

Effective Settlement for Newcomer Children and Families

LUSO COMMUNITY SERVICES



L U S O

COMMUNITY SERVICES

Presenters



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LUSO Community Services



LUSO Community Services is a non-profit multicultural neighbourhood resource centre dedicated to promoting inclusiveness, well-being and the prosperity of the London community.

We provide a variety of programs and services with a holistic approach to serving our community. Our programs support children, youth and families of culturally diverse backgrounds.

www.lusocentre.org 519-452-1466 @luso_london

- **Children, Youth and Family Services**
 - Basic Need Support to families in Northeast London
 - Literacy-based programming for children and families
 - Youth Programming for ages 11-19
 - Community Support Initiatives and Volunteer Opportunities
- **Newcomer and Immigrant Services**
 - Support to immigrants and newcomers offered in Beacock Library and schools in Northeast London and Argyle
 - Settlement Counsellors at the LUSO office
 - Community Connections program to assist with building a social support network
- **Education and Outreach Services**
 - Cultural sensitivity and anti-racism training and workshops offered in schools, community organizations and housing sector (landlords)

Goals of Today's Presentation

- Who are Newcomers to Canada?
- Reflective Table Activity: Part 1
- Highlight some challenges and barriers children and families that are newcomers face in our community
- Provide some practical strategies and environmental considerations to support children and families who are newcomers
- Outline where you can refer newcomer families for support
- Reflective Table Activity: Part 2

Newcomers in Canada and our Community

Immigrants in Canada

Economic immigrants. These immigrants are skilled workers, professionals, investors and entrepreneurs. They generally have the education and experience necessary to help them become economically established and are in good health.

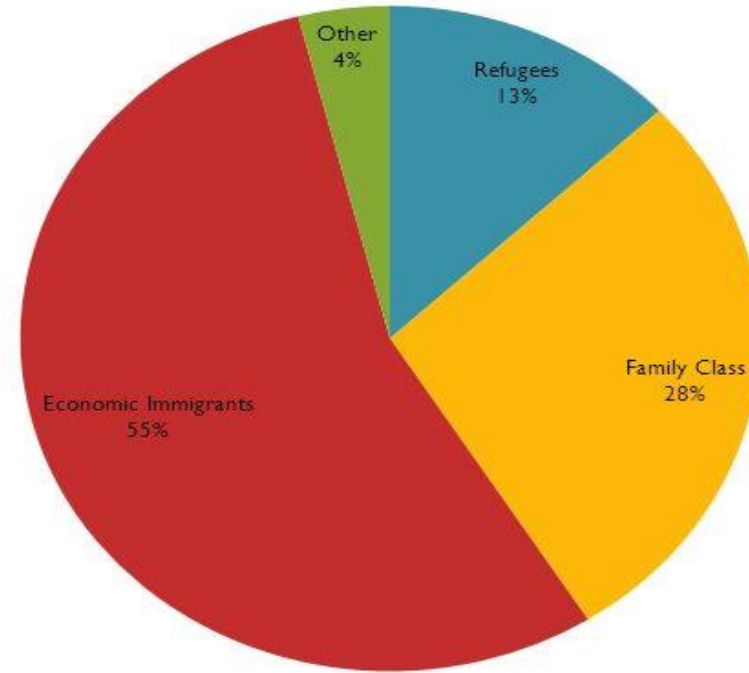
Refugees. These people fear persecution in their country of origin or are in need of protection and have sought asylum in Canada. Each case is assessed individually.

Family class immigrants. These immigrants are the spouses, children, parents, etc. of the Canadian Citizens or permanent residents of Canada who sponsor them and commit to support them from a pre-determined period of time. Family class immigrants also need to be in good physical health and pass criminal and background screening.

Other: In addition, there are people living temporarily in Canada such as temporary workers and students who may have young children and may require services.

