THE IMPACT OF SERIAL MIGRATION ON THE PSYCHOLOGICAL ADJUSTMENT AND ACADEMIC PERFORMANCE OF WEST INDIAN IMMIGRANT CHILDREN

by

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Abstract

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by

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For many years, serial migration, a pattern in which parents migrate first and send for their children at a later date, has become a common way of life for many West Indian immigrant families. This study examined the impact of serial migration on the psychological adjustment and academic achievement of West Indian children.

Fifty-two parents of children (aged 7-18) who migrated within the past 10 years participated in the study. Twenty-one of the participants were parents from families who migrated with their children, while 31 were parents from families that migrated before, and were later reunited with their children in the United States. Participants completed three questionnaires comprised of: (1) The Child Behavior Checklist, (2) The Family Adaptability and Cohesion Scale and (3) a family demographic questionnaire. Each participant was compensated 20 dollars for completing the questionnaires.

The results of the study showed that when compared to children who migrate with their families, children who migrate after their parents experience significantly more externalizing behavior difficulties. However, they did not exhibit more internalizing problems, nor were their grades affected. Among the sample of serially migrated families, the study found that it is the mother who typically migrates first leaving the children, and this results in the child

demonstrating significantly more externalizing behavior problems after reunion. In addition, the results revealed that children who are reunited into a family with new members also exhibit more externalizing behavior problems than their counterparts. Other findings indicate that parents who are younger and less educated engage in serial migration, while parents who are more educated and older engage in family migration. In terms of family functioning for the sample of participants, the results showed that good family communication significantly reduces the risk of externalizing behavior problems in children following migration.

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Chapter I

Introduction

Immigrant children are the fastest growing sector of the U.S. child population (Suarez-Orozco, Todorova, & Louie, 2002). According to the Harvard Immigration Project (2006), approximately one in five children come from an immigrant-headed household, with this number purported to increase to one in three by the year 2040. This great influx of immigrants has tremendous impact on families and schools, and greatly affects, and changes their role in meeting the diverse needs of these children.

Migration is a stressful process that demands emotional, social, cultural, educational and economic adjustments (Thomas, 1995). As a result, when one migrates to a new country, he or she must undergo many transitions. The period of adjustment and transitioning can be complicated by extended periods of separation between family members (Suarez-Orozco, Todorova, & Louie, 2002).

Over the years, immigration laws have changed limiting the number of immigrants to the United States. As a result, families are sometimes forced to migrate in a segmented fashion. Researchers have coined the term serial migration to describe the process of parents migrating to the new country first with the children migrating at a later time (Smith, Lalonde, & Johnson, 2004). Parents typically migrate before their children in an attempt to improve their economic situation. As a result, one would mostly find low-income families engaging in serial migration.

The separation of the child from the parent is considered to be the first stage in serial migration. The time that elapses between family separations varies from a few months to many years depending on the family. The second stage is the reunion of the child with the parent typically after the parents have established themselves in the new country.

Both the period of separation and reunion can be a very stressful time for the families. For children, the phenomenon of separation occurs multiple times. First, the child is separated from the biological parent after that parent migrates, then again from the surrogate parent when the child migrates. The child can also experience additional separations after being left behind by the parent if he/she is moved between caregivers. The pain and fear experienced from going through the repeated separations can seriously affect the child's ability to cope successfully in life (Crawford-Brown & Rattray, 2003).

The extent to which the child is affected during the initial separation from the biological parent depends on a number of possible variables which may include: how prepared and ready the child was when the parent left, the parental figure that migrates, the age of the child, the level of supervision and care the child receives from the new guardian, and whether the child is shifted between caregivers. Studies investigating the impact of parental separation on the child left behind indicate that they are at risk for behavioral and emotional disorders such as depression, suicidal ideation, poor self concept, poor school performance and conduct disorder (Crawford-Brown, 1999; Pottinger, 2005).

Since the literature shows that children during the period of separation experience emotional and behavioral difficulties, it is not surprising that the literature on reunion demonstrates that the children have difficulties then as well. Several studies show that children who were separated and later reunited with their parents experience adjustment difficulties, anger and resentment (Anthony, 2006), truanting and delinquency behavioral problems (Burke, 1976), difficulty developing a relationship with their mothers (Arnold, 2006; Burke, 1976; Hine-St. Hillaire, 2007; Smith, Lalonde & Johnson, 2004), low self- esteem (Smith, Lalonde & Johnson, 2004), depression (Suarez-Orozco, Todorova, & Louie, 2002), and difficulty in school (Adams, 2000).

The variables that determine the extent to which children experience difficulty during the reunion include the length of separation, parental figure that migrates, age of the child at reunion, and reunification of the child into a family consisting of new members.

Family Systems Theory was used to provide a theoretical foundation for this study as it gives a basis from which to understand what happens to the individual and the family during serial migration. Family Systems Theory helps us to understand how separations that cause changes in the family structure affect the children and their families (Suarez-Orozco, Todorova, & Louie, 2002). It gives us a framework for understanding the child's behavior by looking at the family and the patterns of relationship among its members. Using a systemic framework, one could predict that the separation and reunion processes involved in serial migration are stressors on the family that impact their functioning. These stressors may affect family structure including boundaries, subsystems, roles and stability and help to explain child outcomes (Falicov, 2003).

Family systems theory along with the literature investigating the impact of separation and loss can help to explain why serial migration can become problematic for the child and the family. However, there is limited research investigating the impact of serial migration. This is also true for looking at specific cultural groups such as West Indians who migrate in large numbers and often not as a family unit.

While the phenomenon of serial migration is prevalent in many countries, it is especially predominant in the Caribbean (Larmer, 1996). West Indian immigrant families have been engaging in serial migration for nearly ten decades. This migratory pattern most often takes the form of the mother migrating first and sending for the children and the father at a later time. Although the act of serial migration is a common way of life for many West Indian families, not may studies have investigated its impact on children.

In an attempt to add to the available research, the purpose of this study was to investigate whether the reunion of West Indian children with parents after migratory separation increased the child's risk for psychological problems and poor academic performance. Specifically, it examined differences between groups of children who migrated after their parents, and those that migrated with their parents, and whether variables relating to those differences placed the children at risk for emotional, behavioral and academic difficulties.

To determine the impact of serial migration, the following research questions was asked:

Research Questions

1. Are there differences in the psychological and academic outcomes of children who serially migrate and those that migrate with their family?
2. Are there differences in the psychological and academic outcomes of the sample of children based on family functioning?

For the families that engaged in serial migration:

3. Does the length of separation between the child and the parent affect the child's psychological and academic outcomes after reunification?
4. Does the migration of the mother affect the child's psychological and academic outcome after reunification?
5. Are there differences in the child's psychological and academic outcomes based on the type of contact between the parent and child during separation?
6. Are there differences in the psychological and academic outcomes of children who are reunited into a reconstituted family and those who are reunited with their family of origin?

To answer the research questions posed, the researcher acquired a sample of 52 parents who completed 3 outcome measures. Thirty-one of the participants were parents of families who engaged in serial migration, while 21 were parents of families who engaged in family migration.

Results from the study indicate that children who engage in serial migration exhibit significantly more externalizing behavioral problems than children who migrate with their parents. Among the sample of serially migrated families, the results showed that both the migration of the mother and the child reuniting into a reconstituted family contributes to the child exhibiting significantly more externalizing behavior problems. In terms of family functioning, the results showed that good family communication significantly reduces the risk of externalizing behavior problems in children following migration.

Chapter II

Literature Review

This chapter provides a review of the literature pertaining to serial migration. The chapter provides an overview of the prevalence and predictors of serial migration, as well as its impact on psychological adjustment and academic performance both during the period of separation and reunion. The chapter also looks at acculturation in general and within the framework of serial migration. A family systems theoretical framework is then used to further explain what occurs during the process of serial migration. The remaining portion of the review focuses on describing West Indian migration.

Serial Migration

According to Pottinger and Williams-Brown (2006), migration from the Caribbean can take four forms: (a) seasonal migration – parents migrate for up to 6 months at a time to work; (b) family migration – parents migrate with their family; (c) parental migration – parents migrate for a specified or unspecified period of time with no intention of having their children live with them abroad; and (d) serial migration – parents migrate first and send for their children at a later time. Although West Indian immigrants migrate in many forms, serial migration has received much attention because of the difficulties children face when they move to the host country to live with their parents.

According to Smith, Lalonde, and Johnson (2004), serial migration occurs when parents migrate to the new country first, with the children migrating at a later time. This pattern of migration involves children separating from their parents for varying lengths of time, with reunion often taking place after their parents have established themselves legally and economically in the new country (Adams, 2000). Many parents after leaving their countries

expect to establish themselves and send for their children after a short time. However, this is often not the reality. Rather, these families are often faced with difficulties in obtaining well paid jobs, saving enough money to support themselves and their children, and meeting immigration requirements.

Smith et al. (2004) propose that serial migration involves two stages. The first stage is the initial separation of the children from their parents when these parents migrate, and the second stage is the reunification of the children with the parents in the new country. In a nuclear family setting, serial migration patterns include: one parent migrating first, then sending for the other parent with or without the children, or both parents migrating together and sending for the children at a later time. In a single parent home, the parent migrates, with the children following at a later time. The time that elapses between family separations varies from a few months to many years depending on the family.

Traditionally, the pattern of serial migration in West Indian families took the form of the father going ahead, with the wife and children following often to the United Kingdom. However, when the United Kingdom began to change the immigration laws in the 1960's, the Caribbean immigrants turned to the United States (Crawford-Brown & Rattray, 2002). Since then, migration has been dominated by females who find it easier to settle into jobs (Goupaul-McNicol, 1993). Therefore, the migratory pattern changed to one in which the women in the household migrated first, and then sent for their husbands and children at a later date. As a result, serial migration, a pattern in which parents migrate first and send for their children at a later date, has historically been a common way of life for many West Indian immigrant families.

The act of "child lending" facilitates the process of serial migration, as this too is a common practice in the household of many West Indian families. Child lending refers to a practice

whereby school-aged children are sent to live with extended family members in the event that the mother has to work, has died or for easier access to educational opportunities (Brice, 1982). This common practice within the different islands makes it easier for the parent to leave their children with an extended family member when migrating.

Predictors of Serial Migration

The type of migration pattern chosen is highly determined by economic reasons, with mainly middle and upper class families engaging in family migration, and predominantly low-income families engaging in serial migration (Crawford-Brown & Rattray, 2002; Pottinger & Williams-Brown, 2006). While most immigrants from lower or middle socio-economic classes migrate for a better life, those from the upper socio-economic class often migrate to acquire an advanced education (Goupal-McNicol, 1993).

Glasgow and Gouse-Sheese (1995), in their sample of West Indian children who were separated and later reunited with their parents, found that most of the students were separated from their parents for lengthy periods because of economic reasons. Similarly, Mitrani, Santisteban and Muir (2004) found that the Hispanic adolescents treated in their sample typically had mothers who migrated to the United States and left their children behind in an attempt to improve their family's economic situation. Suarez-Orozco, Todorova, and Louie, (2008) report that 70% of the immigrant parents interviewed said that they had migrated to the United States in an attempt to provide better opportunities for their family, with 18% specifically stating that the main purpose was to give their children a better education.

The literature clearly indicates that improving the family's economic situation is the primary reason for engaging in serial migration. While this may be the primary factor, other hypothesized variables that may influence a family's decision to serially migrate are: level of support from

family members living in the host and the home country, legal status of the migrating family members, the family composition prior to migration, and the age of the parent at migration. These variables are explored in depth in the current study.

Prevalence

The pattern of serial migration is prevalent across many cultures. Of a sample of 385 adolescents originating from China, Central America, the Dominican Republic, Haiti and Mexico, Suarez-Orozco et al. (2002) found that 85% of the children were separated from one or both parents during the process of migration. Smith et al (2004) reported that 71% of their West Indian participants were left behind by their mother, 4% by their father, and 25% by both parents. During separation, 48% were cared for by their grandmother, 25% by both grandparents, and 17% by an aunt or uncle. Other participants were left in the care of a sibling or neighbor. The authors also reported that the participants were typically united with the parent(s) who left them behind, with 58% of them encountering new family members such as a stepparent or stepsibling.

Jones, Sharpe and Sogren (2004) report that 10% of the Trinidadian school population sampled had one or both parents living abroad, with 75% of the cases being mothers. In addition, when the children were left with the fathers, they were subsequently moved to other relatives as the father was not able to adequately care for the child. A sample from a population of Jamaican students indicated a serial migration prevalence rate of 44% (Pottinger, 2005).

Separation

The separation of the child from his/her parent(s) is the first step in the process of serial migration. The nature of what occurs during this period has considerable impact on the psychological adjustment of the child during reunion. The child who is left at a very early age

bears little memory of the parent, and those left at a later stage experience anger, resentment and rejection (Crawford-Brown & Rattray, 2002). During separation, emotional and behavioral difficulties can occur when children receive inadequate preparation for the separation, are shifted from one caregiver to another, experience lengthy periods of parental absence without visitation and contact (Smith, Lalonde & Johnson, 2004), and are unprotected and unsupervised by the guardian (Pottinger, 2005).

Children who are left behind are placed in: an extended family member's home, a stranger or friend's home, or a boarding institution (Crawford-Brown & Rattray, 2002). The quality of care the child receives is highly dependent upon several factors. One such factor is the nature of the relationship between the parent and the caretaker. For example, the quality of care can be compromised if the caregiver disapproves of the parent leaving the child (Falicov, 2007). Another factor is the resources that the designated caregiver has. Mitrani, Santisteban and Muir (2004) investigated treatment implications for Hispanic families with behaviorally problematic adolescents who experienced an immigration-related separation. They reported that during separation, all the children were left with extended family members who in some cases could not provide adequate care since they were overburdened by their own problems. As a result the experiences of the children ranged from a loving and caring environment to neglect, exploitation and abuse.

