students and their families.

The Client Needs Assessment form is a tool to help SWIS staff keep track of a client's potential needs and for appropriate follow-up. It can be used during the initial meeting with a client and family, as well as during home visits. The best choice would be to make an appointment to meet with clients at school.



#### Please Note:

- Throughout the school year, the school may request SWIS to assist in registering a new student.
- The school or SWIS may determine whether language interpretation is necessary.
- SWIS goes to the school or school division assessment center if it is available in local community and follows registration process as above.
- In all the above meetings SWIS staff would be able to conduct the client's needs assessment.

**The Client Needs Assessment form sample and example can be found at <http://www.swissask.ca>**

**Please Note:**

\* The SWIS Referral/Release Form must be presented, explained and completed before registration or any time during the year when required. Confidential information cannot be exchanged between school staff and SWIS without this signed form. SWIS staff or the interpreter can be introduced to the parents by the principal or the designated school personnel if the form needs explanation.

\*\* In the event of an emergency, SWIS are available to provide interpreters, referrals to services, and support for the family. Furthermore, the school needs to involve their social workers, school counsellors, and home liaisons/resource teachers as much as possible. SWIS do not replace these front line staff.

\*\*\* School staff should always attempt to contact families directly prior to seeking the assistance of SWIS. Many families have a member or friend who can understand and speak English. This encourages independence for the family and helps establish a good working relationship between home and school staff. School staff should not hesitate to contact SWIS if there are ongoing concerns. Growing frustration can be eliminated with good communication.



## UNIT 6

### COMMUNICATION

The role of SWIS is to act as a bridge between schools and parents.

Effective partnerships between SWIS and parents become even more essential to meet the needs of the children and youth. Epstein (1995) describes communicating with parents as one of six major types of parental involvement practices critical to establishing strong working relationships between schools and parents.

SWIS must establish partnerships with parents to support student learning and success in the Canadian educational system. Strong communication is fundamental to this partnership and building a sense of community between home and school. In this process, SWIS staff need to continue to develop and expand their skills in order to maximize effective communication with students, parents and school staff.

### COMMUNICATION WITH STUDENTS

It is important to connect and build rapport with students. Possible contact strategies may include:

- Direct contact in person, by telephone, or letter
- At presentations, school events, or activities
- Special meetings for students
- In classroom activities with EAL students
- Class trips with EAL students when invited
- Translated brochures and handouts

The settlement needs of elementary students are best met through their parents, but the most effective way to deliver settlement services to youth is through direct service to them.

The challenges of adolescence are greatly compounded by the stressors of settlement. Immigrant youth feel pulled in opposite directions, between what seems to be irreconcilable values or cultures, and a desire to adapt and fit in with their new homeland.

In secondary schools, in addition to contacting parents of newly arrived students, the SWIS will work with school staff to identify opportunities to provide information and referral services directly to youth.



## **COMMUNICATION WITH PARENTS AND GUARDIANS**

It is important that contact with family be made prior to or when newcomer students start school.

Possible contact strategies include by:

- telephone or letter
- arranging a meeting at school or a home visit
- at a school meeting/event, at registration, at presentations, school or special events or
- at the Service Provider Organization.

SWIS should not be used as an emergency contact, although SWIS will do their best to provide support in appropriate and allowed procedures.

The school should proceed with their regular procedures regarding any issue in an emergency situation in the same way that the school division follows their procedures with their main stream students. The school, however, will inform SWIS regarding the issue.

Emergency contacts may be settlement counselors, relatives, or other individuals who can contact the parents.

## **CONTACTING PARENTS IN PERSON IS THE BEST WAY OF CONNECTING WITH FAMILIES.**

When newcomer families are in the school, SWIS should introduce themselves and promote their services.

Useful ways to meet families in person are:

- at registration
- when parents bring their children to school or pick them up
- at school events or meetings
- at orientation and information group sessions.

## **TO COMMUNICATE EFFECTIVELY WITH PARENTS AND GUARDIANS:**

- Be caring
- Be respectful
- Be organized
- Be professional and open



School and family partnerships can be particularly important when supporting the needs of students from diverse backgrounds. When families and schools make the effort to understand each other's unique cultures, they are better able to work together children's academic success. (Lines, Miller, & Arthur-Stanley, 2010).

If you ask immigrant parents why they have come to Canada and what their expectations are, they will say they want their children to be successful in school, graduate from high school and continue on with their education.

SWIS are to facilitate school and parent partnerships, organize, and arrange meetings. SWIS staff also need to meet with students and their parents.

It is important to stay in touch with parents so that children will be more committed to learning if they feel that their parents, school and SWIS are all on the same page. This is true in middle and high school as much as in elementary school, no matter how "grown" students might think they are.

## **COMMON ISSUES**

SWIS in both elementary and high schools may be asked to address and mediate any of the following issues including:

- child illness
- child forgets his/her lunch
- absenteeism
- family issues
- addictions
- bullying
- pregnancy
- inappropriate behaviours
- trauma (PTSD)
- gang involvement
- family violence
- academic progress
- physical/mental health
- employment
- immigration
- relationships (personal/family)
- culture shock
- learning disabilities
- suicide and
- parenting.



Issues can be brought to the attention of SWIS in any of the following ways:

- Student approaches SWIS
- School staff alerts SWIS of the issues and asks SWIS to address issue
- A parent will speak to SWIS regarding the student.

## **WHEN MEDIATING A CONFLICT SITUATION:**

- SWIS is to remain objective and unbiased towards any party involved
- SWIS is to remain neutral to appropriately support family, school and community even though the student is a SWIS client
- SWIS must not jump to conclusions about what may be troubling the student (e.g. past trauma). If you notice something is troubling the student and they do or do not offer the information, make a referral to appropriate resource person or organization depending on the case. SWIS staff can discuss issues but do not provide professional advice beyond their scope.
- If alternative means of healing are appropriate, refer to healers, pastors and elders in the community
- SWIS will arrange any meetings, interpreters and cross-cultural education to help resolve situations
- SWIS will refer to resource persons, or outside agencies as required.

