



SEAD 101

**The Social Emotional
Asset Development
Guidebook**
for Resettlement, Asylum
and Integration (RAI)
Youth Programs





From Harm to Home | [Rescue.org](https://www.rescue.org)

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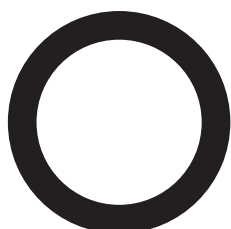


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Social Emotional Asset Development Framework

What is Social Emotional Asset Development (SEAD)?

Social Emotional Asset Development (SEAD) is the process of building valuable knowledge, skills, mindsets, and resources that support well-being, interpersonal relationships, and positive outcomes such as educational attainment.

SEAD builds on the knowledge and skills gained through Social Emotional Learning (SEL) and recognizes that when these personal skills and knowledge are put into action, especially in supportive environments and in conjunction with opportunities, they produce specific positive outcomes such as a sense of belonging, self-efficacy, and social connections that become lifelong assets.

Why is youth Social Emotional Asset Development important?

Children and youth represent approximately 50% of RAI's client population. During adolescence and the transition to adulthood, individuals' brains and bodies change dramatically, as do the contexts of their lives. Youth begin to plan for their future and to navigate the world more independently. This shift toward independent decision-making presents greater social, academic and economic pressures, which require more numerous and more complex skills to be successful. Thus, all children and youth have social emotional learning and asset development needs.

Displacement and migration add additional layers to an already challenging and multifaceted human development process. Forcibly displaced youth have often experienced trauma, which can affect learning, cognitive skills development, and well-being.

A [2011 report from the National Academy of Sciences](#)³ explained that adolescents have four developmental tasks:

1. To stand out: to develop an identity and pursue autonomy
2. To fit in: to find comfortable affiliations and gain acceptance from peers
3. To measure up: to develop competence and find ways to achieve, and
4. To take hold: to make commitments to particular goals, activities and beliefs.

Adjusting to life in a new country places additional pressure on children and youth, and yet they are often separated from support systems that might buffer stress and promote resilience and adjustment. All of these factors can make navigating already difficult processes such as identity formation and relationship-building especially challenging for forcibly displaced youth and create risks for negative youth outcomes.

Fortunately, the changes in the brain that are a natural part of the adolescent development process provide ample opportunities to develop lifelong social and emotional assets and to establish healthy patterns of behavior. Research shows that supporting development of youth's social and emotional assets can increase the likelihood of positive youth outcomes.^{1,2}

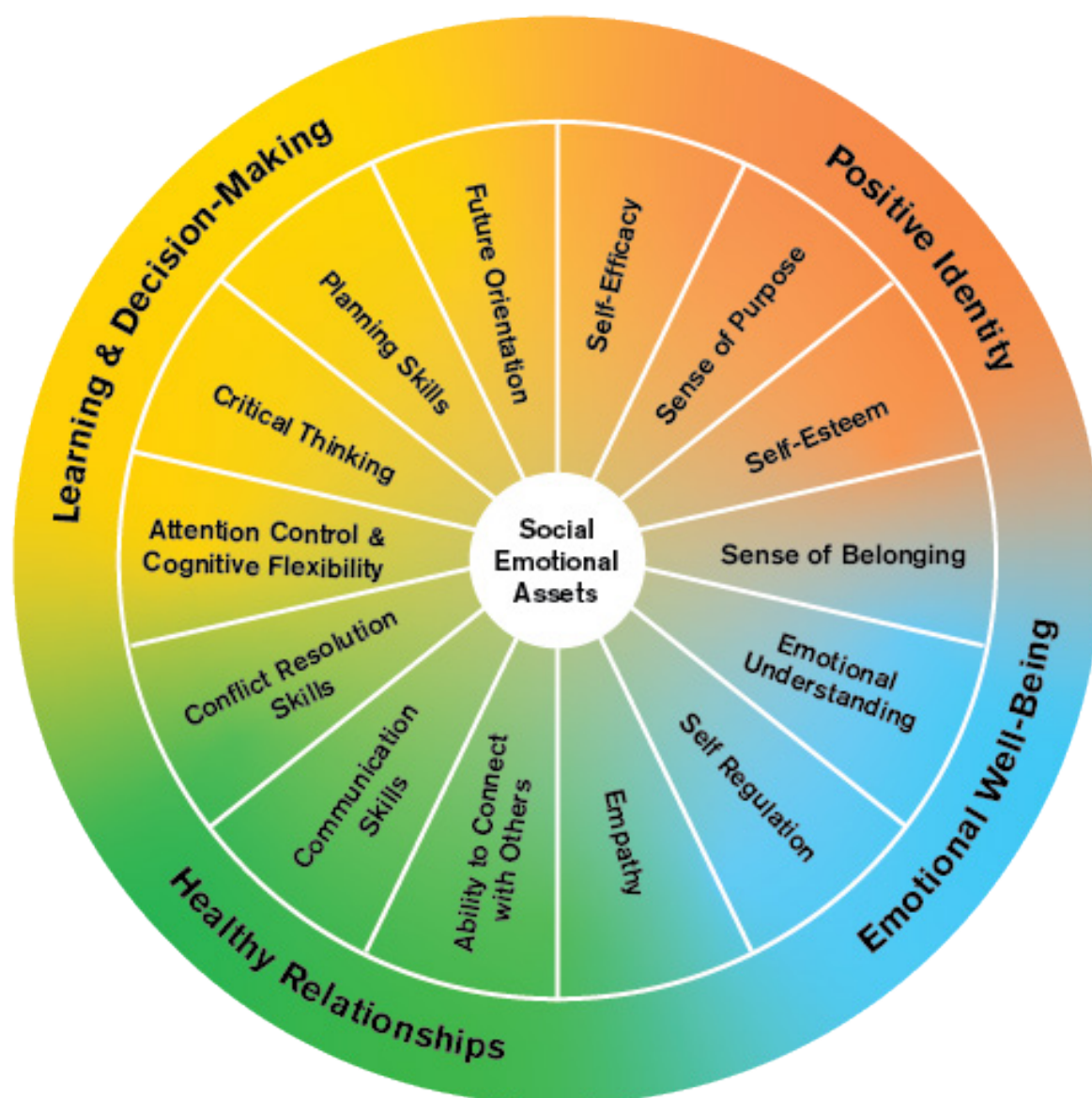
Social Emotional Asset Development Framework

What are the Resettlement, Asylum, and Integration (RAI) SEAD Assets?

The RAI SEAD assets include 14 sub-outcomes detailed in the chart below, which contribute to four overarching outcome areas: Positive Identity, Emotional Well-Being, Healthy Relationships, and Learning and Decision-Making.

These 14 sub-outcomes are social emotional assets (or SEAs) that are internal to youth: they comprise knowledge, skills, mindsets and perspectives, all of which can be influenced by IRC programs. The circular image that represents the framework is intended to reflect the overlapping and interrelated nature of the assets.

While important for all youth, these critical assets and outcome areas are at the intersection of universal adolescent development processes and risk and protective factors experienced by forcibly displaced youth in RAI contexts.



What age group is this relevant for?