During separation, children often experience their mothers as suppliers of material resources, with the psychological and emotional needs primarily met by caregivers with whom they reside (Adams, 2000). As a result, these children are often referred to as 'barrel children' indicating that while waiting to be reunited with parents, they receive parenting through material gifts often sent in barrels (Pottinger, 2005). During separation, there is also an absence of sustained attachment.

This in addition to the common practice of children receiving material gifts from parents may cause the relationship to be materialized. As a result, children may interpret this as an act of love and the parent's way of making up for years of abandonment (Glassgow & Gouse-Sheese 1995).

Larmer (1996) highlights the challenges that children face when their mothers leave them behind. In a Newsweek article, she suggests that although children receive fancy gifts from their parents working in the United States, the act does not fill the void present in their lonely children. Several stories of what children face were shared. The stories reflected themes of an older sibling getting a younger sibling pregnant, children getting severe beatings from their caregivers, and that of the caregivers receiving and keeping for themselves, monies sent to care for the child. In general, the author states that the 'barrel children' are often unsupervised and many of them have difficulty going to school and accepting rules. While parents shower them with gifts, many of them are passed around to different family members and sometimes end up with complete strangers and are mistreated. Yet many hold on to the hope that one day they will be reunited with their family, and are waiting for their parents to "get green cards and summon them."

Pottinger (2005) used a case-control sample of 9 to 10 year old Jamaican children to investigate whether parental migration resulting in separation, placed the child at risk for psychosocial problems during the period of separation. Data were collected on students' academic standing, self-esteem, and behavior using standardized measures. Additional measures were also created to assess risk factors and family functioning. Findings from the study indicated that children who were separated from their parents demonstrated increased depressive and suicidal thoughts, negative perception of self and poor school performance.

Consistent with the findings of Pottinger (2005), Jones, Sharpe and Sogren (2004) found that children face tremendous difficulties during the period of separation. The authors investigated the impact of separation caused by parental migration on 146 Trinidadian children between 12-16 years. Results from the study indicated that children who were separated from their parents were twice as likely than their counterparts to have emotional problems, although their economic status was improved. The study also found that a third of the sample had serious levels of depression and interpersonal difficulties affecting schooling, and in some cases suicidal ideation.

The literature looking at the impact of serial migration during separation clearly indicates that children experience tremendous difficulties. These difficulties are further exacerbated when it is the mother who migrates and leaves the children behind. Research findings are consistent in demonstrating that the result of serial migration is most problematic when it is the mother who migrates first (Bastistella & Comaco, 1998; Crawford-Brown, 1999; Gindling & Poggio, 2008). Battistella and Comaco (1998) found that for a group of Filipino immigrants, the impact of serial migration is not necessarily disruptive if it is the mother who remains at home. Specific findings indicate that children with absent mothers performed less well in schools when compared to absent fathers.

Crawford-Brown (1999) highlighted the impact of the mother's absence in the Jamaican child's life. In the study, the researcher investigated the association between parenting factors and conduct disorder in Jamaican male adolescents. The study group consisted of 69 11-18 year old boys with conduct disorder, compared to 55 without the disorder. Findings from the study revealed that an absent mother, low mother-adolescent contact, changes in the participants living arrangement, and negative role models were significant family factors associated with conduct disorder. Thirteen percent of mothers in the comparison group were absent compared to 86.7% in

the group of males with conduct disorder. The absence of the mother was primarily due to migration.

Although much of the research is focused on the impact of the separation on the child left behind, it is important to determine how it affects the parent, as this too will determine what occurs during the process of reunion. The research in this area is extremely limited and shows that during separation, the parent who migrates also experiences tremendous difficulties (Falicov, 2007; Pottinger, 2006). Crawford-Brown and Rattray (2002) in an interview with a mother who migrated and left her child reports that she felt a great sense of loss and sadness after migrating. The mother who had left her child at two years old indicated that whenever she felt lonely, discouraged or discriminated against, she would take out, and cry over a bottle containing a part of her child's umbilical cord, knowing that she left him in an attempt to give him a better opportunity in life.

According to Pottinger (2006), parents are often conflicted in trying to decide if they should remain in the host county for the economic gains, or go home and be with their child and remain economically challenged. Falicov (2007) proposes that in an attempt to help the mothers cope with the stress of separation, interventions should be geared at maintaining connections between the mother and the child. This could include increasing phone, letter, email contact and sending gifts to the child.

Taken together, the research indicates that the period of separation can be a stressful and traumatic time for family members, particularly the child. During this stage, children can have a range of experiences that place them at risk for emotional and behavioral problems. This risk is exacerbated when it is the maternal figure that migrates.

Reunion

The process of reunification can be a confusing, stressful and traumatic time for children. On the one hand, the children are faced with losing the bond they established with their surrogate parents (Lashley, 2000; Pottinger, 2005); while on the other hand, there is a need to be with the biological parents who promise an opportunity for a better life in the new country (Lashley, 2000). Children in this situation must deal with conflicting feelings of wanting to return to their native country and remaining with a parent they may barely know.

Due to the fact that the child and his/her parents have been living separate lives, the reunion process can often be stressful. Furthermore, Roopnarine and Shin (2003) postulate that potential sources of family conflict and stress after reunion often derive from: (a) a discrepancy between expectations and realities of living in the new country; (b) changes in family relationships and parenting styles; (c) loss of parental authority to discipline children; (d) marginality and minority status; and (e) children's assimilation of values that conflict with Caribbean values.

Reunion of children with their parents typically occurs once the parents have completed their immigration goals (Lashley, 2000). These goals may include: (a) a change of immigration status; (b) acquiring resources to support themselves and their children; and (c) acquiring skills that will enable them to pursue more rewarding and better paid jobs (Adams, 2000).

Several clinical reports of Caribbean families in Canada and Great Britain note negative family functioning after reunion (Suarez-Orozco, Todorova, & Louie, 2002). Results from one such study of 240 West Indian participants who presented for treatment indicate that several problems arose in both parents and children after a pattern of serial migration occurred (Burke, 1976). The research indicated that following the reunion of the child, the mother felt a sense of failure and guilt, and noted the child's withdrawal and inability to confide in her. Furthermore,

the child was filled with disappointment and reunion anxiety, and showed truanting and delinquency behavioral problems. The reports also indicated that the child found it difficult to call the once absent mother and father parents, treat them in this role, or obey their rules.

Anthony (2006) conducted a phenomenological study to explore the experience of reunification from the child's perspective. The participants were eight West Indian college students who were separated from their parents between one to nineteen years. A semi-structured interview was used to gain information about their experiences, and the data were analyzed using a modification of the Stevick-Colaizzi-Keen Method (A method of data analysis used to organize, analyze and synthesize data). Results from the study indicated that the practice of parents leaving children behind when they migrate, and subsequently reuniting with them after an extended period of time, resulted in many problematic outcomes in the sample. Specifically, participants expressed difficulty in adjusting to the new environment, establishing relationships with new family members, and coping with feelings of anger, resentment and loneliness from the loss of friends and family members from their home country. The participants also reported that their parents became overprotective as they tried to recapture their childhood from which they were absent. In addition, the participants noted that it was difficult to establish communication with parents because they resented them for leaving them behind, and also because they felt they barely knew them.

The extent of the difficulty was dependent on the duration of the separation and the parent-child relationship during the time of the study. Thus, participants who were separated from their parents for longer periods had greater difficulty adjusting to living with their parents.

Hine-St. Hillaire (2007) conducted a retrospective qualitative study and found similar results. The investigator attempted to gain insight into the experiences of West Indian adolescents who

have had prolonged separations from their mothers during childhood, and were later reunited in the United States. The participants were twelve adolescents who were separated from their mothers for 5 1/2 to 11 years, and were united between ages 8 to 11 years. The qualitative data obtained from the study was arranged into categories and organized.

The results of the study indicate that the adolescents' length of separation, age at separation, age at reunion, experience during separation, and quality of childcare during separation all affected their long-term relationship with their parents and their ability to adapt to the host culture. Specifically, the findings show that children who were separated at an early age and those who experienced lengthier separations experienced more difficulty in developing relationships with their mothers. Families that communicated frequently during separation had a less problematic reunion. Many of the subjects reported feeling abandoned and rejected by their mothers, and felt that the separation had a negative impact on their lives. The findings also reported that families where both parents were in the home after the children were reunited with their mothers demonstrated a less stressful reunion.

Taken together, the literature is consistent in demonstrating that upon reunification with parents, children experience difficulty in their relationship with their parents, display emotional and behavioral problems, and express feelings of loneliness, anger and resentment. The variables that have been shown to affect these child outcomes include: length of separation, age of the child at separation and reunion, and experience during separation.

The Impact of Serial Migration

Falicov (2007) proposed that the feelings that result from migration are experienced both by the individual that migrates and those who are left behind. Thus, any family member can experience anxiety, depression, somatic illness and behavior problems: at the time of or after

departure, at the time of a life cycle event (death, illness), or at reunion after prolonged separations have occurred (Falicov, 2007).

Several studies investigating the impact of serial migration have indicated that it has negative implications for the children and their families. Smith et al. (2004) conducted a study to determine the impact of serial-migration on parent-child relationships and the psychological well being of children. Using standardized measures, the authors retrospectively examined the experience of being separated and reunited with parents at a later time, among 48 individuals who migrated from the West Indies to Canada. The mean length of separation was nine years.

Findings from the retrospective analysis indicated that serial migration had a negative impact on the child's self-esteem, behavior and relationship with parents. Specifically, a repeated measures analysis of variance comparing the different time periods (separation, reunion, current) found significant effects of time on the child's identification with parents, self-esteem and conformity. Pairwise comparisons revealed that participants indicated stronger identification with their caregivers than they did with their parents, both at reunification and during the study. In addition, the participants reported lower levels of self-esteem when they reunited with their parents than at the time the study was carried out. The participants also reported that they conformed more to the wishes of their caregivers than they did to their parents at reunion.

The researchers also assessed the extent to which the length of separation and the age at reunification affected the participants and their families. Results from the study showed that the greater the length of the separation between children and their parents, the more likely they perceived difficulties in the relationship, and there was less identification and conformity to the parent at reunification. Findings also indicated that children who were older at reunion, were less likely to conform to the wishes of their parents. Other findings indicated that children who were

reunited with new family members reported being less likely to identify with their parents both at reunification and at the time of the study. They also reported lower current levels of family cohesion than children from intact families.

Marte (2008) conducted a retrospective study to investigate the impact of parent-child separations due to migration on Dominican immigrants. The participants in the study were 16 Dominican immigrants between the ages of 18 and 40 years who were separated from one or both parents for at least six months prior to being reunited. Results from the interviews conducted indicate that participants experienced: profound sadness during the absence of the migrating parent(s), difficulties in readjusting to the parent-child relationship upon reunion, and attachment difficulties. In addition, the participants reported that the separations from parents had a negative effect on family cohesion. Specifically, participants tended to describe the family relationships after reunion as disengaged, with parents often working long hours.

Another retrospective analysis of 20 West Indian women who experienced migratory separation and reunion was conducted by Arnold (2006). The sample of women was divided into two groups, one that had received or was receiving therapy, and another who had received no therapy. Results from the semi-structured interview indicated that all participants expressed difficulty in trusting others, experienced feelings of rejection, and a longing to be loved by their parents. In addition, they also expressed that they felt less wanted than the siblings that were born in Britain to their mothers.

Adams (2000) used a case study approach to examine the psychological consequences of serial migration on a West Indian child who was separated and later reunited with his mother. The child in the study had left his grandmother who had taken care of him for seven years. He was reunited with his mother, step-father and siblings whom he had never met. The noted impact

of this pattern of migration on the child included: difficulty in school, poor social skills, verbally abusive, avoidant, oppositional and emotionally needy behaviors.

Data collected from the Harvard Longitudinal Immigrant Student Adaptation Study were analyzed and used to highlight the impact of serial-migration on immigrants. Findings from the study indicated that children who were separated and later reunited with their parents were more likely to report depressive symptoms than children who migrated with their family (Suarez-Orozco, Todorova & Louie, 2002).

Glassgow and Gouse-Sheese (1995) describe the major themes that emerged from working with Caribbean students who were separated and later reunited with their parents. The students they worked with were referred to the therapeutic group by school officials. The authors reported that the sample of participants often felt abandoned by their parents, felt they had stronger bonds between themselves and their surrogate parents, and were disappointed because their expectations of what life would be like in the new country were not met.

From the literature presented, it is evident that children of serially migrated families experience poor bonding with their parents, attachment difficulties, as well as emotional and behavioral problems. However, while most studies demonstrate negative effects of serial migration, a few studies have shown otherwise.

In a retrospective analysis, Simpao (1999) investigated the impact of parent-child separation due to migration, and family cohesion on object relations and motivation for intimacy. One hundred and thirty four college students were placed into four groups and given standardized measures to complete. The four groups were: (1) immigrants who experienced parent-child separations, (2) immigrants who came to the United States with their parents, (3) U.S. born subjects from divorced families, and (4) U.S. born participants from non-divorced families.

Results from the study showed that there were no significant differences in object relations, intimacy and family cohesion among the group that experienced parent-child separations and the other groups.

