CHAPTER 4:
How Do We Support Newcomers' Social Emotional Needs?

ABOUT THIS CHAPTER

Educators are becoming increasingly aware of the link between social emotional competencies and academic achievement. To help newcomers develop the social emotional knowledge, skills, attitudes, and behaviors needed for success in school and beyond, schools may provide formal and informal supports for social emotional learning (sometimes referred to in the literature as SEL). This chapter discusses why and how schools can contribute to the development of newcomers' social emotional well-being. Topics include the relationship between social emotional well-being and student success, culturally appropriate supports for newcomers, ways to develop their social emotional skills, the role of informal social interactions, safe learning environments, adult- and student-led supports, and integration of social emotional and academic programs.

Special Features

- **Overview of stressors for newcomers:** Unique aspects of the immigrant experience and examples of how these experiences can affect students.

- **Ideas for conflict resolution and problem solving:** Ideas critical to the development of newcomer students' social emotional skills.

- **Five concepts central to social emotional development:** These concepts are present in four frameworks for SEL program standards.

- **Examples of four types of social emotional supports:** Formal and informal supports led by adults or students.

- **Five approaches to integrating social emotional and academic programs:** Illustrative examples from successful programs.

- **Classroom tools:** A description of 10 instructional practices that support social emotional learning, a basic approach to modeling and teaching conflict resolution skills, and a lesson plan for addressing discrimination.

- **School-wide tools:** A graphic organizer and accompanying chart with core stressors for newcomers, and ideas for preventing or responding to hate crimes that target particular racial or ethnic groups.

- **Professional reflection and discussion activities:** Instructions and handouts for professional learning communities or staff meetings. (Each activity takes about an hour if participants read the chapter in advance.)

- **Resources:** Annotated references to resources cited in this chapter; relevant federal guidance, policy, and data; and other helpful resources on supporting newcomers' social emotional needs.

Social Emotional Well-Being and Student Success

Positive emotional well-being correlates with higher rates of academic engagement, a sense of belonging and connectedness in school, and academic motivation, and may reduce conduct problems, drug use, and violence (Suárez-Orozco, Pimental, & Martin, 2009; Botvin, Baker, Dusenbery, Botvin, & Diaz, 1995; Chiu, Pong, Mori, & Chow, 2012). There is evidence to suggest that integrating social emotional competencies with academics enhances student learning (Elias, 2004). Thus, an effective education for all students addresses academic performance and achievement—and nurtures their interpersonal and intrapersonal development.[1]

Even though newcomers are as capable and willing to succeed as their U.S.-born peers, many face unique challenges, and they may have distinct social emotional needs. For example, some newcomers may have trauma from fleeing war-torn countries or being separated from family members during the immigration process; they are dealing with this trauma while simultaneously negotiating new roles and identities in an unfamiliar cultural context. Those in this situation sometimes go through a "silent period" as the student and the student's family adjusts to their new surroundings and takes in information (Igoa, 2015). This silent period may last from a few days to a few months (Paradis, Genesee, & Crago, 2004). To ensure that newcomers not only adjust but thrive academically, socially, and emotionally, school staff can offer an array of strategies and supports to develop newcomers' skills in the classroom, in the school, and in the community at large.

Social Emotional Supports

Upon migrating to the United States, newcomers often leave behind well-established social support networks such as family, friends, and neighborhood institutions (e.g., schools and houses of worship). Consequently, newcomer students are often navigating new cultural landscapes and social norms without much support. Schools can play an important role in helping students establish new social support networks.

Suarez-Orozco, Pimentel, and Martin (2009) note that "successful adaptations among immigrant students appear to be linked to the quality of relationships that they forge in their school settings. …Social relations provide a variety of protective functions—a sense of belonging, emotional support, tangible assistance and information,

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[1] "Interpersonal" refers to the ability to understand and interact effectively with others. "Intrapersonal" refers to the capacity to understand oneself and one's thoughts and feelings. (Gardner, 1983).

cognitive guidance, and positive feedback. …Relationships with peers, for example, provide emotional sustenance that supports the development of significant psychosocial competencies in youth. …In addition, connections with teachers, counselors, coaches, and other supportive adults in school are important in the academic and social adaptation of adolescents and appear to be particularly important to immigrant adolescents" (p. 717).

As school staff establish culturally relevant programs and practices that support newcomers, it is critical for them to consider the unique aspects of immigration and how being an immigrant can affect a student. For example:

- Immigrants and refugees may experience stress from cultural changes and acculturation (Birman, 2002).

- As immigrants learn new cultural expectations and customs (and sometimes, a new language), they may feel pressured to become more "American" without understanding what that means (Birman, 2002).

- Many immigrants may feel that they must choose between their home culture and the new culture (Berry & Vedder, 2016) while establishing a secure identity amidst competing social pressures (Chiu et al., 2012; Suárez-Orozco, Rhodes, & Milburn. 2009; Suárez-Orozco & Suárez-Orozco, 2001; Bal & Perzigian, 2013).

- Immigrant students may feel alienated culturally and socially, even if they experience academic success (Ladson-Billings, 1995).

- Immigrants may experience stressors that differ from those experienced by their non-immigrant peers, such as loss of social support, the need to learn a new language, and navigation of unfamiliar systems to access services when they arrive in the United States (Suárez-Orozco & Suárez-Orozco, 2001).

- Current events and media coverage may contribute to a rise in discrimination, bullying, racial slurs, and possible hate crimes against individuals based upon their actual or perceived race, ethnicity, national origin, or religion, such as those from Arab or majority-Muslim countries, from Mexico, or from Central or South American countries.

To help newcomers succeed as they experience these and other stressors, social supports are necessary on several fronts, and should offer multiple avenues for students to develop new relationships with adults and peers in a new school community and to build a sense of social integration.

To establish supports that are appropriate and effective, it is critical for educators to acknowledge newcomers' individual strengths, the resilience they developed through the immigration process, and their rich potential for building on life experiences and prior schooling (Birman, 2002). Moreover, educators need to recognize that newcomers have diverse characteristics, including home language, age at entry, family structure, and socioeconomic status. A student's culture may limit interactions with different genders or professions. For example, Latino cultures may be used to resolving conflict within the family or with the help of clergy rather than consulting mental health professionals (Kramer, Guarnaccia, Resendez, & Lu, 2009). Offering supports or services that are not culturally responsive may be unproductive.

Social Emotional Skills Development

Students learn social emotional skills in the classroom when teachers provide them with opportunities and strategies to learn and apply these skills (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Educators can build upon students' individual identities and strengths as they seek to bolster students' overall social emotional skills.

Stavsky (2015) analyzed four frameworks that have been developed to identify skills, attitudes, and behaviors associated with long-term social emotional development. According to Stavsky these frameworks have in common five competencies central to social emotional development:

1. Intrinsic motivation (initiative, persistence, self-direction)

2. Critical thinking skills (problem solving, metacognitive skills, reasoning and judgment skills)

3. Relational skills (communication, cooperation, empathy)

4. Emotional self-regulation (impulse control, stress management, behavior)

5. Self-concept (knowing one's own strengths and limitations, believing in one's ability to succeed, believing that competence grows with effort). (p. 7)

Schools can actively develop students' social emotional skills by (1) creating an environment where it is safe to express emotions; (2) being emotionally responsive and modeling empathy; (3) setting clear expectations and limits; (4) separating emotions from actions; (5) encouraging and reinforcing social skills such as greeting others and taking turns; and (6) creating opportunities for children to solve problems (Center for the Study of Social Policy, n.d.).

Social Emotional Development and Informal Social Interactions

Newcomers' social emotional development also depends on informal interactions between adults and students and between students and their peers (Suárez-Orozco, Suárez-Orozco, & Todorova, 2008). Educating newcomers on conflict resolution and problem-solving skills may increase the likelihood that pairs or groups of students will be able to resolve conflicts on their own. These skills may help relationships with their peers, who may converse with them in English or another language (Carhill-Poza, 2015). There is evidence to suggest that newcomers who engage in informal social interactions in English develop higher English langue proficiency (Carhill, Suárez-Orozco, & Paez, 2008). Basic skills that can help students resolve conflicts without adult intervention include the following:

1. Cooling off when upset

2. Speaking directly to each other

3. Speaking assertively, honestly, and kindly

4. Listening carefully to others and accurately paraphrasing their words

5. Proposing solutions and agreeing on a solution to try (Responsive Classroom, n.d.).

Social Emotional Well-Being and Bullying

Bullying is aggressive behavior that is repetitive and that plays upon a power imbalance between the aggressor and the victim. "Immigrant bullying" is based on the victim's immigrant status or family history of immigration, and can take the form of (1) derogatory remarks about a student's or student's family members' immigration status or history, (2) physical violence or threat, (3) manipulation, or (4) shunning (Bridging Refugee Youth and Children's Services, n.d.). Newcomers may be bullied due to their race or ethnicity, language, accent, clothing, and religion. Factors such as misinterpreting language and culture, fear of authority figures, and immigration experiences may prevent newcomers from identifying and reporting bullying.

Bullies may be American-born students or other immigrant students who have lived longer in the United States. Newcomers may bully other students in efforts to try to fit in and belong. Factors such as survival skills developed in previous environments, misinterpretation of behavior, and deeply rooted opinions of particular cultural groups may contribute to the bullying (Bridging Refugee Youth and Children's Services, n.d.).

Moreover, newcomers may befriend gangs or students who appear to accept them in order to be part of the group. However, these individuals may have a negative influence on the newcomers.