Categories of Immigration

- Economic Immigrants
 - Skilled workers
 - Business people
- Refugees
 - Those escaping war or other social conditions
- Family Class
 - Family of those already living in Canada
- Other
 - Humanitarian or compassionate reasons



Immigrants by Country

Permanent Residents Admitted in 2017, by Top 10 Source Countries^[6]

Rank	Country	Number	Percentage
1	 India	51,651	18
2	 Philippines	40,857	14.3
3	 China	30,279	10.6
4	 Syria	12,044	4.2
5	 United States	9,100	3.2
6	 Pakistan	7,656	2.7
7	 France	6,600	2.3
8	 Nigeria	5,459	1.9
9	 United Kingdom and Colonies	5,293	1.8
10	 Iraq	4,740	1.7
	<i>Top 10 Total</i>	173,679	60.6
	<i>Other</i>	112,800	39.4
	Total	286,479	100

In a poll conducted in 2017 by the Canadian Government, most of Canada's immigrants came from South Asia and Southeast Asia (over 56% of those polled).

Canada receives its immigration population from almost 200 countries.

In this poll, Canadians greatly overestimated the percentage of immigrants who are refugees.

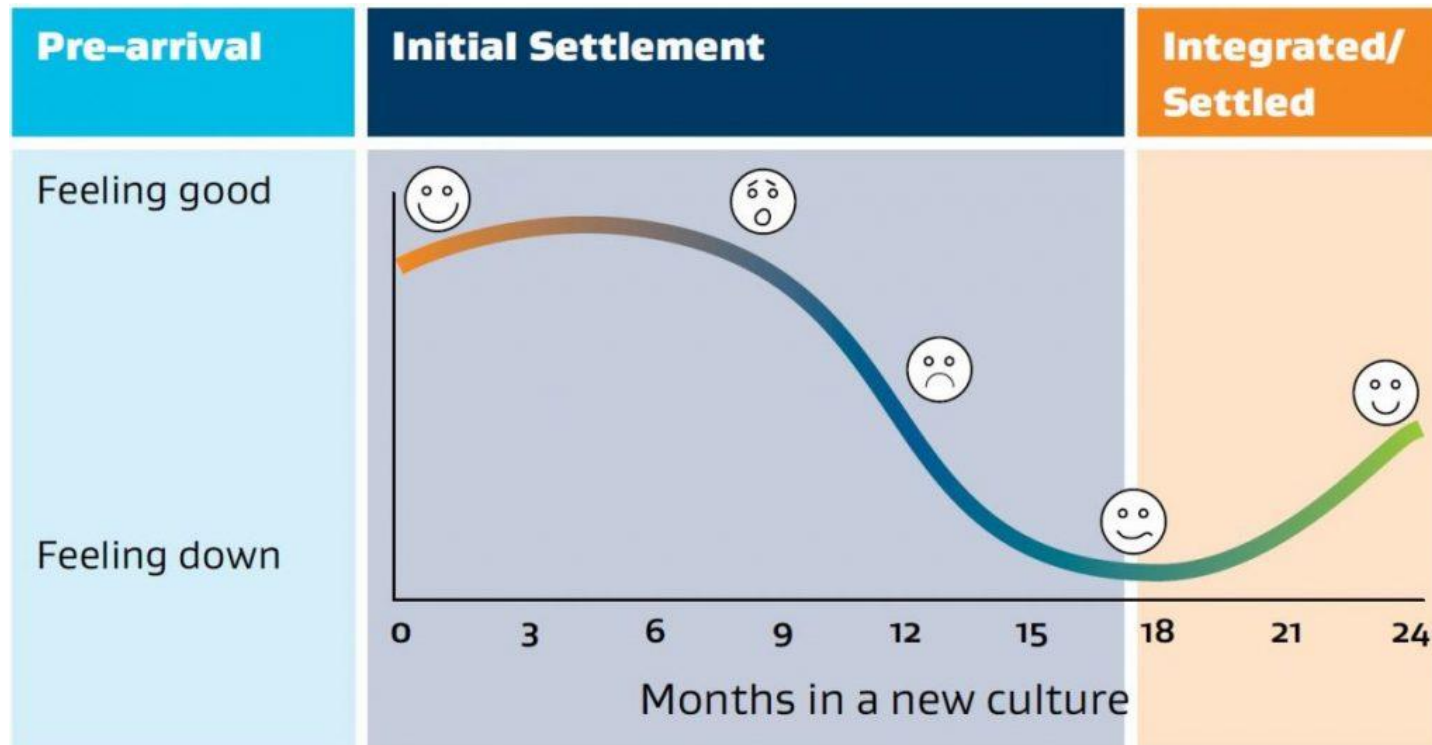
Table Activity: Part One 8 minutes

1. What are some of the challenges you face when serving Newcomer Families and Children?

2. What are you currently doing to support Newcomer Families and Children as an organization?

Challenges and Strategies for Working with Newcomer Families and Children

Challenge: The Settlement Curve



The idea of the Settlement Curve was developed by the government of New Zealand, but has been adapted by many individuals to speak to the immigrant experience.

At first, migrants may be excited about their arrival and new possibilities.

However, soon cultural, racial, employment, and language barriers may become troubling and their expectations about what life will be like in Canada may not be met.

Finally, mood improves as families become increasingly settled and develop a support system.

Strategy: Encourage the Building of a Social Network

- Offer up-to-date lists of local activities and services for families.
- Connect new participants with other parents who have similar experiences, similar languages or culture in your programs. They will be able to help each other understand your services.
- Show a keen interest in learning about the child, and form genuine relationships with him/her.
- Help parents meet their families' needs through partnerships with other organizations. As much as possible, offer a multi-service point where families can access the other programs and services they need.
- Find out if the families are already linked to an organization or network.
- Tell the families about the settlement services they can access.

Strategy: Settlement Services

- Free programs to assist newcomers to Canada accessing community service and adjusting to life in their new community
- Interpretation, Settlement Counsellors, English Second Language classes, Settlement Workers in Schools (SWIS), Library Settlement Program (LSP), Job searching
