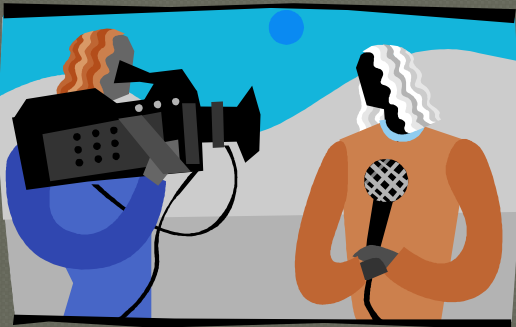


Practical/marketable values of the gifts.

- **Broad world view/ 3-D view of the world**

- Political commentators
- Writers
- Foreign service



Practical/marketable values of the gifts.

• Understanding TCK/transition experience

- Effective counselors in today's globalizing world
- Going into social sciences to help develop “new normals” for this time in history



Common challenge TCKs/CCKs face related to cross-cultural overlay

- Question of identity
 - “Which of my many selves am I?”
 - “I never feel like I belong anywhere....”
 - “I just don’t fit in...”



Common challenge TCKs/CCKs face related to mobility overlay and/or other types of transitions?

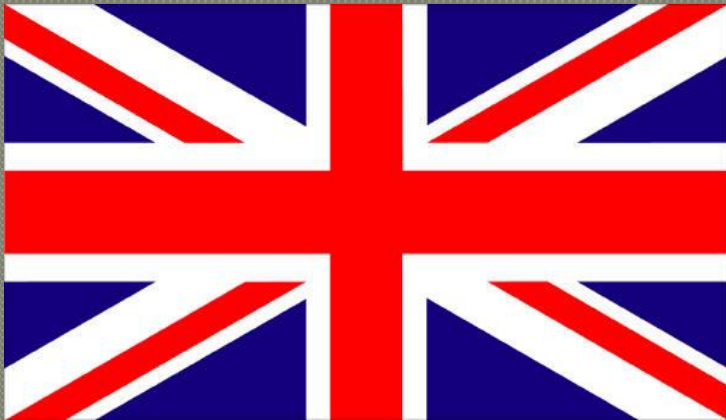
- Unresolved grief
 - “I always feel sad...”
 - “I don’t care about..”
 - “I’m always mad at everyone.”
 - “I can’t get close to anyone...”



The plan

- ◉ Case presentation
- ◉ Small groups – Evaluating our responses
- ◉ Small group feedback
- ◉ QUICK break!
- ◉ Small groups – sharing/designing “best practices
- ◉ Feedback and wrap-up

The Road Home by Rahul Gondotra



<http://www.facebook.com/rgandotra>

Small groups

- Imagine Pico is a student in your school or comes to you for counseling. How would you begin to assess:
 - The situation itself
 - Pico
 - Maria – the tourist
 - The schoolmates
 - The taxi driver
 - The British couple
 - The school's awareness or response
- What do you think is the basic issue of this film?
 - Is there “resolution”? If so, what is it? If not, what might be the ‘next step’ for Pico? His educators? Administrators? School counselors? Peers?
- Think of your students/counselees. What other types of life stories among them might result in a similar response?
 - Why? What are common themes?

Your responses

- Imagine Pico is a student in your school or comes to you for counseling. How would you begin to assess:
 - The situation itself
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 - Maria – the tourist
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 - Why? What are common themes?

Examples of other types of similar stories

- Local kids going to international schools
- International kids sent here to learn English in your school
- New TCK...someone raised in passport country making first move to TC
- Many TCKs during reentry or whenever they look like dominant host culture
- Parents issues too!
- Bicultural/biracial kids
- International adoptees

Cross-Cultural Kid (CCK)