Hohn's (1996) findings also indicated that there were no significant differences between children who serially migrated and those who did not. The author investigated factors affecting Jamaican children's adjustment to living in New York City. Specifically, the author attempted to determine whether there were significant differences based on immigration status relating to levels of stressful events, emotional and behavioral problems, self-esteem, vocabulary and family variables. The study employed three groups based on their immigration status: (1) Jamaican children who were born in the United States, (2) Jamaican children who migrated with their mother, and (3) Jamaican children who migrated separately from their mothers.

Ninety-nine children and their mothers participated in the study. The children received standardized measures of verbal intelligence and self-esteem, while the parents received measures of emotional and behavioral problems, life stress and family adaptability and cohesion scales. Results from the study indicate that there were no significant differences among the three groups on stress level, self-esteem, verbal intelligence or emotional or behavioral problems. Furthermore, the findings among the groups also indicate that there were no differences in the mother's level of psychological functioning.

The findings of the studies conducted by Hohn (1996) and Simpao (1999) indicate that not all individuals are adversely affected by parent-child separations. Both studies show that when compared to their counterparts, children of serially migrated families are not significantly different. Taken together, the presented literature investigating the impact of serial migration shows mixed findings with most of the studies indicating a negative impact. However, there are

marked differences between the methodologies of the studies that may account for the differences in the results. Furthermore, it is important to note that many of the studies done have utilized methodologies that lead to questionable findings and limited generalizability. Specifically, most of the studies present a retrospective account of experiences, are based on clinical reports, or used a small number of cases. While these studies are valuable in understanding the process of serial migration, one cannot draw conclusions from them.

The Impact of Serial Migration on Academic Performance

Suarez-Orozco et al. (2008) collected longitudinal data on 407 recently arrived immigrant students from Latin America, the Caribbean and Asia who had migrated with their family, and others who migrated after their parents. Findings from their study indicate that regardless of the pattern of migration, most of the immigrant children in the study responded positively to schooling and recognized that education was key to success. The authors postulate that the parental sacrifices made during migration provided an incentive for immigrants to focus on schooling. However, researchers who have looked specifically at serial migration have predicted otherwise, and have indicated that due to children's expectation that they will be reunited with their parents in the United States, many do not focus on learning while separated (Gindling & Poggio, 2008; Larmer, 1996). Rather, they are more likely to focus on migration, and not education as a means of economic advancement (Gindling & Poggio, 2008).

In studying the impact of migration and academic performance, Suarez-Orozco et al. (2008) indicate that the factors predicting academic achievement in the sample include: parental education, parental employment, gender, school context, family separations, English language proficiency and family structure. The interplay of these factors lead to two thirds of all the immigrant participants showing a decline in their performance over five years. In their

qualitative portraits differentiating between high and low achievers, they noted that among the sample of students who showed dramatic declines in academic performance, in addition to several other factors, they had also experienced separations and complicated reunions. In contrast, the high achieving students in their sample were much less likely to report long separations from their parents, and their reunifications did not pose as many challenges.

Research on the impact of serial migration on academic performance during the period of separation, though very limited, demonstrates negative effects (Adams, 2000; Jones, Sharpe & Sorgen, 2004; Pottinger, 2005). Battistella and Comaco (1998) examined the impact of migration on elementary school Filipinos left behind. Findings indicate that children's school performance is negatively affected by parental absence. Specifically, children who had a migrated parent had the lowest grades and class rankings in the study. McKenzie and Rapoport (2006) who studied Mexican adolescents found that family migration decreased educational attainment in the home country. Specific findings indicate that living in a migrant household resulted in children completing fewer years of schooling.

Conversely, research has also found a positive effect between migration and the education of children left behind. Specifically, the act of parents working and sending remittances increases the family's economic stability, thus leaving the family with additional funds to invest in education. Cox, Edwards and Ureta (2003) examined the effect of remittances from abroad on household's schooling decisions in El Salvadorians and found that receiving remittances had a significantly positive effect on school attendance and retention. Similarly, Hanson and Woodroof (2003) found that Mexican children completed more grades in school if they lived in households receiving remittances from parents living abroad. These findings, however, contrast with the findings of Jones, Sharpe and Sogren (2004) who found that the children in their sample

experienced academic difficulties even though their economic status had improved. Therefore, the findings on the impact of serial migration on academic performance during the period of separation although showing some positive effects, have predominantly negative implications.

Although almost non-existent, research shows that serial migration has negative implications on the educational achievement of immigrants following reunion. Gindling and Poggio (2008) conducted a study to investigate whether separation during migration results in problems at school after reunification for Latin American children. Interviews were conducted with parents of the children, school counselors, psychologists, and teachers. Results from the study indicate that family separations during migration have a negative impact on the educational success of immigrant children in U.S. schools. Specifically, children who were separated from their parents were more likely to be behind and drop out of school than other children their age. Furthermore, the study found that the negative impact on educational success was greatest for children separated from their mothers (in contrast to fathers), those whose parents lived in the U.S. illegally, and those who reunited with parents as teenagers.

Although there is limited research investigating the impact of serial migration on academic performance, the available research suggests that it places the child at risk for failure after reunion with parents. Similarly, serial migration also has a negative impact on the child's performance in the home country, except in some cases where remittances are sent from abroad.

Acculturation

As with any immigrant population, it is imperative to discuss how individuals who migrate adapt to life in the host country. This process of adaptation to a new cultural environment referred to as acculturation, can be defined as a change in one's culture that results from continuous first-hand contact between two cultural groups (Berry, 1987). Upon migration and

during the process of acculturation, immigrants can experience feelings that range from a sense of loss, sadness, and disorientation to feelings of happiness (Goupal-McNicol, 1993). The process of acculturation can also be accompanied by a degree of shock depending on the disparity between the new and the old environment (Collier, Brice, Oades-Sese, 2007).

According to Berry (1987) several changes may occur as a result of acculturation. These include (a) physical changes such as a new place to live and new type of housing; (b) biological changes such as dietary differences resulting in new nutritional status; (c) cultural changes such as the alterations in linguistic, educational, religious, political and social institutions; (d) social changes that require the individual or family to develop new social networks; and (e) psychological changes that result in an alteration in mental health status stemming from an attempt to adapt to the new environment. For West Indian immigrants, many must change their mode of dressing to adapt to the drastic changes in the climatic conditions, change their diet, take jobs that do not utilize their training, cope with physical and psychological isolation, and deal with racial discrimination (Brice, 1982).

Goupal-McNicol (1993) and Thomas (1995) identify several stressors that impact on the immigrant family's effort to acculturate. These include: (1) immigration status – legal immigrants tend to have greater stability and more opportunities for scholarships and higher paying jobs; (2) educational and professional backgrounds; (3) a lack of language skills which, for adults, may result in decreased opportunities and low efficacy to function within the new society, and for some children, poor academic functioning; (4) family life –following migration there are changes in the family structure, the amount of time the parent spends with the child due to extended work hours, disciplining techniques, and sometimes marital relationships. Other factors that affect the transition include: the reason for migrating and the realization of the

immigration goals, the availability of support systems both in the home and host country, the structure of the family and its ability to adapt to the demands of the new environments, and the degree of harmony between the cultures (Landau-Stanton, 1990).

Reunion and Acculturation.

While all immigrants must go through a period of huge adjustments when they arrive in the new country, children of families who engage in serial migration may experience more acculturative stress than their counterparts (Baptiste, Hardy, & Lewis, 1997). Van Ecke (2005) defines acculturative stress as "the loss of familiar ways, sounds and faces, coupled with a sense of not knowing quite how to belong, connect, and get support" (p.472). It includes the behaviors and experiences generated during acculturation that can have a detrimental effect on the immigrant and his/her family (Thomas, 1995). The loss of family, friends, the familiar culture, changes in family roles, and a state of uncertainty about the migration makes it difficult for newly arrived immigrants to adjust.

Upon migration, many West Indian immigrant parents are often faced with working multiple jobs to save enough money to meet their responsibilities back home and in the new country (Goupal-McNicol, 1993). As a result of this, many children upon reunion may find that their parent's have little time for them. In addition, since many of these children are accustomed to receiving material gifts from their parents, they become disappointed and on some occasions have to find jobs when they recognize how financially difficult it is (Glassgow & Gouse-Sheese,1995).

The study conducted by Glassgow and Gouse-Sheese (1995) indicates that many children report that they were often surprised by the difference in the behaviors of their parents as visitors in the Caribbean and residents in Canada. Thus, similar to their experience of being with their

parents during visits, they expected a relaxed, attentive, and generous parent when they were finally reunited. However, instead of this, many children experienced a highly stressed, withdrawn, physically and emotionally unavailable stranger who never seemed to have enough time for them (Bragin & Pierrepointe, 2005).

During serial migration, the parent who migrates before the child may have already become integrated in the dominant culture thus be less patient with the newly arrived immigrant child who is less integrated, and possibly grieving the loss of his or her country of origin (Sciarra, 1999). Furthermore, some parents forget their own discomfort in adjusting to the new culture, and fail to reassure and support their children during the difficult adjustment period (Crawford-Brown & Rattray, 2002). In addition to being expected to adjust quickly to the new life, the newly arrived immigrant child must also adhere to the rules and regulations of a new household, which sometimes includes new step-parents and siblings (Lashley, 2000). Therefore, in addition to the normative acculturative stressors of new climatic conditions, school, peers, language, education, and a new culture, the child must also figure out how to fit into the new family.

Factors that Affect Adjustment Following Reunion

Overall, the literature indicates that there are several factors that affect the extent to which the child adjusts following the reunion. These factors include: the length of separation between the parent and the child, lengthy periods of parental absence without visitation and contact, the child's experience and quality of childcare he/she receives during separation, and the age of the child at separation and reunion (Anthony, 2006; Hine-St. Hillare, 2007; Smith, Lalonde & Johnson, 2004. Other factors include: the parental figure that migrates (Basttistela & Comaco, 1998; Crawford-Brown, 1999; Gindling & Poggio, 2008), and the reunification of the child in a

reconstituted family, some of which is comprised of family members the child has never met (Smith, Lalonde & Johnson, 2004).

Systems Theory

Several bodies of literature provide potential theoretical frameworks for understanding the process involved in family separations and reunions. These theories include: object relations, attachment theory as well as the literature on loss. According to Suarez-Orozco, Todorova & Louie, (2002) object relations theorists would predict that the disruption between the child and parent would lead to developmental challenges since early relationships are the foundation of a sense of self and relationship with others. Attachment theorists would predict that the separations or disruptions in the family would lead to developmental and psychological implications; while the literature on loss would indicate that the change that comes with the loss of a loved one may trigger a variety of physical, emotional and behavioral responses. While these theories are useful in explaining outcomes of disrupted relationships, concepts from a broad systemic framework are particularly applicable as it provides a model from which one can understand how separations might affect families and children directly.

The family systems framework explains the family transformations that occur during the process of migration. In applying systems theory to understanding family separations and reunions, we look at how changes in the family's interactions, structure, boundaries and roles affect how the system and its members function.

Systems theory, developed in the 1940's focuses on the way the family functions as a unit. It proposes that the properties making up an organism or system is a property of the whole, and the whole system is greater than the aggregate of the independent parts. Furthermore, the properties are destroyed when the parts become isolated members (Nichols, 2008). The theory emphasizes

the notion of shifting the attention away from the individual, and looking at patterns of relationship within the unit. Thus, from a systems perspective, we would need to look at, and understand the child's behavior within the context of the family.

Each family system can be conceptualized as a mini-culture that has its own myths, explicit and implicit rules and style (Levenbach & Lewak, 1995). The West Indian family can be described as a multigenerational and extended one that includes not only those related by marriage and blood, but also god-parents, informally adopted children and friends (Goupal-McNicol, 1993; Thomas, 1995). The function of extended family members is to provide care, security and to assist in the disciplining of the children (Goupal-McNicol, 1993). Thus, the common adage "It takes a village to raise a child" is very characteristic of the West Indian family's way of life.

Minuchin's (1974) work within the field of family therapy gives a conceptual framework of the family, and highlights three important aspects of the family model. These include the family's structure, subsystems, and boundaries within those subsystems. The family structure refers to the interactions between families that become repeated patterns used to regulate the individual family member's behavior. It includes the rules, hierarchies based on levels of authority, and expectations that result from the patterns within the family. The family system differentiates and carries out its functions through subsystems that can be formed by generation, sex, interest or function. Each individual belongs to different subsystems and within each, forms a new relationship.

According to Goupal-McNicol (1993), a traditional West Indian family's interpersonal relationships and interactions are primarily determined by roles, functions and obligations of the individual family members. The role structure, often determined by age and gender tends to be

rigid and hierarchical, with emphasis being placed on intergenerational boundaries within the family. The roles within the family's structure are clearly defined. Mothers primarily bear the responsibility of child-bearing and caring for the physical and emotional well-being of the family, while the fathers are the primary breadwinners and leaders of the family (Goupal-McNicol, 1993).

The children have different roles and responsibilities based on their gender and age. For example, the eldest child often referred to as the "parental or parentified child" acts as the caretaker of the younger siblings and sometimes the father in the absence of the mother (Crawford-Brown & Rattray, 2002). Furthermore, girls are taught to be obedient, while boys are taught to be responsible (Brice, 1982).

Since respect is a core value within the West Indian society, in addition to the roles, the hierarchy between adults and children, older and younger siblings is clearly defined. Children are obligated to obey and respect their parents and elders, and it is considered impolite for the child to challenge an older person since it is thought that the older individual knows best (Brice, 1982). There is also an emphasis on the child's obligation to the adults in their lives (Goupal-McNicol, 1993).

