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4 Supplementary File

5 **Immigrant Children’s Connections to People and the World** 6 **Around Them: A Critical Discourse Review of Academic Literature**

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10 **Table 6.** Discourses of children’s connections in the sample of immigrant children (sample 1) and of children in general
11 (sample 3)

Sample	Immigrant children			Children in general (including immigrant children)		
Discourses	1. Psychological discourse on children’s school belonging in the US	2. Educational discourse on children’s connections at schools in Europe	3. Discourse on children’s integration	1. Discourse on children’s participation in leisure activities	2. Discourse on children’s connection to places	3. Discourse of inclusion of children with disabilities
Term in title	Belonging		Integration	Participation		
Year	2000-2009		1989-1999			
Journal	Psychology	Education			Social science	
1st author	Psychology					Education
Country	USA	European				
Children’s age	Not specified	13-16				
Children group						Disability
Arena		School		Leisure time	Geogr. area	
Affiliation object	School			Activity	Geogr. area	
Method	Quantitative		Quantitative			
Citations				200-629		

Discourse strength	Strongest	Weaker	Weakest	Strongest	Weaker	Weakest
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13 **Table 7.** Use of terms in studies of children’s connections

Most used term in studies of children’s connections	Characteristics
1. Participation	Often connected to an activity The preferred term in studies dealing with children in general
2. Integration	Decreased popularity in studies of immigrant children from the 1990s Sometimes used about settings (e.g., integrative schools)
3. Inclusion	Sometimes used about settings, e.g., inclusive schools
4. Exclusion	Seldom used in studies of children’s connections
5. Belonging	Refers to children’s feelings The preferred term in studies of immigrant children Replaced the use of integration in studies of immigrant children?

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