This framework is relevant for 12–24 year-olds. Youth is defined as the developmental stage between childhood and adulthood, including but not limited to the stage known as adolescence. For the purposes of this framework, we have chosen the ages between 12 (when adolescence typically begins) and 24 (the upper age limit for youth as defined by the US Office of Refugee Resettlement, USAID, and the United Nations, and the age at which the brain is approaching full maturity).⁴ However, the pace and process of development varies among youth and this age range should be understood as a guideline and not a rule.

What is this framework for?

This framework identifies and explains the social emotional assets that IRC views as particularly important for youth affected by forced migration in RAI contexts. It provides a common language with which IRC staff and partners can communicate and design approaches that are aligned, transferable, and can be systematically improved over time.

This framework is intended for use as a foundation for RAI technical and program teams in:

- 1. Strategy development:** To develop context-appropriate strategies for supporting youth SEAD
- 2. Program design and planning:** To design programs that are effective in achieving SEAD
- 3. Training:** To design training for RAI staff and partners on the SEAD needs of forced migrant youth and how to support those needs
- 4. Learning:** To develop and utilize common process and program outcomes, indicators, and measurement tools to facilitate analysis and comparison of results for internal learning, and to increase potential for multi-site research and evidence-generation
- 5. Communicating:** To provide a common language for talking about SEAD, and to facilitate the development of **internal and external** materials that can be used to communicate our youth SEAD work
- 6. Developing and adapting tools** that:
 - a) Are evidence-based
 - b) Meet the needs of youth we serve, and
 - c) Are shared across offices so that we can improve program quality, implementation and monitoring and evaluation



Social Emotional Outcome Areas



Positive Identity

An integrated, coherent and stable sense of self, which incorporates aspects of one's various cultural influences, including one's attributes, roles, goals, interests, values and beliefs about oneself as an individual and in relation to others

Self-Efficacy
Sense of Purpose
Self-Esteem
Sense of Belonging



Emotional Well-Being

The state of having a balanced and overall positive view of one's self, others, and life; being able to cope with day-to-day stress, challenges, and lead a fulfilling life

Sense of Belonging
Emotional Understanding
Self-Regulation
Empathy



Healthy Relationships

Having a variety of types of relationships in both the professional (school and/or work) and social realms in which one experiences mutual trust, respect, honesty, and support. This includes peers, friends, family, and non-family adults

Empathy
Ability to Connect with Others
Communication Skills
Conflict Resolution Skills



Learning & Decision-Making

Developing increasing competence in academic and non-academic domains, and effectively identifying, retaining and processing information to guide behavior consistently and across a wide range of tasks in ways that are aligned with one's values and goals

Attention Control & Cognitive Flexibility
Critical Thinking
Planning Skills
Future Orientation

Positive Identity

Among the processes taking place during adolescence is developing an understanding of one's self, one's place in the world, and one's capacity to affect the world.⁵ Adolescents form a 'self-concept', or a set of beliefs about what their attributes, roles, goals, interests, values and beliefs are, as well as self-esteem, or the way they feel about that self-concept. They also begin to develop a sense of who they are in relation to others, and to see themselves in "increasingly differentiated" ways compared to during childhood – one way with friends, another way with family, and another way in school.⁶ Developing a coherent and stable identity during one's youth is related to positive well-being in adulthood.⁷

Forced displacement and migration during adolescence can add layers to the process of identity formation. For immigrant youth, one part of establishing an integrated, coherent and stable identity is figuring out how much one identifies with and orients towards one's ethnic (heritage) culture and the culture of one's new community and country.⁸ During this process youth may experience significant stress and demands that they must negotiate.⁹ In addition, the natural process of distinguishing one's identity separate from one's family and establishing autonomy can be complicated by family separation, reunification after prolonged separation, and/or altered roles, responsibilities, and power dynamics as children and youth tend to acculturate faster than their caregivers.^{10,11}

Adolescents have a strong desire for acceptance, belonging, admiration, and respect, yet refugees and other immigrant youth face specific challenges to attaining a sense of belonging. Research has shown that immigrant students experience a lower

sense of belonging at school than native-born peers, and a steeper decline in sense of belonging through adolescence.^{12,13,14} Feeling discriminated against has been associated with low self-esteem and mental health issues.^{15,16}

Fostering positive identity development with displaced youth is both possible and important. Research shows that developing a positive identity that integrates the various cultures that have influenced their lives is an important protective factor for displaced youth: Maintaining identification with one's ethnic culture can not only promote a sense of belonging and buffer against discrimination, but it has also been associated with positive psychological outcomes.¹⁷ Meanwhile, integrating aspects of one's new country culture has been linked positive outcomes like academic achievement, language learning, and a higher academic self-concept.^{18,19,20} In addition, cultivating immigrant students' sense of belonging, especially at school, has been associated with motivation to attend school and higher achievement.^{21,22} Programs that teach positive identity development with immigrant youth, including self and social awareness and the importance of maintaining ethnic pride while finding ways to integrate into the new culture have been shown to promote youth resilience and other social emotional skills.²³

“Cultural adjustment is hard and complicated and yet necessary for communication, acceptance, and inclusion. We need to prepare for it and to accept it, which can be difficult. While adjusting to a new culture, it is a challenge to establish yourself and find an identity while keeping everyone happy.”

Displaced youth on one of the key challenges they face living in the United States, from the US Refugee Youth Consultations Report submitted to UNHCR for the 2016 NGO Consultations in Geneva.

Emotional Well-Being

Developing the knowledge, skills, and mindset that result in a balanced and overall positive view of one's self, others, and life, and being able to cope with day-to-day stress, challenges, and lead a fulfilling life is an important aspect of youth development. As youth move into and through adolescence, they must gain more complex skills to manage an increasingly broad and diverse range of emotions and social interactions. They need a more nuanced understanding of emotions, and the ability to employ a variety of emotional regulation strategies.

Brain development during adolescence and the transition to adulthood helps youth develop emotional skills, including empathy and emotion recognition.^{24,25} Along the way, they encounter a phase of strong self-conscious emotions, including a strong desire for acceptance, belonging, admiration and respect and intense feelings in response to rejection, disrespect, embarrassment, and humiliation.²⁶

Meanwhile, adolescence brings increased risk for depression and mental health issues as adolescents become stressed more easily than younger children and adults, yet often have not developed effective stress management skills.²⁷ Further, symptoms associated with past trauma and toxic stress can surface at this time.²⁸

Displacement and migration present additional layers to youths' healthy emotional development – particularly in the form of stress. Exposure to war, violence, and loss before flight, the process of fleeing from one's home, and resettling in a new country can all involve trauma and toxic stress.

Trauma: An event or series of events in which an individual is involved in or witnesses from which s/he or they feel intensely threatened.³⁶

Toxic Stress: Excessive or prolonged activation of stress response systems in the body and brain that results from strong, frequent, or prolonged adversity especially without adequate protective relationships.³⁷

Emotional effects of toxic stress can include increased irritability, anger, apathy, sadness, and worrying, and fractured or impaired connections in the brain that help with emotional regulation and behavioral control.^{29,30,31} For some, trauma and toxic stress can contribute to mental health conditions like depression or Post-Traumatic Stress Disorder.³²

Acculturative stress – or the stress associated with learning and adapting to a new culture – is a common type of stress among displaced youth resettling in a new country, and it has been associated with depression, anxiety, and poor academic outcomes. This stress can come from language barriers, learning challenges, navigating cultural differences, tension with their parents or caregivers over acculturation, bullying, discrimination, and more.³³

“Discrimination and bullying occur daily in multiple sectors of life. This dampens the spirit, it affects [us] emotionally and mentally, and leads to isolation and depression, and keeps us from reaching our potential.”