Upon migration, there are many changes in the roles of the West Indian family members that place stressors on the family. Marte (2008), in a study of Dominican immigrants, reported that participants felt that following migration their families went through role changes that caused stress within the family system. In general, the literature indicates that following migration, the domestication of the role of the woman no longer defines the mothers as many of them work several hours outside the home, while others attend school to advance themselves educationally and professionally. Since during the process of migration women find it easier to settle into jobs,

the father's role as the head of the family and primary breadwinner is threatened. The extent to which this causes distress in the family and the marital relationship depends on whether the woman takes a traditional perspective, or she starts to assert herself as the primary breadwinner and head of household (Goupal-McNicol, 1993).

The changing of roles within the family following migration can be due to the traditional extended family type becoming more of a nuclear structure. Louden (1977) studied the adjustment of 375 West Indian immigrant families to Britain and found that following migration, the once extended family becomes a nuclear one, thus redefining all the roles within the family. This act of the transition from an extended to a nuclear family structure can cause tremendous difficulty in the migrated family. This is due to the sudden withdrawal of the support of the extended family at a time when it is most needed. This change leaves the family for the first time, responsible for making and maintaining its own set of rules that were once maintained by the hierarchy of the extended family (Landau-Stanton, 1990).

The relationship between the parent and the child may also change following migration. The findings of Louden (1977), who studied the adjustment of West Indian families in Britain, indicate that adolescents reported feeling that their parents were operating in two worlds: that of the West Indian, and the other of the British. This resulted in an enlargement of the relationship gap between the adolescent and their parents.

Family functioning is an important factor to consider when looking at the adjustment of families to new situations. Three concepts from the Circumplex Model of Marital and Family Systems and the Family Adaptability and Cohesion Evaluation Scales are particularly important in understanding family functioning. These concepts include: cohesion that refers to the emotional bonding that family members have toward one another; flexibility which refers to the

quality and expression of leadership and organization, role relations, relationship rules and negotiations; and communication which refers to the positive communication skills utilized in the family system.

The model proposes that problematic family functioning is associated with very high or very low levels of cohesion and flexibility, while balanced levels are most conducive to healthy family functioning. Prange et al. (1992) postulated that families that are extremely low on cohesion are at risk because they promote limited intimacy. The authors conducted a study and found that parent and adolescent cohesion scores were significantly correlated with adolescent psychopathology measures.

According to Minuchin (1974), a family can also be described as enmeshed or disengaged based on their level of closeness. A family is considered enmeshed if boundaries between the family members are blurred, or disengaged if they have overly rigid boundaries that increase the distance between family members (Minuchin, 1974). In order for good family functioning to occur, the boundaries of the subsystems must be clear and well defined. As a result, as in the Circumplex model, operations at either extreme can become dysfunctional within the family.

West Indian families can be characterized as enmeshed. Following migration and experiencing stress related to the process, the family can become progressively more enmeshed, and one that sometimes closes its boundaries to the outside world due to a fear of the new environment (Goupal-McNicol 1993) and a longing for a safe and familiar one (Landau-Stanton, 1990). Furthermore, the families become more enmeshed as parents become concerned about the child becoming “too Americanized” and lost to the new culture. In other instances, the family can become disengaged when family members become isolated because they no longer accept the family’s values and life-style (Landau-Stanton, 1990).

Another important aspect of systems theory focuses on the need for the family to maintain stability and homeostasis. In order for families to achieve a sense of stability, it is important for them to be capable of revising their rules and modifying their structure (Nichols, 2008). This may be difficult for many West Indian families who hope to maintain certain traditions in an environment where this may be difficult.

Caribbean parents who hold on to the traditional ways of disciplining and childrearing without considering the evolving child may contribute to an environment that is predictive of conflict (Roopnarine & Shin, 2003). In the West Indies, corporal punishment, such as spanking is often used to discipline children (Thomas, 1995). While this is regarded as an acceptable form of disciplining in the West Indies, many parents migrate to find that this is not so in the United States. Parents with few parenting skills often feel that they have limited power over the disciplining of their children since they are often not aware of, or familiar with alternate techniques.

Upon migration, children observe the assertiveness and independence of their American counterparts, adapt to it and thus become more vocal and independent (Goupal-McNicol, 1993; Thomas,1995). The children also often begin to resent their parent's rigid control, authoritarian behaviors and outdated modes of disciplining them. The children's newly found confidence coupled with their knowledge of their rights creates a situation that prevents their parents from keeping traditional child-rearing practices (Crawford-Brown & Rattray, 2002). As a result, after migrating, parents might, in addition to other changes, change their disciplining techniques.

From a systems perspective, the West Indian family can be described as one that traditionally carries an extended structure that is rigid and hierarchical in nature. The roles within the families are clearly defined and are often based on the gender and age of the individual members.

Furthermore, the family is described as enmeshed with a tendency to maintain closeness between its members. Following migration, West Indian family members are faced with multiple stressors as the traditional structure, boundaries and subsystems must adjust in an attempt to cope successfully.

Impact of Migration on the Family

Families are seen to have a normative life cycle with numerous stages of development that are marked by transitions that may be perceived as crises. Dealing effectively and positively to resolve these crises requires flexibility (Levenback & Lewak, 1995). McGoldrick, Giordano and Garcia-Preto (2005) propose that the prolonged nature of the processes involved in migration is so disruptive that it can add an entire extra stage to the life cycle of individuals. The authors further state and highlight how family members are affected depending on their life cycle phase when they migrate. For example, families that migrate with young children are often strengthened by having each other, but are vulnerable to the reversal of hierarchies when the parents acculturate more slowly than their children. In such a case, the parental leadership may be threatened as children are left without the adult's authority to guide them in their adaptation to the new culture. Families migrating with adolescents may experience difficulty because they have less time together as a unit before children move out on their own.

Sluzki (1979), in an attempt to identify the family process involved in intact migration, indicates that there are 5 stages. The first stage is the preparatory stage. In this stage, family members begin to take the initial steps in making a commitment to the process, and begin to experience a wide range of emotions that range from euphoria to tension and dismay. It is in this stage that the negotiation of new family rules and functions in relation to the migration also take

place. What occurs during this stage sets the precedence for themes that develop in the subsequent phases.

The second stage is the act of migration. During this phase, families vary, and deal with the process with their own rituals. While some families view this stage as something final and unchangeable, others view it as a trial period. The third stage begins from arrival to approximately six months later. During this period called overcompensation, the family is focused on survival and the satisfaction of its basic needs. In addition, the family's rules and styles are exaggerated. As a result, if family members were physically and emotionally close, they seem even closer, and if they were distant, they would increase their autonomy further, despite the fact that due to limited social networks, they spend more time together.

The fourth stage is the period of decompensation or crisis. During this stage, the family experiences difficulty in balancing their cultural identity with that of the host country, and making it compatible with the new environmental demands. In addition, the families realize that many rules and practices from the country of origin need to be adjusted. As a result, the family becomes conflicted since on the one hand, they need to maintain and preserve their cultural identity, while on the other hand, certain habits and traits must be abandoned in order to cope in the new society.

The final stage is the transgenerational impact of the migration. The author proposes that the family's adaptive process after migration will have an impact on a second generation raised in the host country. For example, conflict can occur if the family holds to traditional practices that conflicts with that of the child who is being raised in a different culture.

The Impact of Serial Migration on the Family

The uprooting of parts of an entire system is a stressor that disrupts the homeostasis and stability of the family. Due to the fact that during the process of serial migration, children are separated, left with one or many caregivers, reunited into a family with sometimes new members, and have difficulty relating to parent, the stability of the family can be difficult to attain during the initial stages of reunion.

In the first stage of serial migration (separation), the family has to reorganize in an attempt to fill the functions left vacant by the absent family member (Falicov, 2003). After parents migrate, many West Indian children often take on new roles and adult responsibilities that include caring for younger siblings and managing large amounts of money (Pottinger, 2005). In addition, children must also become a part of new family structures and adjust to new care giving relationships when placed with extended family members, friends, group homes or sometimes strangers with whom they are unfamiliar.

Upon reunion, the family structure, roles of individuals, and relationships need to again change in order to allow for the re-entry of the once absent family member into the newly formed system. Conflict can occur when family members become confused as to whether the once absent family member is truly a part of the system, or can be incorporated into it. (Falicov, 2003). This is especially true for children who migrate into a reconstituted family. Upon reunion, children are often faced with a new parent and sometimes new siblings. As a result, the child enters a ‘new’ family with established patterns of interactions that is likely to differ from that of the family prior to and during separation (Mitrani, Santisteban & Muir, 2004). Children often find it difficult to adjust to the “new family” and in many instances there is a strain in the relationship between the family members. Conflicts causing disruptions in the family are often

blamed on the newly arrived immigrant child, leaving them to often become the symptom bearer for the family's problems.

Within a reconstituted family, the parental alliance is often compromised because of a weakened bond between the parent and the child, and because the parenting norms for both parents may differ (Mitrani, Santisteban & Muir, 2004). The weakened bond between the parent and the child can result from conflicts between the mother and the older sibling who acted as a primary caretaker during the period of separation. In addition, following prolonged separations, the children may resent and not be respectful of their once absent parent, which further weakens parental leadership (Mitrani, Santisteban & Muir, 2004). Differences in parenting styles may cause the biological parent to feel the need to covertly practice his or her style of parenting as a way to avoid conflict. This in turn may result in the poor development of a bond between the step-parent and the child, a strain on the marital relationship and the relationship between the biological parent and the child.

Mitrani et al. (2004) found that in the sample of Hispanic children who were separated from their mothers, the sibling bonds were strengthened during the period of separation. This was due to the older children playing the role of parents, and was most typical of children who did not receive adequate attention from adult caregivers. The authors further report that upon reunion, the sibling bond played a dual role that acted as both an asset and a source of trouble in a reconstituted family. The sibling bonds were helpful in that they maintained the presence of at least one important attachment figure in the child's life that was not disrupted during migration. In contrast, the sibling bond became problematic because of competitiveness between the mother and the older sibling regarding control over the younger child. This often resulted in alliances being formed against the mother, which intensified the alienation between the parent and child.

Using a systems perspective, several bodies of literature have outlined typical instances relating to the transactions that occur between the parent and the child upon reunion. At the outset, conflict within the family may occur because the parent and the child expect to continue the relationship where they left off (Pottinger, Stair, & Brown, 2008). However, this often is not possible, as the child must first learn how to adapt to the dynamics of the new family he or she is placed in.

Having spent a long period of time with surrogate parents during the earlier stages of their lives, upon reunion, children may not perceive their biological parents as their primary caregivers, and may be less respectful of them than is expected (Baptiste, Hardy, & Lewis, 1997). In addition, children are filled with resentment because they feel abandoned by parents (Baptiste, Hardy, & Lewis, 1997; Sciarra, 1999). They also realize that they are living with and calling these adults parents, when in fact over the years, they have not experienced them as parents. Parents may respond to their children by intensifying their parental behaviors and trying to establish themselves as good parents. Children do not respond positively to this (Baptiste, Hardy, & Lewis, 1997), and may further reject them as parents.

The child's negative behavior is in turn interpreted as a lack of appreciation (Sciarra, 1999). Thus, the common expectation that the child will be happy and grateful to the parents for the opportunity to live with them, and for the sacrifices made for it to be possible to live in the U.S. is not met (Sciarra, 1999). Instead, they find that their children are hesitant about joining them (Suarez-Orozco, Todorova, & Louie, 2002).

Parent/child conflict is exacerbated as the parents feel victimized and often criticize the children for not appreciating the sacrifices and struggles related to the migration process (Baptiste, Hardy, & Lewis, 1997). Sciarra (1999) proposes that the victim mentality that the

parents adopt causes them to become passive, and places additional burden on the children to play the leading role in making the relationship work. From a structural perspective, the family structure becomes dysfunctional as it becomes the role of the sibling subsystem to rectify the relationship with the parental subsystem (Sciarra, 1999).

Systems theory provides a framework that explains the impact of migration on family functioning. From the literature reviewed on systems theory, it is evident that the act of migration presents a challenge for families. This act becomes more complicated and presents an even greater challenge for the family that engages in serial migration. The family system that is broken apart and subsequently placed back together causes a strain on the relationships among family members, and can result in family dysfunction.

Migration among West Indian Families

Over the years, the names West Indies and the Caribbean have been used synonymously due to the fact that the West Indies are a group of islands situated in the Caribbean Sea. The West Indies is comprised of several English, Spanish and French speaking countries that stretches from the north coast of Venezuela to the south coast of Florida (Goupal-McNicol, 1993) and the eastern end of the Yucatan Peninsula (Brice, 1982). Some of these countries include: Cuba, Haiti, Dominican Republic, Jamaica, Cayman Islands, Grenada, Antigua, Barbuda, Barbados, Guadeloupe, Montserrat, Saint Lucia, Saint Martin, Saint Vincent and the Grenadines, Trinidad and Tobago, U.S. Virgin Islands and Saint Thomas.

Migration among West Indian families can be considered transnational in nature in that the process involves many interconnected family members across different national borders. This interconnectedness involves family members who migrate, those who remain at home, and those who go back and forth (Falicov, 2007). West Indian migration is also transnational in that it

involves individuals moving from one country to the next for diverse reasons, instead of settling in an area permanently (Roopnarine & Shin, 2003).

West Indian migration was and continues to be primarily motivated by opportunities for education and employment that would later lead to better economic stability. However, there are other factors that include: political oppression, the labor market needs in the host country, and the training needs of students and professionals in the Caribbean (Roopnarine & Shin, 2003).