By working with students, families, and community groups, schools can create safe learning environments in which all students can participate in a robust exchange of ideas to stop bullying of newcomers. The U.S. Department of Education (2015, December 31) suggests that schools use the following strategies to counter bullying:

- Value the diverse linguistic, cultural, racial, and ethnic backgrounds of all students.

- Encourage students on all sides of an issue to express disagreement over ideas or beliefs in a respectful manner.

- Communicate a clear message to students that harassment and bullying will not be tolerated, and that school is a safe place for all students.

- Create opportunities—for example, by engaging interfaith leaders or campus ministries and others in the school or community—for students to enhance their cultural competency by being exposed to various cultures and faiths, such as through co-curricular activities in which students work on service projects so they discover commonalities and appreciate differences.

- Encourage students, staff, and parents[2] to report all incidents of harassment and bullying so that the school can address them before the situation escalates.

- Have a system in place to intervene if a student's conduct could endanger others.

- Ensure that information about the steps outlined above is easily understandable for all students, families, and school or college personnel—including those from diverse linguistic backgrounds.

Four Types of Support for Newcomers' Social Emotional Development

Formal and informal programs and structures led by teachers, leaders, school staff, and peers can provide newcomer students with a sense of stability and are critical to supporting their social emotional development. A structured school environment that provides emotional and social supports can alleviate newcomer students' fears of acculturation and enable them to concentrate on academic and personal success (Center for Mental Health in Schools at UCLA, 2011; Gonzalez, Eades, & Supple, 2014; Suárez-Orozco, Rhodes, et al., 2009).

While formal school programs are essential to meeting newcomers' social emotional needs, often it is the informal caring relationships between school staff and newcomers that matter most. Such relationships enable teachers to understand and tap into students' interests and attitudes to engage students and strengthen their learning experiences—and thereby bolster their academic success (García Woodley, Flores, & Chu, 2013). Interactions with peers can also support academic learning and help newcomers gain access to institutional resources and college pathways (Stanton-Salazar, 2011). While peers can provide one another linguistic support when they are from the same cultural background, positive interethnic peer relations are also associated with English proficiency and academic achievement (Barrett, Barile, Malm, & Weaver, 2012).

While schools typically focus initially on formal and informal supports led by adults, students can also provide supports for their peers, if the school provides appropriate structures and opportunities for them to own and lead such supports. For example, schools can engage students in developing and leading anti-bullying and peer mentoring programs. The table on the next page highlights examples and benefits of adult- and student-led formal and informal supports for newcomers' social emotional development.

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[2] For the purposes of this tool kit, "parent" is defined to include, in addition to a natural parent, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

Adult- and Student-Led, Formal and Informal, Social Emotional Supports for Newcomers

Type of Support	Examples and Benefits
Formal, Adult-led	*Examples* • Strategic collaborations with culturally relevant community-based organizations and faith-based institutions • Sessions for "newcomers only" where they can learn about college planning, why and how to get involved in service-learning projects, or other topics related to college applications • Formal extended-day programs that provide opportunities (e.g., clubs, sports, service learning) to learn in interactive, interest-driven environments • Parent and family workshops in home languages on topic such as college planning; tax preparation; immigration assistance; medical, dental, mental health clinics (if families are receptive to these services); and computer and internet skills *Benefits* • Offers a sense of stability, minimizes fear of acculturation, provides companionship to bolster student's sense of belonging and contribution to the school and community • Helps student focus their efforts to achieve social emotional and academic success • Offers consistent communication to help strengthen relations among families, students, schools, and the community
Informal, Adult-led	*Examples* • Advisory programs or a daily advisory period in which student checks in with a homeroom teacher or another adult every day • Student check-in times with the school counselors to identify any changes and to help students develop a positive sense of themselves, their potential roles with others, and their unique contributions to the school *Benefits* • Offers regular support for the student • Provides a one-on-one opportunity to speak with adults in an informal, confidential environment • Establishes a reciprocal sense of trust and caring • Allows adults to work with teachers and support staff to connect student with relevant services and supports • Provides opportunities to strengthen problem-solving skills, attitudes, and experiences in ways that help students become engaged learners and members of their new community

Type of Support	Examples and Benefits
Formal, Peer-based	*Examples* • Cross-age peer mentoring between students of different ages; for example, pair a high school junior with an elementary student • Cross-age programs (e.g., tutors, sports assistants, junior counselors, partnerships with community groups that work with youth) *Benefits* • Benefits both peers and mentors through their relationship • Helps students gain independence, understand and respect diverse people and experiences, and move toward functioning effectively
Informal, Peer-based	*Examples* • Opportunities for newcomers to speak in informal social situations • Opportunities for students to have access to linguistic support and opportunities to interact with others from the same cultural background *Benefits* • Allows students to begin to assume leadership roles • Encourages positive interethnic interactions that support English proficiency and academic achievement

Sources: Gonzalez et al., 2014; Suárez-Orozco et al., 2008; Center for Mental Health in Schools at UCLA, 2011; Suárez-Orozco, Rhodes, et al., 2009; Roffman, Suárez-Orozco, & Rhodes, 2003; Suárez-Orozco & Todorova, 2003; Walqui, 2000; Castellón et al., 2015; Gonzalez et al., 2014; Osofsky, Sinner, & Wolk, 2003; García et al., 2013; Karcher, 2007; Carhill, Suárez-Orozco, & Paez, 2008; Stanton-Salazar, 2011; Barrett, Barile, Malm, & Weaver, 2012.

Integrating Social Emotional and Academic Support for Newcomers: Examples from the Field

Schools can take a variety of approaches as they integrate social emotional supports and skills development with rigorous academic structures. The approaches and programs described below have demonstrated success with newcomer students, including those who are English Learners (ELs).

1. **A Focus on the Whole Child:**
   At **Place Bridge Academy** for newcomer students in kindergarten through grade eight in Denver, Colorado, "school administrators, teachers, parents, and other school stakeholders continually reference the idea that the school has intentionally focused on the development of the whole child and attention to their needs rather than solely focusing on academics. School leadership has built all programs based upon the premise that children cannot learn or pay attention if they have a toothache, haven't eaten during the course of the day, and have psychosocial needs that have not been addressed. Moving beyond a focus on test results and standardized achievement scores only, the school has consciously chosen to focus its efforts on the whole child, which includes a child's academic progress, but also includes the child's psychosocial development and growth as a whole person" (Roxas, 2011, Fall, pp. 30–31).

At **New World High School** in Bronx, New York, "a team of support staff, which includes an attendance clerk, a school admissions secretary, a community assistant, a data assistant, a technology consultant, and the university counselor, works in collaboration to monitor attendance, academic achievement, and student behavior. These positions exist to ensure that students' academic and social emotional well-being is attended to. The principal explained, 'Besides instruction, there is the social emotional support. We have students that on the surface may look happy, but they come with so many challenges. And we have to make sure they overcome those'" (Castellón et al., 2015, p. 198).

2. **Comprehensive Services and Supports:**
   "Knowing that many of their students have faced trauma and upheaval in their recent transitions to the U.S., staff members at **Boston International Newcomer Academy (BINcA)** believe it is extremely important to create stability for their students from day one. They do this formally through an extensive array of wrap-around services designed to meet individual students' needs, and informally through the constant expression of care and support" (Castellón et al., 2015, p. 15).

   "Noticing that many students entered 9th grade unprepared for the transition to high school, teachers at BINcA developed a summer bridge program to ease the adjustment for students. For four weeks during the summer, rising 9th graders attend school for four half-days each week to build up their literacy and numeracy skills, and spend the fifth day each week on field trips throughout Boston. The program provides a valuable opportunity for students to build their cultural knowledge of their city while getting to know their teachers and peers before they start high school" (Castellón et al., 2015, p. 23).

3. **Collaboration With Local Community Organizations:**
   "Having a community clinic in the school helps the **Columbus Global Academy** identify student health needs and connect them to local services. For example, if indicated from the nurse's exam, students who are enrolling in Columbus Global Academy receive vouchers for free chest X-rays at Children's Hospital to check for tuberculosis. A mobile dental clinic comes to the school twice a year as well. Medical students at the Ohio State University eye clinic perform eye exams once a year, and Lenscrafters provides free eyeglasses to those in need. Local hospitals and agencies, such as St. Vincent's and Rosemount respectively, provide mental health counseling" (Short & Boyson, 2012, p. 57).

4. **Advisory Programs:**
   At **Marble Hill School for International Studies** in Bronx, New York, "an advisory teacher follows a cohort of students throughout their academic career and serves as an advocate for each student. As part of this role, advisors are encouraged to oversee student academic progress by gathering information about grades, attendance, and behavior; provide support whenever needed; and foster communication between the school and home. In 9th grade, the focus of advisory is on socializing, adjusting to high school, learning study skills, and beginning to familiarize students with the college process. In later years, students are taken on college visits and their focus is more on postsecondary college and career success. Teacher lessons for advisory courses are continuously being 'created, adapted, and shifted' to fit the needs of the students" (Castellón et al., 2015, p. 158).

   At the **International High School at LaGuardia Community College** in New York, "the culture of support and development extends well beyond…formal course- and curriculum-based sources of home language development. There is a variety of clubs and afterschool programs, which draw on and develop students' home languages. The Chinese club, for example, is a Wednesday afternoon elective in which students organize cultural events, as well as publish an extensive magazine in Chinese each year. Partnerships with groups such as South Asian Youth Action, a community-based organization, also connect students to communities. Other

students, through their internships, are placed at community-based organizations, such as Make the Road New York (which advocates primarily in English and Spanish), Asian Americans for Equality, Desis Rising Up and Moving, and Students for a Free Tibet. Thus, the school facilitates connecting students with communities where their home languages are an undeniable and indispensable resource" (García et al., 2011, p. 11).