SWIS staff are to be:

### **1) Solution-focused**

- Practice active listening skills
- Demonstrate patience, authentic concern and positive regard
- Clearly explain the general intentions
- Inform them of the procedure and what they can expect
- Explain how the school system works, including what is possible and what is not
- Engage the student in establishing goals whenever possible
- Provide tangible assistance in overcoming any barriers.

### **2) Student and family-focused**

- Understand family-based priorities
- Understand gender issues
- Provide information regarding parenting and other local family support programs or use online resources, such as: cross-cultural parenting, men's and women's roles in children/youth life, teen programs, and different activities and workshops.



## **Parenting**

SWIS refers parents to different parenting programs available in local community organizations.

SWIS may organize a meeting at school or through a home visit (depending on the organization's policy) to provide interpreters to address the issue.

## **Family violence**

- Refer to school social worker staff.
- Meet with the manager or director of their organization (depending on the severity SWIS may need to contact social services or the police.)

## **Family issues**

SWIS will contact family to:

- Provide information about supports and services available
- Provide and/or conduct mediation and will refer to appropriate and available agency
- Refer to appropriate organization
- Provide interpreter if necessary
- Follow up with the issue.

## **Follow-up with clients/family**

- Check in on a regular basis with your contact either the EAL teacher, Principal, VP, school counsellor or teacher to determine progress/status of issue or referral
- Make appointment with family
- Make appointment with interpreter if required.

A follow-up with parents/guardian and families could occur through meetings at the school (this is preferable); meetings at the student's home through home visits are an important aspect of the program to establish connection with the family, as a follow-up, or when student have ongoing issues.

SWIS may also do home visits along with school staff, Health Region staff, social workers, and any other community sector who wishes to communicate with the family.



SWIS will:

- Phone the home and make an appointment
- Arrange for an interpreter if required
- For safety reasons, SWIS must ensure that the Team Leader/Manager is aware of the plan for a home visit and/or depending on the case must make arrangements to have another SWIS partner accompany them to the home visit
- SWIS must keep their cell phone on when in the home
- Talk to the parents and find out about the situation
- Take further action based on outcomes of the home visit (develop action strategy or refer to appropriate service)
- Unscheduled home visits may occur in emergent situations
- It is very important for SWIS staff to be respectful of cultural and gender differences when meeting with clients.

### **Enhance Home–School Collaboration**

- Engage parents as active and equal partners in their child’s education by regularly initiating dialogue, implementing two-way communication, and being consistent and open to input
- Ensure that communication and other interactions are culturally and linguistically responsive
- Involve parents in problem solving and goal-setting
- Develop a clear sense of shared responsibility for and commitment to supporting the student’s success
- Support creating school environments that foster trust and convey a genuine sense of caring amongst the students and families
- Provide multiple opportunities for engagement that account for busy family schedules, transportation challenges, and the potential need for child care
- Empower families to be actively involved in their children’s academic and school lives
- Provide teachers and staff with the necessary resources required to maintain collaborative efforts.



## COMMUNICATION WITH SCHOOLS

Effective communication with school staff is vital to the success of the SWIS program. School staff need to be aware of the services provided by SWIS and how to access them.

In their ongoing relationship with the newcomer families, school staff will find it useful to understand the settlement process and how best to communicate with newcomer families about educational issues.

To establish communication and build relationships with staff SWIS will:

- In mid-September, visit the schools and introduce yourself to the school staff including the:
  - Principal, Vice or Assistant Principal
  - Administrative Assistants
  - School Counselor
  - EAL teacher(s) or
  - Community School Coordinators.
- Request to attend and participate at staff meeting in late September to introduce yourself and the program
- Ensure that information about SWIS – business cards and brochures – are readily available
- Always introduce yourself and report to the administrative staff when in the school
- Show appreciation for the assistance being provided by the administration team
- Unless otherwise indicated, the EAL teacher(s) is the regular and first contact in the school
- Establish a schedule and plan to meet the EAL teacher on a monthly basis to monitor the status (relationship, academic, social, emotional) of the newcomer students in the school
- SWIS staff or Team Leader/Manager will contact the principal or vice/assistant principal in the case of a complex or serious issue
- Participate in staff meetings when appropriate (at least three times a year), to introduce the program and supports that SWIS program provides or any activity that SWIS facilitate at the school
- Provide written information such as brochures, posters, etc.
- As much as possible, involve the school staff in the activities and supports being planned by SWIS to increase engagement
- Request that SWIS receive school bulletins or newsletters or any materials promoting school events or activities.

SWIS should take advantage of opportunities to promote and explain their work and role to school staff. The presence of a SWIS in a school may be new to most school staff.

It is important SWIS staff communicate the nature of their work to accelerate school staffs' understanding of the SWIS program and roles in schools.

The SWIS may have to repeat some of their successful strategies each year. SWIS and school staff should deal with each other on a collegial basis.



Successful strategies are:

- Maintain a bulletin board of settlement information and resources
- Distribute a brochure describing the project that is personalized for that school
- Highlight successful work in conversations with staff or in writing
- Provide demographic information to staff
- Make a presentation to various staff groups (department meetings, teachers who work with clubs, teachers new to the school, etc.) or at a staff meeting
- Provide interesting information about newcomers to school staff
- Provide information in the school newsletter
- Post photo on office door
- Post work schedule on office door and provide a copy to teachers and administrator.

### **Contact person at schools**

In order to promote effective communication between the SWIS Worker and each individual school, each school should designate a SWIS school contact person from their staff. In most instances, this would be the EAL teacher, principal or vice principal.

1. Regular monthly meetings will be scheduled with the SWIS Worker and the contact person.
2. The purpose of meetings will be to discuss and plan how the SWIS Worker and the school can best support the families involved.

At each meeting the SWIS Worker will present statistics that reflect recent work. This will include:

- client demographics
  - feedback from clients
  - what worked and what didn't work
  - trends
3. At each meeting the school contact person will discuss:
    - feedback from staff
    - any concerns from school personnel
    - upcoming school events and activities.
  4. The meeting will also include time for discussion about:
    - plans for the upcoming period of time
    - any group sessions that are scheduled
    - other topics of relevance.
  5. The SWIS Worker will have access to a mailbox at each school.