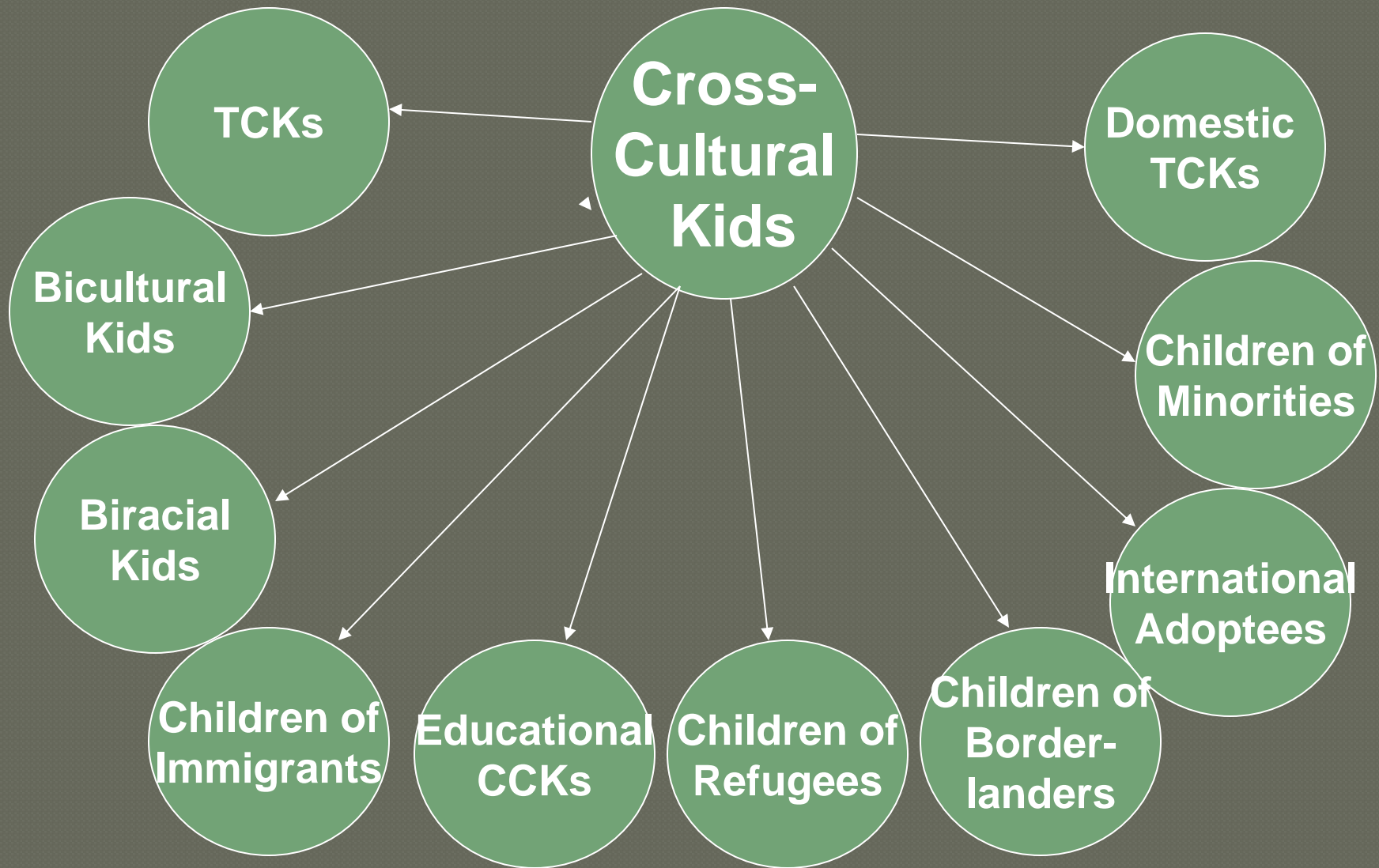
- ▶ A Cross-Cultural Kid (CCK) is a person who is living in—or meaningfully interacting with—two or more cultural environments for a significant period of time