5. **A Caring School Environment:**
   At **O'Donnell Elementary** in East Boston, "The immigrant experience of many teachers who are of Italian descent…focuses teachers on finding instructional materials that work for their students. The Literacy Coach grew up in East Boston, and also lived in Greece, which provides her with an understanding of how hard it is to adapt to a new language and culture. … The immigrant experience [is] a point of reference for teachers often. For example, a teacher begins his discussion of his views about education by stating 'I am an immigrant.' He then recounts memories of being misunderstood and mistreated. These are the experiences that inform how he instructs and treats his students. Another teacher… [says], 'I see them and I see myself,' adding that 'We all come from the same boat.' The immediacy of the immigrant experience generates great responsibility on the part of the teachers, who see it as their mission to create a linguistic and cultural bridge for immigrant students and their families" (de los Reyes, Nieto, & Diez, 2008, p. 34).

10 Teaching Practices for Social Emotional Development

The Center on Great Teachers and Leaders identified the 10 teaching practices that occurred most frequently across the six social emotional learning (SEL) programs. These instructional strategies can be used in classrooms to support positive learning environments, social emotional competencies, and academic learning. Each practice can be modified to fit various grade-level and content areas, and can generally be applied to multiple contexts.

Teaching Practice	Description
Student-Centered Discipline	Student-centered discipline refers to the types of classroom management strategies teachers use. To be effective at student-centered discipline, teachers need to use disciplinary strategies that are developmentally appropriate for their students and that motivate students to want to behave in the classroom.
Teacher Language	Teachers should encourage student effort and work, restating what the student did and what that student needs to do in order to improve. For example, teacher language should not be simply praise (e.g., "You did a great job") but should encourage students (e.g., "I see you worked hard on your math paper. When you really think about your work, and when you explain your thinking, you get more correct answers").
Responsibility and Choice	Teachers should create a classroom environment where democratic norms are put into place and where students provide meaningful input into the development of the norms and procedures of the classroom as well as the academic content or how the academic content is learned. Democratic norms do not mean that everything the students say gets done, but the teacher provides structures so that the students have a voice in the classroom.
Warmth and Support (Teacher and Peer)	Warmth and support refers to the academic and social support that students receive from their teacher and from their peers. The teacher creates a classroom where the students know that teachers care about them. Teachers can demonstrate that they care about their students by asking students questions (academic and nonacademic) and following up with students when they have a problem or concern.
Cooperative Learning	Cooperative learning refers to a specific instructional task in which teachers have students work together toward a collective goal. Teachers ask students to do more than group work; students are actively working with their peers around content in a meaningful way.

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10 Teaching Practices for Social Emotional Development

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Teaching Practice	Description
Classroom Discussions	Classroom discussions are conversations students and teachers have around content. During classroom discussions, teachers ask open-ended questions and ask students to elaborate on their own thinking and on the thinking of their peers.
Self-Reflection and Self-Assessment	Self-reflection and self-assessment are instructional tasks whereby teachers ask students to actively think about their own work. For students to self-reflect on their work, teachers should ask them to assess their own work using criteria and rubrics.
Balanced Instruction	Teachers should use an appropriate balance between active instruction and direct instruction, and between individual and collaborative learning.
Academic Press and Expectations	Academic press refers to a teacher's implementation of meaningful and challenging work and academic expectations based on the belief that all students can and will succeed. Students should sense that academics are extremely important, that the teacher wants them to succeed, and that they have to exert effort in challenging work in order to succeed.
Competence Building, Modeling, Practicing, Providing feedback, and Coaching	Competence-building occurs when teachers help develop social emotional competencies systematically through the typical instructional cycle: lesson goals and objectives; introduction to new material, and modeling; group and individual practice; and conclusion and reflection.

Source: Yoder, N. (2014). *Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks.* Washington, DC: Center on Great Teachers and Leaders. Retrieved from http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf

Problem-Solving Steps for Modeling and Teaching Conflict Resolution

Beginning with the first days of the school year, students have predictable conflicts about sharing materials, choosing work partners, or deciding whom to play with. These are times when teachers can teach the basic skills of conflict resolution by navigating students through a difficult interpersonal moment. Modeling and teaching these skills sends a strong message about how disagreements will be handled in your class. It also gives children opportunities to experience problem-solving in situations that really matter to them.

Step 1: Cooling off when upset

Research shows that stress-induced changes in our bodies impede logical thinking and increase aggression. Taking steps to calm ourselves allows us to do the clear thinking and careful listening needed for peacefully resolving interpersonal problems.

Step 2: The upset student states the issue

Children experienced with student-to-student conflict resolution use "I-statements" to say why they're upset: "I felt bad when you said I couldn't play with you." By focusing on her own feelings, the upset child gives the other child space to listen calmly and openly, without feeling attacked or defensive. But when you're guiding children who are just learning the basic skills, "you-statements" are acceptable.

Step 3: The second student listens and paraphrases what has been stated

Often children can't state their understanding because rather than listening carefully, they were busy preparing their defense. Sometimes they need to have their partner repeat what he or she said.

Step 4: The second student states his or her opinion

This experience shows children that in such conversations, they will have an opportunity to speak. This helps them wait their turn and focus on listening.

Step 5: The process continues until both students feel that they have been fully heard

It's important to model patience and thoroughness in stating all the reasons for a conflict. Unspoken grievances will fester and result in more conflict, sooner or later.
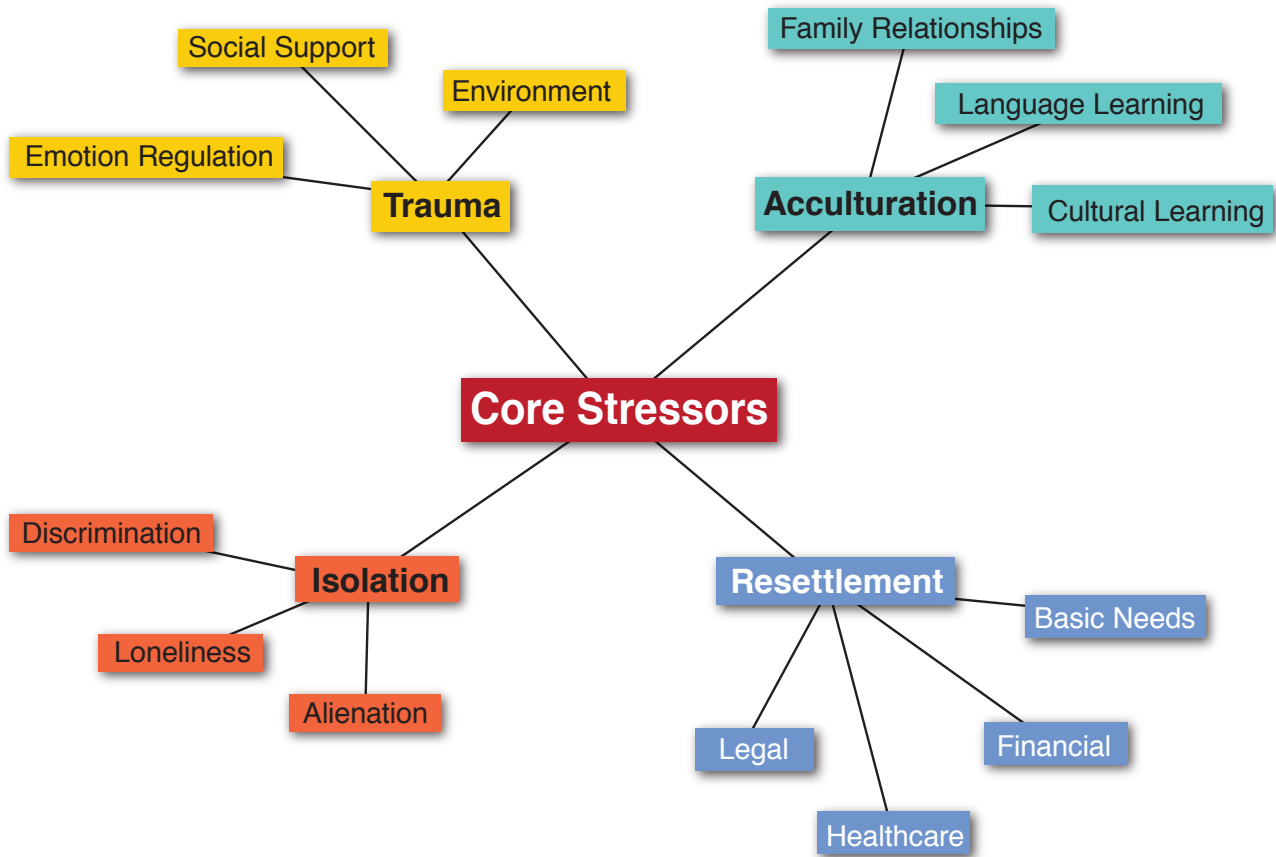
Step 6: The children reach a solution

Agreeing on a plan is one thing; actually following through is another. When children are just learning to resolve interpersonal problems, they especially need your supportive check-in to make sure the agreed-upon solution is working for both of them. Within a few days after coaching, you can simply ask each of them, "How's that plan going?" Sometimes, all you need to do is notice if their behavior toward one another has changed.

Adapted from Crowe, Caltha. (2009, February 1). Coaching children in handling everyday conflicts. Retrieved from the Responsive Classroom website: https://www.responsiveclassroom.org/coaching-children-in-handling-everyday-conflicts/

Core Stressors for Newcomers

This graphic organizer and chart on the following page can inform teaching practices, school routines, parent engagement efforts, and program planning.