6. The SWIS Worker will receive a school handbook from each school.
7. The SWIS Worker will receive copies of school newsletters from each school, to ensure she/he is aware of all schools programs and activities.

### **Collaboration with community organizations**

Community organizations include agencies such as the local municipality, the Health Region, Social Services, Family Services, other immigrant service providers and various ethno-cultural associations.

- SWIS will work with these agencies as necessary when a student is referred by a teacher or school staff member
- Speak with student
- Get consent to communicate with appropriate outside agency
- Facilitate communication.

### **Tips for Handling Sensitive Issues**

- Listen first, then talk. Ask families how they see the issue.
- Be less agenda-driven/task-oriented. Ask open-ended questions.
- Get information ahead of time so you are sure it is accurate and complete.
- Have at least two positives for any one negative issue. Make it a discussion.
- Handle one pressing issue at a time and look for different perceptions and possible solutions.
- Keep each communication short. Interact a lot without an agenda.
- Be positive about families' strengths.
- Encourage families to find solutions and offer support for their decision making.
- When appropriate, offer a few options and don't expect conformity.
- Don't expect another person to see it as you do.
- Don't expect it all to happen right away.



## UNIT 7

### USE OF BEST PRACTICES

#### REFERRAL

##### **Does the system help individuals connect with the right programs and services?**

##### **Referrals to a Community Agency**

SWIS is an information and referral outreach program and is one of many services for newcomers in the settlement sector. When a client has long term issues that involve multiple contacts and/or considerable amounts of SWIS time or specialized services, the client should be referred to community resources.

##### **A client should be referred to a community agency when:**

- The client's problem is complex or needs specialized service
- The client needs professional counseling, e.g. legal, marital, social-emotional issues
- On several occasions, the worker has made calls and/or provided information to the client
- On the same issue and it appears that more assistance is required
- Client's settlement needs cannot be addressed.

**Referral to a specific service or activity in local community organizations** – such as Health Region, Legal Aid, Social Services, recreational.

- SWIS speaks with students and determines their interests and needs based on the Client Needs Assessment form
- SWIS refers students to:
  - Service Provider Organizations
  - Community organizations
  - Sports teams
  - Community events
  - Legal aid/lawyers, leisure and recreational activities and any available services and resources in community.
- SWIS makes original contact with the agency, arranges initial meetings, assists in filling out the necessary paperwork and funding requests
- SWIS may accompany student to initial meeting/activity
- SWIS will follow up with student and parents regarding the activity and referral.



## PROMOTING THE SWIS PROGRAM

- Maintain a bulletin board of settlement information and resources in school's staff room, EAL class, and Counsellor's office
- Distribute brochures
- Highlight successful work in conversations with staff or in writing
- Provide demographic information to staff
- Post SWIS photo on office door
- Post work schedule on office door and provide a copy to teachers and administrator
- Make a presentation to various staff groups (department meetings, teachers who work with clubs, teachers new to the school, etc.) or at a staff meeting
- Provide interesting and relevant information about newcomers to school staff
- Share information with school administration for possible inclusion in the school newsletter.

## THREE WAY CONFERENCES OR PARENT/TEACHER INTERVIEWS

Parent/teacher interview could be very new to newcomer students and their families. SWIS staff will introduce the three way conferences and the importance of this event in the education system to students and families.

### **Steps to take when SWIS collaborates with schools for the three way conferences:**

- SWIS plan the interview schedule and work with the schools in early October and March to avoid overlap between different schools
- SWIS contacts the EAL or classroom teachers to determine which languages are needed to be translated and to set up a visitation schedule for the newcomer parents (and students if there are three-way conferences)
- SWIS will start contacting interpreters approximately three weeks before the interviews
- If there is an overlap between schools, SWIS will be placed in the higher needs school (e.g. if there is more than one interview going on at the same time, if the interpreter or family needs a ride, or if the student is having trouble. In cases of high need, SWIS may attend the interview.)



## Planning

### Plan ahead of time with collaboration of teachers

- SWIS will work with schools in early October and March to plan the interview schedule to avoid overlap
- SWIS contacts the EAL teachers to determine which languages are needed and to set up a schedule
- SWIS will start contacting interpreters approximately two weeks before the interviews
- If there is overlap between schools, the primary SWIS will be placed in the higher needs school (e.g. if there is more than one interview going on at the same time. In cases of high need, SWIS may attend the interview.)

### For High School

- Meet with teachers at the school to make the three-way conferences event's plan
- Have letters translated
- Send letter to the home prior to the parent/teacher interview
- Schedule a meeting time with interpreter if required
- Communicate through phone calls with parents, teachers and interpreters.

### Unplanned

- When a teacher calls requesting a parent meeting with short notice, SWIS will do their best to accommodate the family. This is not a guaranteed meeting and a subsequent time and/or date may have to be arranged.

### Building Rapport with Students and Families

SWIS will arrange different activities to engage students and families. This provides additional support and builds rapport with students and their families.

SWIS may facilitate events for families, parents, students, school activities, information sessions, presentations, and field trips. Students and/or families are strongly encouraged to attend school functions to build rapport with other students, families and school staff.



SWIS will:

- Book the location
- Translate and send the letter/information to students' homes
- Register participants who attend the event
- Provide any written information brochures, fact sheets, etc.

### **Participate in Classroom Activities**

- The Team Leader will introduce new SWIS staff to school administration and EAL teacher
- Build rapport with EAL teachers
- SWIS will use support class time to build rapport with students and EAL teacher
- Meet with EAL teacher to plan class activities that can include the SWIS to help them get to know students
- When invited, SWIS will attend classroom trips with EAL students and offer assistance
- SWIS will build relationships with school staff.

### **Family night (information sessions event for families)**

- Speak and meet with school administrators, teachers, and school counsellors
- Invite appropriate speakers from community organizations or school for the sessions
- Book the room and A/V equipment with the school administration.

## **FACILITATING INFORMATION SESSIONS OR GROUP SESSIONS FOR STUDENTS AND FAMILIES**

- Group sessions shall be organized in schools where a SWIS worker provides regular service.
- The group sessions shall be organized in consultation with the principal or the school contact person.