The influx of West Indians to the United States began during the early1900's due to a severe depression in the Caribbean sugar industry and World War II labor shortages (Goupal-McNicol, 1993). This pattern continued after the postwar period because of political unrest causing unemployment and poverty in the Caribbean. The pattern also continued because of the Caribbean's geographic proximity to the United States which, at that time had more relaxed immigration policies (Goupal-McNicol, 1993; Roopnarine & Shin, 2003). By the end of the 1900's over 4 million Caribbean residents had migrated to the United States (Roopnarine & Shin, 2003) at a rate of over 1000 per year (Brice, 1982). According to the 2004 U.S. Census Bureau report, 10.1% of the foreign born population to the U.S. originates from the Caribbean.

With the increasing numbers of Caribbean immigrants to the United States, it is likely that there will also be an increase in the number of families who engage in serial migration. This increase in the number of serially migrated families has great implications for the host country. As a result, it is important that research investigate how this particular cultural group is affected by their common migratory pattern, since they have and continue to migrate in such large numbers.

Rationale for the Study

With the increasing numbers of immigrants, and immigration laws becoming more stringent, the pattern of serial migration is likely to continue. While there has been some research on the impact of serial migration on child outcomes, studies have been flawed and limited. The research on the impact of serial migration on academic performance at reunion is almost non-existent. In addition, the research on the impact on serial migration on the extent to which school aged children from a non-clinical population demonstrates emotional and behavioral problems are limited. Furthermore, an analysis of the literature reveals that much of what is presented is based on stories from small samples, is retrospective in nature, leads to questionable findings, and derives from a clinical sample that may overpathologize the outcome. While these studies contribute tremendously to the growing knowledge on the effects of serial migration, these findings do not shed light on the difficulties typical school-aged children are currently facing.

Although one can conclude that the stresses of separation and later reunion present significant risks for the child, it is possible that many families and their children are able to cope successfully (Falicov, 2003). At this point we know that adults who give retrospective accounts of their experience indicate that serial migration has a long-term negative impact on adjustment. Furthermore, we also know that members of serially migrated families that present for treatment experience psychological difficulties. Based on the limited literature presented, we can also hypothesize that serial migration has a negative impact on grades. However, due to the limitations of the research, it may not be reflective of many serially migrated families. It thus becomes important for research to investigate variables that lead to poor or more favorable outcomes within a specific cultural group. Moreover, since West Indians are one of the largest

immigrant groups to the United States, it is of great importance that we assess how their common migratory pattern affects their adjustment.

For these reasons, the current study, using data from a sample of school-aged children, investigates the impact of serial migration on the academic, emotional and behavioral outcomes of West Indian children. First, this study attempts to extend previous findings by investigating whether West Indian children who were separated and later reunited with their parents experience more academic, emotional and behavioral difficulties as compared to other West Indian children who migrated with their parents. Second, the study attempts to identify variables that are predictive of serial migration by noting differences between the families prior to migration. Third, the study looks at variables that may impact student outcomes. Finally, the study utilized a measure currently and widely used by school psychologists to assess the extent to which children demonstrate emotional and behavioral problems.

Significance of the Study

The results from this study provide valuable information that school psychologists, social workers, teachers and other school personnel can use to guide their assessment and intervention decisions when working with immigrant children who have experienced serial migration. In addition, it provides a body of knowledge that parents can use to understand how the migration process may be affecting their family. The findings of this study also have great implications for policies both in the family's country of origin and in the United States. Specifically, creating an understanding of the impact of serial migration could lead to the family's country of origin targeting children for intervention after they are separated from their parents. Similarly, when children move to the United States and subsequently reunite with the parents, educational and

other agencies with an awareness of the pattern of serial migration can implement appropriate interventions for these children and their families.

The current study also identified variables that predict serial migration. Understanding the circumstances surrounding the decision for parents leaving their children behind can assist both local and international agencies in providing resources for the families. Finally, findings from this study may be applicable to other cultural groups that engage in the process of serial migration.

Research Questions

Based on the studies presented, it is evident that there are gaps in the research investigating the impact of serial migration. This study attempts to add to the available body of research by asking the following research questions:

1. Are there differences in the psychological and academic outcomes of children who serially migrate and those that migrate with their family?
2. Are there differences in the psychological and academic outcomes of the sample of children based on family functioning?

For the families that engaged in serial migration:

3. Does the length of separation between the child and the parent affect the child's psychological and academic outcomes after reunification?
4. Does the migration of the mother affect the child's psychological and academic outcome after reunification?
5. Are there differences in the child's psychological and academic outcomes based on the type of contact between the parent and child during separation?
6. Are there differences in the psychological and academic outcomes of children who are

reunited into a reconstituted family and those who are reunited with their family of origin? The following hypothesis will be tested:

Hypothesis 1

Since most of the literature indicates that serial migration has negative implications for the child, it is hypothesized that children of families who engage in serial migration will demonstrate more academic, emotional and behavioral problems than children in families who migrate together.

Hypothesis 2

Families who achieve extreme scores (very low or very high) on cohesion and flexibility, and low scores on family communication and satisfaction will experience poorer family functioning that results in more psychological and academic difficulties in children.

For the families that engaged in serial migration:

Hypothesis 3

The presented bodies of literature have proposed that the longer children are separated from their parents, the more difficulties they experience at reunion. As a result, it is hypothesized that children who are separated from their parents the longest will demonstrate more academic, emotional and behavioral problems.

Hypothesis 4

The literature indicates that when it is the mother who migrates, the outcomes for the child left behind is worsened. Thus, it is hypothesized that children who were separated from their mother or both parents during migration will demonstrate more academic, emotional and behavioral problems.

Hypothesis 5

The maintenance of physical contact and closeness between the parent and the child during separation has shown to act as a buffer to difficulties the children face following reunion. Therefore, it is hypothesized that children who do not have visits with their parents during the period of separation will demonstrate more academic, emotional and behavioral problems than those who were contacted by phone or were not contacted.

Hypothesis 6

Having a child reunite in a family consisting of new members increases the likelihood of the child experiencing adjustment difficulties. Based on this, it is hypothesized that children who are reunited into a reconstituted family will demonstrate more academic, emotional and behavioral difficulties than those who were reunited with their family of origin.

Chapter III

Method

This chapter presents the methodology for a study that examined the impact of serial migration on the academic performance and psychological adjustment in West Indian immigrant children who migrated to the United States within the past 10 years. Specifically, a description of the participants, assessment measures, and the study procedures are discussed. The demographic characteristics of the sample are also described.

Participants

Participants were 52 parents of children between the ages of 7-18 years currently living in Florida, New York, Massachusetts, California and Illinois. Twenty-one of the participants were parents from families who migrated together (family migration group), while 31 were parents from families that migrated before, and were later reunited with their children (serial migration group). More than half (n=32, 61.5%) of the sample migrated from Jamaica with the remaining families migrating from Trinidad, Dominican Republic, Guyana, Cuba, Haiti, St. Croix, Bahamas, Nicaragua, Honduras and Belize.

Almost half of the sample in both groups (47.6% in the family migration group, 48.4% in the serial migration group) reported that their income level was below average before they migrated to the United States. However, following migration, the parents in the serial migration group improved their educational status and also their income. Descriptive data suggests that on average, parents in the serial migration group earned more than parents in the family migration group after they migrated. Specifically, while 55% of the parents in the serial migration group reported current income of over 40,000 dollars, only 10% in the family migration group reported such income.

In the family migration group 24% of the participants reported that they migrated for economic reasons compared to 42% in the serial migration group. Conversely, 43% of the parents in the family migration group reported they migrated because they received a green card compared to 23% in the serial migration group. During the process of migration, 91% of the parents in the family migration group received some support from family members living in the United States as compared to 61% in the serial migration group.

Table 1

Socio-Demographic Characteristics of the Sample

	Family Migration		Serial Migration	
	n	*%*	*n*	*%*
Country of Origin				
Jamaica	15	71.4	17	54.8
Trinidad	1	2.1	4	12.9
Dominican Republic	0		4	12.9
Guyana	0		1	3.1
Cuba	2	9.5	1	3.1
Haiti	0		1	3.1
St. Croix	0		1	3.1
Bahamas	1	2.1	1	3.1
Nicaragua	0		1	3.1
Honduras	1	2.1	0	
Belize	1	2.1	0	

Table 1 (Continued)

	Family Migration		Serial Migration	
	n	*%*	*n*	*%*
Language				
English	21	98	31	97
Spanish	1	2.1	1	3.1
Household Income before Migration				
Above Average	4	19	2	6.5
Average	7	33	7	22.6
Below Average	10	47.6	15	48.4
No response	0		7	22.6
Current Household Income				
0 – 20,000	11	52.4	6	19.4
20,000 - 40,000	7	33.3	7	22.6
40,000 – 60,000	1	4.8	13	41.9
60,000 – 90,000	1	4.8	3	9.7
Above 100,000	0		1	3.2
Education Level before Migration				
Some High School	1	4.8	9	29
Completed High School	10	47.6	11	35.5
Some College	1	4.8	1	3.2
Completed College	5	23.8	4	12.9
Advanced Degree	4	19	1	3.2

Table 1 (Continued)

	Family Migration		Serial Migration	
	n	*%*	*n*	*%*
No response	0		5	16.1
Current Education Level				
Some High School	1	4.8	6	19.4
Completed High School	7	33.3	6	19.4
Some College	2	9.5	6	19.4
Completed College	6	28.6	9	29
Advanced Degree	4	19	2	6.5
No response	1	4.8	2	6.5
Reason for Migration				
Economic	5	23.8	13	42
Education	2	9.5	1	3.2
Received Residency	9	42.9	7	22.6
Refugee	2	9.5	1	3.2
All Except Refugee	1	4.8	2	6.5
No response	2	9.5	7	22.6
Family Support during Migration				
Some support	19	91	19	61
No support	2	9.5	7	22.6
No response			5	16.1

Table 1 (Continued)

	Family Migration		Serial Migration	
	n	*%*	*n*	*%*
Age of Parent at Migration				
12 – 25	1	4.8	8	26
26 – 35	6	28.6	9	29
36 – 50	13	61.9	9	29
No response	1	4.8	5	16.1
Current Family Structure				
Single Parent	13	61.9	16	51.6
Nuclear	5	23.8	8	25.8
Extended	3	14.3	2	6.5
Blended	0		5	16.1
Gender of Children				
Male	7	33.3	12	38.7
Female	14	66.7	19	61.3
Grade Level of Children				
1	1	4.8	1	3.2
2	1	4.8	1	3.2
3	3	14.1	0	
4	2	9.5	1	3.2
5	2	9.5	2	6.5
6	1	4.8	4	12.9

Table 1 (Continued)

	Family Migration		Serial Migration	
	n	*%*	*n*	*%*
8	1	4.8	2	6.5
9	6	28.6	2	6.5
10	2	9.5	3	9.7
11	2	9.5	5	16.1
12	0		4	12.9
No response	0		5	16.1
Mean Age of Child	12.2 years (SD =3.23) Range 7-17		13.9 years (SD =3.47) Range 7-18	
Mean Age at Migration	8.9 years (SD =3.85) Range 1-15		10 years (SD =3.39) Range 3-18	
Mean Years Living in the U.S.	3.8 years (SD =2.82) Range 6mths – 8yrs 3mths		3.8 years (SD =2.63) Range 3mths – 10 yrs	

Note. Family support is defined as the assistance participants received from family members living in the U.S. during the process of migration.

Descriptive data suggests that parents in the family migration group migrated to the U.S at an older age. Specifically, 62 percent of the parents in this group migrated between the ages of 36 and 50 as compared to 29% in the serial migration group. Over 50% of the sample in both groups currently lives in a single parent household.

The sample of children reported by participants in the family migration group consisted of 7 males and 14 females, with an age range between 7 and 18 years. The average age of the children was 12.2 years (SD = 3.20). The average age of the children when they migrated was 8.9 years

(SD= 3.85), and they have been living in the U.S for an average of 3.8 years (SD= 2.82). In terms of grade levels of the children, the mean level was grade 6.7 (SD=3.23).

The sample of children reported by participants in the serial migration group consisted of 12 males and 19 females, with a range between 7 and 18 years. The mean age of the children was 13.9 years (3.47). The mean age when the children migrated was 10 years (SD=3.39), and they have been living in the U.S. for an average of 3.8 years (SD=2.63). In terms of grade levels of the children, the mean level was grade 8.2 (SD=3.31).

Measures

Three measures were used to collect data for the study. These included: 1) Child Behavior Checklist for Ages 6-18, 2) Family Adaptability and Cohesion Scale and 3) Family demographic information.

Child Behavior Checklist for Ages 6-18.

The CBCL constructed by Achenbach and Rescorla (2001) is a part of a multi-format system that assesses children's behavioral problems and social competencies as reported by parents. It was designed to be completed by parents of children between the ages of 6 and 18. Parents provide information for 20 competencies covering their child's activities, social relations, and school performance. In addition, it has 118 items that describe specific behavioral and emotional problems, plus two open-ended items for reporting additional problems. Parents rate their child for how true each item is now or within the past 6 months using the following scale: 0 = not true; 1= somewhat or sometimes true; 2 = very true or often true. Following the rating, the measure is scored revealing two broad groupings of syndromes. These are the Internalizing and Externalizing problems. The Internalizing Syndrome Scale assesses problems that are mainly within the self and include anxious, depressed, withdrawal and somatic symptoms exhibited by

the child. The Externalizing Syndrome Scale assesses problems that mainly involve conflicts with other people and with their expectations of the child. This scale includes attention problems, rule-breaking and aggressive behaviors exhibited by the child.