Core Stressors

Trauma
- Social Support
- Environment
- Emotion Regulation

Acculturation
- Family Relationships
- Language Learning
- Cultural Learning

Isolation
- Discrimination
- Loneliness
- Alienation

Resettlement
- Basic Needs
- Legal
- Financial
- Healthcare

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Core Stressors for Newcomers
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Definitions and Causes of Core Stressors for Newcomers

Stressor	Definition	Possible Cause
Trauma	Child experiences an intense event that threatens or causes harm and trauma to his or her emotional and physical well-being.	War and persecution Displacement from home Flight and migration Poverty Family and Community Violence
Acculturation	Children and families experience acculturation as they try to navigate between their new culture and their culture of origin	Conflicts between children and parents over new and old cultural values Conflicts with peers related to cultural misunderstandings The necessity to translate for family members who are not fluent in English Problems trying to fit in at school Struggle to form an integrated identity including elements of their new culture and their culture of origin
Resettlement	Children and families who have relocated try to make a new life for themselves	Financial stressors Difficulties finding adequate housing Difficulties finding employment Loss of community support Lack of access to resources Transportation difficulties
Isolation	Children and families experience isolation as new immigrants in a new country	Discrimination Experiences of harassment from peers, adults, or law enforcement Experiences of mistrust with host population Feelings of not "fitting in" with others Loss of social status

Source: National Child Traumatic Stress Network. (n.d.). Refugee services toolkit [Web-based tool]. Retrieved from
http://learn.nctsn.org/mod/book/view.php?id=4518&chapterid=36

Discrimination and Hate Crimes Against Arab Americans

The American-Arab Anti-Discrimination Committee (ADC) provides educational resources to help teachers increase their awareness of anti-Arab stereotypes, discrimination, and hate crimes. Below is a portion of one lesson plan, which can be found in its entirety, with exercises, from the source listed. The ADC also offers lesson plans about Kahlil Gibran, how students can overcome anti-Arab discrimination, and Arab culture and society. The resources can be found at http://www.adc.org/education/educational-resources/.

LESSON PLAN

Anti-Arab Stereotypes, Discrimination, and Hate Crimes

Objectives

- Students will learn to recognize stereotypes, discrimination, and hate crimes against Arab Americans.

- Students will learn ways in which to dispel stereotypes and prevent discrimination and hate crimes against others, particularly the Arab-American community.

- Students will have a broadened appreciation for the culture and accomplishments of the Arab-American community.

Stereotypes: Images and Reality

Discussion Questions: (Write student responses on the blackboard.)

Stereotyping:

- What is stereotyping? What stereotypes might you have about another ethnic or racial group?

- Have you ever been stereotyped by someone? How did it feel?

- Do you know of any stereotypes of Arabs or Arab Americans?

Arab Americans:

- What is an Arab American?

- Do you know any Arab Americans?

Discrimination and Hate Crimes Against Arab Americans
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Arabs in the media:

- When you hear the word Arab what are the first things that come to mind?

- What are the images of Arabs that we see most frequently on TV, in the movies, in books? Make a list of images and ideas that students associate with Arabs.

- How many positive Arabs or Arab-American characters can you identify on TV, in movies? Key point: Media images of Arabs focus on the sensational, the violent, and the picturesque. Not on normal life.

Views of Arabs:

- What does an "Arab" typically look like?

- What does an Arab women look like?

- Where do Arabs live? What do their homes look like?

Arab World:

- What is the Arab world?

- Which countries are Arab countries? (Have the students name as many countries as they can.)

- How is the Arab world different from the "Middle East?" Select several Arab countries. Ask students to tell what they know about each country

- What makes them distinct? What do they have in common?

- Do you have distinctive images of different countries?

Emphasize the diversity in the Arab world: Rich and poor, urban and rural, traditional and modern, multiple religious, ethnic, and linguistic groups.

Source: American-Arab Anti-Discrimination Committee (2015). Lesson plans. Retrieved from http://www.adc.org/fileadmin/ADC/Educational_Resources/Lesson_Plan_-_Anti-Arab_Stereotypes__Discrimination__and_Hate_Crimes.pdf

Twenty-Plus Things Schools Can Do to Respond to or Prevent Hate Incidents Against Arab, Muslim, Sikh, and South Asian Community Members

The U.S. Department of Justice (DOJ) created this list in response to increased incidents of hate crimes against this particular population in the United States. DOJ's website explains, "When a person is targeted because of his or her identity, community members who share the victim's identity may also feel unsafe and threatened. This can exacerbate already existing tension within the community, especially if community members already feel marginalized because of their identity." Some of the tips that follow are specific to the particular population, but most can be generalized to other newcomer populations that may be targeted.

Take Immediate Concerted Action

1. Undertake and coordinate activities according to a pre-established policy and action plan.

2. Treat all anti-Arab, anti-Muslim, or anti-Sikh incidents seriously. Issue public messages urging tolerance and restraint and pledge prompt, full investigation and action.

3. Report all hate incidents to the local police department.

4. Institute joint initiatives and partnerships with police departments, local officials, parent groups, and community-based organizations. Consider organizing specific projects that give people constructive ways to express perspectives and concerns, such as rallies, forums, dialogues and unity events.

5. Gather and disseminate accurate and current information on hate incidents and any official actions taken as a result.

Conduct School Assessments

6. Reach out to potentially vulnerable groups in your schools. Identify special concerns by Arab, Muslim, or Sikh staff or students. Conduct a full assessment of tensions in your school.

7. Hold periodic debriefings on staff assessments of racial and ethnic tensions in and around your school.

8. Hold open office hours for students to share concerns and perspectives with administrators, counselors, and other staff.

Establish a Written Memorandum of Understanding With Local Police Officials

9. Ensure that the school district and each school within the district have a memorandum of understanding with local law enforcement agencies in place that specifies the responsibilities and roles of school and police officials for notifying and responding to hate incidents.

10. Review or revise plans and protocols with local police officials for responding to demonstrations and special events.

Develop and Publicize Your Policy Against Discrimination and Harassment

11. Ensure that your school has a clearly defined and publicized policy statement on discrimination and harassment.

12. Make periodic public statements about your school's policy or policies against discrimination and harassment.

Create and Improve Ways to Detect and Respond to Escalating Racial Tensions

13. Be alert to early warning signs that may indicate an escalation of racial tensions and conflict in your school, including student groupings; graffiti; increase in interracial fighting; and conflicts over language, dress, or hair styles.

14. Maintain and use a checklist of "crisis indicators" tailored to your school's own population.

15. Routinely survey students, faculty, and staff about potential sources of racial tensions.

16. Assume that tensions will fluctuate. Anticipate actions your school might take following a hate incident, including special assemblies and announcements, periodic reports on new developments, statements of reassurance to students and parents, or an orientation on safety precautions and evacuation plans.

Conduct Training

17. Make cultural awareness learning opportunities concerning Arab Americans, Muslims, and Sikhs available to staff, students, and the general community. Use the leadership of these groups to help with the training.

18. Provide hate prevention training to all school staff, including teachers, administrators, school security personnel, and support staff.

19. Ensure that all students receive hate prevention training through age-appropriate classroom activities, assemblies, and other school-related activities.

20. Train staff on the culture, language, and customs of racial and ethnic groups. Use "ethnic experts" to help conduct the training.

Use a Free Federal Resource

Contact the Community Relations Service (CRS) at the U.S. Department of Justice, your free "on-call" resource to help you reduce and resolve community racial and ethnic tensions. CRS can provide technical assistance on how to implement many of these recommendations, including how to facilitate dialogues, monitor school tensions, establish school-police agreements, and manage demonstrations and special events. Visit the CRS website at www.usdoj.gov/crs or call 202-305-2935.

Source: U.S. Department of Justice, Community Relations Service. (n.d.). Twenty plus things schools can do to respond to or prevent hate incidents against Arab-Americans, Muslims, and Sikhs. Retrieved from http://www.justice.gov/sites/default/files/crs/legacy/2012/12/17/20-plus-things.pdf

Tips on Responding to Discrimination in School

The American-Arab Anti-Discrimination Committee (ADC) provides the following suggestions for parents on how to respond to incidents of discrimination in schools. Below is a portion of their suggestions, the remainder of which can be found in the source listed. Other suggestions focus on educational resources and guidance for helping children handle harassment incidents.

If students believe that other students, teachers, or school staff members are treating them in a discriminatory way, here are some steps which may remedy the situation. While not all prejudicial attitudes are overt, you must be able to cite specific words or actions which demonstrate anti-Arab bias (negative references to Arabs or Muslims). Otherwise, there is no proof, which will persuade the objective observer. It is wise to keep detailed notes of such words and actions as they occur. Witnesses are also important, or else it often comes down to the word of one person against another.

1. First Steps

Parents should first approach the teacher or principal. Describe the incident(s) and the effect on your child. If appropriate, listen to the person who is the alleged offender and get their version of any incidents. Ask for appropriate action to correct the situation.

If the results are unsatisfactory, go to the next higher authority—a principal or a school district office. Most school districts will have an office of Human Relations or Multiculturalism and Equality, which handles such complaints. Give them the details of your situation (outline the problem, but don't overload them with details in your initial contact). Also provide them with ADC information about the larger problem of discrimination which Arab Americans have encountered in schools around the country, especially since September 11. You can also contact the local ADC chapter or other Arab-American organizations. Ask for their support. Some chapters have Education Committees.

You will be in a stronger position if you first research the multicultural and anti-discrimination policies and regulations of your school district and your state's Department of Education. There will be a procedure to file an official complaint. They will have websites with relevant information, as well as print material available to the general public.

