

Research paper

Immigrant Children With Special Needs And The US Educational System

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Executive Summary

This paper explores the dilemma of immigrant children with special needs education in the US of America. The number of immigrant children is steadily increasing, and their needs are peculiar, especially regarding language differences and some physical and learning disabilities. The primary focus is on revealing the obstacles in equity-oriented education and aid services provided to this group of kids and their families, exploring how peripatetic lifestyle hampers reaching educational help and assessing the U.S.

Numerous problems are encountered by immigrant children, especially disabled ones, as revealed by referring to previous literature. Such obstacles include linguistic differences, cultural divides, and little knowledge about available resources. Additionally, the seasonal movement of some households disturbs learning continuity for these children, limiting their access to steady support.

The study employs mixed methods comprising interviews with parents and teachers to provide insights into their perceptions and experiences. Furthermore, survey questionnaires were also administered to several immigrant parents with special needs kids. They use policy studies associated with learning information to enhance comprehension within the study area.

The preliminary data from the pilot study reveals multifaceted problems, ranging from language and cultural disparities and lack of readily available resources to constant interruptions in schooling caused by transhumance. However, despite the effective implementation of this law, specific improvements could be made in the form of community and school-based support programs.

The educational structure has attempted to provide immigrant children unique opportunities like bilingual education programs and additional support. Despite this, a more structured and consistent approach should be taken to ensure equitable access to education, including for immigrant children within impoverished regions of the country.

The research highlights the immediate need for more comprehensive and inclusive strategies that address the dilemmas immigrant students with disabilities face in schools in the United States. The importance of overcoming linguistics and cultural barriers, as well as the effects of seasonal migrations, for continuity in education. The paper calls for a more comprehensive, supportive, and systematic approach to addressing education issues of immigrant children in America.

Annotated Bibliography

Ee, J., & Gándara, P. (2019). The Impact of Immigration Enforcement on the Nation's Schools. American Educational Research Journal, 57(2), 000283121986299.

In their scholarly investigation, Ee and Gándara thoroughly examine the far-reaching ramifications of immigration enforcement policies on the educational landscape of the United States. Through the meticulous examination of survey data collected from a vast cohort of more than 3,600 esteemed educators across the nation, this research endeavors to unveil the profound and all-encompassing impact of immigration enforcement. It is imperative to acknowledge that this influence extends beyond the realm of students hailing from immigrant backgrounds, permeating the lives of non-immigrant students as well. Title I schools, meticulously crafted to provide educational support to students from socioeconomically disadvantaged backgrounds, have emerged as the most profoundly impacted institutions. One intriguing discovery pertains to the association observed between a more significant proportion of Caucasian students and the exacerbation of antagonistic and unwelcoming atmospheres encountered by immigrant students. This exemplifies the notion that the prevailing state of immigration enforcement imperils every student's fair and impartial attainment of education, thereby presenting a substantial menace to their future opportunities. The research emphasizes the significance of approaching these matters comprehensively. It emphasizes the necessity of educational policies and practices that guarantee equitable opportunities for high-quality education, irrespective of one's immigration status.

Hos, R. (2020). The Lives, Aspirations, and Needs of Refugee and Immigrant Students With Interrupted Formal Education (SIFE) in a Secondary Newcomer Program. *Urban Education*, 55(7), 0042085916666932.

The scholarly inquiry conducted by Hos delves into the intricate realm of the educational encounters of refugee students who have encountered disruptions in their formal schooling, commonly referred to as students with interrupted formal education (SIFE), within the secondary school system of the United States. It elucidates these students' profound hurdles, encompassing linguistic barriers and scholastic impediments. Notwithstanding these challenges, the investigation unveils a captivating facet of SIFE students: their lofty aspirations for the forthcoming, notwithstanding their constrained acquaintance with the educational framework of the United States. This source highlights the inherent fortitude of immigrant students and places significant emphasis on their unwavering commitment to achieving scholastic excellence. It contributes significantly by shedding light on the unique requirements of SIFE (Students with Interrupted Formal Education) students. It emphasizes the criticality of customized support mechanisms to facilitate their assimilation into the American educational framework. Furthermore, it underscores the paramount importance of cultivating a nurturing and all-encompassing milieu within educational institutions, facilitating optimal intellectual development and attainment of ambitious goals for these individuals.

Kober, N., & Rentner, D. S. (2020). History and Evolution of Public Education in the US. In ERIC. Center on Education Policy.

Kober and Rentner present a comprehensive and erudite historical exposition elucidating the evolution of public education within the United States. The discourse delineates the origins of public

education, elucidating its evolution from heterogeneous, disorganized structures to the institutionalization of publicly financed educational institutions. The manuscript delineates the historical objectives that have influenced the formation of the United States public education system, mainly cultivating civic engagement among its citizenry, consolidating a heterogeneous populace, and advancing egalitarian principles. This text explores the intricate progression of pedagogical methodologies and the pivotal function of education in fostering democratic ideals and cultivating moral excellence within the populace of the United States. This source highlights the paramount significance of attaining access to public education as a fundamental catalyst in cultivating a well-informed and proficient populace. Through a meticulous analysis of the historical milieu, one can grasp the bedrock principles upon which the United States public education system was established and its unwavering dedication to ensuring equitable access to educational opportunities for all individuals. This particular source is of utmost importance in acquiring a profound understanding of the fundamental origins and principles that ought to govern education, specifically focusing on the educational needs of immigrant children.

Linton, J., & Green, A. (2019). Organizational Principles to Guide and Define the Child Health Care System and Improve the Health of All Children Providing Care for Children in Immigrant Families.

The scholarly work authored by Linton and Green delves into the intricate dynamics of the healthcare system as it pertains to its provision of services to children hailing from immigrant families within the geographical confines of the United States. This document proffers guidance to pediatricians and healthcare providers, delineating strategies to safeguard the overall welfare of children in foster care (CIF). These recommendations encompass the imperative of acknowledging and discerning the innate biases that may be present, embracing the concept of cultural humility, and delivering all-encompassing care within the confines of a high-caliber medical establishment. It underscores the significance of incorporating co-located or integrated mental health, social work, patient navigation, and legal services to cater to CIF's distinctive healthcare requirements effectively. This source also underscores the importance of proficient medical interpreters, comprehensive cognitive and educational progress evaluation, and adopting a trauma-informed methodology within healthcare for immigrant minors. Moreover, it delves into the realm of policy-level recommendations, espousing the imperative of safeguarding the fundamental entitlements of immigrant minors, particularly in terms of their unfettered access to indispensable healthcare services and quality education. This particular source assumes a paramount role in comprehending the healthcare-related predicaments encountered by immigrant children, as it accentuates the imperative nature of all-encompassing, culturally attuned healthcare methodologies and the advocacy of policies. These measures are essential in guaranteeing impartial access to healthcare services and educational assistance for children of immigrant families.

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