- **Making a referral:**
 - Be aware of the needs of the family and where they live in the city.
 - If a child in the early years has an older school age sibling they can go to Settlement Workers in Schools (SWIS). There is a SWIS on call in every school in London, Ontario.
 - If the child does not have a school age sibling seek out Settlement Counsellors, Library Settlement Program (LSP), or other settlement providers in your area.

Settlement Services

The screenshot shows the Settlement.org website interface. At the top, there is a navigation bar with the Settlement.org logo and links for NEWS, EVENTS, TRANSLATED INFORMATION, and ASK A QUESTION. A search bar is also present. Below the navigation bar, a green header contains various service categories: Immigration & Citizenship, Housing, Health, Employment, Education, Community, Legal Services, and Daily Life. The main content area is split into two columns. The left column displays a map of the London area with four red location pins labeled A, B, C, and D. The right column shows search results for 'Settlement Services London', indicating 26 results. Below the results, there are navigation buttons for 'Previous' and 'Next'. At the bottom of the results section, there is a call to action: '211 Need help? Talk to 211 now (Live Chat)'.

Settlement.org
Welcome to Ontario

NEWS EVENTS TRANSLATED INFORMATION ASK A QUESTION

Custom Se

ETABLISSEMENT.ORG

Immigration & Citizenship Housing Health Employment Education Community Legal Services Daily Life

Map Satellite

← Back to London

Settlement Services London

There are 26 results matching Settlement Services located near London and Area.

This list below shows 21 to 24 of 26 records.
The map only shows results where a physical address is available.

- A LUSO Community Services. Newcomer Settlement Program
- B LUSO Community Services. Settlement Workers in Schools Program
- C LUSO Community Services. Beacock Branch Library. Library Settlement Program
- D YWCA St Thomas-Elgin. Settlement Services for Newcomers to Canada

← Previous Next →

211 Need help? Talk to 211 now (Live Chat)

<https://settlement.org/findhelp/ontario/>



Challenge: Language Barriers

- Newcomers may come to child care, Family Centres, and other family supports with limited English and may only speak in their native language.
- Some individuals may be illiterate in their own language, such as much of the Nepalese Bhutanese Newcomer population, due to their displacement from their home and time in refugee camps.
- Parents may be hesitant to bring their child(ren) to child care and playgroups because they are concerned their child may:
 - Lose their first language
 - Feel alienated due to not knowing any English
- Parents may be concerned and feel isolated when their child's English proficiency is better than their own.