Also, consider the school atmosphere and larger context within which any particular incident takes place. Is there a history of discriminatory behavior against Arab Americans or others? What kind of corrective action has the school taken? What pro-active steps has it taken to foster mutual understanding among those of different ethnic, racial and religious backgrounds?

Source: ADC. (n.d.c). Respond to incidents of discrimination in schools. Retrieved from: http://www.adc.org/education/respond-to-incidents-of-discrimination-in-schools/

"Support Me": Creating Social Emotional Supports for Newcomer Students
(Activity 1–Scenarios and Discussion)

Purpose

This activity will help school administrators and teachers process and apply the information included in Chapter 4 of this tool kit. Participants are presented with various student scenarios and asked to consider what social emotional supports could be enacted to help the students in each scenario.

Preparation for Activity

- A few days in advance, ask participants to read pages in Chapter 4 of this tool kit.

- Prepare "student support" cards (see Activity Handout 1) and student scenario cards (see Activity Handout 2)—one set for every group of four participants).

Time Required for Activity

1 hour

Instructions for Facilitator

Step 1: Organize participants into groups of four. Give each group one set of 20 student support cards (eight of which are blank) and one set of four student scenario cards. Explain that the support cards identify student supports for social emotional learning that are discussed in Chapter 4 of the tool kit. Ask participants to place the support cards deck in a pile, upside down on their table, with the blank cards on the bottom of the deck. Have each participant take one of the four scenario cards.

Step 2: Instruct the groups as follows: Each participant should read his or her scenario card aloud to his or her group, then put the card faceup on the table. Do this until all four scenarios have been read. Group members then take turns drawing support cards from the deck. Upon drawing a card, each reads it aloud. As a group, discuss which of the four students would benefit the most from that support. Once the group reaches consensus, place the support card next to the selected scenario card. Continue until all 12 support cards have been matched to a student scenario. Participants can then suggest additional supports that the school provides (or needs to create) in order to serve the students; these suggestions should be written on the blank support cards.

Step 3: Facilitate a full-group discussion focused on implications for the school's approach to developing social emotional supports for newcomers. Ask a group member to capture the main ideas and to collect any ideas recorded on the blank support cards. Use this input for school improvement planning.

"Support Me": Creating Social Emotional Supports for Newcomer Students
Activity 1/Handout 1—Support Cards

(One set of cards—including the eight blank cards—is required per group of four participants.)

Cross-age peer mentoring	Youth leadership program	Social services referral (housing, health services, etc.)	Family coordinator engages with family
After-school enrichment activity	After-school athletics	Student support teams	Advisory program
Family programs hosted at the school	Group counseling	Summer bridge program	Informal caring from school staff

"Support Me": Creating Social Emotional Supports for Newcomer Students
Activity 1/Handout 2—Student Scenario Cards

(One set of cards is required per group of four participants.)

Scenario A: Mario Mario immigrated to the United States with his family two years ago from central Mexico. Now in the ninth grade, Mario is frequently suspended for fighting and has lately started to skip school. Mario's science teacher reached out to him in an effort to find out why he is having such a difficult time socially in school. Mario explained he is feeling very unhappy and that he is worried about his mother, who is frightened to go out on her own, because she speaks neither Spanish nor English; she speaks Nahuatl, an indigenous language of Mexico. Mario says that while he thinks his mother needs to get out more and socialize, he understands her hesitation. He adds, "I feel the same way at school. How can I make friends when no one is like me?"	**Scenario B: Mariam** Mariam is the daughter of an Iranian diplomat. She and her two brothers attend the same high school for newcomers, and she has been placed in the 10th grade. Mariam was educated in international schools previously, but has moved around as frequently as her father's post has changed. She wears a head scarf, and she has occasionally been yelled at in public by strangers. Unlike her brothers, she is required to go straight home after school. Other students are impressed by her academic abilities, but they also make fun of her by calling her "smartphone." Because she is expected to apply to competitive colleges, Mariam is very concerned about her academic performance, and considers a score of 95 percent a failure. She and her brothers compete when it comes to test scores.
Scenario C: Ariette Ariette is an 11-year-old newcomer from Kenya. However, Ariette is not originally from Kenya; her family is from Somalia. For the past two years, Ariette has lived with her family in a series of refugee camps along the Kenyan border with Somalia; the camp also had refugees from Ethiopia and South Sudan. Ariette had some schooling in the refugee camps, but often the grades were mixed, and the schools were temporary structures, without electricity or water. Ariette learned many jump rope songs in Swahili, which she loves to sing at recess in her new school. In class, however, Ariette never speaks, and she usually sits with her head down.	**Scenario D: Ming** Ming is an 11th-grader in a diverse urban school. He attended a local school in China before immigrating with his family to the United States a few months ago. Ming excelled academically in China, but he is finding it difficult to keep up with his classes in his new school because he is struggling with English. He knows that in a few months, his classmates will be taking the SAT and the ACT, and several of his new friends are discussing the colleges they hope to attend. Many students are driving to school, dating or going to parties, and volunteering in the community. Ming feels left behind and confused.

"Support Me": Creating Social Emotional Supports for Newcomer Students
(Activity 2—School Self-Assessment and Action Planning)

Purpose

This activity can help teams of teachers and other school staff assess the school's existing supports for newcomers' social emotional development and plan actions to improve the continuum of supports offered to newcomer students.

Preparation for Activity

- A few days in advance, ask participants to read "Four Types of Support for Newcomers' Social Emotional Development" in Chapter 4 of this tool kit.

- Make copies of the activity handout, "Continua for Classifying Types of Supports" (one copy for each participant).

- On two large poster boards (or flip chart pages), re-create the diagram shown in the activity handout.

- Have magic markers or Sharpies on hand for use during the activity.

Time Required for Activity

1 hour

Instructions for Facilitator

Step One: Self-assessment. Each participant receives a copy of the activity handout—a diagram with four quadrants: formal adult-led practices, informal adult-led practices, formal student peer-led practices, and informal student peer-led practices. Explain to participants that the social emotional supports available to newcomers who attend U.S. schools fit into a variety of categories across practices (formal and informal) and people (adults and students). Tell them that participants will draw on their reading from Chapter 4 ("Four Types of Support for Newcomers' Social Emotional Development") as they classify supports that are in place at the school to meet all the social emotional needs of newcomers.

Instruct participants to think of social emotional supports the school provides to students and to record these practices on the handout in the appropriate quadrant. Next, ask each participant to find a partner and discuss one another's ideas, with each partner elaborating on the supports recorded on his or her handout through the discussion. Then facilitate a whole-group discussion in which participants contribute their findings to create a single public poster that displays the social emotional supports provided by the school along two axes ("people" and "planning").

Step Two: Action Planning. Guide participants as they jointly (1) examine the poster created during the self-assessment activity, (2) identify areas of strength and areas for needed improvements in the school, and (3) create a second poster with ideas for new formal or informal supports, and include possible "main providers" of those supports.

"Support Me": Creating Social Emotional Supports for Newcomer Students
Activity 2/Handout—Continua for Classifying Types of Supports

School teams can use this diagram to identify the types of social emotional supports offered to students and to plan improvements and additions. On this diagram, supports provided in a school can be organized according to who delivers that support and the extent to which that support is provided in formal or informal ways.