Norms were established on a sample of 1,753 children and adolescents between the ages of 6 and 18, geographically representative of the U.S. population for SES, ethnicity and sub-urban-rural residence. Inter-interviewer and test-retest reliabilities of the CBCL were supported by interclass correlations of .93 – 1.00. Internal consistency for the competence and the problem scales ranged from .63 to .79; and .78 to .79 respectively. The content, criterion and construct validity of the CBCL has been strongly supported. In the present study, the alpha coefficient for the CBCL was .91.

Family Adaptability and Cohesion Scale (FACES IV).

The FACES IV constructed by Olson, Goral, and Tiesel (2006) consists of eight scales, six scales from FACES IV, and the Family Communication and Family Satisfaction scales. The FACES IV measures the dimensions of family cohesion and flexibility. The measure includes two balanced scales (Balanced Cohesion and Balanced Flexibility) and four unbalanced scales (Disengaged, Enmeshed, Rigid and Chaotic). There are seven items in each scale making a total of 42 items on the FACES IV. The Family Communication and Family Satisfaction scales have 10 items on each scale. The complete 62-item questionnaire was designed to be completed by family members 12 years and older. In completing the FACES IV, family members rate on a five-point scale, the extent to which they agree or disagree with the statements provided.

Following the ratings the raw scores on each of the scales are converted to percentile scores. An equation is then completed in order to get the dimension scores for cohesion and flexibility. These scores are then plotted onto the circumplex model to determine the level of cohesion and

flexibility within the family. Very high or very low scores obtained indicate dysfunction. For the communication and satisfaction scales, all the item responses are added to reveal raw scores that are then converted to a percentage score. Higher scores attained indicate better family communication and satisfaction.

The FACES IV is shown to have good reliability and validity. Internal consistency estimates of the six scales are as follows: Enmeshed = .77, Disengaged = .87, Balanced Cohesion = .89, Chaotic = .86, Balanced Flexibility = .84, Rigid = .82. Test-retest reliability estimates for the Family Communication and the Family Satisfaction scales are .86 and .85 respectively. Concurrent and discriminant validity of the FACES IV is supported. In the present study, the alpha coefficient for the FACES IV was .82.

Family Demographic Information.

The Family Demographic questionnaire was developed by the researcher to gather information aimed at addressing the gaps found in the literature. Specifically, the questions were developed to answer the research questions posed. Parents were asked to provide background information on their family in a questionnaire developed by the examiner. Parents in both the family and serial migration groups were asked to provide information regarding the socio-economic status of the family, the age of the child, country of origin, family composition before and after migration, immigration support received and the child's grades within the past 6 months. In addition, parents in the serial migration group had to provide additional information regarding the age of the child at separation and reunion, number of contacts between the parent and child during separation, and number of years separated. The information collected on grades was used as an outcome variable. See Appendix C and D for questions regarding the background information collected.

Procedure

The sample was obtained by newspaper print media, internet advertising, placing flyers in schools and several community agencies, as well as through referrals from participants and friends. Flyers (Appendix E) and introductory letters (Appendix G) were also sent to Caribbean agencies and college campus organizations. Letters were also sent to PTA presidents (Appendix H) and parent coordinators in over 100 New York City public schools. In addition, presentations about the study were done at several parent-teacher meetings, church gatherings, after school programs and community events. See Appendix F for a complete list of the recruitment strategies attempted.

In order to gain access to individuals from Spanish speaking countries, a bilingual research assistant was hired. In addition, the CBCL and FACES IV were purchased in Spanish and the flyers and the family demographic measure translated. In completing the translation, the questionnaire was translated from English to Spanish and afterwards back translated from Spanish to English. See appendix L for the Spanish flyer, letter of consent and questionnaires. The participants were selected if they met the following criteria:

A. Family migrated from a Caribbean country

B. The parent has a child between the ages of 7-18 years that migrated to the United States within the past 10 years.

Upon indicating willingness to participate in the study (participants called the investigator), all parents were given a brief description of the study before going through a screening process (Appendix H). If participants met the study requirements, their address and telephone number were collected. The investigator then mailed them a packet containing two copies of the consent form (Appendix J), the CBCL (Appendix A), the FACES (Appendix B) and the family

demographic measure (Appendix C or D). The participants were instructed to complete the forms, retain a copy of the consent form for their records, and mail the other documents back to the investigator in the self-addressed envelope provided. After the investigator received the packet, a check or money order in the amount of 20 dollars was mailed to the participants. Participants in the serial migration group also received an information sheet about serial migration (Appendix K).

The recruitment phase of the study was done over an 18 month period. Despite employing many different recruitment strategies, the researcher found that many individuals were reluctant to take part in the study. Participants responded through personal or family contact, through internet and newspaper advertising, from 2 recruiting events (Beacon after school program and CUNY Citizen Immigration Project) and very few from seeing the information on a flyer. Internet advertising and personal and family contact were the most successful methods of recruitment. The variation of the participants from the different states was primarily due to responses from internet advertising.

In total, 69 questionnaires were mailed to potential participants who provided their contact information. Of this number 37 were returned. The remaining participants filled out the questionnaire at one of the recruiting events, or were individuals who personally returned the packet to me.

Chapter IV

Results

This chapter details the statistical results obtained. Descriptive statistics, regression, multivariate analyses of variance and correlational analysis were calculated to answer the research questions and test the hypotheses proposed in this study. An alpha level of .05 was used to determine significance for all statistical tests.

The chapter begins with a preliminary analysis examining the effect of the socio-demographic factors on the type of migration chosen, as well as on the main variables in the study. This is followed by the presentation of the analysis for the first two hypothesis tested. A second preliminary analysis examining the predictors of the serial migration variables is then presented, followed by the presentation of the analysis for the hypothesis tested regarding serial migration.

Preliminary Analysis

Effects of Socio-Demographic Factors on the Pattern of Migration

A multivariate analysis of variance test (MANOVA) was conducted (see Table 2) to determine whether any of the socio-demographic variables predicted the migration pattern chosen by the families. Results from the analysis indicated that age of the parent at migration *($p = .002$)* and the education level of the parent prior to migration *($p = .009$)* significantly determines if the family engages in family migration or serial migration. Descriptive data (see Table 1) illustrates that on average, parents in the family migration group tend to migrate later in life, as compared to parents in the serial migration group. In addition, parents in the family migration group also tended to have acquired a higher educational status prior to migration. In general, the data suggests that parents who are older and more educated tend to engage in family migration.

Table 2

MANOVA Table Showing the Variables that Predict Serial Migration

Variables	Type III Sum of Squares	*DF*	Mean Square	*F*	Sig.
Age of parent at migration	5.37	1	5.37	10.94	.002*
Reason for migration	3.50	1	3.50	2.19	.146
Support from family	.198	1	.198	1.26	.268
Income before Migration	.875	1	.875	1.62	.211
Education before Migration	11.76	1	11.76	7.50	.009*

**p<.05*

Effects of Socio-Demographic Factors on the Main Variables

Pearson correlations and one-way analysis of variance (ANOVA) tests were calculated to examine the effects of the socio-demographic variables on the main variables in the study. Correlational analysis revealed that the number of years that the child has been living in the U.S. is significantly negatively associated with internalizing disorder *(r = -.342)*. The results suggest that the longer the child lives in the U.S., the less he/she experiences internalizing symptoms. One-way ANOVA tests revealed that there was no effect of gender on grades, internalizing or externalizing scores.

Table 3

Correlations Between Demographic Variables and the Main Variables in the Study

	Grades	Internalizing Score	Externalizing Score
Age of Child	.151	.125	.146
Grade	.142	.121	.160
Household Income	.076	.053	.269
Parental Level of Education	-.129	-.103	-.104
Support from U.S. Family Members	.124	.032	-.109
Years Living in the U.S. (child)	.045	-.342*	-.220

P < .05

Table 4

Effects of Current Income and Educational Level on Children's Competency

A regression analysis was done to examine the effects of the socio-demographic variables income and educational status on children's competency. The analysis revealed that the educational level of the parent predicts the child's social, recreational and academic performance as measured by the CBCL.

Regression Analysis Showing Predictors of Competency in Children

Predictor Variables	Standard Regression Coefficient (Beta)	*t*	*p*
Current education level	.338	2.33	.025*
Current family income	.126	.870	.389

**p <.05*

In summary, the age of the parent at migration and the education level of the parent prior to migration affect the pattern of migration chosen. These variables were used as covariates when determining if there are significant differences between serially migrated and non-serially migrated families. In terms of the socio-demographic effect, the number of years the child has been living in the U.S. is related to internalizing problems, and the educational level of the parent predicts competency in the sample of children.

Research Questions

The Impact of Serial Migration on Grades and Psychological Functioning

Research Question 1 examined whether there are differences in the psychological and academic outcomes of children who serially migrate and those that migrate with their family. It was hypothesized that children of families that engage in serial migration would demonstrate

more emotional and behavioral problems as measured by the CBCL, and have poorer grades than children in families who migrated together as measured on the demographic questionnaire.

Table 5 presents the means and standard deviation of the main variables in the study based on pattern of migration. Based on the trends, the mean score of the serial migration group was higher for both internalizing disorders *(M = 51.12)* and externalizing disorders *(M = 49.73)*. Descriptive data also suggests that 19% of the children in both groups demonstrated internalizing behaviors that fell within the clinical range of functioning. However, no children from the family migration group demonstrated clinically significant externalizing behaviors, this compared to 9.4% of children in the serial migration group.

The report of the average grades children received in the last six months differed slightly with the family migration group having a higher average. In the serial migration group, parental report of their child's grades indicate that 16.1% (*n* = 5) of children in the sample received mostly A's (or a numerical average of 90-100), 35.5% (*n* = 11) received about half A's and half B's (or 85-90), 32.3% (*n* = 10) received mostly B's (or 80-84), 12.9% (*n* = 4) received about half B's and half C's (or 75-79), and 3.2% (*n* = 1) received mostly D's (or 60-64). The mean grade received by the sample was mostly B's (or 80-84).

In the family migration group, parental report of their child's grades indicate that 28.6% (*n* = 6) of children in the sample received mostly A's (or a numerical average of 90-100), 52.4% (*n* = 11) received about half A's and half B's (or 85-90), 9.5% (*n* = 2) received mostly B's (or 80-84), 4.8% (*n* = 1) received about half B's and half C's, and 4.8% (n = 1) half C's and D's (or 75-79). The mean grade received by the sample was half A's and B's (or 85-90).

Table 5

Means and Standard Deviations of the Main Variables in the Study Based on Pattern of Migration

Variable	Family Migration	Serial Migration
Grades		
M	Half A's and B's	Mostly B's
Internalizing Disorder		
M	48	51.12
SD	11.78	6.56
Externalizing Disorder		
M	44.71	49.73
SD	8.07	7.05

Overall, the data suggest that children in both groups appeared to function similarly in terms of academic achievement, but the serial migration group reported more internalizing and externalizing behavior problems.

Multivariate analysis of variance (MANOVA) examining the relationship between the pattern of migration, psychological problems and grades revealed that serial migration was a significant predictor of externalizing problems *(p = .007),* but not internalizing problems or grades attained in the last six months (see Table 6). These results indicate that the act of separation and later reunion of children with their parents did not result in children having lower grades or problems within themselves, but did result in them having problems that involve conflicts with other

people. Thus, Hypothesis 1 was partially supported in demonstrating that children who are separated and later reunited with their parents experience more externalizing problem behaviors than those who migrate with their family.

Table 6

MANOVA Table of the Effects of Pattern of Migration on Grades, Internalizing and Externalizing Scores

Variables	Type III Sum of Squares	*DF*	Mean Square	*F*	Sig.
Grades	2.95	1	2.95	2.01	.162
Internalizing Score	297.04	1	297.04	3.18	.081
Externalizing Score	489.57	1	489.57	7.89	.007*

**p<.05*

Analysis of Covariance (ANCOVA) was also conducted using education level in the home country and age of the parent at migration as covariates (see Table 7). When both variables were entered into the model as covariates, serial migration barely remained a significant predictor of externalizing problems *(p = .055)* after reunion.

Table 7

Analysis of Covariance using Education Level and Age of Parent at Migration as Covariates.

Variables	Type III Sum of Squares	*DF*	Mean Square	*F*	Sig.
Grades	.213	1	.213	.142	.708
Internalizing Score	71.10	1	71.10	.780	.382
Externalizing Score	230.63	1	230.63	3.90	.055

**p<.05*

Effects of Family Functioning on Grades and Psychological Functioning

The second research question (Question 2) asked whether there are differences in the psychological and academic outcomes of the sample of children based on family functioning? It was hypothesized that families who achieve extreme scores (very low or very high) on cohesion and flexibility, and low scores on family communication and satisfaction would experience poorer family functioning that results in more psychological and academic difficulties in children.

Table 8

Descriptive Statistics for Family Functioning Variables

Variables	*M*	*SD*	Range
Family Cohesion	60.30	27.84	0 - 100
Family Flexibility	55.43	22.17	4 - 94
Family Communication	58.13	28.13	12-99
Family Satisfaction	40.06	27.82	10-97

Note. Number of items = 62. Score range for balanced cohesion and flexibility: 36-65 – connected/flexible; 16-25 – somewhat connected/somewhat flexible; 66-85 – very connected/very flexible. Score range for unbalanced cohesion: 0-15 – disengaged and 86-100 enmeshed. Score range for unbalanced flexibility: 0-15 – rigid and 86-100 chaotic. Family communication and satisfaction score range: 36-60% = moderate communication/satisfaction (Family members feel generally good about their family communication but have some concerns, and family members are somewhat satisfied and enjoy some aspects of their family).