during childhood (first 18 years of life).



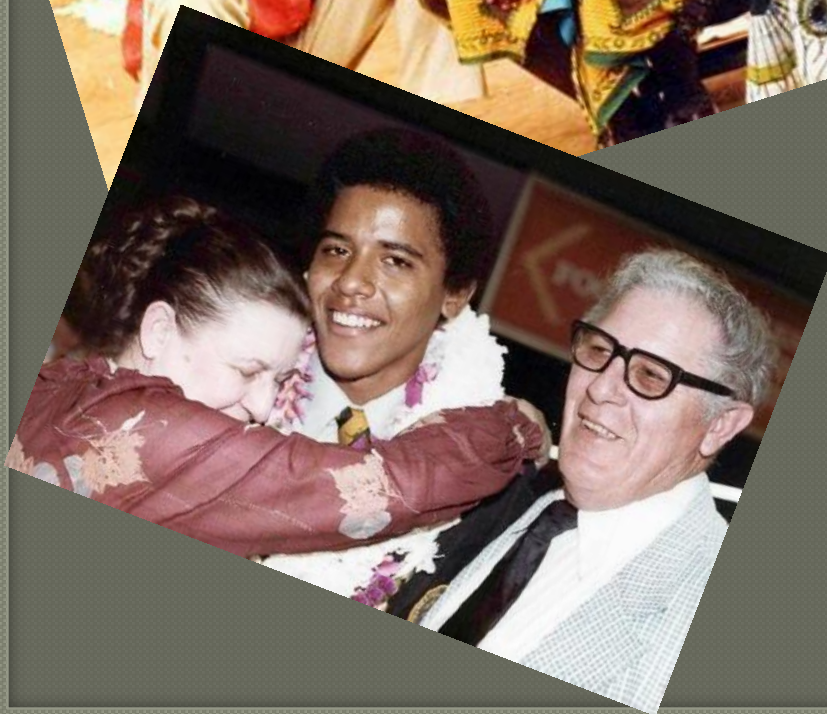
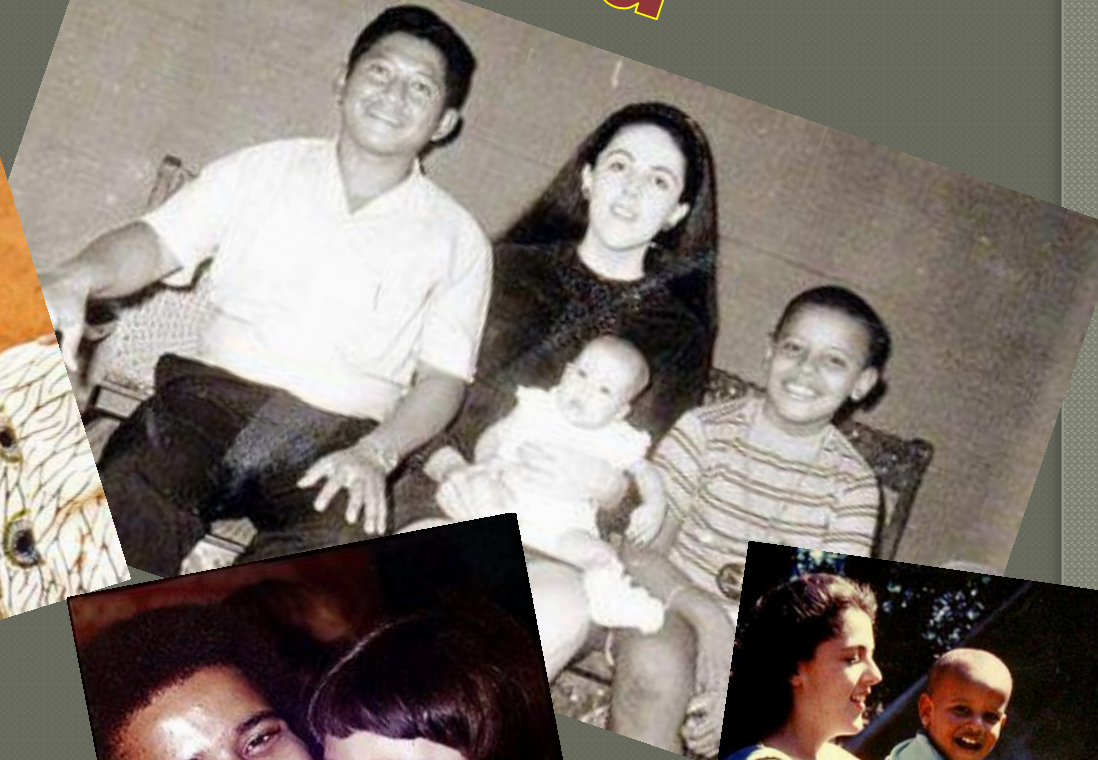
- An Adult Cross-Cultural Kid (ACCK) is someone who grew up as a CCK.