Displaced youth on one of the key challenges they face living in the United States, from the US Refugee Youth Consultations Report submitted to UNHCR for the 2016 NGO Consultations in Geneva.

Supporting displaced youth to strengthen their emotional well-being is important, and evidence suggests that there are a number of ways that youth programs can make a difference. Providing youth with safe and secure environments and the presence of caring adults can help counteract the effects of trauma, and recent research suggests that teaching adolescents about stress and how it affects them can help them manage it more effectively.³⁴ Similarly, research suggests that providing safe, culturally responsive environments, which promote positive identity development and strong relationships with caregivers are ways to mitigate acculturative stress and thereby support youth's emotional well-being.³⁵

Healthy Relationships

As young people transition from childhood into adolescence they begin to expand their worlds, needing and desiring to develop more and varied types of relationships. Peer relationships take on much greater importance, and they become interested in exploring romantic relationships.³⁸ Youth must also increasingly work with others, for example on school projects and in the workplace. While family plays an incredibly important role across one's lifespan, non-family relationships and social connections forged during one's youth, including romantic, peer, community, professional and other relationships, can directly and indirectly impact individuals' health, safety, and well-being.³⁹ As youth develop these more varied and complex relationships, they must learn to integrate various perspectives, listen and communicate effectively, and resolve problems in ways that suit their goals and needs.

Displacement and migration can separate youth from their existing networks of social support at a time of life when such networks take on greater importance. Many must leave behind, and sometimes lose completely, close family, friends, and supportive institutions. In addition, family relationships often change and experience strain during resettlement. One systematic review identified several sources of acculturative stress for displaced youth related to family relationships, including differing rates and levels of acculturation, communication styles interfering with children believing that they can discuss their feelings with their parents, gender roles and expectations, and parenting styles and values.⁴⁰

Developing social networks in a new cultural context is difficult. Having to learn the new country's dominant language contributes to the social stress that displaced youth face, and can impact their ability to develop the relationships they need and want outside of their family.⁴¹ Beyond language, displaced youth face demands to learn new social norms and cultural codes and cues in order to be understood. Prior life experiences, the type of relationships youth have with caregivers, and experiences and feelings of being discriminated against can all affect the way and extent to which displaced youth form relationships after migration.⁴²

IRC youth programs can and should support displaced youth in developing strong, healthy relationships in their new communities. Displaced youth thrive when they both maintain strong relationships with family members and ethnic communities, and also have a sense of belonging in their new communities.⁴³ Positive relationships with friends, family, school staff, faith communities, and service providers promote emotional well-being,⁴⁴ and secure relationships with teachers promote better academic engagement and performance.⁴⁵

“[The Refugee Youth Summer Academy (RYSA)] provided the kind of comfort and acceptance needed for a community of refugee and asylee students to gain the confidence and a sense of togetherness necessary for integration and advancement. Thinking about RYSA takes me back to some of the fondest and the most meaningful moments I have ever had since the immigration to the United States.”

RYSA Alumni



Learning & Decision-Making

Adolescence and young adulthood represents an intense period of growth and change that demands youth learn and make increasingly consequential decisions. As youth are gaining skills such as critical thinking, problem-solving, and planning, there is pressure to use those skills to lay a foundation for economic self-sufficiency through education and developing job skills. Decisions made about relationships, education, and career paths can have lifelong impacts for individuals' health, well-being and livelihood.

Youths' development of intellectual skills for learning and decision-making is strongly linked to their social emotional development. For example, youth experience strong emotional responses to both positive and negative rewards, which leads to an increased willingness to take risks.^{46, 47} This can result in good and bad decisions. As they develop socio-emotionally, youth improve their ability to reason, determine right from wrong, control impulses, and use information to guide behavior.⁴⁸ These cognitive abilities similarly provide the capacity for youths' development of a self-concept, a sense of agency, and self-direction.⁴⁹ Achieving positive learning and decision-making outcomes therefore requires healthy, concurrent development of both cognitive and social emotional skills.

Displacement and migration place unique and significant learning demands on youth. Displaced youth in RAI contexts have a range of educational experiences, academic preparation and linguistic assets, but often have had interruptions to their education and are in the process of developing proficiency in the dominant language of their new country. The need to learn a new language, and to learn to learn in that new language in order to catch up on academic content while adjusting to a new cultural and geographic

"Education is essential for our success, but there is... a lack of equal and quality education for us, and we feel like we are starting over.."

Displaced youth on one of the key challenges they face living in the United States, from the US Refugee Youth Consultations Report submitted to UNHCR for the 2016 NGO Consultations in Geneva.

environment create a steep learning curve.

At the same time displaced youth are experiencing increased learning demands, they are also likely facing obstacles to learning. In addition to impacting emotions, trauma and toxic stress can impair memory, language, motor, and attention control.^{50,51} Trauma and toxic stress can also cause trouble sleeping, making focusing, critical thinking and other cognitive tasks more difficult.⁵² Youth who arrive as teens and have little time to overcome these challenges before aging out of secondary education are particularly at risk. Studies in the US and Canada have found that refugees who arrive in the country of resettlement at an older age have poorer educational outcomes than those arriving as younger children.^{53,54,55,56,57}

IRC programs have an important opportunity to support social emotional assets related to learning and decision-making in working with displaced youth. During adolescence and young adulthood, the brain is highly responsive to experiences. Both maladaptive and positive habits can develop or be reinforced depending on experiences, results and rewards experienced by the brain. Helping adolescents learn positive behavior patterns and replace negative behaviors can "provide the 'brakes' for risk-taking and promote development of decision-making skills."⁵⁸ Providing displaced youth with positive and meaningful opportunities to learn and practice learning and decision-making skills in safe and supportive environments can reinforce healthy patterns of behavior and promote positive outcomes.