adults

PEOPLE

formal ◄——— PRACTICES ———► informal

peers
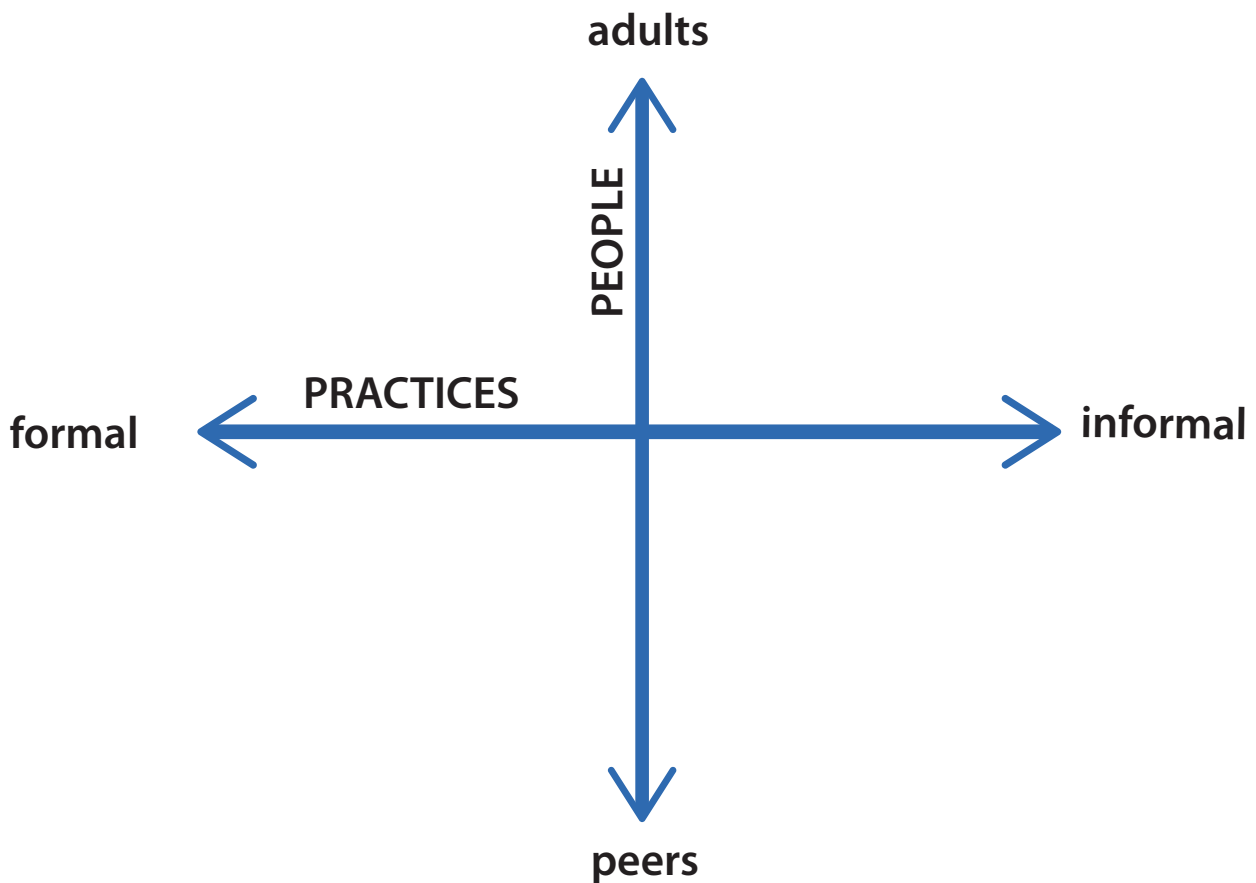
Resources

American-Arab Anti-Discrimination Committee (ADC). (n.d.a). *Arab American students in public schools*. Retrieved from http://www.adc.org/fileadmin/ADC/Educational_Resources/Arab_American_Students_In_Public_Schools.pdf

This document provides information on improving the experience of Arab Americans in U.S. public schools. Topics include school climate, curricula, and ways for educators to communicate with Arab American students.

ADC. (n.d.b). *Lesson plan: Anti-Arab stereotypes, discrimination, and hate crimes*. Retrieved from http://www.adc.org/fileadmin/ADC/Educational_Resources/Lesson_Plan_-_Anti-Arab_Stereotypes__Discrimination__and_Hate_Crimes.pdf

This lesson plan helps students to understand "stereotypes, discrimination, and hate crimes against Arab Americans." The lesson contains historical information, definitions, and activities.

ADC. (n.d.c). Respond to incidents of discrimination in schools. Retrieved from: http://www.adc.org/education/respond-to-incidents-of-discrimination-in-schools/

This webpage advises parents on how to respond to potential incidents of discrimination in schools. It includes first steps and advice for discussing harassment with children, and provides contact information for legal assistance.

Bal, A., & Perzigian, A. B. T. (2013, November). Evidence-based interventions for immigrant students experiencing behavioral and academic problems: A systematic review of the literature. *Education and Treatment of Children, 36*(4), 5–28.

This literature review considers evidence-based interventions for newcomer and immigrant students that are behavioral and academic.

Barrett, A. N., Barile, J. P., Malm, E., & Weaver, S. R. (2012, December). English proficiency and peer interethnic relations as predictors of math achievement among Latino and Asian immigrant students. *Journal of Adolescence, 35*(6), 1619–1628.

This study "examined English proficiency and peer interethnic relations as predictors of mathematics achievement among Latino and Asian high school students." The researchers found that "higher academic motivation mediated the relationship between English proficiency during their sophomore year and gains in senior math achievement scores for both Asian and Latino students. For Latino students, the effect "was only significant for students whose perceptions of positive peer interethnic relations at school were average or above average."

Berry, J. W., & Vedder, P. (2016). Adaptation of immigrant children, adolescents, and their families. In U. P. Gielen & J. L. Roopnarine (Eds.), *Childhood and adolescence: Cross-cultural perspectives and applications* (2nd ed), 321–346. Santa Barbara, CA: Praeger.

This book chapter focuses on the adaptations of newcomer students and their families and discusses assimilation, acculturation, and discrimination.

Birman, D. (2002). *Mental health of refugee children: A guide for the ESL teacher.* Denver, CO: Spring Institute for Intercultural Learning. Retrieved from http://www.springinstitute.org/wp-content/uploads/2016/04/mentalhealthrefugeechildren3.pdf

This publication offers guidance to school personnel regarding the emotional development of immigrant refugee students.

Botvin, G. J., Baker, E., Dusenbery, L., Botvin, E. M., & Diaz, T. (1995, April 12). Long-term follow-up results of a randomized drug abuse prevention trial in a white middle-class population. *JAMA, 273*(14), 1106–1112. Retrieved from http://www.colorado.edu/ibs/jessor/psych7536-805/readings/botvin_baker_etal_1995.pdf

In this six-year longitudinal study (between seventh and 12th grades), researchers found that prevention programs that included life skills instruction, implemented by general education classroom teachers, led to significant reductions in drug abuse.

Bridging Refugee Youth and Children's Services. (n.d.). Tool 4: Refugee and immigrant youth and bullying: Frequently asked questions. In *Refugee children in U.S. schools: A toolkit for teachers and school personnel.* Retrieved from http://www.brycs.org/documents/upload/bullying.pdf

This resource is an eight-page overview of "frequently asked questions" regarding bullying and immigrant students.

Brown, C. (2015). *The educational, psychological, and social impact of discrimination on the immigrant child.* Washington, DC: Migration Policy Institute.

This study establishes a positive correlation between English proficiency and peer interethnic relations measured through school climate data with mathematics achievement.

Carhill, A., Suárez-Orozco, C., & Páez, M. (2008, December). Explaining English language proficiency among adolescent immigrant students. *American Educational Research Journal, 45*(4), 1155–1179. Retrieved from http://steinhardt.nyu.edu/scmsAdmin/uploads/004/297/AERJ 2008.pdf

This study aims to increase understanding of factors that account for academic English language proficiency in a sample of adolescents who are first-generation immigrant students.

Carhill-Poza, A. (2015). Silenced partners: The role of bilingual peers in secondary school contexts. *Working Papers in Urban Language & Literacies #183.* Retrieved from https://www.academia.edu/19539019/WP183_Carhill-Poza_2015._Silenced_partners_The_role_of_bilingual_peers_in_secondary_school_contexts?auto=download

This study examines how adolescent immigrant students engage multiple linguistic codes for language and content learning in urban U.S. high schools. Discourse analysis of peer interactions describes the linguistic resources available to Spanish-speaking adolescent immigrant students through their peers while off-task or in less supervised spaces.

Castellón, M., Cheuk, T., Greene, R., Mercado-Garcia, D., Santos, M., Skarin, R., & Zerkel, L. (2015, December). *Schools to learn from: How six high schools graduate English language learners college and career ready.* Stanford, CA: Stanford Graduate School of Education. Retrieved from http://ell.stanford.edu/sites/default/files/Schools%20to%20Learn%20From%20.pdf

This report consists of case studies of six high schools that serve newcomers well; it profiles their social emotional and academic supports.

Center for Mental Health in Schools at UCLA. (2011, April). *Immigrant children and youth: Enabling their school success* [Policy brief]. Retrieved from http://smhp.psych.ucla.edu/pdfdocs/immigrant.pdf

This 15-page brief discusses "(1) different reasons families migrate, (2) concerns that arise related to immigrant students, (3) prevailing school practices for addressing immigrant concerns, (4) a framework for broadening what schools and communities do, and (5) implications for policy."

Center for the Study of Social Policy. (n.d.). *Social-emotional competence of children: Protective and promotive factors.* Retrieved from http://www.cssp.org/reform/strengthening-families/2013/SF_Social-Emotional-Competence-of-Children.pdf

This is the fifth of a series of five research briefs providing best practices for developing five factors of the Center's Strengthening Families framework. The other factors incldue parental resilience, social connections, concrete supports, and knowledge of parenting and child development.

Chiu, M. M., Pong, S. L., Mori, I., & Chow, B. W. (2012, November). Immigrant students' emotional and cognitive engagement at school: A multilevel analysis of students in 41 countries. *Journal of Youth and Adolescence, 41*(11), 1409–1425. doi:10.1007/s10964-012-9763-x

This research study investigated the emotional and academic engagement of immigrant students at school, finding that immigrant students had lower senses of belonging at schools.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). Explore the CASEL library. Retrieved from http://www.casel.org/library/?tag=SEL+Overview

CASEL's library of social and emotional learning (SEL) documents and resources serves as the backbone for content throughout this website.

Crowe, Caltha. (2009, February 1). Coaching children in handling everyday conflicts. Retrieved from the Responsive Classroom website: https://www.responsiveclassroom.org/coaching-children-in-handling-everyday-conflicts/

This article discusses five basic social skills that may help children learn "student to student conflict resolution protocols."

de los Reyes, E., Nieto, D., & Diez, V. (2008, May). *If our students fail, we fail, if they succeed, we succeed: Case studies of Boston schools where Latino students succeed* (Gastón Institute Publications Paper No. 136). Retrieved from http://scholarworks.umb.edu/gaston_pubs/136

This report presents case studies of five elementary and secondary schools where Latino and immigrant students have been successful academically.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011, January–February). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. doi:10.1111/j.1467-8624.2010.01564.x

"This article presents findings from a meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs." The programs involved 270,034 students. Results show "positive impacts" of SEL programs.

Dusenbury, L. (2014, January 8). What are the key features of high-quality standards for SEL? Retrieved from http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/52f96da6e4b0847e 7b068194/1392078246509/key-features-of-high-quality-SEL-standards-2-10-14.pdf

This article provides key features based on CASEL's review of the research literatures on learning standards and SEL.