- @ 2002, Ruth E. Van Reken, co-author, *Third Culture Kids: Growing Up Among Worlds*

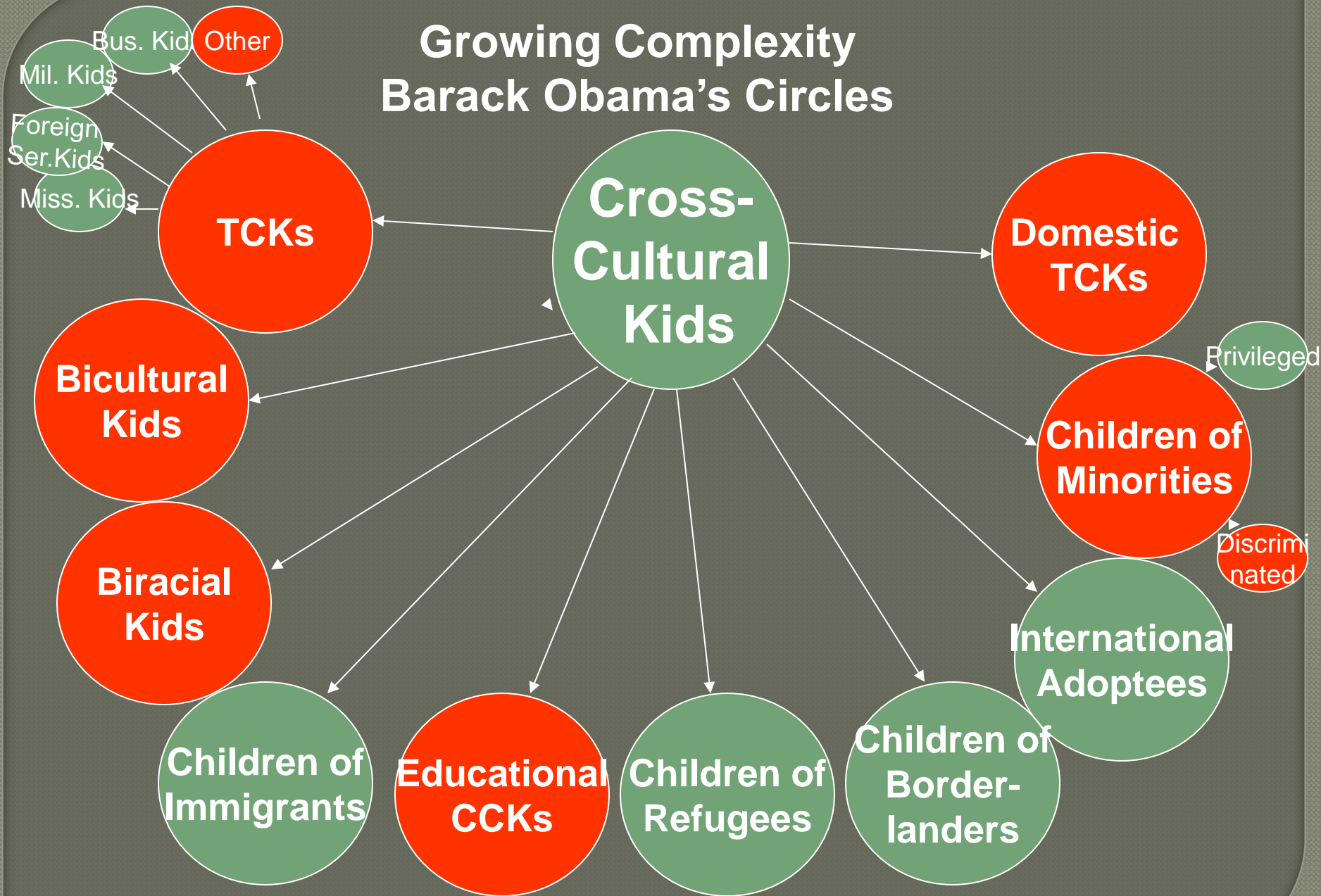
Examples of Cross-Cultural Kids



CCK Poster Child

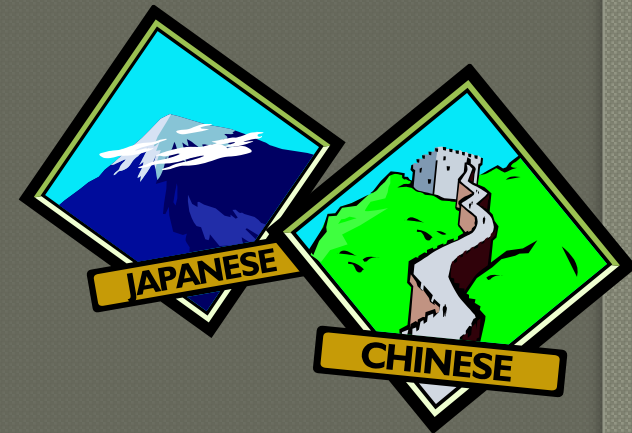


Growing Complexity Barack Obama's Circles



Some benefits & challenges from cross-cultural overlay of “TCK Petri dish”

- Large world view vs. ignorance of passport culture
- Linguistic skills vs. linguistic confusion
- Cultural chameleon: adaptability vs. lack of true cultural balance
- Arrogance: real vs. perceived
- Belonging “everywhere and nowhere”



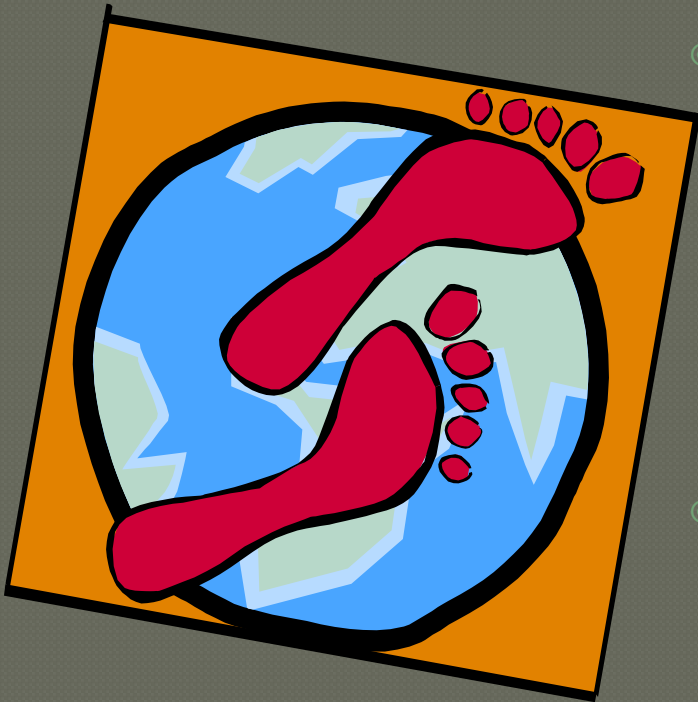
Some common benefits and challenges of mobility overlay of “TCK Petri dish”

- Great opportunity to travel/see the world
- Independence vs. isolation
- Lots of friends vs. too many friends to keep up with
- Guardedness in forming close relationships

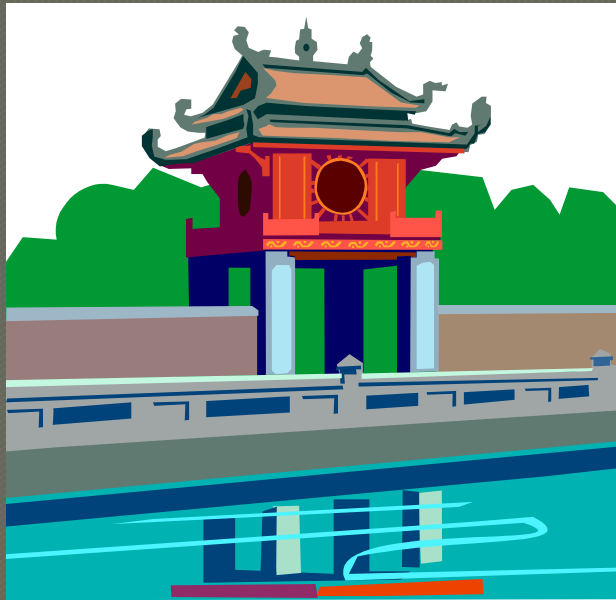


Common benefits and challenges of mobility overlay of “TCK Petri dish”

- “Itchy feet”/Can move easily
- Rootless and restless
 - “There” is always better than “here”
 - “Home” is everywhere and nowhere
- Find sense of roots in relationships rather than geography



Practical/marketable values of the gifts.