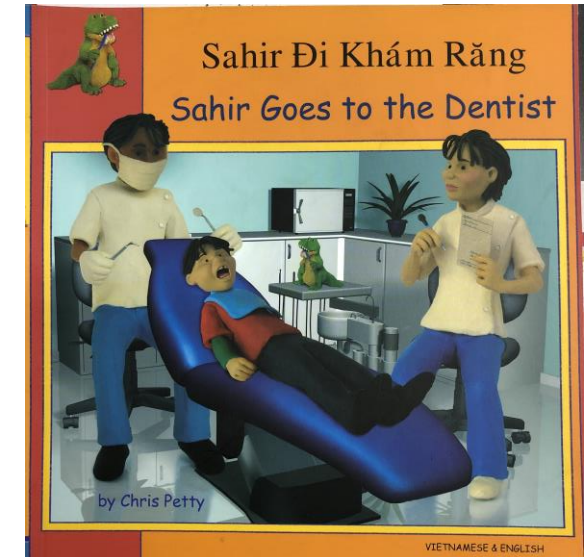
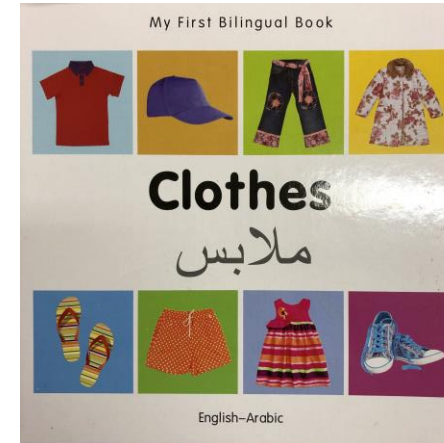
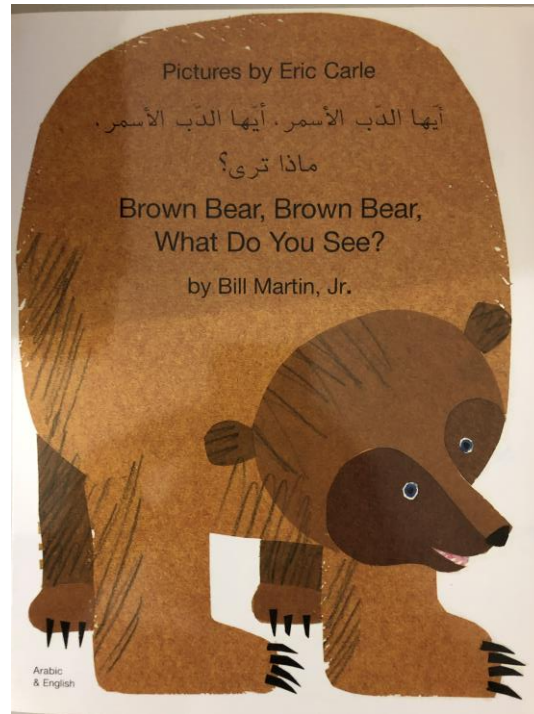
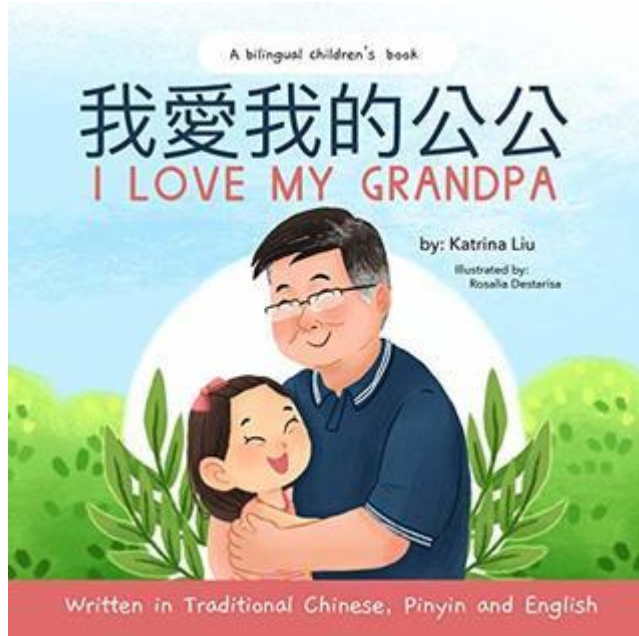
Strategy: Overcoming Adult Language Barriers