Dusenbury, L., Calin, S., Domitrovich, C., & Weissberg, R. P. (2015, October). *What does evidence-based instruction in social and emotional learning actually look like in practice?* [Brief]. Retrieved from http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/56374ac1e4b05d222e9b4d ea/1446464193894/CASEL+Brief--What+Does+SEL+Look+Like+in+Practice--11-1-15.pdf

This brief uses the Collaborative for Academic, Social and Emotional Learning's (CASEL) program reviews to "describe four approaches that have been successfully used to promote social and emotional development in students."

Elias, M. J. (2004, February). The connection between social-emotional learning and learning disabilities: Implications for intervention. *Learning Disability Quarterly, 27*(1), 53–63. Retrieved from http://ldq.sagepub.com/content/27/1/53.short

This article identifies three key skill areas in social emotional learning as the main source of these difficulties in students with learning disabilities: recognizing emotions in self and others, regulating and managing strong emotions (positive and negative), and recognizing strengths and areas of need.

Ellis, B. H., Miller, A. B., Abdi, S., Barrett, C., Blood, E. A., & Betancourt, T. S. (2013, February). Multi-tier mental health program for refugee youth. *Journal of Consulting and Clinical Psychology, 81*(1), 129–140. doi:10.1037/a0029844

This paper investigated the effectiveness of a mental health intervention program for immigrant refugees.

García, O., Flores, N., & Chu, H. (2011). Extending bilingualism in U.S. secondary education: New variations. *International Multilingual Research Journal, 5*(1), 1–18.

> This article contains a case study of the flexible language practices used to support academic development at the International High School at LaGuardia Community College.

García, O., Woodley, H. H., Flores, N., & Chu, H. (2013, September 25). Latino emergent bilingual youth in high schools: Transcaring strategies for academic success. *Urban Education, 48*(6), 798–827. doi:10.1177/0042085912462708

> This article profiles seven successful high schools and the practicing around caring that they enact to ensure the success of Latino newcomers.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.

> This work presents the theory of multiple intelligences.

Gonzalez, A. (2016, February). The power of a mentor. *Educational Leadership, 73*(5), 92.

> This vignette is about the power of peer mentoring in supporting the academic and social emotional development of one newcomer student.

Gonzalez, L. M., Eades, M. P., & Supple, A. J. (2014). School community engaging with immigrant youth: Incorporating personal/social development and ethnic identity development. *School Community Journal, 24*(1), 99–117.

> This essay describes the ways in which peer, school, and family social networks serve as supports for immigrant students' social emotional development.

Haynes, J. (n.d.). Sensitize your mainstream students. Retrieved from http://www.everythingesl.net/inservices/sensitize.php

> This blog post discusses specific ideas on how to create a welcoming classroom environment for newcomers. The author provides discussion questions that are to be used in small groups of adults at professional learning activities.

Igoa, C. (2015). *The inner world of the immigrant child*. New York, NY: Routledge.

> Portrays the immigrant experience of uprooting, culture shock, and adjustment to a new world, and describes cultural, academic, and psychological interventions that facilitate learning as immigrant students make the transition to a new language and culture.

Institute for Immigration, Globalization, and Education. (n.d.). Longitudinal immigrant student adaptation study. Retrieved from http://ige.gseis.ucla.edu/longitudinal-immigrant-student-adaptation-study/

> This webpage describes a longitudinal study to better understand the adaptation of recently arrived (within the last five years) immigrant children into their new environments, and includes links to participant interview protocols, and publications that emerged from the study.

Karcher, M. (2007). *Cross-age peer mentoring* (Research in Action, No. 7). Alexandria, VA: MENTOR/National Mentoring Partnership. Retrieved from http://www.mentoring.org/old-downloads/mentoring_388.pdf

> This report has three types of information on cross-age peer mentoring programs. First, it reviews the research on structures and outcomes for cross-age mentoring programs. Second, it provides specific actions for implementing such programs. Third, it contains resources that assist in the development of cross-age peer mentoring.

Kramer, E. J., Guarnaccia, P., Resendez, C., & Lu, F. G. (2009). *No soy loco! / I'm not crazy: Understanding the stigma of mental illness in Latinos*. Retrieved from https://ethnomed.org/clinical/mental-health/Facilitators%20Guide%20123108%20final%20_2_.pdf

> This guide includes information about demographics, language, religion, and use of herbal medicines among the Latino community in the United States. It also addresses the concept of "locura," and provides information about culture bound syndromes, as well as an overview of mental illness and mental health stigma in this population.

Kugler, E. G., & Price, O. A. (2009, November). *Helping immigrant and refugee students succeed: It's not just what happens in the classroom*. Washington, DC: The George Washington University, School of Public Health and Health Services, Center for Health and Health Care in Schools. Retrieved from http://www.embracediverseschools.com/images/Helping-immigrant-students-succeed-article.pdf

> This publication (originally published as an article in the November 2009 *Phi Beta Kappan*) focuses on the importance of mental health and family outreach in engaging immigrant and refugee students beyond the classroom.

Ladson-Billings, G. (1995, Autumn). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal, 32*(3), 465–491.

> This article discusses the practices of teachers engaged in culturally relevant teaching and pedagogy.

Moroney, D., & Devaney, E. (2016, January 15). Beyond the bell: Turning research into action in afterschool and expanded learning. Retrieved from American Institutes for Research website: http://www.air.org/resource/beyond-bell-turning-research-action-afterschool-and-expanded-learning

> This resource contains information on the connections between social emotional well-being and afterschool programs. The author's goal was "to make research on the afterschool and expanded learning field accessible, easy to read, and ultimately useful in practice."

National Child Traumatic Stress Network. (n.d.). Refugee services toolkit [Web-based tool]. Retrieved from http://learn.nctsn.org/mod/book/view.php?id=4518&chapterid=36

> This resource from the National Stress Network's Learning Center includes, on its opening page, a diagram that illustrates four different categories of core stressors encountered by refugees: trauma, acculturation, resettlement, and isolation.

National Clearinghouse for English Language Acquisition. (n.d.). *Elevating English Learners (ELs): Social and emotional supports for newcomer students*. Retrieved from http://ncela.ed.gov/files/feature_topics/newcomers/ElevatingELs_SocialEmotionalSupportNewcomer.pdf

This brief shares key considerations for schools implementing social emotional supports for newcomers. In addition to practical suggestions for implementation, this resource includes links to further information.

Ortiz, V., & Telles, E. (2012). Racial identity and racial treatment of Mexican Americans. *Race and Social Problems, 4*(1). Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3846170

This article explores discrimination against Mexican immigrants in the United States, across generations (using data sets from 1965 and 2000), and with a particular focus on variables such as race, skin tone, and socio-economic status.

Osofsky, D., Sinner, G., & Wolk, D. (2003). *Changing systems to personalize learning: The power of advisories.* Providence, RI: The Education Alliance at Brown University. Retrieved from http://education.vermont.gov/documents/EDU-PLP_The_Power_of_Advisories.pdf

This tool kit highlights five key dimensions of successful advisory programs to build social emotional capacities in students.

Paradis, J., Genesee, F., & Crago, M. B. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning* (2nd ed.). Baltimore, MD: Brookes Publishing.

This book dispels several myths about dual language development and answers questions that might come up in work with dual language learners and their parents.

Paris, D., & Alim, H. S. (2014, April). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review, 84*(1), 85–100. Retrieved from http://hepgjournals.org/doi/10.17763/haer.84.1.982l873k2ht16m77

In this article, the authors use the concept of culturally sustaining pedagogy as the foundation for a respectful and productive critique of previous formulations of asset pedagogies.

Pottie, K., Dahal, G., Georigiades, K., Premji, K., & Hassan, G. (2015, October). Do first generation immigrant adolescents face higher rates of bullying, violence, and suicidal behaviours than do third generation and native born? *Journal of Immigrant Minority Health, 17*(5), 1557–1566. doi:10.1007/s10903-014-0108-6

This meta-analysis considers the international evidence base for immigrant adolescent exposure to bullying and concludes that they are more susceptible to bullying than average.

Reaves, C. (n.d.). *Culture and language in TK: Supporting teachers, families, and children[in] family conversations* [Handout]. Retrieved from http://www.tkcalifornia.org/resource-library/resources/files/crrtl-family-conversations-handout.pdf

This handout provides examples for culturally responsive and relevant teaching and learning in transitional kindergarten.

Responsive Classroom (n.d.). About Responsive Classroom. Retrieved from
https://www.responsiveclassroom.org/about/

> This webpage emphasizes academic, social, and emotional growth in a strong school community and
> provides k-8 educators with practical training and resources to help create safe and joyful classrooms and
> schools where children can thrive.

Roffman, J. G., Suárez-Orozco, C., & Rhodes, J. E. (2003). Facilitating positive development in immigrant youth:
The role of mentors and community organizations. In F. A. Villarruel, D. F. Perkins, L. M. Borden, & J.
G. Keith (Eds.), *Community youth development: Programs, policies, and practices* (pp. 90–117). Thousand
Oaks, CA: Sage Publications.

> This book chapter discusses how mentors and community youth workers can support and guide immigrant
> students through various immigration-related challenges and foster positive youth development.

Roxas, K. (2011, Fall). Building a newcomer school for refugees with the community in mind. *Education in
Democracy* (3), 23-34. Retrieved from http://www.units.miamioh.edu/nnerjournal/previousissue.html

> This case study of Place Bridge Academy, a newcomer school in Colorado, describes the way the school
> fosters a positive school climate, supportive community, and family outreach.

San Francisco Unified School District Student Support Services Division. (2011, August). *Student success team
(SST) manual*. Retrieved from http://www.healthiersf.org/Forms/sst/SST%20Manual%202011-2012_
FINAL%20-%20with%20page%20numbers.pdf

> This manual describes the student success team process, team responsibilities and roles, and
> best practices.

