**Developing socio-emotional competence among immigrant adolescents:**

**Insights and practical tools derived from group assertiveness training**

Cross-cultural transition poses a special challenge for socio-emotional development among immigrant adolescents. Assertiveness, which is considered to be an adaptive resource, can support the transition process since it includes skills such as initiative-taking, seeking help, and dealing with prejudice and discrimination. This study examines a cohort of Ethiopian immigrant adolescents in Israel and seeks to answer two questions: 1. Did the adolescents' assertiveness increase after group assertiveness training? 2. If so, was assertiveness toward hosts, fellow immigrants, or both, improved? We divided the adolescents into four test and four control groups (n = 113). We found that assertiveness among all adolescents in the test groups increased towards hosts while assertiveness towards fellow immigrants increased only among females. Some conclusions can be derived from these findings. First, the study indicated that group assertiveness training can increase assertiveness among immigrant adolescents. Second, when planning interventions for immigrant adolescents, their perceived reference social groups must be taken into account. Third, more emphasis should be given to promoting assertiveness among adolescent immigrant males. This presentation will focus on understanding the complexities of providing assertiveness training to immigrant adolescents and describes insights and practical tools for implementing such training.

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They are characterized by school motivation.

It is important to note that the relationship between…

The second method that emerged was empowerment.

In the first strategy, other students were given the role of being agents of change.

Supporting these students within the school framework is an important factor in promoting them as individuals who are involved in productive interactions in the classroom, and who perceive themselves to be full learners.