

The goal of this work is to map an adaptation process, which children have to go through when coming to a foreign school in terms of different instructional language, curriculum and particularly sociocultural environment. The work is focused on a group of factors which influence the adaptation, e.g. child age, family role, community role, cultural differences and support techniques used by schools to make the transition process for children smoother. The work also describes the cases when children have to face the adaptation process multiple times because of repeated moving to new countries and therefore repeated school changing. This trend is caused by migration and globalization and is connected especially with international schools, which consider the successful adaptation process of its students as a key assumption for students' future success. The work also shows situation of bilingual children in terms of adaptation to a new school environment and specific problems of children who have never lived in their own culture or culture of their parents („Third Culture Kid Theory“). One part of this work is a research held in American International School of Budapest which consists of 3 case studies of foreign students.