

## INTRODUCTION TO THE SECOND EDITION

Since the publication of the first edition of *Meeting the Needs of Students with Limited or Interrupted Schooling* in 2009 much has changed, both personally and in the educational world. William Smathers, one co-author, has passed away, and another co-author, Frank Tang, is now retired. In the intervening years since *Meeting the Needs* was first published, Andrea DeCapua and Helaine Marshall, now a co-author on this edition, have collaborated extensively on researching and writing about the population addressed in this book.

Readers familiar with the first edition will also note the slight title change; instead of *Schooling*, we are now using the phrase *Formal Education* to be more consistent in our terminology and in the use of the acronym, SLIFE (Students with Limited or Interrupted Formal Education).

When Will, Frank, and Andrea wrote the first edition, students with limited or interrupted formal education (SLIFE) were only just beginning to draw the attention of educators. This is not to say that these students did not exist before, but prior to the passage and implementation of the 2001 legislation of *No Child Left Behind* (NCLB), this population had generally been overlooked and ignored. An exception to this was Helaine's early work in the 1980s and early 1990s with the Hmong in the upper Midwest.

With NCLB came greater accountability, coupled with high rates of immigrant and refugee SLIFE (SLIFE is plural), which led in turn to more schools recognizing the need to serve SLIFE and to focus more on the high drop-out rates of all low-achieving students. This legislative initiative and others that followed, such as Common Core and WIDA, have led to more and better identification and provision of services for SLIFE, although this is by no means uniformly true across the U.S.

Andrea and Helaine began collaborating shortly after the publication of the first edition. The result of their work has been, in addition to numerous articles, two books published by the University of Michigan Press: *Breaking New Ground: Teaching Students with Limited or Interrupted Formal Education in U.S. Secondary Schools* (2011) and *Making the Transition to Classroom Success: Culturally Responsive Teaching for Struggling Language Learners* (2013). During this time of mutual collaboration, their thinking has evolved considerably, much of which is reflected in this second edition.

## Intended Audience

This book is intended for teachers, staff, and administrators working with SLIFE. While Chapters 3, 4, and 5 focus on classroom instruction, other chapters address issues of concern to administrators and staff as well as teachers. In Chapter 1, for instance, we examine in depth the characteristics of SLIFE and the best ways to identify SLIFE and subsequently assess their familiarity with formal education. For this identification to be maximally effective and appropriate, various players need to be involved, ranging from school counselors to bilingual aides to teachers. Another example is in Chapter 6, where we explore different program models for SLIFE instruction. Here again, planning and commitment to successful program execution require the involvement of different members of the school community. Finally, we wish to emphasize that this edition of *Meeting the Needs* is **concerned with helping all stakeholders in the school community create and foster inclusion of and equity for a population too often marginalized, ignored, and underserved**. This entails a shift away from a *deficit* perspective to one of *difference*, a core theme of this book.

## The Other Michigan SLIFE Books

*Meeting the Needs* can be thought of as a guidebook, a nuts-and-bolts book about matters relating to SLIFE:

- Who are they?
- How can they be identified and assessed?
- What are their needs, both academic and socio-emotional?
- What challenges, particularly hidden ones, do they face?
- What can and must the school community do to respond to their needs?

*Breaking New Ground* (DeCapua & Marshall, 2011) focuses on major underlying cultural differences in the learning paradigms of SLIFE and formal education and offers an in-depth examination of The Mutually Adaptive Learning Paradigm (MALP®) instructional approach. *Breaking New Ground* also includes chapters detailing classroom applications of MALP.

*Making the Transition to Classroom Success* (Marshall & DeCapua, 2013) is written within the framework of culturally responsive teaching as formulated by Geneva Gay (2000, 2010, 2018). *Making the Transition* builds on and expands on *Meeting the Needs* and *Breaking New Ground* to assist teachers with all struggling ELs, not only SLIFE. The book also offers numerous examples of implementing MALP in classroom instruction, including a chapter on flipped learning.

A general introduction to the challenges of teaching SLIFE is available in *SLIFE: What Every Teacher Needs to Know* (DeCapua, 2019).

## What's New in This Edition?

Users of the first edition will immediately notice that the chapters have been reorganized and, in some cases, renamed.

- **Chapter 1**, “Who are SLIFE?” remains the first chapter but has been significantly updated and expanded.
- **Chapter 2**, “Educating the Whole Child,” was Chapter 3 in the first edition. In the spirit of culturally responsive teaching, this chapter introduces readers to the Intercultural Communication Framework (ICF), a tool that goes beyond pedagogical concerns and the students’ cognitive and academic development to take into account the student as a person.
- **Chapter 3**, “Literacy: Introducing the World of Print,” was Chapter 2 in the first edition and had a different title. Some content has been moved to Chapter 4.

**Chapter 4**, “A New Paradigm for Learning,” is entirely new. The chapter specifically focuses on the Mutually Adaptive Learning Paradigm (MALP<sup>®</sup>), only briefly mentioned in the first edition. The MALP checklist appears in the Appendix. The inclusion of this new chapter reflects the collaborative work by Andrea and Helaine since the first edition. This new Chapter 4 is the result of the many years of working with SLIFE and their teachers to understand the hidden challenges of the school curriculum—namely decontextualized school-based tasks and associated ways of thinking.

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- **Chapter 5**, “Teaching Techniques and Approaches” has been retitled and now incorporates material from a later chapter in the first edition on classroom techniques.
- **Chapter 6**, “Program Models,” (previously Chapter 4) has been updated to reflect recent changes.
- **Chapter 7**, “Key Elements of Successful Education for SLIFE,” remains the last chapter but has been retitled. This culminating chapter has been revised to reflect how the entire school community must be involved in creating pervasive cultural responsiveness for SLIFE to grow and succeed.

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