- **Language acquisition**

- Can be interpreters, travel easily, etc.

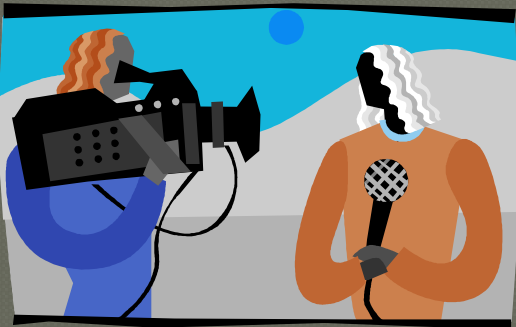
- **Enjoyment of diversity**

- Can be cultural bridges/negotiators

Practical/marketable values of the gifts.

- **Broad world view/ 3-D view of the world**

- Political commentators
- Writers
- Foreign service



Practical/marketable values of the gifts.

• Understanding TCK/transition experience

- Effective counselors in today's globalizing world
- Going into social sciences to help develop “new normals” for this time in history



Small group disc



- What are the major recurring themes/issues you hear from or see in your students?
- What are the major recurring themes/issues you hear from or see in the parents of your students?

Common challenge TCKs/CCKs face related to cross-cultural overlay

- Question of identity
 - “Which of my many selves am I?”
 - “I never feel like I belong anywhere....”
 - “I just don’t fit in...”



Common challenge TCKs/CCKs face related to mobility overlay and/or other types of transitions?

- Unresolved grief
 - “I always feel sad...”
 - “I don’t care about..”
 - “I’m always mad at everyone.”
 - “I can’t get close to anyone...”



Changing “Mirror” of TCKs/CCKs’ Cultural Identity in Relationship to Surrounding Dominant Culture

Foreigner	Hidden Immigrant
Look Different Think Different Speak Different	Look Alike Think Different Speak Alike/Different
Adopted	Mirror
Look Different Think Alike Speak Alike	Look Alike Think Alike Speak Alike

PolVan Cultural Identity Model @1996

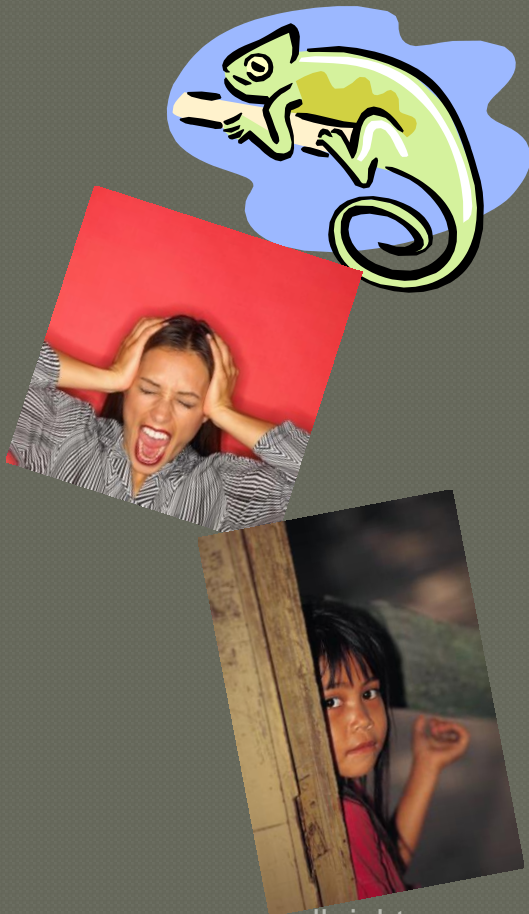
Hidden Diversity

- A diversity of experience that shapes a person's life and world view but is not readily apparent on the outside, unlike the usual diversity markers such as race, ethnicity, nationality, etc

- *Ruth E. Van Reken and Paulette Bethel, CIES, 2003.*



Common reactions as TCKs/CCKs try to sort out identity issues...



- "Chameleon"—tries to find "same as" identity
- "Screamer"—tries to find "different from" identity
- "Wallflower"—tries to find "non-identity"

What happens if educators don't recognize these often hidden cross-cultural experiences among students?

Jambo

- Difficulties with language may be overlooked
- Lack of help for homework
 - Parents may not share assumed knowledge
- Parental interactions misunderstood
 - Different expectations of how parents and teachers relate
- Children can be shamed/accused of bragging
- Learning disabilities missed or misdiagnosed
- Health of what child knows lost to classroom
- Misunderstand common reactions of loss from transition/identity

Sanu!

Hola!

Hello!

What happens when hidden diversity or loss is recognized?

- Students are affirmed
- Teachers can tap previously unrecognized resources
- The student's potential within is released!

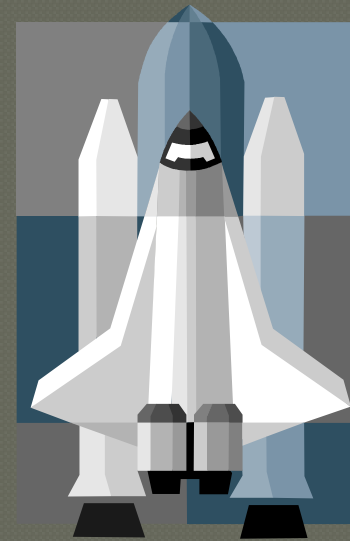


Understanding the impact of a mobile lifestyle



What creates “high mobility” in our world?