Social Emotional Assets



Self-Efficacy

Belief that one's abilities and skills will increase with effort, and belief in one's capacity to achieve specific goals



Sense of Purpose

Feeling that life has meaning; having motives for learning that include making a positive difference in the world



Self-Esteem

Belief that one is valuable and worthy; associated positive feelings about self



Sense of Belonging

Feeling that one is valued, cared for, and has a rightful place in a given setting; feeling that one is a valued member of one's ethnic/cultural community and new communities (school, city, country), including understanding/adapting to new cultural and social norms



Emotional Understanding

Recognizing and monitoring complex emotions and their causes, knowledge of components of emotional well-being, including how stress impacts well-being



Self-Regulation

Ability to manage one's emotions and behaviors in alignment with one's values and long-term best interest, including the ability to manage stress



Empathy

Awareness of and ability to understand others' emotions and perspectives



Ability to Connect with Others

Ability to develop trust, share about oneself, give and receive care, and show vulnerability appropriate to context in order to establish and maintain healthy acquaintances and close relationships

Communication Skills



Understanding of the norms and cultural codes that influence verbal and non-verbal communication in various contexts; and, the ability to use oral, written, and non-verbal means to express thoughts and feelings in ways that are authentic to one's self and achieve increased understanding across the domains of one's life



Conflict Resolution Skills

Managing, resolving, and mediating conflict between individuals constructively, and seeking and offering help when needed



Attention Control & Cognitive Flexibility

Focusing on a singular task and ignoring distractions; being able to switch between different mental tasks or strategies and to appropriately adjust one's strategies or behavior according to a changing environment



Critical Thinking

Accessing, analyzing, and evaluating information, including through a social justice lens, as a means to make decisions, formulate responses, and create solutions to achieve social, academic, and civic tasks, and promote one's own well-being

Social Emotional Assets



Planning Skills

Setting goals, identifying and organizing the steps or sequence of events needed to complete an activity and achieve a desired goal



Future Orientation

Envisioning oneself in the future; anticipating and connecting present actions to future outcomes; planning ahead before acting to influence future outcomes

Explore: what does it look like to support these social emotional assets?

[*Preparing Youth to Thrive*](#),⁵⁹ an SEL Field Guide, shares best practices and case studies to demonstrate what it looks like to support social emotional assets. Click the corresponding sections at the top to learn more.

	1	2	3	4	5	6
Self-Efficacy				✓	✓	
Sense of Purpose				✓		
Self-Esteem				✓		
Sense of Belonging			✓			
Emotional Understanding	✓					
Self-Regulation	✓					
Empathy		✓				
Ability to Connect with Others			✓			
Communication Skills		✓	✓			
Conflict Resolution Skills						✓
Attention Control & Cognitive Flexibility						✓
Critical Thinking						✓
Planning Skills					✓	✓
Future Orientation					✓	



The SEAD Approach

Social Emotional Asset Development is all about being intentional in our support for the well-being of youth, just like we are about their academics and future careers.

Being intentional means planning, designing, and training so that each moment that youth engage with an IRC program, service, or staff member is maximized.

**This is what we call
“The SEAD Approach”.**



Design

SEAD Design refers to the planning and documentation of what social emotional assets a program, service, or initiative will support youth to develop, and what methods will be used to do that. The aspects of design that RAI teams should pay particular attention to are: the environment we create for learning and building relationships; the careful planning we undertake in order to foster SEAD; and, the staffing we need to deliver services effectively.

**Supportive
Climate & Culture**

**Intentional
Opportunities**

Effective Staffing

Delivery

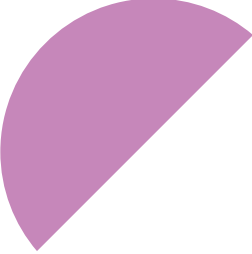
Delivery is how staff put our design into action. Staff delivery of SEAD supportive programming is influenced by: the mindsets staff hold and their awareness of their own social emotional strengths and challenges; the knowledge they have related to their youth participants and the assets they are seeking to develop; and, the strategies staff use to support youth in developing SEAs.

**Mindset &
Self-Awareness**

**Foundational &
Content Knowledge**

Facilitation

Benchmarks: The RAI SEAD Approach Design and Delivery Benchmarks define high quality SEAD programming. Sample benchmark practices are listed on each page of this section. Find all of the benchmark practices for Design and Delivery in **Appendix A - Benchmarks.**



Supportive Climate & Culture

Planning how to establish a safe, supportive climate and culture is perhaps the most essential building block of SEAD Design. Climate refers to usual conditions in the program – whether it is welcoming and inclusive or unwelcoming and biased, whether it feels physically and emotionally safe or unsafe. Culture refers to the norms that are cultivated and how people behave toward one another – staff, students, volunteers -- everyone. A positive climate & culture helps participants feel valued and maximizes their openness to learning.

The RAI SEAD Climate & Culture cultivates an environment that responds to the unique needs of displaced youth. There are 4 components: Cultural Responsiveness, Healing Learning Spaces, Linguistically Appropriate, and Developmentally Appropriate.

A SEAD-supportive Climate & Culture is recommended for all youth programs – not just those with explicit SEAD goals.

Cultural Responsiveness

The program and staff value diversity, recognize the way culture influences learning, show respect for participant and staff cultures, and promote inclusiveness and equitable access to learning.

Healing Learning Spaces

The program upholds trauma-informed principles of safety, transparency, trustworthiness, choice, collaboration and mutuality, and empowerment. Healing Learning Spaces draws on IRC's Healing Classrooms approach to ensure diverse program types can promote a sense of control, belonging, self-worth, positive social relationships, and intellectually stimulating environments for youth in RAI contexts.

Linguistically Appropriate

The program is designed with an understanding of, and responsive to, the linguistic diversity of program participants. There is a plan for how participants will have equitable access to the program content, and the program is staffed to be able to implement that plan effectively.

Developmentally Appropriate

The program is responsive to adolescent and young adult developmental needs to belong, to be respected, to develop their identity, autonomy, and competence, to be heard, and to matter. Programs that meet these are better at engaging young people.



Supportive Climate & Culture **Cultural Responsiveness**

Cultural humility and deep knowledge of participants

Example practices:

- Staff are trained and offered professional development on cultural responsiveness
- Program design processes have considered the subtle and more overt ways that culture and language matter to the creation of a welcoming environment, delivery of the program content, and achieving its outcomes
- Staff work plans include expectations and time for reflecting on participants' work and progress to plan, adjust and differentiate and scaffold learning activities

Program culture and norms that promote equality, equity & inclusivity

Examples practices:

- Hiring practices promote diversity and representation of client cultural backgrounds
- Program design provides time for establishment and maintenance of norms that emphasize equality and inclusion for youth with diverse identities

High expectations and relevant engagement methods

Example practices:

- Program design supports opportunities for meaningful participant input into program planning, implementation and monitoring
- Program design offers opportunities for choice about how to learn (options to work alone or in groups) and touse participants' preferred language to enhance learning
- Program design provides opportunities for participants to engage with and learn from members of their ethnic/cultural communities

Family engagement

Examples practices:

- Program design includes detailed plans for family engagement and communication in their preferred language(s) and via their preferred methods, including:
 - To understand their hopes, expectations, concerns and feedback related to their children's participation
 - To keep them apprised of program updates and their children's progress

Climate & Culture

Healing Learning Spaces

Predictability and consistency

Example practices:

- Program design includes planning for how activity transitions and/or group movement between spaces or locations will be orderly and predictable for participants
- Program design provides consistent routines and participant knowledge of what will take place during each program session
- Program design includes orienting students to events that are out of the ordinary (e.g. fire drills, bells, special gatherings, visitors, etc.)