- When communicating in the dominant language, simplify your speech and add gestures. You may also want to try translation tools or pictures.
- Use a “Cultural Broker”: Encourage the individual you are trying to communicate with to bring a friend they trust from their culture who has a higher level of English proficiency.
- When serious concerns arise, try to book certified interpreters and send the message with them in writing.

Strategy: Create a Language Rich Environment

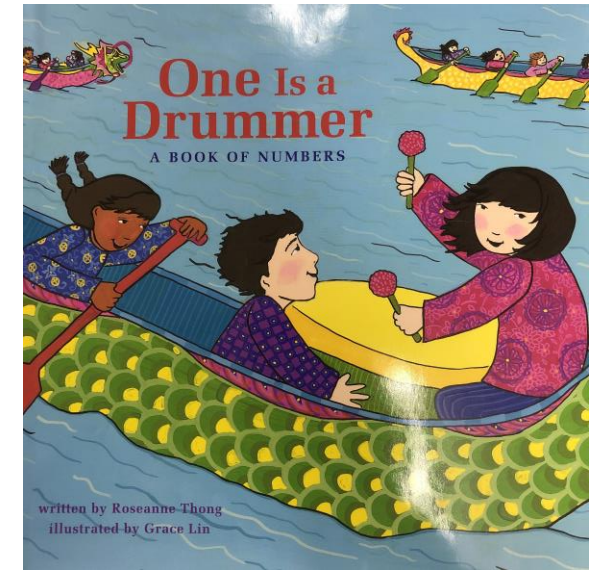
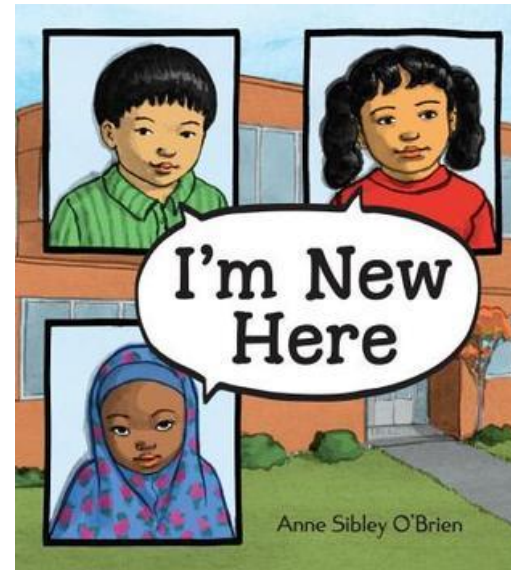
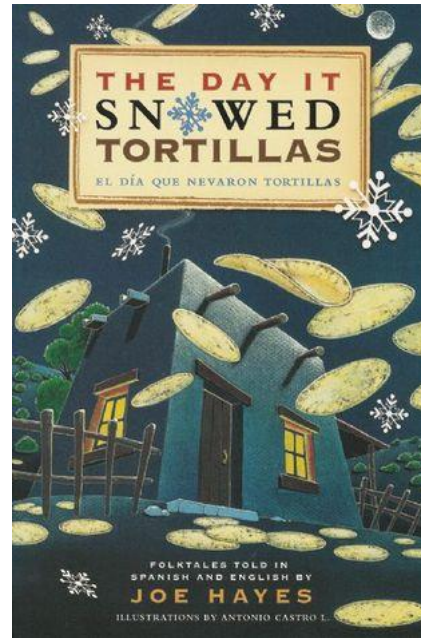
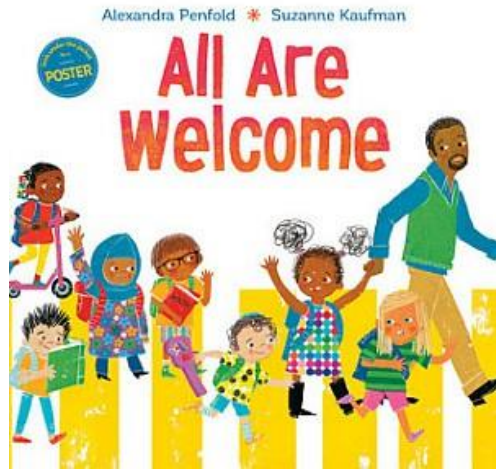
- Incorporate home languages into the setting through books, multilingual posters and labelling throughout the room, alphabets in various languages, and playing music from various cultures. Families are a great resource for this! When children recognize the script or sound of their first language, it can increase their comfort. It shows parents that their home language is valued.
- Demonstrate your openness to learning a few words or phrases in the child's home language.
- Use consistent words and teach children important phrases. For example, instead of using different words to describe the same thing (e.g. bathroom, toilet, washroom) pick one and use it consistently. It also helps to provide children with simple phrases that can help them get their needs met ("I want...") and to socialize ("No.", "Don't Touch", "My turn", "Can I play?")
- Match your language to the child.
- Use picture dictionaries as a tool.
- Emphasize that the early years should be a time to expose children to all the languages parents wish them to develop.
- Adapt program set up to add a variety of play spaces where children can interact in small groups, as well as areas where they can retreat from language overload and engage in play without interference.