- Cycles of mobility
- Frequency of mobility
- Community of mobility



What happens?

- Each move involves going through a transition cycle
 - Multiple mini-transitions may be in each big one



Stages of Transition Cycle

(David C. Pollock's model)

- Involvement
- Leaving (Change)
- Transition
- Entry
- Re-involvement



- Everyone in the family will be going through transition but not all at the same pace!



What happens with each cycle?

- Each transition cycle involves loss as well as potential gain



What happens with each cycle?



- The loss of something you love leads to grief
- Grief will always be expressed, either consciously or unconsciously

Expressions of unresolved grief

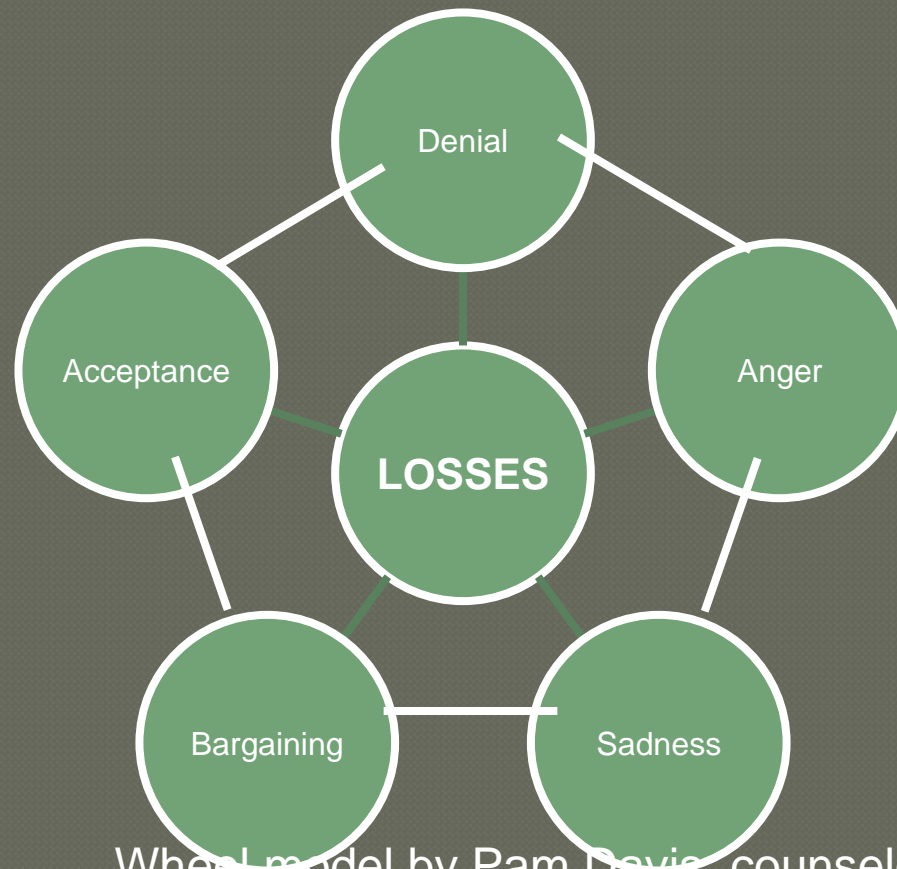
stages based on Dr. Elisabeth Kühbler Ross's work



- Denial
- Anger
- Bargaining
- Sadness/Depression
- Withdrawal
- Rebellion
- Vicarious grief
- Delayed grief

The Grief Wheel

stages based on Dr. Elisabeth Kühbler Ross's work



Wheel model by Pam Davis, counselor

Biggest long term challenge of high
mobility...

UNRESOLVED GRIEF

Consider Pico's hidden losses...

- Lack of awareness

- Losses are often “hidden” because they are intangible or invisible
 - Loss of a world
 - Loss of the dream (including what home is/was)
 - Loss of status
 - Loss of a sense of “system identity”
 - Loss of a sense of cultural balance
 - Loss of cultural cohesion in the family
 - Loss of lifestyle
 - Loss of possessions
 - Loss of relationships
 - Loss of system identity
 - Loss of the past that wasn't
 - Loss of the past that was



Were any of these factors for him as well?

- Lack of permission to grieve
 - Grief is discounted
 - Grief is compared to the higher good
 - Grief is denied
- Lack of time to process
- Lack of comfort
 - Difference between comfort and encouragement



Discovering a child's hidden diversity

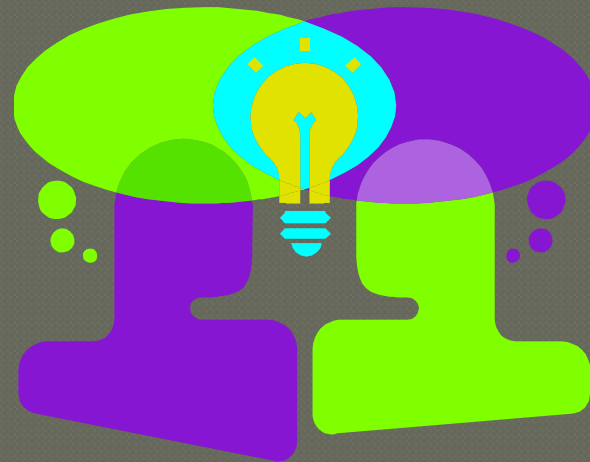
- Bottom line, back to basics: More now than ever, to be most effective, educators need to know each child's basic story