Positive group management that fosters youth empowerment

Examples practices:

- Program design includes clear guidance and protocol for how to manage challenging behaviors, emphasizing positive behavior supports
- Staff receive training and support to implement protocols promoting positive, and managing challenging, behaviors
- Classroom/group management guidance includes procedures for participants who cause harm to others to engage in repairing that harm through conversation and action at appropriate times

Planning for and meeting emotional needs

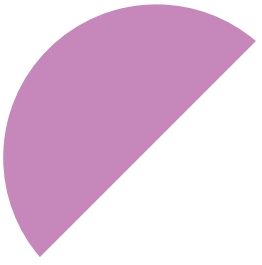
Example practices:

- Staff receive training in creating healing learning spaces, including RAI benchmarks for fostering a sense of control, meeting youth emotional needs, positive behavior management and physical program space considerations
- The program design considers the likely points during the program sequence or curriculum when participants may experience common, strong emotions such as frustration or excitement, and uses these opportunities to practice social emotional skills

Physical space design

Examples practices:

- Program design includes designated physical space(s) to support participants when they need to take a break to self-regulate and guidance for staff on how to facilitate and normalize its use
- The spaces where participants interact with staff supports participant(s) to see and hear, be seen and heard, have sufficient personal space, and access supplies and resources independently, including classrooms, meeting rooms, and offices



Climate & Culture

Linguistically Appropriate

Equitable access to learning

Example practices:

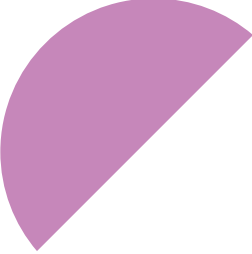
- Staff receive training on the process of language acquisition and how to support language learning participants, and benchmarks for linguistically appropriate SEAD programming
- Staff receive training on the linguistic access plan and its implementation
- The program/service has a plan for participants who are not fluent in the program language to access and understand activities and learning (linguistic access plan)
- Program designs that are facilitated in a language participants are learning (e.g. English, German, etc.) are led by staff experienced in teaching/facilitating with language learners
- Program designs using interpretation provide interpreters with opportunities for feedback and support
- Programs that deliver services in participants' language understand participants' literacy levels in that language, including reading, writing, listening, and speaking of all participants
- Program design includes making available resources and materials (written, media, online, etc.) in participants' languages
- Programs are monitored at least once per program cycle for the efficacy of the design and efficacy and fidelity of implementation to the linguistic access plan

Effective facilitation

Example practices:

- Staff can explain the linguistic access plan, the rationale for it, their role and the roles of others
- Program staff know the linguistic backgrounds, target language proficiency levels, and native language literacy levels of the participants
- Facilitators support use of participants preferred language, especially among peers, in order to facilitate learning, foster understanding, connect with peers and build relationships with program staff

See additional Linguistically Appropriate Facilitation practices on page 33 under SEAD Approach - Delivery: Facilitation



Climate & Culture

Developmentally Appropriate

Relevant topics

Example practices:

- Program design creates space for the exploration of social emotional issues of importance to teens, such as relationships, self-image and identity, developing independence, complex emotions, personal interests, values and moral questions
- Program design includes opportunities to build positive social relationships among participants
- Program design provides opportunities for participants to explore purposes for learning beyond themselves (to make a difference on issues/for people/places they care about)
- Program design provides opportunities for participants to envision positive versions of their future selves

Effective youth engagement

Example practices:

- Staff receive training on adolescent and youth development and RAI benchmarks for developmentally appropriate SEAD programming
- Program content is challenging and engaging to participants
- Program has considered the pros and cons of single-gender or gender-segregated services for different activities and made conscious decisions about structure to promote positive gender dynamics
- Program design embeds opportunities for participants to make their own choices and discover for themselves the consequences of their actions
- Program is designed for participants to develop competence and mastery in specific areas



Intentional Opportunities

Opportunities to build SEAs, no matter how big or small, should be designed with intention. This begins with prioritizing the SEA or SEAs the opportunity will seek to develop. The SEAs prioritized should be relevant to the intended participants, be in line with the broader program, department and office strategy and goals, and they should be relevant to the local context.

No matter which SEAs are prioritized, nor whether they are the focus of a whole initiative or woven into activities primarily targeting educational, health, economic, or other outcomes, SEAD opportunities should be thoughtfully and thoroughly planned, and based on evidence and best practices where possible. The acronym SAFE defines the characteristics of effective SEAD programs: Sequenced, Active, Focused and Explicit.

Intentionally designed opportunities help implementers to deliver a logical progression of activities targeted to specific goals and informed by participant needs and abilities. They also provide enough practice for participants to develop mastery of targeted skills and knowledge. To design Intentional Opportunities means that SEAD themes, messages, and learning feel integrated and can be built upon in subsequent initiatives.

Types of opportunities

- Projects within programs
- Activities, like brain games or mindfulness
- Academic instruction
- Wellness groups
- Coaching or counseling
- Sports, art, music, recreation
- Others

Example practices

- Program design creates opportunities for participants to contribute knowledge, experience, and resources to activities and learning
- Program design embeds opportunities for participants to stand out and gain status and admiration from those whose opinions they value

The SAFE Approach

According to the Collaborative for Social and Emotional Learning (CASEL), SEAD is best achieved through a SAFE approach*:

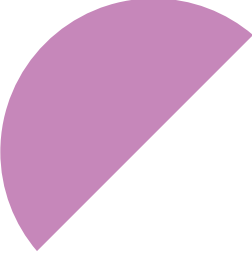
Sequenced: Activities are coordinated and take place in a logical progression

Active: The process of learning and/or building assets is active and engaging

Focused: Sufficient time is spent on the activities meant to build the assets

Explicit: The skills, knowledge, mindsets or resources that are being worked on are specific and clear to all involved.

*See [CASEL website](#)



Effective Staffing

Effective staffing includes both how SEAD opportunities will be staffed and how the staff will be supported to fulfill their roles. These considerations should be front and center to the design of SEAD opportunities.

During the program design process, IRC teams should consider what skills are needed. What roles will need to be fulfilled? Is it teaching and lesson planning, service planning, or coaching skills? Who will carry out various aspects of the program design? Will they have the time? Being both realistic and ambitious is important – a smaller SEAD opportunity that's fully staffed will likely be more impactful than a large project without the right support.

Delivering SEAD is a challenging endeavor, and no matter how highly skilled and experienced your staff is, everyone needs support. IRC programs often serve participant groups that are more diverse than even the most diverse classrooms, and conditions in our communities or at our program sites can change and present unforeseen challenges. Strong programs provide effective staff support and supervision, including thorough orientation and training to the program design and our expectations, and regular support along the way.

Staffing plans

Example practices:

- The program is sufficiently staffed with individuals who are able to implement the program plan and avoid disruption/discontinuity
- Program designs that are facilitated in the target language (e.g. English, German, etc.) with language learners are led by staff experienced in teaching/facilitating with language learners
- Staff work plans include expectations and time for reflecting on participants' work and progress to plan, adjust, differentiate and scaffold SEAD activities

Training and support

Example practices:

- Staff training materials emphasize an assets-based (or strengths-based) lens, seeing youth for their strengths and not for what they lack
- Staff receive training to be aware of their own social emotional well-being and development and are supported to practice self-care
- Staff receive training on the process of language acquisition and how to support language learning participants, and benchmarks for linguistically appropriate SEAD programming

Mindset & Self-Awareness

Delivering SEAD programming starts with staff having SEAD-supportive Mindsets and Self-Awareness. Mindsets and self-awareness are the beliefs one holds about oneself and others, awareness of these beliefs, and awareness of one's strengths and areas for growth. The mindsets and self-awareness of our staff, volunteers, and interns have tremendous impact on their interactions with youth. The ability to model positive mindsets and social emotional well-being is critical to supporting those assets in others.