In proposing a topic for a group session, the SWIS worker shall consider client feedback, what has been successful, and what the newly arrived need to know.



In planning the session, the SWIS worker should consider the principles of effective workshop design including:

- A room setup that promotes participation
- Name tags for all participants
- Refreshments
- An evaluation mechanism
- Introductions and identification of what participants hope to learn
- Short and clear presentations – complex aspects of issues should be saved for the
- Question period – let the questions identify what needs greater detail
- Activities for the participants
- The use of visuals and handouts to supplement the presentation
- The amount of time for questions and discussion should be at least equal to the
- Length of the presentation
- Interpretation where necessary
- Providing childcare (The best option is to hire students during the sessions. They will be taking the ECE prior to that by SWIS referral. It will be beneficial for students since they will learn ECE skills and also they get paid and earn money.)
- Translation of handouts and brochures
- A thank you note to the presenters and appropriate people

### **Possible Topics for the Information Sessions**

- School system information
- Parenting strategies
- Learning a new language
- Report cards
- Employment for adults
- Employment for secondary school students
- Parks and recreation opportunities
- Finance
- Housing
- Understanding of the special education process, including parents' roles and responsibilities
- Respite program if it is available in the community and
- Weather and proper dressing.

SWIS staff also are advised to see the SWIS work plan available at the SWIS Saskatchewan website. (<http://www.swissask.ca>)



## PROMOTING A GROUP SESSION IN SCHOOLS

- To promote a group session, the SWIS should contact the newly arrived by telephone, school newsletter, post flyers, and brochures, translated in appropriate languages, personally mention the session to clients, put a copy of the flyer into teachers boxes, and target specific communities.
- When planning the presentation or workshop, the amount of time for questions and discussion should be twice as long as the length of the presentation from the front. For instance, in a half-hour program, a 10 minute presentation should allow for 20 minutes of discussion and questions.
- Make the presentations relevant to school issues. For instance, Halal food is relevant to teachers in the primary grades because some parents may ask their children not to accept a snack if they believe that it is not Halal. Similarly, it is relevant to other teachers who organize pizza days.
- Find out about the school culture and ask the principal, vice-principal or contact person how things are done in that school? The attitude to presentations or workshops may vary from school to school.
- The length of time for the presentation should be clear. Short presentations should not exceed 30 minutes, after school presentations should not exceed 60 minutes.
- Ask the principal or contact person to introduce you.
- At the end of the discussion ask for suggestions regarding information that staff would like.

Consider presentations to specific groups of school staff; teachers who are new to the school, office administrators, teachers who have approached you for support. The success of the presentation should not be measured by the number of participants.

**Possible topics for school staff include aspects of school life that newcomer parents typically have difficulty understanding; relevant cultural, political and social values that impact how students learn; war in the first country and how it affects newcomer children and their families; the settlement process and how a SWIS helps newcomers.**

*Please note: All the information sessions for students and parents should be arranged and held in the schools and with the input and collaboration with school staff (teachers, administration.) This collaboration strengthens the partnership.*



## **INTERPRETATION AND TRANSLATION SERVICES**

Interpreters and translation services are critical services that have implications for confidentiality and work ethic.

SWIS staff can contact their Team Leader if they encounter difficulties in either reaching an interpreter or accessing an appropriate interpreter.

### **Interpretation Supports**

School or family may make a request to meet SWIS but there must be a signed SWIS consent / release/ waiver form on file. If there is no signed consent form, the school will need to have one signed or one will need to be signed at the start of the meeting. SWIS will then arrange for an interpreter to be available at the meeting. If the community (mental health, dentist, doctors, Social Services, Autism Services) is asking for an interpreter, SWIS will refer them to interpretation services or make the connection through the community organization with the interpreter.

Potential situations that may require an interpreter are:

- School registration
- Three-way conferences (parents, teacher, student)
- Meet the teacher night/culture night
- Principal/teacher and parent meetings
- SWIS workshops and information sessions
- Attendance issues
- Information sessions provided by schools
- SWIS will provide an interpreter for any other request from school.

### **Translation Supports**

This service is for the translation of any documents such as letters from schools, report cards, SWIS brochures, and booklets, or other documents from the client's country of origin.

The school will contact SWIS staff to arrange for translation services through the Interpreter and Translation service.

While settlement workers will perform a wide variety of settlement services for clients, they do not have the mandate to offer the following services:

- Mediate conflicts
- Perform the duties of a teacher, guidance counsellor, attendance counsellor, school support counsellor, social worker, or of any other school or support staff
- Official translation of documents
- Interpretation in formal contexts



## UNIT 8

In any crisis situation SWIS staff will provide referrals to the appropriate organizations in the community. At the same time SWIS staff would have the skills and knowledge about crisis response and intervention so they can work collaboratively with the organization.

### CRISIS RESPONSE AND INTERVENTION

A crisis is an event that is out of the normal parameters of regular work. It requires urgent intervention, it can be super sensitive, and it can be ongoing.

Be proactive in advocating that all SWIS staff have basic training that can include:

- Non-violent crisis intervention
- Conflict resolution
- What to do in the event of a threat to bodily health, e.g., CPR, first aid

#### Crisis intervention points to note:

##### Take notes

- Evaluate and assess the immediacy of the crisis situation
- Assess the individual's coping ability to deal with the crisis
- Explain the scenario or incident
- Identify who was present
- Document what clients explain
- Clarify the role, age and relation of the people in the scenario
- Facilitate the process of this impact for the client
- Clarify all the organizations available in the community who can provide support for clients

##### Develop a network of community organizations and those whom you can call upon during a crisis.

Consider a wide range of organizations that might be key partners during specific types of crises.

##### Follow-up

- Actions taken after a crisis are just as important as ones taken during the crisis. Follow-up actions can help bring closure to the events and provide support for those involved.
- Follow-up with family, student/client, and community organizations involved.
- Make sure that client receives support from referrals that you have made and organizations.



**Debriefing:** Discuss the issue with management and co-workers about the case. Explain the situation, what worked, and what didn't work. Team members may need to take some time to vent emotions brought about by the crisis.

