

Four Types of Support for Newcomers' 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).

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

Type of Support	Examples and Benefits
Formal, Adult-led	<p><i>Examples</i></p> <ul style="list-style-type: none"> • 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 <p><i>Benefits</i></p> <ul style="list-style-type: none"> • 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	<p><i>Examples</i></p> <ul style="list-style-type: none"> • 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 <p><i>Benefits</i></p> <ul style="list-style-type: none"> • 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	<p><i>Examples</i></p> <ul style="list-style-type: none"> • 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) <p><i>Benefits</i></p> <ul style="list-style-type: none"> • 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	<p><i>Examples</i></p> <ul style="list-style-type: none"> • 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 <p><i>Benefits</i></p> <ul style="list-style-type: none"> • 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.