In order to bring the the design of a SEAD-supportive Climate & Culture into being, and to effectively facilitate youth learning, SEAD facilitators must apply awareness of their own social emotional well-being and practice self-care. They must also hold positive attitudes about youth and the believe that all people can grow, change and learn.

Example practices

Examples of positive mindsets and self-awareness include:

- Awareness of social emotional strengths and areas for growth, practice of self-care, and modeling of healthy strategies
- Awareness of how personal emotions, culturally grounded beliefs, and background are precursors to emotional reactions, and understanding of how these impact practice with participants
- Awareness of how participant responses (positive and negative) affect their own emotions and behaviors in the program

Positive mindsets & self-awareness promote self-reflection



Instead of asking:
Why won't she engage?



Ask:
What have we done to engage her?
Why might it not be working?
What else could we do?

Foundational & Content Knowledge

Creating positive Climates & Cultures and implementing Intentional SEAD Opportunities with displaced youth requires specific knowledge. This includes foundational knowledge about adolescent and young adult development, the experiences of displaced youth, culturally responsive and sustaining programming, social emotional asset development, and an understanding of how to apply that knowledge in work with youth. It may require an understanding of language acquisition, and the effects of toxic stress and trauma on learning.

Facilitators also need a solid understanding of the SEA(s) that the program, project, or service is seeking to build.

Sample knowledge areas

- Adolescent and youth development – physical, neurological, and psychological
- Toxic stress and its impact on learning and development
- Backgrounds and experiences of displaced youth
- The RAI SEA framework (outcome areas and assets)
- How to motivate and engage youth
- What it means to implement a trauma-informed program

Knowledge resources

- Johns Hopkins University's [The Teen Years Explained: A Guide to Healthy Adolescent Development](#)
- The Harvard Center on the Developing Child [Toxic Stress Guide](#)
- The National Child Traumatic Stress Network [Resources on Refugee Trauma](#)
- Report by The Wallace Foundation on [Evidence-based youth engagement strategies](#)
- [Colorín Colorado](#) website on teaching and working with English Language Learners
- [Teaching strategy resources](#) from Doug Lemov's [Teach Like a Champion](#) books

Facilitation

Facilitation refers to the technical skills staff need in order to best help youth develop SEAs. This includes how we build relationships and interact with youth and families, the things we do create and sustain a positive climate and culture, and the things we do to facilitate Intentional SEAD Opportunities.

Facilitation is a deliberately broad term to capture a variety of delivery methods offered through different types of programs. It includes teaching skills, coaching skills, workshop facilitation skills, support group facilitation, and skills for managing and supporting staff implementing SEAD opportunities. These skill-sets become even more specialized when we are working with Students with Limited or Interrupted Formal Education and language learners. How we craft and deliver opportunities for SEAD matters a great deal to how much is gained from them.

Most benchmark Facilitation practices are associated with one or more of the SEAD Design aspects discussed earlier.

Example practices

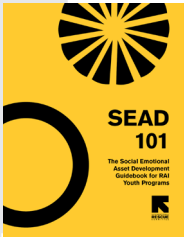
- Lead staff share SEAD activity plans with all relevant team members ahead of time and each team member understands their role in implementation
- SEAD activity plans typically follow an “I do, we do, you do” progression
- Staff balance social emotional and academic or other related content needs during sessions
- Staff communicate expectations in clear, concise, and positive ways
- Staff cultivate respectful discussion of various beliefs and perceptions, encourage youth to clarify their values and consider social issues from multi-cultural perspectives
- Staff communicate each session's objectives clearly at the beginning of the session the session has a structured sequence which staff follow
- Furniture is deliberately arranged to facilitate movement, the space feels calm and organized, not chaotic
- Facilitators explicitly teach learning strategies (including participant-centered, teacher-centered, and peer-supported)
- Facilitators teach background knowledge needed to understand the content
- Staff acknowledge and communicate to participants are experts in their own lives and experiences

● Culturally Responsive ● Healing Learning Spaces
● Linguistically Appropriate ● Developmentally Appropriate



The SEAD Toolkit

1 SEAD 101



SEAD 101 Guidebook

You are here! This is an explanation of RAI Youth's SEAD Framework and supporting practices.



SEAD 101 Training

This is a training module that provides the foundation for staff to understand the purpose for SEAD, the approach to build SEAD, and begin implementing SEAD into their interactions with youth.

2 SEAD Assessments



SEAD Staff Assessment

This is a self-evaluation for all direct-service staff who interact with youth to assess their SEAD practices and approaches.



SEAD Program Assessment

This is a youth program or service evaluation that sheds light on program strengths and areas of improvement regarding SEAD, and leads into an action plan.

3 SEAD Resources



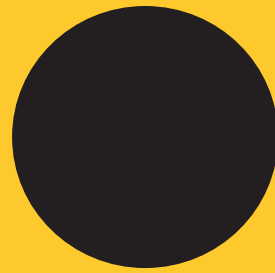
SEAD Resource Bank

This is a bank full of curated resources for learning about and developing specific SEAD practices.



SEAD Resource Map

This is a map to help navigate the resources in the SEAD Resource Bank and direct staff to the resources they are looking for.



Appendix

SEAD Design Benchmarks

● Culturally Responsive	● Healing Learning Spaces
● Linguistically Appropriate	● Developmentally Appropriate