**Communicating with school police officers** (if the issue that has occurred is related to school):

Depending on the nature of the crisis, you may communicate with school police officers. The presence of the police can present challenges as youth clients may be particularly wary of authority figures. This being said, it helps to have some type of pre-established relationship with the police or school police officers, particularly community response units, which may make future encounters more productive.

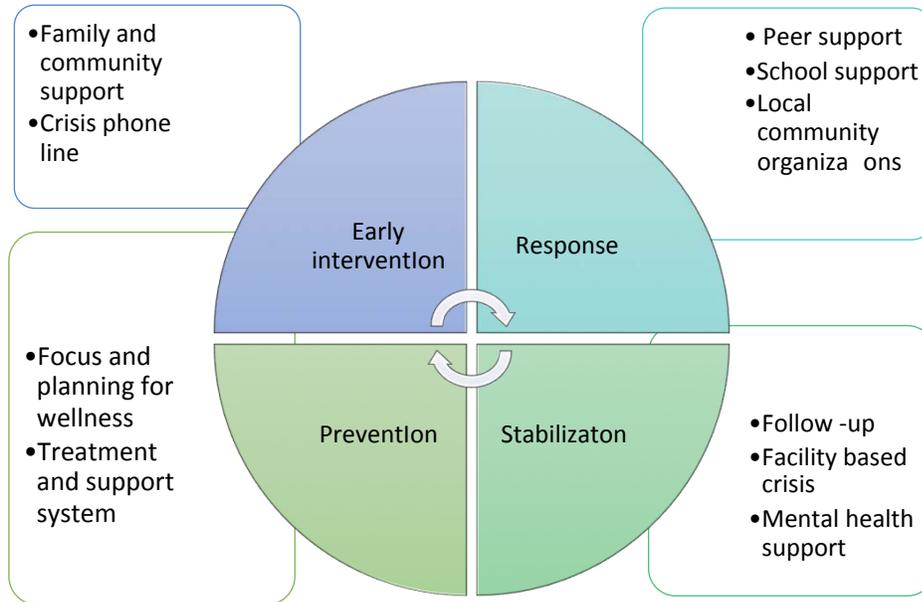
You are never obligated to talk to the police, but be aware of the relationships you are building with them and whenever possible make them a partner in getting the crisis under control or resolved.

**Non-judgmental**

A non-judgmental attitude is important even if you know the victim. Intervention, support, or consulting should be provided depending on the seriousness of the issue. Be prepared for any disclosure that you may have to reveal to authorities. It is important to be empathic with the perpetrator's feelings, emphasizing, however, that there is no such thing as keeping secrets. If you feel that you cannot handle the situation by yourself, be ready to make referrals or seek support from colleagues. Prior to any sort of disclosure, staff may want to advise youth that a disclosure may have to be reported to police.

A crisis can be an incredibly challenging time for youth. The following recommendations are based on collective experiences of youth workers helping youth to deal with different issues.

It is common for each young person to have a different response to crisis and issues and it may take time before they are willing to talk about their feelings. Some may appear angry, some numb, while others may want to speak openly on the issue and its impact. It is important that regardless of what stage the young person is at, they recognize that you and your agency and its members provide a safe and open place to discuss their emotions. Support should be offered without overdoing it. **Since it is assumed that you know the youth, their pride, privacy, space, and cultural traits must be considered and respected when offering help.**



### Here are some points:

1. An incident occurs (frustration, failure, etc.) that **ACTIVATES** a troubled student's irrational beliefs (e.g., "Nothing good ever happens to me," "Adults are unfair!") which in turn defines it as a stressful incident.
2. These negative beliefs and thoughts determine and **TRIGGER** the intensity of the student's feelings.
3. These intense feelings – not the student's rational forces – **DRIVE** his or her inappropriate behaviours.
4. The inappropriate behaviours (yelling, threatening, using sarcasm, refusing to speak) **INCITE** adults.
5. Adults not only pick up the student's feelings, but they also frequently **MIRROR** the student's behaviors (yell back, threaten, etc.)
6. These negative adult **REACTIONS** increase the student's level of stress, escalating the conflict into a self-defeating crisis.
7. Although the student may lose this battle (i.e., he or she is punished), the student wins the war! His or her **SELF-FULFILLING PROPHECY** (irrational belief about adults) is **REINFORCED**. Therefore, the student has no motivation to change or alter the irrational beliefs or the inappropriate behaviours.



## UNIT 9

### PROBLEM-SOLVING

To help and support children and youth, researchers have developed specific problem-solving methods designed to assist professionals, specialists and educators when difficulties occur. (Deno, 2005) Response To Intervention (RTI) is a method and process which could lead to problem-solving techniques.

#### RTI methods are stages and activities which include:

1. Problem identification
2. Problem definition
3. Designing intervention plans
4. Implementing the intervention and progress monitoring and
5. Problem solution.

*Please note that each case is unique and in some cases, not all steps will be implemented.*

#### A Data-Based Problem-Solving Model

Problem-solving steps	Assessment procedures	Evaluation decisions
1. Problem identification	Observing/recording students' performance	Does a problem exist?
2. Problem definition	Quantifying the perceived discrepancy	Is the problem important?
3. Designing intervention plans	Exploring alternative goals and solution hypotheses	What is the best solution hypothesis?
4. Implementing the intervention and progress monitoring	Monitoring fidelity of intervention and data collection	Is the solution attempt progressing as planned?
5. Problem solution	Re-quantifying the discrepancy	Is the original problem being solved through this attempted solution?