Table 9

Descriptive Statistics for Family Functioning Variables based on Pattern of Migration

Variables	Serial Migration			Family Migration		
	M	*SD*	Range	*M*	*SD*	Range
Family Cohesion	61.69	28.16	0 -100	58.57	28.04	7 - 91
Family Flexibility	58.23	22.47	4 - 94	51.95	21.77	10 - 91
Family Communication	57.50	26.17	13 - 96	58.90	31.03	12 -99
Family Satisfaction	42.58	27.30	10 - 97	36.95	28.81	10 - 97

Note. Scores for cohesion and flexibility are balanced. A range of 36-65 means the family is connected and flexible. Scores for family communication and satisfaction are in the moderate range (36-60%) indicating family members feel generally good and are somewhat satisfied about their family.

Descriptive Statistics calculated show that the mean scores for the family functioning variables for the overall sample are in the balanced range. Pearson's correlations were calculated to examine the relationships between the family functioning variables (cohesion, flexibility, communication and satisfaction) and the main variables (grades, internalizing and externalizing score). These are presented in Table 10.

An examination of the relationship indicated that family communication was significantly negatively related to externalizing disorder ($r = -.383$). Thus Hypothesis 2 was partially supported in that the better the family communicates, the significantly less severe the externalizing difficulties.

Table 10

Correlations among Family Functioning Variables and Main Variables

	Family Cohesion	Family Flexibility	Family Communication	Family Satisfaction
Grades	-.162	.024	-.223	-.021
Internalizing Scores	.068	-.012	-.050	.099
Externalizing Scores	-.309	-.224	-.383*	-.224

*$p < .05$

Preliminary Analysis of Serial Migration Variables

Several variables were examined for the families that engaged in serial migration. In the sample of serially migrated families, descriptive statistics revealed that the mean age at separation was 5.24 years *(SD = 3.85)*, and the mean length of separation was 6 years (SD = 2.91). On average, children were reunited at 10.1 years of age (SD = 3.39). Reports further indicate that during the period of separation only 35.5% of children visited or were visited by their parents. All the children in the sample had some communication with their parents during separation with more than half of them communicating electronically.

More than half of the children in the sample were separated from their maternal caregiver during the process of migration. Specifically, 48.4% of the children were separated from their mother only, 29% from the father only and 19.4% from both parents. Sixteen percent of the children after migrating to the United States lived in a reconstituted or blended family.

Table 11

Descriptive Statistics for Serial Migration Variables

	%	*M*	*SD*	Range
Length of Separation		6 years	2.91	6mths – 11yrs
Age at Separation		5.24 years	3.85	0 - 15
Age at Reunion		10.1 years	3.39	3 - 17
Type of Contact during Separation				
Electronic contact	54.8			
Physical contact	35.5			
Missing	9.7			

Table 11 (Continued)

Descriptive Statistics for Serial Migration Variables

	%	*M*	*SD*	Range
Frequency of Contact				
Daily/weekly	54.8			
Monthly	9.7			
Yearly	32.3			
Missing	3.2			
Parental Figure that Migrated				
Mother	48.4			
Father	29			
Both	19.4			
Reconstituted Family	16			

Effects of Serial Migration Demographic Factors on Grades and Psychological Functioning

The serial migration demographic variables were examined to determine if any had an effect on the main variables. Thus, correlational analysis was done to determine the relationship between the demographic factors and the main variables. In addition, these variables were entered into a general linear model to determine if any were significant predictors of grades or psychological performance. Results from the analysis (see Table 12) showed that there is a significant positive relationship between the age of the child at reunion with parents and grades *(r = .420)*, suggesting that the older the child when he/she reunites with the parent, the better the grades. Furthermore, the age of the child at reunion with parents was positively correlated to

internalizing behavior difficulties *(r = .316),* suggesting that the older the child at reunion, the more internalizing behavior problems he/she exhibits. The results also revealed that there is a significant negative relationship between the number of years the child has been living in the U.S. and internalizing *(r =- .389)* and externalizing scores *(r = -.365)* suggesting that the longer the child lives in the U.S, the fewer emotional and behavioral problems they exhibit.

Results from the regression analysis revealed that none of the demographic or other variables were significant predictors of psychological functioning. However, both the age of the child at reunion with parents *(p = .029)* and the frequency of contact between the parent and the child during separation *(p = .04)* were significant predictors of the child's academic functioning (see Table 13), the latter suggesting that frequency of communication during separation helps to determine academic performance following reunion.

Taken together, these results suggest that the age of the child when they migrate to the United States to live with their parents significantly predicts their academic performance. More specifically, the older they are at migration the better their grades, but the more internalizing problems they exhibit. Furthermore, findings suggest that the number of times parents and children communicate with each other during separation predicts how well they do in school following reunion with parents. In addition, the results also suggest that the longer the child lives in the U.S., the fewer internalizing and externalizing problems they demonstrate.

Table 12

Correlations between the Serial Migration Demographic Variables and the Main Variables

	Grades	Internalizing Score	Externalizing Score
Age of Child	.251	-.022	-.047
Grade	.272	-.074	-.072
Gender	.166	.047	.047
Age of Child at Separation	.180	.186	-.078
Age of the Child at Reunion	.420**	.316*	.108
Household Income	-.044	.054	.284
Parental Education Level	.093	-.180	-.153
Years Living in the U.S.	-.089	-.389*	-.365*

$*p < .05$; $**p < .01$

Table 13

Regression Analysis to Screen for Potential Predictors of Grades

Predictor Variables	Standard Regression Coefficient (Beta)	*t*	*p*
Household Income	.085	.469	.644
Sex	.244	1.34	.194
Age of Child	-.092	-.388	.702
Frequency of Contact	.393	2.18	.040*
Age of the Child at Separation	-.127	-.539	.560
Age of the Child at Reunion	.652	2.34	.029*

**p <.05*

Serial Migration Research Questions

The Effect of Length of Separation on Psychological Functioning and Grades

Research Question 3 explores whether the length of separation between the child and the parent(s) affects the child's performance after reunification. It was hypothesized that children who are separated from their parents the longest would demonstrate less favorable outcomes in their behavior and grades.

A MANOVA test was conducted to examine the relationship between length of separation and psychological outcomes and academic performance. The results were not significant indicating that length of separation did not significantly impact psychological or academic performance. Thus Hypothesis 3 was not supported.

The Effect of the Parental Figure that Migrates on Psychological Functioning and Grades

Research Question 4 explored whether the migration of the mother affect the child's psychological and academic outcome after reunification. It was hypothesized that children who were separated from their mother or both parents during migration will experience greater difficulty than those who were separated from their father alone. Descriptive data gathered and shown in Table 11 revealed that in total, approximately 70% of the sample was separated from the mother (48.8% mothers only, 19.4% both parents) during migration.

MANOVA tests were conducted (see Table 14) to determine whether the parental figure that migrates affects psychological and academic outcomes. The results showed that the parental figure that migrates significantly predicts externalizing behavior difficulties *($p = .046$)*, but not internalizing difficulties or grades. Thus Hypothesis 4 was partially supported.

Table 14

MANOVA Table of the Effects of Parental Figure that Migrates on Grades, Internalizing and Externalizing Scores

Variables	Type III Sum of Squares	*DF*	Mean Square	*F*	Sig.
Grades	1.593	3	.531	.326	.442
Internalizing Score	176.99	3	58.99	.926	.442
Externalizing Score	455.25	3	151.75	3.05	.046*

$*p<.05$

The Effect of Type of Contact during Separation on Psychological Functioning and Grades

Research question 5 examined whether there were differences in the child's psychological and academic outcomes based on the type of contact between the parent and child during separation. Therefore, it was hypothesized that children who do not have visits with their parents during the period of separation would demonstrate more academic, emotional and behavioral problems than those who were contacted by phone or were not contacted. A MANOVA test was conducted to examine the relationship between the type of contact and psychological outcomes as well as academic performance. The results were not significant indicating that whether or not parents visited or were visited by their children during separation did not significantly impact psychological or academic outcome. Thus, Hypothesis 5 was not supported.

The Effect of Reuniting in a Reconstituted Family on Psychological Functioning and Grades

The final research question (Question 6) asked whether having a child reunite in a family consisting of new members increases the likelihood of the child experiencing adjustment difficulties. Based on this, it was hypothesized that children who were reunited into a

reconstituted family would demonstrate more academic, emotional and behavioral difficulties than those who were reunited with their family of origin.

A MANOVA test was conducted (see Table 15) to determine whether the migration of a child into a reconstituted family affects psychological and academic outcomes. The results showed that the migration of a child into a reconstituted family significantly predicts externalizing behavior difficulties *(p = .029)*, but not internalizing difficulties or grades. Thus Hypothesis 6 was partially supported.

Table 15

MANOVA Table of the Effects of Reuniting in a Reconstituted Family on Grades, Internalizing and Externalizing Scores

Variables	Type III Sum of Squares	*DF*	Mean Square	*F*	Sig.
Grades	.195	1	.195	.124	.727
Internalizing Score	122.28	1	122.28	1.99	.168
Externalizing Score	278.28	1	278.28	5.31	.029*

**p<.05*

Summary of Research Hypotheses and Findings of the Present Study

Hypothesis	Findings
Hypothesis 1 Children of families who engage in serial migration will demonstrate more academic, emotional and behavioral problems than children in families who migrate together.	Hypothesis 1 was partially supported. Children who engaged in serial migration demonstrated more externalizing behavior difficulties than those who engaged in family migration. However, they did not experience more internalizing problems nor were their grades affected.
Hypothesis 2 Families who achieve extreme scores (very low or very high) on cohesion and flexibility, and low scores on family communication and satisfaction will experience poorer family functioning that results in more psychological and academic difficulties in children.	Hypothesis 2 was partially supported. Family communication was negatively related to externalizing problems, suggesting that better family communication results in less externalizing behavior difficulties exhibited by children after migration.
Hypothesis 3 Children who are separated from their parents the longest will demonstrate more academic, emotional and behavioral problems.	Hypothesis 3 was not supported. Length of separation did not significantly affect psychological or academic outcomes.
Hypothesis 4 Children who were separated from their mother or both parents during migration will demonstrate more academic, emotional and behavioral problems.	Hypothesis 4 was partially supported. The migration of the mother predicts externalizing behavior difficulties but does not contribute to internalizing difficulties or poor grades.
Hypothesis 5 Children who do not have visits with their parents during the period of separation will demonstrate more academic, emotional and behavioral problems than those who were contacted by phone or were not contacted.	Hypothesis 5 was not supported. There was no significant difference between the outcomes of children who visited or were visited by their parents and those who were not.
Hypothesis 6 Children who are reunited into a reconstituted family will demonstrate more academic, emotional and behavioral difficulties than those who were reunited with their family of origin.	Hypothesis 6 was partially supported. The migration of a child into a reconstituted family significantly predicted externalizing behavior difficulties, but not internalizing difficulties or poor grades.

Chapter V

Discussion

This chapter describes and discusses the findings obtained from the statistical results. Thus, each of the hypothesis and research questions will be looked at in greater detail. In addition, the educational implications, limitations of the study and directions for future research are also discussed.

Predictors of Serial Migration

Prior to examining the effect of serial migration, the current study first attempted to determine the variables that influence the pattern of migration chosen. The available research suggests that economic factors are the primary reasons for families engaging in serial migration (Crawford-Brown & Rattray, 2002; Pottinger & Williams-Brown, 2006; Suarez-Orozco, Todorova, & Louie, 2008). Prior research further indicates that primarily upper and middle class families engage in family migration, while primarily low-income families engage in serial migration. Within this sample, both the group that engaged in serial migration and the group that engaged in family migration had similar income levels before leaving their home country, although on average, serially migrated families reported that they migrated for economic reasons more than the family migration group.

Although income level prior to migration was not predictive of serial migration, the results indicate that the education level of the parent prior to migration significantly determines the pattern of migration chosen. Thus, consistent with previous findings, the current study found that parents who engaged in serial migration were significantly less educated than parents that migrated with their families. Although both groups had similar income levels, it is possible that the parents in the serial migration group lacked job opportunities and thus had to work harder

and do menial jobs because they were less educated. Because families migrate for a better life, the family that has less opportunity and resources cannot afford to migrate as a whole, and therefore must separate and migrate in a segmented fashion. Thus, many of the less educated parents in these families, in an attempt to provide a better life for their children, find it necessary to leave them behind.

The current study also found that older parents were significantly more likely to engage in family migration. Within this group it is possible that parents tend to wait until they achieve certain goals that enable them to have the resources necessary to migrate with their entire family. These goals may include: attaining a higher educational status, ensuring that they have sufficient financial resources, and acquiring the required immigration status needed for migration. In addition, because parents in the family migration group are more educated which results in them having better jobs, they may find it harder to leave the security of their job to migrate to a new country filled with uncertainties. These parents may also travel several times during the year in an attempt to find a job before they make a permanent transition to the new country. Thus, their decision to migrate may take a longer time.

The Impact of Serial Migration

Although most studies indicate that serial migration has negative implications for the child, there are a few studies that indicate otherwise. For example, Hohn (1996) conducted a study and found that there were no significant differences in verbal intelligence or emotional and behavioral problems between children who migrated with their parent and those that migrated after their parents.