Climate & Culture

- Program design processes have considered the subtle and more overt ways that culture and language matter to the creation of a welcoming environment, delivery of the program content, and achieving its outcomes
- Program design includes plans, as appropriate, for visual displays in program spaces that motivate, validate, and represent program participants (such as display of participant work, messages or art, items in from home, and post multilingual signs, labels or messages that reinforce key program themes in the new/target language)
- Program design offers opportunities for choice about how to learn (options to work alone or in groups) and to use participants' preferred language to enhance learning
- Program design creates opportunities for participants to contribute knowledge, experience, and resources to activities and learning
- Program design supports opportunities for meaningful participant input into program planning, implementation and monitoring
- Program design provides opportunities for participants to engage with and learn from members of their ethnic/cultural communities, including family members
- Program design provides time for establishment and maintenance of norms that emphasize equality and inclusion for youth with diverse identities
- Program design includes detailed plans for family engagement and communication on their terms (what, how, when, how often, and in what language)
- Program design includes planning for how activity transitions and/or group movement between spaces or locations will be orderly and predictable for participants
- Program design builds in sequenced, active, focused, explicit (SAFE) opportunities to practice skills for managing emotions
- Program design provides participants with active roles contributing to the program's management, such as setting up and caring for the space, peer mentoring, or leading group activities
- Program design considers the likely points during the program sequence or curriculum when participants may experience common, strong emotions such as frustration or excitement, and leverages natural opportunities to practice social emotional skills by planning for how staff will support youth to process these emotions and practice self-regulation
- Program design includes clear guidance and protocol for how to manage challenging behaviors, emphasizing positive behavior supports
- Program design facilitates participants who become distressed to have choices about how to self-regulate
- Program design includes designated physical space(s) to support participants when they need to take a break to self-regulate and guidance for staff on how to facilitate and normalize its use
- Program design includes planning for orienting students to events that are out of the ordinary (e.g. fire drills, bells, special gatherings, visitors, etc.)
- Program design provides consistent routines and participant knowledge of what will take place during each program session
- Program design's classroom/group management guidance includes procedures for participants who cause harm to others to engage in repairing that harm through conversation and action at appropriate times
- The program design includes time and methods for gathering participant feedback using a range of languages and methods that are linguistically accessible to participants during the course of the program and course correct as needed
- Program design includes making available resources and materials (written, media, online, etc.) in participants languages
- Programs that deliver services in participants' language understand participants' literacy levels in that language, including reading, writing, listening, and speaking of all participants
- For participants who are not fluent in the program/target language, the program uses sheltered instruction methods to support participants' acquisition of the program/target language and uses opportunities to harness participants' home language(s) for learning and supporting peers
- Program design provides opportunities for participants to envision positive versions of their future selves
- Program design provides opportunities for participants to explore purposes for learning beyond themselves (to make a difference on issues/for people/places they care about)
- Program design includes opportunities to build positive social relationships among participants
- Program design creates space for exploration of social emotional issues of importance to teens such as relationships, self-image and identity, developing independence, complex emotions, personal interests, values and moral questions
- Program has considered the pros and cons of single-gender or gender-segregated services for different activities and made conscious decisions about structure to promote positive gender dynamics
- Program design embeds opportunities for participants to stand out and gain status and admiration from those whose opinions they value
- Program is designed for participants to develop competence and mastery in specific areas
- Program design embeds opportunities for participants to make their own choices and discover for themselves the consequences of their actions
- Program content is challenging and engaging to participants

SEAD Design Benchmarks

● Culturally Responsive	● Healing Learning Spaces
● Linguistically Appropriate	● Developmentally Appropriate

Intentional SEAD Opportunities

Program design provides enough time for participants to develop mastery over targeted skills and knowledge

Program design provides participants ways to have meaningful input into the design of SEA-focused work/activities

The program encourages caregiver and community understanding of social emotional assets development and reinforcing skills at home

The program encourages caregiver and community understanding of social emotional assets development and reinforcing skills at home

The SEA content follows a logical sequence that documented and understood by the program staff and participants

The SEA content sequence builds background knowledge and understanding of concepts before assigning individual tasks

The SEA content sequence builds in complexity over time

The SEA content sequence establishes a logical progression of focus on the priority assets of the program (i.e. first explores sources of stress, then builds knowledge of the effect of stress on the brain and body before teaching stress management techniques)

The SEA content sequence offers repeated opportunities to practice applying knowledge or skills in diverse ways and/or contexts – especially in the context of projects that take place over time during the course of the program cycle or participant-centered, fun activities

The SEA content sequence promotes learning through cycles of planning, execution, responding problems, trial and error, and reflection on outcomes

The SEA content sequence results in tangible products meant to be shared with multiple audiences

Effective Staffing Staffing Plan

● Staff receive training and support to implement protocols promoting positive and managing challenging behaviors

● Hiring practices promote diversity and representation of client cultural backgrounds

● Staff work plans include expectations and time for reflecting on participants' work and progress to plan, adjust and differentiate and scaffold instruction

● Programs that deliver services in participants' language monitor the facilitator/instructor(s) using qualified individuals who are fluent in the language

● Program designs using interpretation use appropriate, qualified interpreters

● The staffing structure supports the linguistic access plan

● Program designs that are facilitated in the target language (e.g. English, German, etc.) with language learners are led by staff experienced in teaching/facilitating with language learners

The program is sufficiently staffed with individuals who are able to implement the program plan and avoid disruption/ discontinuity

Effective Staffing Training & Support

● Staff receive training on cultural responsiveness and RAI benchmarks for culturally responsive programming

● Staff training materials emphasize an asset-based lens when working with participants

● Staff receive training in creating healing learning spaces, including RAI benchmarks for fostering a sense of control, meeting youth emotional needs, positive behavior management and physical program space considerations

● Program designs using interpretation provide adequate training for the interpreters prior to commencing their role, including program orientation, as well as interpretation training

● Program designs using interpretation provide interpreters with opportunities for feedback and support

● Staff receive training on the linguistic access plan and its effective implementation

● Staff receive training on the process of language acquisition and how to support language learning participants, and benchmarks for linguistically appropriate SEAD programming

● Staff receive training on adolescent and youth development and RAI benchmarks for developmentally appropriate SEAD programming

Staff are trained on expectations for SEAD activity preparation, documentation, sharing procedures, and capturing lessons learned

Staff receive training to be aware of their own social emotional well-being and development and are supported to practice self-care

Staff receive training to know and understand the SEA goals of the program

SEAD Delivery Benchmarks

● Culturally Responsive	● Healing Learning Spaces
● Linguistically Appropriate	● Developmentally Appropriate

Mindset & Self-Awareness

- Staff view participants through an asset-based lens (as opposed to a deficit lens)
 - Staff understand how participant responses (positive and negative) affect their emotions and behaviors in the program
 - Staff reflect on the subtle and more overt ways that culture and language matter to the creation of a welcoming environment, delivery of the program content, and achieving its outcomes
 - Staff examine and reflect on their own culture, language, and beliefs about culture and language
 - Staff are aware of how their emotions, culturally grounded beliefs, and background are precursors to their emotional reactions, and understand how they impact their practices with participants
- Staff are aware of their own social emotional strengths and areas for growth
- Staff embody a growth mindset - that people can develop their abilities and are not defined by individual situations or experiences
- Staff intentionally model healthy strategies related to the RAI SEAs
- Staff practice methods for self-care and promoting their social emotional well-being
- Staff learn and use participants' names, and talk to them as individuals regularly to get to know their interests, strengths, challenges, and supports
 - Staff recognize youths' individual triggers

Foundational & Content Knowledge

- Staff are knowledgeable about adolescent/ youth development processes – physical, neurological, psychological
 - Staff have knowledge about displaced populations
- Staff have knowledge of the RAI SEA framework and assets within it

- Staff have knowledge on toxic stress and its impacts on learning and development
- Staff can explain the linguistic access plan, the rationale for it, their role and the roles of others
- Staff have an appropriate understanding of language acquisition and integrate that into their support for participants

Facilitation Environment

- Staff seek to learn about participants, their interests, cultures, experiences with learning and teaching styles, and preferences through a variety of means
 - Staff demonstrate genuine respect for participants, belief in their capability and offer praise when participants meet the expectations
 - Staff encourage participant goal-setting
 - Staff set high, age/grade appropriate expectations for participant engagement and achievement
 - Staff challenge racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice and oppression when they arise (staff-youth, staff-staff, youth-youth) and mediate power imbalances
 - Staff cultivate respectful discussion of various beliefs and perceptions, encourage youth to clarify their values and consider social issues from multi-cultural perspectives
 - Staff make time to discuss program norms and engage participants in an inclusive process of norm-setting
 - Staff communicate regularly with families in their preferred language
- Staff communicate regularly with families to keep them apprised of program updates and their child's progress
- Staff communicate regularly with families to understand expectations, hopes, concerns, suggestions and feedback related to their children's participation in services