**Example of real scenarios:**

- Parents forced their daughter into an arranged marriage with her cousin based on their culture and background. She was going to commit suicide. School contacted SWIS for support.
- A runaway girl traveled to another province and family was falling apart. School contacted SWIS for help.
- After the death of a mother due to a car accident, the father got remarried which greatly upset the teenage daughter. She complained to social services about her father hitting her and moved out of her home to live with foster parents. The older brother was an addict. The father contacted SWIS staff for help.
- A male student was badly stabbed and he was found in the street by police who took him to the hospital. Single mother contacted SWIS staff for help and support.
- A female student ran away from parents and got involved with a gang.
- Three male students got into a fight with three male mainstream students outside of the school. The vice-principal called police and police took the students to police station. They contacted the families and one of the fathers had a heart attack and was transferred to hospital emergency. Families and EAL teachers contacted SWIS for help.
- A teenage girl pregnancy issue. School contacted SWIS for help.
- A male student was taken to police station and jailed because of the statement of two underage mainstream high school girls who complained about the young boy. They stated that he was asking them for a date.
- Male and female students (two families) from same community and same culture got into a fight at school.
- Male and female high school student from same culture got into a fight.
- Elementary age student and a male First Nation student were taken to police station and jail because they set fire to an empty building and a car. Parent (single mother) contacted SWIS for help.
- A student was trying to commit suicide because he is gay and family could not tolerate that. School contacted SWIS for help.
- Male and female students were involved with gangs and school contacted SWIS for help.

**Prevention strategies**

- Involvement in school events and extracurricular activities
- Involvement in peer leader training and the OWN program
- Association with peer leaders
- Parents involvement in their children's educational life
- Educational workshops and programs for students
- Educational workshops and programs for parents
- Students involvement with recreational, sport, and art activities.



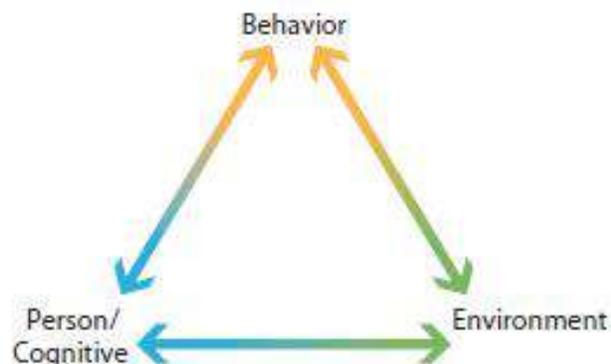
### Through our activities we should focus on:

- Fostering positive youth development
- Helping students who are struggling
- Creating environments that heal (supportive, welcoming, and inclusive)
- Building relationships and trust
- Empowering youth.

### Self-efficacy

A positive sense of belonging to school directly affects the academic success of school students. Bandura's (1986, 1997) social cognitive theory, personal self-efficacy is central to the relationship between enactive learning experience and academic performance. In fact, studies consistently have shown that students who experience a sense of belonging in educational environments are more motivated, more engaged in school and classroom activities, and more dedicated to school (Osterman, 2000).

Finn (1989) has also suggested that perceived feelings of belonging may decrease at-risk students' alienation from school and their decision to drop out of high school.



#### BANDURA'S SOCIAL COGNITIVE THEORY

Bandura's social cognitive theory emphasizes reciprocal influences of behavior, environment, and person/cognitive factors.

Taken from: <http://psychclasses.wikispaces.com/Group++Chapter+12+-+Personality>



## **ASSIST FAMILIES WHO HAVE CHILDREN WITH DISABILITIES**

In many countries, support systems for children with disabilities do not exist.

To assist children and their families SWIS will provide services such as:

- Meet with parents and identify the needs.
- Meet with school staff (teacher, counsellor, and admin staff) and arrange meetings to make sure school is aware of the needs of student and his/hers parents. In many cases schools are able to provide more support and assistance to children with disability and their parents.
- In some cases schools could provide assessment through their system. In these circumstances, SWIS will follow up with the school staff to meet the student's and their family's needs regarding assessment.
- Arrange an interpreter for those meetings if it is necessary.
- Provide information regarding different websites and translated documents which families can find using the internet.
- Explain and provide information about the services available in communities for families such as respite, transportation, etc. Refer children and their parents to community organizations for support.

The brain's executive functions are skills that we use every day to plan ahead, stay organized, focus and solve problems. Children who have deficits in these areas struggle at home and in school. Executive functioning impacts children educationally, and an Individualized Education Plan can address these needs in order to support their learning.



## WRAPAROUND PRACTICE APPROACH

The Wraparound process is a holistic approach of services delivery that fosters collective community to support individuals and families dealing with multiple, complex issues. Wraparound is an approach to help families with the most challenging children and adolescents function more effectively in the community. More specifically, it is a definable planning process that results in a unique set of community services and natural supports that are individualized for a child and family to achieve a positive set of outcomes. *Burchard, J. D., Bruns, E.J., and Burchard, S.N. (2002).*

The philosophy that spawned wraparound is relatively simple: identify the community services and supports that a family needs and provide them as long as they are needed. However, while the initial philosophy behind wraparound was relatively simple, the development and implementation of the intervention is complex. Wraparound has been implemented in the mental health, education, child welfare and juvenile justice sectors.

### **Wraparound Practice is based on:**

- An integrated team, client identified, tied together with common values
- An individualized plan
- To effectively address their needs; a foundation of agreed upon principles

### **Principal of Wraparound:**

- Strength –Based
- Individualized and Family –Centered
- Single/common plan
- Community-Based
- Blend of formal and informal
- Unconditional support
- Integrated and holistic
- Safely and crisis planning
- Culturally sensitive
- Collaborative and inclusive teaming
- Flexible resources
- Measurable outcomes



## Essential elements of Wraparound

1. Wraparound must be based in the community.
2. The wraparound approach must be a team-driven process involving the family, child, natural supports, agencies, and community services working together to develop, implement, and evaluate the individualized plan.
3. Families must be full and active partners in every level of the wraparound process.
4. Services and supports must be individualized, built on strengths, and meet the needs of children and families across life domains to promote success, safety, and permanence in home, school and community.
5. The process must be culturally competent, building on the unique values, preferences and strengths of children and families, and their communities.
6. Wraparound child and family teams must have flexible approaches and adequate and flexible funding.
7. Wraparound plans must include a balance of formal services and informal community and family supports.
8. It is essential to have an unconditional commitment to serve children and their families.
9. The plans should be developed and implemented based on an interagency, community-based collaborative process.

Outcomes must be determined and measured for the system, the program, and the individual, child and family.



## CASE MANAGEMENT

Case management is a process to strengthen and independence of newcomer students while supporting them to reach specific and agreed goals.

