

**TESOL 2017 Dialogue:
Supporting Students with Limited or Interrupted Formal Education (SLIFE)
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Background

- 9% of primary school aged children (roughly 58 million) and 17% of adolescents (roughly 63 million) are out of school (UNESCO Institute for Statistics (UIS) and UNICEF 2015)
- While the number of children out of school has decreased substantially from 1990-2012, we would need another 200 years to reach 0% based on the current statistical trend (UNESCO Institute for Statistics (UIS) and UNICEF 2015)
- In New York City, SLIFE account for 9.8% of the total ELL population (Office of English Language Learners 2013)
- Several major factors contributing to the incidence of SLIFE include (WIDA 2015):
 - Refugee and/or migrant status
 - Unaccompanied minors
 - Poverty
 - Living in isolated geographic locales
 - Societal expectations for school attendance
 - The need to enter the workforce at a young age
 - Natural disaster, war, and/or violence
 - Varying number of years of compulsory education
- Several key challenges facing SLIFE include (Robertson & Lafond, WIDA 2015):
 - Post-Traumatic Stress Disorder (PTSD)
 - Frustration
 - Low literacy in the first language (L1)
 - High dropout rates
 - Lower socio-economic status
 - Poor performance in content areas
- Several challenges for educators include (Decapua & Marshall, 2011):
 - How to take SLIFE's knowledge and build on it to help them succeed in U.S. mainstream education
 - How to address cultural dissonance
 - How to ensure that basic, psychological, and emotional needs are met
- Helpful program models include (Tuchman, 2010):
 - Newcomer programs
 - Non-credit bearing after-school/weekend programs
- Assessments can provide useful data for educators as they shape an instructional plan:
 - Intake forms and/or procedures
 - Literacy assessments, e.g., Abecedarian test, LaRue reading skills (for pre-literate ELLs), DIBELS
 - Classroom-based assessment
- Several approaches that target literacy include:
 - The Mutually Adaptive Learning Paradigm (MALP) (Decapua & Marshall, 2011)
 - Developmentally appropriate reading guide (Montero, Newmaster, & Ledger, 2014)
 - Language Experience Approach

Planning Framework

Discussion Points for Supporting SLIFE	Recommendations and Ideas
<p>Your SLIFE population</p> <ul style="list-style-type: none"> ● Where do your SLIFE come from? ● What is the age and grade level placement of your SLIFE? ● What factors are influencing your SLIFE's ability to adapt to school (academically and socially)? ● How can you effectively communicate with the parents of your SLIFE? 	
<p>Your district and community</p> <ul style="list-style-type: none"> ● What type of English-language program is offered? ● What supports are available to SLIFE outside of the English-language program? ● What types of community programs are available to SLIFE and their families, and how do you build partnerships with these programs? 	
<p>Your instructional practice</p> <ul style="list-style-type: none"> ● How do you help your SLIFE adapt to your school environment? ● How do you address social, emotional, cultural needs? ● How do you connect the importance of school to SLIFE's futures? ● How do you address building literacy and numeracy skills? ● How do you select and develop differentiated materials that are developmentally and age appropriate? ● What approaches do you use to teach SLIFE? ● How do you address students' oral traditions and interconnectedness in learning? 	
<p>Your assessments</p> <ul style="list-style-type: none"> ● How useful is standardized assessment data when measuring the progress or current abilities of your SLIFE? ● What classroom-based assessments are you using to develop effective instructional plans for your SLIFE? ● What support or scaffolds are you implementing in order to assist SLIFE during assessment? 	

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