- Staff communicate regularly with families via their preferred mode(s) of communication (phone, text, email, in-person at home, office, gatherings, one-on-one, etc.)
- Organizational systems and program/service procedures are established at the program outset and maintained throughout the program
- Furniture is deliberately arranged to facilitate movement, the space feels calm and organized, not chaotic
- Staff implement consistent routines, participants know what will take place during each program session and can reference a visible schedule or calendar of events
- Staff manage group transitions and movement according to the program design so that they are orderly and predictable
- Staff have thought through program plans to anticipate and identify potential triggers of intense emotional reactions and modified plans accordingly to either remove the triggering activity or, if the activity is central to the program, provide extra time and supports in the event a participant needs support (i.e., an activity that asks them to write about their favorite family member may also trigger grief if that family member is separated from them, or a discussion about a current events that could lead to highlighting a conflict-affected country)
- Staff express appreciation to the participants for their positive participation, their efforts, and observed improvement
- Staff help participants manage their feelings during intense emotional moments by remaining composed and offering empathy and support
- Staff support participants to set, pursue, and attain goals that are meaningful to them, regularly monitoring progress, and celebrating efforts, progress, and achievement
- Staff implement group management guidance consistently and equitably, calmly, without embarrassing or criticizing participants

SEAD Delivery Benchmarks

● Culturally Responsive	● Healing Learning Spaces
● Linguistically Appropriate	● Developmentally Appropriate

Facilitation

Environment (cont)

- Staff have set up a designated space to support participants when they need to take a break to self-regulate, and communicate about the space in a positive way and praise participants' efforts to effectively use the space and resources provided
- The physical layout of the program space is appropriate to the type of work and/or collaboration expected to take place. Staff adjust the layout in preparation for activities with differing spatial needs
- Program staff have analyzed the space for potential triggers (e.g. violent images, spatial arrangements that promote negative power dynamics, or tight spaces) and any identified have been removed or modified
- Facilitators support use of participants preferred language, especially among peers, in order to facilitate learning, foster understanding, connect with peers and build relationships with program staff
- Program staff know the linguistic backgrounds, target language proficiency levels, and native language literacy levels of the participants
- Staff implement the linguistic access plan consistently
- Instructional materials are aligned both to participants' skills (such as literacy levels) and maturity
- Staff acknowledge and communicate to participants are experts in their own lives and experiences
- Staff seek input from and build consensus among participants
- Staff communicate and cultivate the belief that participants can change and grow – that they can develop their abilities and are not defined by individual situations or experiences

Lead staff share SEAD activity plans with all relevant team members ahead of time and each team member understands their role in implementation

SEAD activity plans include time to debrief after activities to reinforce key takeaways, help participants make additional connections to their own lives and how skills or knowledge may apply in other settings

SEAD activity plans offer explicit instruction – participants know what assets they are working on and how

Staff coach, model, scaffold and facilitate in real time as challenges occur

Staff communicate the SEA goals of the program to participants

Staff coordinate/create visual displays in program spaces that motivate, validate, and represent program participants (such as display of participant work, messages or art, items from home, and post multilingual signs, labels or messages that reinforce key program themes in the new/target language)

Staff balance social emotional and academic or other related content needs during sessions

Facilitation

Interaction

- Assignments/tasks/projects provide opportunities for participants' to choose topics of interest to them
- Staff apply knowledge of participants' development, needs, interests, experiences and cultures to develop program content
- SEAD activities include helping participants make connections between new concepts and concepts they have already learned through personal experience
- Staff communicate expectations in clear, concise, and positive ways
- Staff ensure participants gain an understanding of new concepts before assigning independent tasks
- Staff vary teaching and/or communication strategies to support different learning styles
- Staff provide clarity about expectations for what participants should know and be able to do as a result of participation in SEAD activities

SEAD activity plans typically follow an "I do, we do, you do" progression

- Staff communicate the SEA goals of the program to participants in a manner that is linguistically accessible and age-appropriate
- If a rule or norm is violated, a plan for behavioral change is developed by the staff and the participant together at an appropriate time after the situation has calmed down
- Staff engage participants who cause harm to others in repairing that harm through conversation and action at appropriate times
- Staff provide participants who become distressed choices about how to self-regulate in line with the program design
- Staff communicate each session's objectives clearly at the beginning of the session the session has a structured sequence which staff follow
- Staff start and end the program on time
- Staff tell participants when something out of the ordinary is going to occur and orient them to those events (e.g. bells, fire drills, special gatherings, outsider visits, etc.)
- Staff monitor each participants' progress regularly by talking with them, reviewing their work, and observing their participation and relations with peers and staff
- Staff plan for appropriate scaffolds to support understanding
- Facilitators differentiate instruction, activities, and scaffolds based on the strengths and needs of the group to ensure comprehensible yet rigorous input
- Facilitators explicitly teach learning strategies (including participant-centered, teacher-centered, and peer-supported)
- Facilitators teach background knowledge needed to understand the content
- Facilitators integrate listening, speaking, reading and writing skills into each SEAD activity plan, as appropriate
- Facilitators provide ample opportunity for participants to interact in the program language around relevant and meaningful tasks

Student Learning & Engagement Benchmarks

Student behaviors that indicate SEAD-supportive practices

Facilitation

Interaction (cont.)

- Staff using a target language include both content and language objectives in their SEAD activity plans
- Staff provide opportunities for participants to use their existing languages to compare, contrast, and understand their new language (metalinguistic understanding and awareness)
- Staff use materials that are accessible to participants with a range of abilities in the program language, using graphic organizers, visuals, symbols, media, simplified language, multiple languages, etc
- Staff help participants connect programmatic themes to their real lives

Student Learning & Engagement

- Participants use their entire linguistic repertoire, including all languages, to enhance their learning, help others learn, foster understanding, connect with peers and build relationships with program staff
- Participants willingly share their ideas, interests, viewpoints, personal experiences, and cultural perspectives
- Participants evaluate others' reasoning by examining evidence, and considering diverse perspectives
- Participants think and execute tasks in increasing complex ways by formulating hypotheses, analyzing data/information, and/or solving real-world problems
- Participants connect objective to previous learning, unit goals and/or real-world situations
- Participants are able to make progress toward mastery of the objective as evidenced by their questions, comments, work products and class participation. Most participants can articulate their learning orally
- Participants self-manage their behavior and often help others meet behavior expectations
- Participants follow classroom rituals and routines with minimal facilitator prompting
- Participants question prevailing currents of thought and expressing dissenting and diverse viewpoints in respectful ways
- Participants set and evaluate their progress toward their own and/or group collaborative goals
- Participants can articulate the SEA goals and how they will work on them in the program
- Participants persevere with tasks by seeking out and using available resources
- Most participants engage in lesson or become engaged when prompted by facilitator
- Participants communicate with staff and peers and respond to questions in a variety of ways: home and host country language, communication devices, etc.
- Participants ask facilitators and peers questions, expand on others' thinking, and make evidence-supported oral and written arguments
- Participants are supportive of peers and offer assistance and encouragement
- Participants who need extra support during activity or space transitions are provided it or empowered to ask for it

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