### 1. Theoretical framework would be:

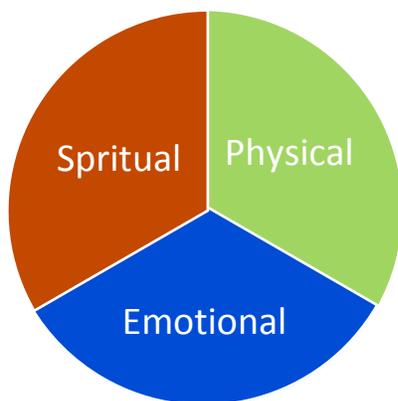
- Strengths-based practice (strengths and assets of child/youth and family)
- Empowerment
- Available supports

### 2. Steps in managing a case:

- Assessment
- Planning
- Goal setting
- Implementation
- Monitoring/follow-up
- Evaluation

### 3. Needs assessment map

- Holistic description of where the client is at
- Tool to gather information
- Allows the client to tell their story
- Building rapport (client and worker relationship)



### 4. Goal setting and action plan



## Criteria for Good Outcomes: (SMART)

- Specific
  - Clearly describe expectations; (outcomes that are too vague may be misunderstood and change can't be measured)
  - Avoid jargon and use words that the client understands
- Measurable
  - There should be a tangible outcome identified, something that can be verified
  - When there is uncertainty about what behaviours to measure, ask the client
  - It is helpful to have increments of change within a specific time frame so change can be seen when it is occurring. Increments can define small changes.
- Attainable
  - The individual should have the capacity and resources available to attain the outcome.
  - Outcome should be either too high or too low.
  - Recognize minimal expectations and standards.
  - Outcomes need to reflect change, not compliance.
  - We need to define the change and what it will look like before we establish tasks and activities to accomplish the change.
- Realistic
  - A limited number of outcomes, i.e. 2-3 is more realistic.
  - Use scaling to determine where client is now and where they will be when change occurs.
- Time Limited
  - It is helpful to establish outcomes with shorter time frames.
  - This provides immediate action and provides an opportunity for success.
  - Some outcomes are long-term and will be worked on incrementally over time.
  - Outcomes should have an established time frame for completion or review of progress.



## UNIT 10

### COMMUNICATION SKILLS AND STRATEGIES

#### Active Listening

We can listen four times faster than the average person can speak but we only retain 20 per cent of what is said. This means that in a 10 minute conversation we're only retaining two minutes of what was said.

How well a person listens can have major impacts on their job performance and effectiveness and on the quality of relationships with others. By becoming a better listener, a person will improve their productivity and ability to influence, persuade and negotiate. They will also increase their abilities to avoid conflict and misunderstanding.

Active listening:

- is the skill of understanding and respecting what an individual is saying and feeling – getting a complete picture of what the total message is from their perspective
- is being actively involved in the other person's need to communicate
- helps the listener to better understand and also helps the individual to clarify their thoughts and feelings
- requires the listener to be completely present with the other person – not daydreaming or thinking about other things to do, or thinking of how to respond
- requires listener to observe the other person's body language
- requires the listener to not have a personal agenda but rather try to understand the individual from their perspective
- acknowledges the other person that they are being listened to with positive body language such as nodding, direct eye contact, smile, open and inviting posture, or simple responses such as, "un huh," "yes."
- asks open and positive questions – paraphrase, clarify and summarize to ensure the listener understands what is being said and encourage more information
- requires listener to allow speaker to finish without interrupting
- requires candid, open and honest feedback or response
- share opinions respectfully.

**Tip** – *If you find yourself wandering while listening, repeat the words mentally as they're speaking —this will help to reinforce their message and help you control mind-drift.*



**Tip** – *If you find yourself responding emotionally to what is being said, say so and ask for more information. “I may not be understanding you correctly, and I find myself taking what you said personally. What I think you said is XYZ. Is that what you meant?”*

**Tip** – *It takes a lot of concentration and determination to be an active listener so be patient with yourself. Just remember to be deliberate with your listening and that the goal is to truly hear and understand what the other person is saying.*

## **Effective Verbal Skills**

### **a) Articulation**

- be clear and distinct
- don't mumble
- don't drop off endings of words “goin” instead of “going”
- speak in complete sentences
- finish one thought before going to another.

### **b) Conversational Tone**

- vary inflection – alter pitch or tone
- have energy, not monotone.

### **c) Grammar**

- ensure you use correct grammar – if you know you make grammatical errors brush up before you present
- don't overuse slang.

### **d) Vocabulary**

- use vocabulary appropriate to the learners' background
- explain technical terms they have not yet been encountered
- avoid pompous language
- be yourself – pretend you're speaking to friends.

**e) Fillers**

- common fillers are “okay,” “ah,” “um,” “you know,” “you see,” “like,” etc.
- can be distracting – some participants wait for the next one and may even tally the most commonly used filler (if they’re doing this they’re not listening to the content.)

**f) Pace**

- vary pace just like tone of voice
- slow down for complex and crucial ideas or to emphasize an idea
- increase to show excitement especially when telling a story.

**g) Pronunciation**

- use correct pronunciation; if not sure, consult the dictionary.

**h) Use humour appropriately****i) Use positive over negative language**

**j) Use stories and anecdotes or share a personal fact about yourself** – this will help participants relate to you if they hear your humanity.

**k)** If you don’t know something, admit it and say you will find out or ask the participants. It’s OK to admit to not knowing something, it’s not OK to lie or fake your way through. You will develop a much stronger level of trust and good rapport with the participants if you’re honest.



## NON-VERBAL BODY LANGUAGE

People interpret their own meaning from seven percent of what you say, 38 per cent of your tone and voice and 55 per cent from non-verbal or your body language. Being aware of other individuals and your own body language is an important skill to master.

Here are some tips to assist you:

### Eye contact

- Make direct contact with the people in the group
- Always look at someone who is speaking with you
- When you are speaking, make direct eye contact with everyone at some point
- Eye contact needs to be evenly distributed and natural
- Don't do the "eye dart," or glancing from one person to the next
- Don't look at the same person for more than a few seconds unless you are responding to his/her question or comment
- Everyone needs to feel included when you speak.