- We can affirm likeness
 - "Emotions are the universal language"
- We can affirm uniqueness
 - No one's story is the same

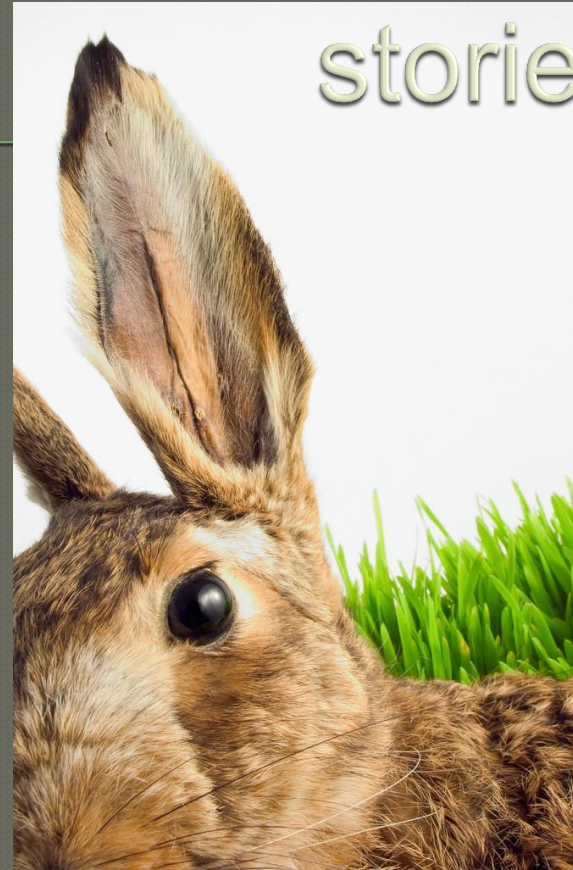


Need to know their stories

- How are we going to hear the stories?
- How are we going to understand the stories?



How are we going to hear their stories?



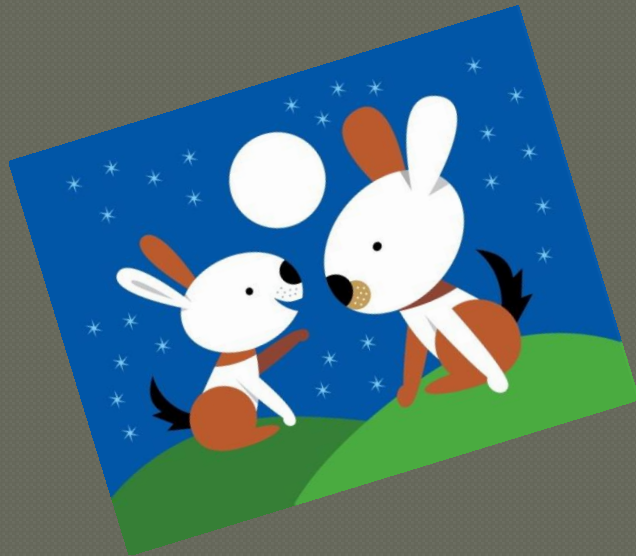
- Admission form
 - Where born?
 - Where they have lived"
 - Languages spoken?
 - Language spoken at home?
- Writing assignments
- Show and tell
- School fairs – any country you feel connected to
- Interviews with parents

To understand their stories, educators at all levels need to:

- Understand difference between educational systems or cultural expectations in areas e.g.
 - Overall educational model in different countries
 - Grading system
 - Methods of teaching
 - Homework expectations
 - Writing style/spelling
 - Emphasis on “whole person” vs. primarily academics
 - Cultural role of the school



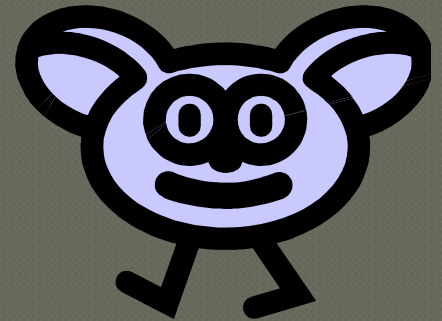
As you learn the story, help kids “normalize” it



- Help kids share their stories no matter the background. “Normalizes” the diversity of experience while keeping us connected to the common threads of our likeness
- Help them name their feelings after they describe an event
- Ask when others have felt this way
- Ask others how they think they would have felt in a similar situation

Helping kids “normalize” their story

- Ask about other ways you might do the same thing (make music, prepare food, etc.), pointing out the difference is in the details, not the common need or expression
- Looking for special strengths each child may have from their particular story and finding ways to use it here
- Finding common interests or projects to work on together



Helping students: What you can do/have done...

- Student/all school transition teams
 - Welcoming
 - Including booklet on hidden rules of school!
 - Booklet on hidden rules of various home countries?