Strategy: Dual Language Books



Strategy: Identity Texts, Culturally Responsive Picture Books, and the Voice of the Child

Are your texts representative of the children in your care?



Challenge: The Danger of a Single Story



“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

- Chimamanda Ngozi Adichie



Strategy: Ask key questions! Ensure that children and parents have an opportunity to express their needs.

- Ask parents about their immigration experience (e.g. When did you come to Canada? Where did you travel from? What led you to Canada?)
- Discuss the goals and dreams they have for their children.
- Ask the children what they prefer, what they miss, and what they would like (e.g. food, toys, play, activities). If children do not have verbal language, observe what children gravitate towards and where they are hesitant.
- Ask parents about their children's strengths and their concerns.
- Ask parents what they are finding easier in Canada and what they are struggling with. *How can I help?*

Challenge: Navigating Cultural Differences

Some cultural differences may be:

- Family Roles (e.g. who is responsible for household chores)
- Foods (e.g. transition time to solid foods, school lunches)
- Clothing (e.g. perceptions of used clothing, understanding of winter clothing)
- Expectations around time
- In raising children (e.g. discipline methods, level of independence)

Strategy: Preserve Cultural Practices and Identity

- Encourage the parents to transmit their family traditions to their children, as long as they are safe.
- Encourage parents to speak their home language with their children.
- Invite parents to read children's book in their own languages and share their cultural festivals and celebrations. Invite parents to bring in cultural items (dress up, instruments, etc.) to add to the play space.
- Children need to see images of others like themselves throughout the program—on the walls, in books, in materials, and in activities.

Strategy: Preserve Cultural Practices and Identity



- Explore expressing cultural differences such as different ways to transport dolls (baby carriage, slings, holding on hip, lullabies from different cultures)
- For the housekeeping or kitchen area, encourage families to bring in containers and packaging that showcase their culture and food items they use regularly.
- Inform parents about the importance of playing with their children and our Canadian perspective of play-based learning.

Strategy: Understand your own Cultural Values

- Realize that customs and practices change over time and are not universal (e.g. parenting roles, roles of grandparents, hygiene)
- Check your biases regularly, as they are often unintentional.
- Be flexible and do not stereotype. Each family has a different background and different needs. There is often great diversity within a culture, let alone across cultures.

How do children learn about diversity?



Diversity learning is a ladder.