### Movement

- Move around. It's important not to stay rooted at the front. By moving around you will be perceived as more open and approachable if you move near the learners
- Movement must have purpose. Don't just pace back and forth, move with a purpose to either move closer to the person who just asked a question, to the flip chart to write something, etc.
- "Look, Lock, Move." If you can easily move about in the training room, a good method to practice 'moving with purpose' is to look at someone on one side of the room, move towards them, stand still or plant (lock), and look at other people in this area (a few seconds for each person.) You then look at someone on the other side of the room, move towards them, stand still/plant, look at other people in this area. This method was created by Jim Endicott with Distinction Communication.

### Gestures

- Gestures are the movement of arms and hands to punctuate speech
- Keep gestures natural – don't try to plan as you may communicate a lack of sincerity.



## **Facial Expressions**

- Be aware of your facial expressions – the face and eyes are the focus of human communication
- Smile, nod
- Be yourself
- If you like the people and the subject this will show on your face.

## **Habits or mannerisms**

- Habits or mannerisms include jingling keys or change in pocket, holding a pen and clicking it, cracking gum, toying with your hair
- Habits are often an outlet for nervousness and can really detract from a trainer's effectiveness
- Become aware of your habits and mannerisms. You can videotape yourself or ask someone to observe you speaking in front of a group and note what they are. Once you're aware of these habits and mannerisms, you can work on eliminating them.

## **Nervousness**

- Everyone gets nervous but conducting workshops gets easier with practice
- The more you practice the more confident you will become
- Prepare, prepare, prepare – check out the room and equipment ahead of time; review all printed material for accuracy; ensure you have all the supplies required; develop a lesson plan
- Elicit participation early on – ask for opinions or relevant experiences from participants as part of introduction to the material
- Begin with an icebreaker – this will help you to feel more comfortable
- You can look at people who are providing you with positive nonverbal feedback (smiling, nodding) for reassurance for the first few minutes to help you relax.



## TYPES OF QUESTIONS

To encourage and facilitate learning there are several types of questions you can ask the learners. Some of the most common are:

### Closed question

- Answer is usually a one or two word answer (yes, no, maybe, numerical etc.)
- Useful when specific information is needed
- More difficult to have an in-depth discussion
- E.g. Do you think that is a good idea? How many languages can you speak? How many children in your family are in elementary school?

### Open-ended questions

- Helps participants get involved in a discussion
- Allows for elaboration
- Excellent to establish rapport
- Focus on factual or emotionally related issues
- E.g. What do you think would happen if we did that? What do you see is the problem? How did you learn to speak four languages?

### Probing questions

- Used to direct discussion and/or to elaborate on topics
- E.g. What are your views on teaching Spanish in schools?

### Rhetorical questions

- Does not really require an answer
- Are used to underscore a point or to stimulate thought
- Can be an effective way to capture the participant's attention and can be used at the beginning of a session or new section as an attention grabber
- E.g. Wouldn't it be useful to learn a second language?



## Poll questions

- Asks for a show of hands regarding how many learners have either done something or are familiar with something
- Can be used to learn about the participants' background
- Are good energizers and add interest to the class
- E.g. How many of you know how to speak two languages? Three languages?

## Developmental questions

- This type of question develops a point and is useful when learners already have some knowledge about the topic
- They draw upon the background of the participants and allow them to learn from each other's experiences
- E.g. Who can tell us about the process they used to learn a second language?

## Tips

- 'Why' questions may elicit defensiveness and should be avoided unless rapport has been established
- Ask one question at a time to decrease confusion
- Avoid leading questions – leading questions may suggest socially acceptable responses, or the viewpoint of the person asking the question
- Ask objective questions – you want people to answer honestly and not guess at what they think you want to hear. E.g. Don't you think that this school needs one more SWIS staff?
- Ensure your questions are precise and clear rather than vague and murky
- Ensure your questions are well worded – including good grammar and vocabulary
- Don't use jargon or acronyms – chances are they will not be familiar with these terms.



## CROSS-CULTURAL COMMUNICATION

Good communication is at the heart of providing effective service. Communication can be verbal or nonverbal. Working across cultures provides many opportunities to make mistakes and to react in surprising and inappropriate ways.

Listening skills are very important. Poor listening can undermine trust and lead to poor service. Encourage clients to ask questions as much as they can. Acknowledge them when they do, so that they do not feel inadequate or stupid.

Cross-communication pays extra attention to the cultural values of the clients we represent. When establishing a relationship or building rapport, we must consider cultural variations so that we can build trust with the clients.

<b>Elements</b>	<b>Different Types/Responses</b>
Type of greeting	Handshake/bow/kiss/nodding the head
Ways of addressing each other	First name/last name/titles
Seating arrangements	Facing each other/side/across the desk
Gaze	Little eye contact/a lot of eye contact
Approach to important subjects	Direct/indirect
Self disclosure	Expected/not expected
Importance of time	Tight/loose
Interruption in conversation	Acceptable/unacceptable



## **Suggested Guidelines for Cross-Cultural Communication**

- Be patient with yourself and with others as it is a learning process.
- Communicate clear expectations and do not take anything for granted e.g. punctuality is not equally important in all cultures.
- Don't get angry, ask questions. Cultural barriers often trigger strong emotional reactions. Ask questions for clarification instead of reacting emotionally.
- Give respect by conveying the value and importance of the other person in words and in actions. If a minor faux pas happens, it is easily overlooked if someone senses your genuine respect.
- Written communication. Support your oral communication with written material especially to non-English speakers.
- Ask descriptive questions. e.g. "What does it mean when someone touches me on the shoulder?" is better understood and accepted than saying, "Why are people so aggressive in this culture?"
- Check for understanding. Minimize miscommunication by having the listener retell the speaker what they heard.
- Focus on solutions. Keep discussions centred on understanding and accommodating each other's needs and values, not on who is right and who is wrong.
- Choose your humour carefully. Humour does not always translate well across language and culture. Check that your humour is understood as intended and be ready to explain and apologize if needed.
- Set realistic timelines. Working across cultures takes extra time and energy. Plan for it by doubling it, to avoid the stress of falling behind schedule.



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