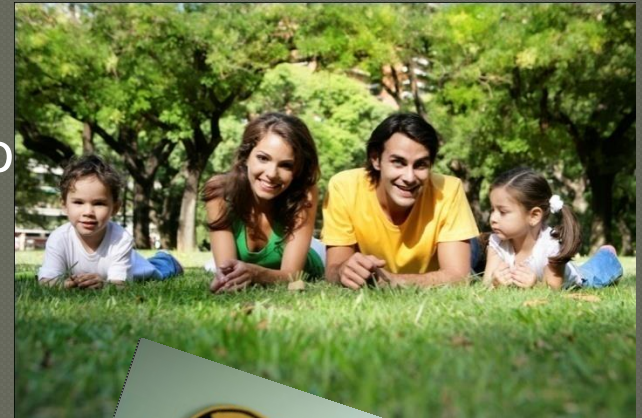


Leaving

- Find ways to build the RAFT of transition (reconciliation, affirmation, farewell, think destination) for those who stay as well as those who leave

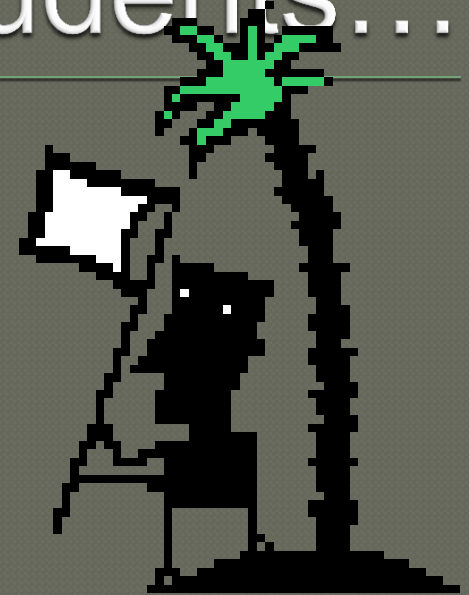
For students

- Remind TCK/CCK they can never lose who they are or were. It is their permanent foundation to build on.
- Affirm their international/ intercultural identity as well as national/ethnic one. They can be culturally complex as well as racially complex!



To help students...

- Have a file for who speaks what languages?
- Try to understand where they are at in the transition/crosscultural process. Help them name their feelings
- If they need to still say goodbye to the past, help them find closure
- Find a good mentor



Helping parents...

- Parent orientation – group and individuals
 - Making sure they understand overall educational structure
 - Making sure they understand grading system
- Don't forget a family from another state may also be in culture shock!
- Use translators for group meetings when possible, needed
- Use PTO to find mentors for new families



How to help parents

Work through parents groups to...

- Help them understand the basic CCK experience
- Help parents understand the importance of developing a strong sense of family identity
 - Use traditions
 - Vacations
 - Maintaining close contact with relatives here and “there”
- Encourage them to intentionally explore the places and cultures where they live and travel with their children



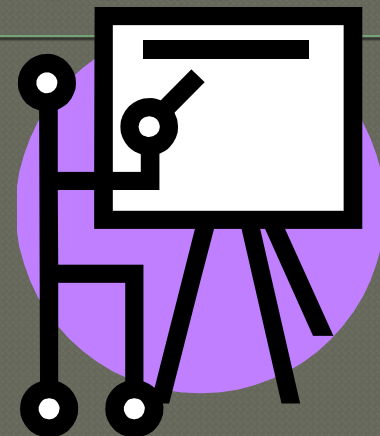
For parents: What you can do/have done...

- Work with parent's organization to develop regular session on transition/CCK matters for new parents
 - Help them understand dynamics of this school compared to where they are from
 - Homework expectations – (student vs. parent driven!)
 - Grading system
 - Teaching styles/methods of teaching
 - Interactions between educators and parents
 - Cultural role of the school



Helping other educators...

- New teacher orientation
- Professional development days
 - Explore what they see in front of their faces
 - Listen to frustrations/challenges/joys
 - Consider how to expand their vision of cultural diversity
 - Use student panels to tell their stories
- When teachers send students to you for help, interview student with cultural and transition piece in mind. Share what you learn with teacher



What you can do/have done...

- Develop programs that are embedded in school culture to make sure orientation for new teachers is strong in this topic
 - Original and on-going awareness of culture and CCK matters (and how differs from diversity at “home”)
 - How cross-cultural matters relate directly to educational process
 - Japanese teacher’s story
 - Planned mentoring with veteran teachers?
- Make sure parents of various cultural backgrounds are included in committees looking at various policies



Just a reminder: common reactions that can come from cross-cultural move or grief

- Out of sync with peers in
 - Knowledge
 - Social skills
 - Sense of confidence
- May become
 - Chameleon—denies past
 - Angry—denies, or shuns, present
 - Depressed and/or withdraw
 - Rebellious
 - Champion of a cause—vicarious grief



Some things other schools are doing...

- Transition teams
- Mentoring programs in school
- Language clubs for mother tongue continuity
- Allowing different spellings, etc.
- Join with other schools in the area for “best practices” seminars among teachers/administrators



Once we know our students and they know each other primarily as fellow humans rather than someone “different”

- Cultural differences become matters of interest rather than a threat
- Our lives and world are enriched beyond measure
- We and our students can dare to become full participants in our changing world because we don't need to fear the differences and we can learn to recognize and use our particular gifts



The result...

- ◉ We can celebrate the diversity of various cultural customs and backgrounds even more



**Thanks for
all you do
for TCKs/CCKs**



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Questions? Comments?



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