

Providing safe school environments for students with refugee background



Jill Brodie-Tyrrell
Department of Education and Children's Services

Issues for students with refugee background

- Schooling
- Settlement
- Trauma



Impact of Trauma



- Hyper arousal symptoms
- Avoidance or numbing symptoms
- Intrusive re-experiencing symptoms

Possible emotional legacy



- Anxiety
- Depression
- Anger
- Distrust

Recovery from trauma



- 1 Restoring a sense of safety
- 2 Integration of the traumatic experience
- 3 Restoring social connections

Judith Herman 1992



Schools make a
difference

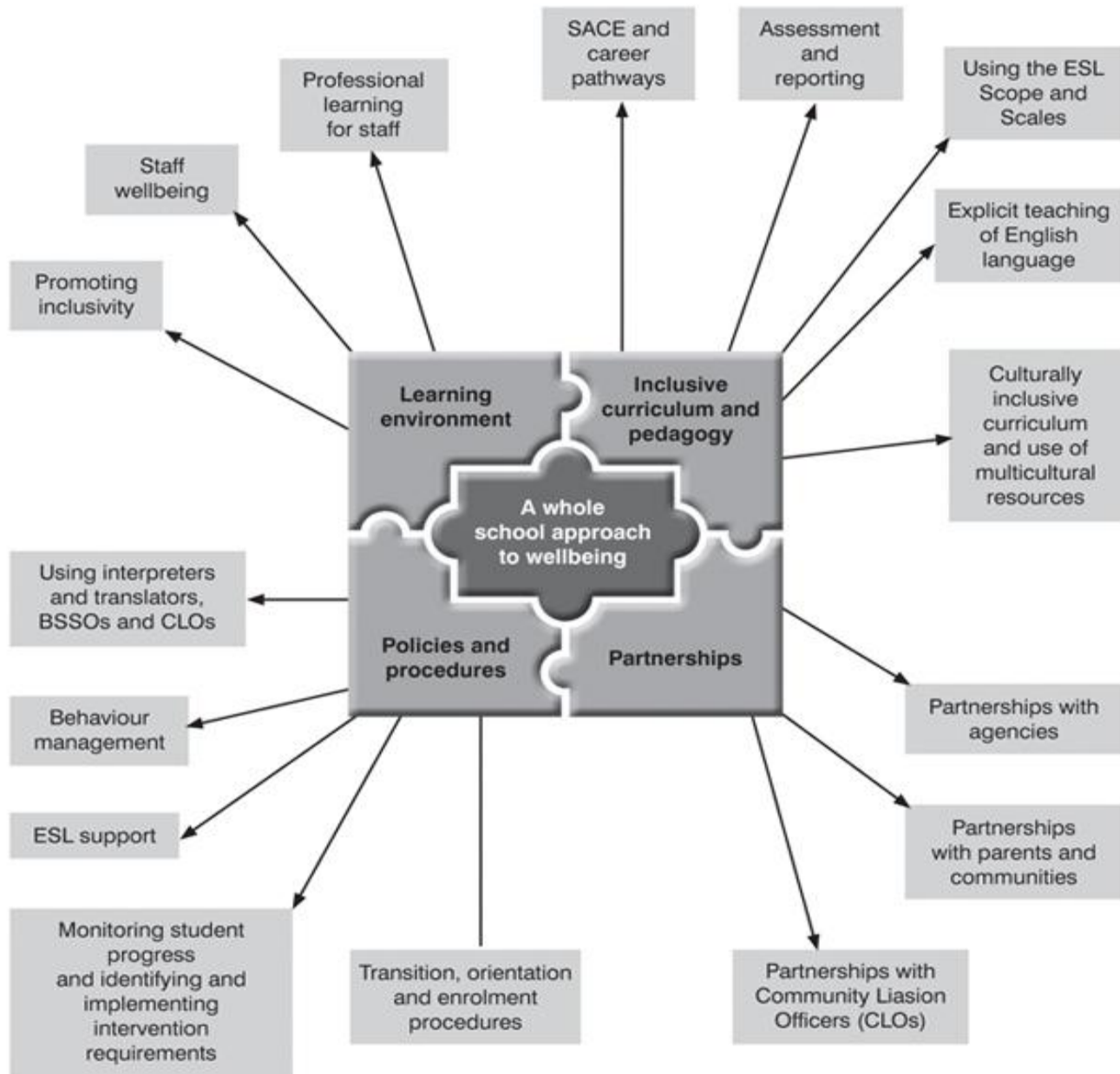
Creation of a safe environment

A Venn diagram with three overlapping circles. The top circle is yellow and labeled 'School Environment'. The bottom-left circle is light green and labeled 'Learning Processes'. The bottom-right circle is light orange and labeled 'Relationships'. A horizontal yellow bar passes behind the top circle. The background is a dark teal color with a lighter teal vertical bar on the left side.

**School
Environment**

**Learning
Processes**

Relationships



Safe learning processes



Safe relationships

- Develop trusting respectful (non intrusive) relationships
- Seek to understand
- Be there.....over and over.....



Restoring social connections



Integration of the traumatic experience




New Arrivals Program

- NAP Centres
- *Teaching ESL New Arrivals* course
- Targetted refugee funded interventions
- CAMHS STTARS DECS initiative
- ESL Program



Mainstream schools

- 
- Count me in! A resource to support ESL students with refugee experience in schools

DECS, 2007

- ESL Website:
<http://www.decs.sa.gov.au/curric/pages/ESL>