Schmidt, S., Morland, L., & Rose, J. (2009, March). *Growing up in a new country: A positive youth development
toolkit for working with refugees and immigrants*. Retrieved from Bridging Refugee Youth and Children's
Services website: http://www.brycs.org/documents/upload/GrowingUpInANewCountry-Web.pdf

> This tool kit offers resources, tools, and guidelines to support service providers in their efforts to develop
> quality programming for the newcomer youth (ages 13–19) in their communities.

Short, D. J., & Boyson, B. A. (2012). *Helping newcomer students succeed in secondary schools and beyond*.
Washington, DC: Center for Applied Linguistics. Retrieved from https://www.carnegie.org/media/filer_
public/ff/fd/fffda48e-4211-44c5-b4ef-86e8b50929d6/ccny_report_2012_helping.pdf

> This study provides a survey of newcomer program types across the country and examples from specific
> programs.

Shulkind, S. B., & Foote, J. (2009). Creating a culture of connectedness through middle school
advisory programs. Retrieved from Association for Middle Level Education website:
http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/279/
Culture-of-Connectedness-through-Advisory.aspx

> This article offers student perspectives on the success of advisory programs in secondary school. In
> addition, the article discusses key characteristics of effective advisory programs.

Stanton-Salazar, R. D. (2011, September). A social capital framework for the study of institutional agents and their role in the empowerment of low-status students and youth. *Youth & Society, 43*(3), 1066–1109. doi:10.1177/0044118X10382877

> This paper analyzes the role of social networks and information as disadvantaged youth navigate post-secondary institutions.

Stavsky, S. (2015, March). *Measuring social and emotional learning with the Survey of Academic and Youth Outcomes (SAYO).* Wellesley, MA: National Institute on Out-of-School Time. Retrieved from http://www.niost.org/pdf/MeasuringSELwithSAYO.pdf

> "This paper seeks to demonstrate how the Survey of Academic and Youth Outcomes (SAYO), a tool developed by the National Institute on Out-of-School Time (NIOST) and used in the OST field for over a decade, can measure many of the SEL competencies of interest to the OST field."

Suárez-Orozco, C., Pimentel, A., & Martin, M. (2009, March). The significance of relationships: Academic engagement and achievement among newcomer immigrant youth. *Teachers College Record, 111*(3), 712–749. Retrieved from http://steinhardt.nyu.edu/immigration.olde/pdf/2009/EngagementTCR.pdf

> This mixed methods study considers how supportive relationships are important to academic engagement of newcomers, and includes two case studies of students.

Suárez-Orozco, C., & Qin, D. B. (2006, February). Gendered perspectives in psychology: Immigrant origin youth. *International Migration Review, 40*(1), 165–198.

> Provides reviews on studies that address gender and migration focusing on the experience of children and adolescents. The article provides developmental perspectives on family relations, well-being, identity formation, and educational outcomes, paying particular attention to the role of gender in these domains.

Suárez-Orozco, C., Rhodes, J., & Milburn, M. (2009). Unraveling the immigrant paradox: Academic engagement and disengagement among recently arrived immigrant youth. *Youth & Society, 41*(2), 151–185. Retrieved from http://www.rhodeslab.org/files/ImmigrantParadox.pdf

> This article discusses the results of the Longitudinal Immigrant Student Adaptation Study (LISA) and the impact of supportive relationships on academic success.

Suárez-Orozco, C., & Suárez-Orozco, M. M. (2001). *Children of immigration.* Cambridge, MA: Harvard University Press.

> This book describes the immense potential of immigrant children and the obstacles and trauma these children may face.

Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2008). *Learning a new land: Immigrant students in American society.* Cambridge, MA: Harvard University Press.

> The authors investigate the developmental pathways of first-generation immigrant students using the Longitudinal Immigrant Student Adaptation Study (LISA), with a focus on the networks of support in which each immigrant student operates, giving weight to methods of identity construction, meaningful relationships, and issues of inner-family communications.

Suárez-Orozco, C., & Todorova, I. L. (2003, Winter). The social worlds of immigrant youth. *New Directions for Youth Development, no. 100*, 15–24.

> This article focuses on a case study of an immigrant youth's experiences of migration, familial separation and reunification, and other complex factors.

Suárez-Orozco, C., Todorova, I. L. G., & Louie, J. (2002). Making up for lost time: The experience of separation and reunification among immigrant families. *Family Process, 41*(4), 625–643. Retrieved from https://steinhardt.nyu.edu/scmsAdmin/uploads/004/295/Family%20Process%202002.pdf

> This article presents research findings from an interdisciplinary study of immigrants in the U.S. and their familial relationships as well as the corresponding support schools could be providing.

Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, S. (2010, January). What can be done about school bullying? Linking research to educational practice. *Educational Researcher, 39*(1), 38–47.

> This review of the research on school anti-bullying programs proposes some reasons why evidence of effectiveness has been elusive.

U.S. Department of Education. (2016). ED School Climate Surveys (EDSCLS): Measures. Retrieved from http://safesupportivelearning.ed.gov/edscls/measures

> The webpage discusses ED School Climate Surveys and how to use them.

U.S. Department of Education. (2015, December 15). *Dear colleague letter: Letter to educational leaders regarding discrimination and harassment based on race, religion, or national origin.* Retrieved from http://www2.ed.gov/policy/gen/guid/secletter/151231.html

> This letter on preventing discrimination and harassment in schools features concrete advice on proactive measures, and provides links to research and resources that can further assist educators in their efforts.

U.S. Department of Education. (2015, October 20). *Resource guide: Supporting undocumented youth.* Retrieved from http://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf

> This guide includes an overview of U.S. supports and policies regarding undocumented youth and offers numerous strategies and tactics for secondary school educators, counselors, and other school staff to support them.

U.S. Department of Education, Office of English Language Acquisition. (2015). English Learner tool kit. Retrieved from http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

> This webpage provides links to download the EL tool kit for SEAs and LEAs as one document or by individual chapters; the introduction is available in multiple languages. The EL tool kit is designed for state, district, and school administrators, as well as for teachers; it offers tools and resources to help them meet their legal obligations in providing support to ELs to learn English while meeting college- and career-readiness standards.

U.S. Department of Justice, Community Relations Service. (n.d.). *Twenty plus things schools can do to respond to or prevent hate incidents against Arab-Americans, Muslims, and Sikhs.* Retrieved from http://www.justice.gov/sites/default/files/crs/legacy/2012/12/17/20-plus-things.pdf

This article gives specific examples of ways that schools can respond to hate incidents against Arab-Americans, Muslims, and Sikhs.

van Kooten-Prasad, M. (2007). *A teacher's guide to working with students from refugee and displaced backgrounds.* Fairfield, Queensland, Australia: Queensland Program of Assistance to Survivors of Torture and Trauma, Inc. (QPASTT). Retrieved from http://qpastt.org.au/tbcwp1/wp-content/uploads/2014/05/School-teachers-guide-2007-updated-2104.pdf

This reference guide is designed to assist teachers in their role with students from refugee and displaced backgrounds, particularly in relation to their social emotional needs.

Walqui, A. (2000). *Access and engagement: Program design and instructional approaches for immigrant students in secondary school* (ERIC Publications No. ED 438 727). McHenry, IL: Center for Applied Linguistics and Delta Systems. Retrieved from http://files.eric.ed.gov/fulltext/ED438727.pdf

This book profiles four program models for secondary newcomer students. The case studies of programs are set in diverse local and state contexts, but all programs offer students access to academics and language coupled with engagement.

Walqui, A. (2000, June). *Strategies for success: Engaging immigrant students in secondary schools* (ERIC Digest No. ED442300). Retrieved from http://files.eric.ed.gov/fulltext/ED442300.pdf

This digest describes the characteristics of secondary schools in the United States that make it difficult for immigrant students to succeed.

Wambalaba, M. W. (2013, February 27–March 1). *Bullying of immigrant students: Experience of African immigrant/refugee students.* Presentation at the 11th annual Northwest PBIS Conference, Eugene, OR. Retrieved from http://pbisnetwork.org/wp-content/uploads/2013/02/M.-Wam.F5-Immigramt-Student-Bullying.pdf

This PowerPoint presentation offers discussion probes and activities focused on bullying and immigrant students. The presentation examines school factors that affect the frequency of bullying of immigrants and how to prevent bullying. This resource is specific to African immigrant students, but it is applicable to all immigrant students.

Weissberg, R. P., & Cascarino, J. (2013). Academic learning + social emotional learning = national priority. *Phi Delta Kappan, 95*(2): 8–13. Retrieved from https://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/52e9ce21e4b0ac970820f94d/1391054369190/weissberg-cascarino-phi-delta-kappan.pdf

This article posits that when schools promote students' academic, social, and emotional learning, students will access the basic competencies, work habits, and values for engaged postsecondary education, meaningful careers, and constructive citizenship.

WestEd. (2014). *Assessing school climate.* San Francisco, CA: Author. Retrieved from http://surveydata.wested.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf

> This overview of school climate instruments includes questions and categories targeting students, parents, teachers, and other school staff.

White House Initiative on Asian Americans and Pacific Islanders. (n.d.). Bullying. Retrieved from http://sites.ed.gov/aapi/aapi-bullying/

> This webpage provides information and resources about bullying specific to the experiences of different students from Asia and the Pacific. These resources include activities of a national task force and translated materials to assess bullying and prevention efforts.

Yoder, N. (2014, January). *Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks* (Research-to-Practice Brief, rev. ed.). Washington, DC: Center on Great Teachers and Leaders. Retrieved from http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf

> This brief includes instructional practices that support social emotional learning in three teacher evaluation frameworks.