1. **EXPOSE** children to all the global differences that exist through inclusive and diverse program materials.
2. Through that exposure children become **AWARE** of difference. Your body language in combination with your tone of voice is going to create awareness that these differences are okay and celebrated.
3. Through that awareness children become **FAMILIAR** with differences and achieve a level of **COMFORT**.
4. Once they are comfortable with difference, they can be **EMPATHETIC** and should be able to take **ACTION** when unfairness either against themselves or someone else occurs.

Diversity Checklist

- Materials given to parents are translated and/or written in simple English or with visuals.
- I have reviewed my materials to ensure they include non-stereotypical, modern day images of people of differing races, religions, cultures, ages, appearances, social classes and genders.
- A special effort has been made to incorporate and support diverse family languages, beliefs, traditions and values into the regular program.
- I deal with any discrimination immediately even if it not intentional.
- I avoid using terms like “we” and “they” when speaking about a person whose racial/cultural background differs from my own.
- I adjust my communication style for each child and parent that I interact with and spend time communicating with every child and family.
- I demonstrate that I value diversity and see the benefits of this for myself and others.
- There is regular training for staff on these issues.



Challenge: Mental Health and Isolation

- Some newcomer families come with trauma (emotional, physical, sexual). Keep in mind that some of the behaviour of children and parents may be related to traumatic situations they have experienced in their country of origin or through their migratory path.
- Families may be separated from their relatives and friends. When children and parents migrate, they experience many types of loss, such as the loss of a familiar language, environment, or an attachment figure.
- Children can fall into a perpetual mourning of a lost attachment to a significant member of the extended family. Many families of minority backgrounds have co-parenting with grandparents or other extended family as a common practice.
- Families and children may feel disoriented, anxious, sad and even depressed depending on where they are in The Settlement Curve.
- There is a lot of stigma towards mental health in various cultural groups.

Strategy: Help Children Process Loss and Cope with Trauma

- Immigrant children need support to grieve and mourn the loss of those left behind. Loss and separation can cause a lot of pain and anguish, which affects their ability to develop new relationships.
- Be aware of what scares the child or triggers a traumatic memory. If s/he is fearful of an object or person (e.g. walkie talkies, police officers) introduce the object or person gradually.
- Give children the option of breaking away from group activities so that they can have their own space and time. Create quiet spaces.
- Give prior warning about fire drills and potential noise.

Challenge: Health Barriers

- Newcomer families may not understand our health care system (e.g. family doctors, access to specialists, immunization records, waitlists, interpreters, nurse practitioner)
- Due to some newcomers migratory path to Canada they may have dental concerns, vision concerns, undiagnosed issues (medical, learning disabilities, developmental delays).

Strategy: Inform Parents of Local Health Practices and Services

- Ensure parents are aware of how to access health care services.
- Have information available in simple formats with lots of visuals for parents.
- Give parents information on how to dress for winter or refer to Settlement Services workshops.
- Help parents find ways to adapt their recipes to local foods and introduce foods you are using in program as these may be unfamiliar to them.

Table Activity: Part Two 8 minutes

- Reflecting on what you have learned in this presentation, your own knowledge and *How Does Learning Happen*, what more can you do to support Newcomers Children and Families at your centre or in your programs?
 - What can you do as an individual?
 - What can you do as a team?
 - What do you still need to learn and research?

TRUE BELONGING IS NOT PASSIVE. IT'S NOT THE BELONGING THAT COMES WITH JUST JOINING A GROUP. IT'S NOT FITTING IN OR PRETENDING OR SELLING OUT BECAUSE IT'S SAFER. IT'S A PRACTICE THAT REQUIRES US TO BE VULNERABLE, GET UNCOMFORTABLE, AND LEARN HOW TO BE PRESENT WITH PEOPLE WITHOUT SACRIFICING WHO WE ARE. WE WANT TRUE BELONGING, BUT IT TAKES TREMENDOUS COURAGE TO KNOWINGLY WALK INTO HARD MOMENTS.

BRENE BROWN, BRAVING THE WILDERNESS



COMMUNITY SERVICES

Questions?



References and Resources

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Other Resources:

CMAS: Supporting the Settlement of Young Immigrant and Refugee Children. www.cmas.org

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Articles and Books by Judith A. Colbert