In the current study, the results obtained indicate that children who were separated and later reunited with their family experienced externalizing behavior problems but not internalizing

problems or poor academic achievement. This finding that serial migration affects externalizing behavior problems is consistent with several other studies that show that children of serially migrated families demonstrate truanting and delinquency behavioral problems (Burke, 1976), oppositional and verbally abusive behaviors (Adams, 200), conduct disorder (Crawford-Brown, 1999), and difficulty coping with feelings of anger (Anthony, 2006).

Although several studies indicate that during the process of serial migration children experience profound sadness, depressive symptoms, along with other internalizing difficulties, the current study did not indicate that serial migration is significantly predictive of these behaviors. However, it is important to note that on average, children of families who engaged in the process of serial migration had higher internalizing scores than children of families that engaged in family migration. The variation in the reporting of internalizing and externalizing behavior problems as measured by the CBCL may result from parent's level of awareness of the presence of internalizing issues faced by their children. Parents who have been separated from their children for lengthy periods may find it easier to detect when their children are acting out, thus they may report more incidences of externalizing behavior problems. Furthermore, parents may be less attuned to the internalizing issues their children are dealing with because they were not living together for lengthy periods of time, and thus may not know how the child deals with difficult situations.

The limited research investigating the impact of serial migration on academic performance also shows mixed results. According to Gindling and Poggio (2008), serial migration has negative implications for the child, as he/she is more likely to be behind and drop out of school. However, Suarez-Orozco et al. (2008) in a longitudinal study found that regardless of the pattern of migration, most children in their study responded positively to schooling and recognized that

education was the key to success. The current study shows that the pattern of migration chosen did not significantly influence academic achievement.

According to Goupal-McNicol (1993), within the West Indian culture, success is defined and measured by an individual's educational level and attainment. As a result, the importance of attaining a good education is highly emphasized in the West Indies. Furthermore, for many West Indians, it is viewed as the only means of upward socio-economic mobility, and many believe that there is no limit on upward mobility for an individual who is highly educated. With this emphasis placed on education communicated through a variety of mediums in the West Indies, Caribbean children tend to recognize that education is the key to success and thus respond positively to schooling. On average, in the current sample, the children regardless of their pattern of migration were reported to have a B average or greater.

The difference in the findings of Gindling and Poggio (2008), the findings of Suarez-Orozco et al. (2008) and the current study may be due to a difference in the population studied. Specifically, while Gindling and Poggio (2008) utilized a Latin American sample, the current study utilized a sample from the Caribbean. Thus, among other variables, language may have impacted the child's academic achievement following reunion in the study done by Gindling and Poggio (2008).

Family Functioning following Migration

During the process of migration, there are many changes within the family that stresses and causes challenges for the family system. According to Hohn (1996), family functioning is a vital component in determining how a child adjusts to stressful situations. Family functioning was assessed using the Circumplex Model. Olson and Gorall (2006) posit that the main hypothesis of the Circumplex Model is that balanced levels of cohesion and flexibility are most beneficial to

healthy family functioning. Conversely, unbalanced levels (very low or very high levels) are associated with problematic family functioning. As measured in the FACES IV, cohesion is defined as the emotional bonding that family members have toward one another, while flexibility is defined as the quality and expression of leadership and organization, role relationships, and relationship rules and negotiations. In the current study, the mean score for the sample were at balanced levels for both cohesion and flexibility. These results contrast with the findings of Marte (2008) who indicated that the separation and later reunion of family members had a negative impact on family cohesion. Similar results were obtained by Smith, Lalonde & Johnson (2004) who indicated that the families in their study reported lower levels of family cohesion than children from intact families. Both the study conducted by Smith, Lalonde & Johnson (2004) and Marte (2008) were retrospective in nature. The results for the current study may have revealed conflicting findings because it is based on parents' report of current family functioning, as opposed to adults recalling an account of their experience during childhood.

According to Olson & Barnes (2004), balanced family systems experience significantly better family communication and utilize better communication skills than unbalanced family systems. In the current study, the results reveal that increased family communication is significantly related to fewer externalizing behavior problems faced by children after migration. Amerikaner, Monks, Wolfe & Thomas (1994) conducted a study to determine the impact of family interaction on psychological health. The results from their study revealed that in contrast to groups that experienced poor psychological health, groups that had good psychological health perceived better communication with their parents.

Research also shows that family communication acts as a protective factor for serially migrated families. For example, Hine-St. Hillaire (2007) found that good family communication

during separation resulted in less problematic reunions. Families who utilize positive communication skills have stronger relationships. These families are more likely to make time for conversations, talk about how things are affecting them, listen to each other, be understanding and empathetic, and reflect the feelings of each other.

Effects of Length of Separation

According to Gopaul-McNicol (1993), lengthier separations can create difficulties between the parent and child at reunification. In addition, Smith, Lalonde & Johnson (2004) found that lengthier separations made it more difficult for the reunited child to identify with or conform to the expectations of their parents. Several other studies also indicate that the length of separation predicted the level of difficulty family members faced after reunion (Anthony, 2006; Hine-St. Hillaire, 2007). However, although most of the literature predicts poor outcomes after lengthy separations, Suarez-Orozco, Todorova & Louie (2002) report contrasting findings. More specifically, the researchers found that there was no relationship between length of separation and psychological symptoms that included depression, anxiety, cognitive functioning, interpersonal sensitivity and hostility. Similar to these findings, the current study found that the length of separation was not a significant predictor of poor psychological adjustment or academic achievement.

Suarez-Orozco, Todorova & Louie (2002) postulates that lengthy separations did not have a negative effect on psychological adjustment due to the ambiguous nature of the loss. More specifically, they indicate that children, instead of viewing the loss as permanent, view it as temporary, allowing them to keep their loved one psychologically present. Other contributing factors to the disparity within the findings may be attributed to the nature of the family before migration. Since many West Indians come from extended family households, it is possible that

many of the children did not experience great disruptions in their family when the parent(s) migrated if they were cared for by the same extended family member with whom they grew up. Furthermore, Suarez-Orozco, Todorova & Louie (2002) propose that since the relationships with extended family members are significant, the temporary loss of the primary attachment figure may not be as traumatic as expected. In addition, since most of the children in the sample contacted or were contacted by their parents, and results gained from the present study indicate that frequent contact results in more positive child outcomes, the fact that children communicated with their parents during separation may act as a protective factor during separation.

A few studies also suggest that the older the child at reunion, the less favorable outcomes they will face (Hine-St. Hillaire, 2007; Smith, Lalonde & Johnson, 2004). Smith, Lalonde & Johnson (2004) found that when children were reunited at an older age, they were less likely to conform to their parents' wishes when compared to children who were reunited when they were younger. Similarly, the current study found that when children were reunited with their parents at an older age, they exhibited more internalizing behavior problems.

Children who migrate when they are older may be more susceptible to difficulties because they are more aware that they are again faced with loosing the security of a caretaker as well as important peer relationships that are crucial during adolescence. According to Pottinger (2005), a loss during adolescence occurs at a time when identity issues and a sense of belonging are critical in the child's life. This complicates the reunion process and may leave children feeling anxious, sad, lonely, withdrawn and with low self-esteem as they deal with another loss, get accustomed to a new family system and establish new peer relationships.

Children who are older may also feel a greater sense of rejection, anger and resentment as they try to deal with and process the question of why they were left by their parent(s). Furthermore, since some may have never developed a bond with their parent(s), after reunion they find it difficult to talk with the parent and may not be able to find another outlet since they are new in the country.

The Migration of the Maternal Parental Figure

Studies and scholarly articles consistently demonstrate that during the process of serial migration, it is primarily the mother that migrates first leaving the children behind. Prevalence rates of 70-87% were found in studies involving Caribbean immigrants. Consistent with these rates, the current study found that 70% of the sample was separated from their mother during the process of migration.

Prior research findings also demonstrate that the result of serial migration is most problematic when the mother migrates first. The current study results indicate that the migration of the maternal caregiver was significantly associated with externalizing behavior problems but not internalizing problems or grades. Crawford-Brown (1999) in a study with Jamaican adolescent boys found that maternal absence due to migration was significantly more common in children diagnosed with conduct disorder. In the study, the researcher attempted to determine the family factors associated with the presence of conduct disorder. The results from the study indicated that the structural family variables significantly related to conduct disorder were: absence of mother, low contact with the mother and changes in the adolescent's living environment.

One factor that may account for the finding that maternal migration is associated with externalizing problems and not internalizing problems is inadequate parenting practices such as parental monitoring. Children from serially migrated families are either left with extended family

members or friends, or live in a single parent household where a working father is the primary caregiver. As a result these children do not always receive adequate supervision that causes them to not act appropriately. Crawford-Brown (1999) in the study found that unlike the delinquent or conduct disordered group, the children in the non-delinquent group had high contact with their mothers. The finding suggests that the presence and parenting practices of these mothers were likely to contribute to keeping their sons out of trouble.

The results regarding academic performance contrasts with the findings of Gindling and Poggio (2008) who found that the educational success of the Latin American sample of children was negatively impacted when the children were separated from their mothers. Due to the importance placed on education within West Indian families, children may "act out" but nevertheless do well academically because of fear of failing.

Effects of Type of Contact during Separation

According to Smith, Lalonde & Johnson (2004), parental absence without visitation and contact can affect the outcomes of children following reunion. The results of the present study provide some support for this finding. On the one hand, the results showed that the visitation of children by their parents did not significantly impact psychological adjustment or academic performance after reunion. Thus, in the sample, the children's reunion was not affected by whether the child was physically seen by the parent or contacted electronically during separation. However, on the other hand, results from the preliminary analysis showed that the frequency of contact between the parent and child during separation significantly predicted the child's academic performance following reunion.

According to Glasgow and Gouse-Sheese (1995), the maintenance of communication during the absence of the parent fosters better outcomes as children may interpret minimal or

inconsistent contact as abandonment and lack of care and love. Thus, even though there may not be any physical contact, the exchange of emails, letters, phone calls and gifts play a critical role in keeping an ongoing relationship between the parent and child. Furthermore, as indicated by the current study and other bodies of literature (Hine-St. Hillaire, 2007), family communication plays an integral role in the child's life both during the period of separation and reunion. Thus, having frequent and positive communication between the parent and child during separation may act as a protective factor against negative outcomes following reunion.

Effects of Migrating into a Family with New Members

The reunion of children with their parents after a period of separation can be a stressful time. Furthermore, the available literature suggests that the stress of reunion can further be exacerbated when the children reunite in a family consisting of new members. When children migrate into a family with new members, they are expected to get to know and accept the new family members and become accustomed to new and different parenting styles when there is a new parental figure (Mitrani, Santisteban & Muir, 200). According to Smith, Lalonde and Johnson, children who migrated into a reconstituted family were less likely to identify with their parents, reported lower levels of family cohesion and self-esteem than children from intact families.

Consistent with the available literature, the present study found that children who migrated into a family with new members experienced significantly more externalizing behavior problems than those who migrated to their family of origin. The migration of the child into a new family is difficult for both the family and the child as the merging of both dramatically changes the family system. On the one hand, the child is accustomed to his/her family lifestyle from the home country, while on the other hand, the host family has established family patterns. The combination of both the child's and the host family's ideologies are likely to be problematic as

the newly formed family is forced to accommodate each other. The child being the newly arrived family member faced with a new family structure, roles, rules, boundaries and family patterns, is forced to adjust and conform. This results in conflict and may cause the child to feel like an outcast and thus "act out".

Educational Implications

The education system is greatly influenced by the influx of immigrant students who experience migratory separation and reunion. As a result, it is imperative that practitioners become aware of the practice of serial migration as well as the difficulties that may accompany it. In developing such awareness, school practitioners must understand that children of immigrant family members who engage in serial migration may acculturate differently than those whose family migrate together, and be sensitive to issues of separation and reconciliation in these families (Sciarra, 1999).

Practitioners, when dealing with serially migrated children must also be knowledgeable of the fact that in addition to the normal changes of the climate, language, relationships, and family routines, children of serially migrated families tend to have false expectations of the new country. These expectations that were gained from the media, their family in their home country and their parent(s) in the host country are often not a reality. This may leave the child very disappointed and confused about how to adapt.

The resources that are needed to help the family handle the stressors relating to serial migration may be different depending upon the family's background. In taking a history from family members, it is important that educators find out whether family separations occurred, including specific information about length of separation (Suarez-Orozco, Todorova, & Louie,

2002), the quality of care the child received during separation, and how prepared the child was for the separation and the migration.

It is important for educators to guide immigrant parents in order to help their children acculturate and succeed in U.S. schools. Thus, school personnel should educate parents about American education and cultural practices, and be aware of how it differs from that of the Caribbean. This can be done through parent workshops. In preparing these workshops, educators can utilize Caribbean community resources, seek the assistance of professionals who are culturally sensitive to the population, seek the assistance of cultural brokers within the community, consult the literature and interview immigrant parents.

Since the migration process can be very disruptive for children, school psychologists and social workers can intervene by making individual and group counseling available for the children. In doing so it is important to keep in mind that the child may be grieving the loss of the primary caretaker in their native country and thus allow the child to talk about that absent parent. The child can be encouraged to talk about how living with the biological parents differs from the foster parent in their native country, with particular attention being paid to issues surrounding the pain, loss and insecure attachment to parents (Adams, 2000). To assist parents, schools should provide parent workshops and facilitate parent support groups in an attempt to have parents share and become educated about the issues relating to migratory separation.

In the event that an educator is presented with a serially migrated child experiencing difficulty, that educator should be cognizant that successful treatment for that child should not simply identify the child as the patient; rather, consider issues of acculturation and family problems (Sciarra, 1999). Thus, school staff can intervene by providing the family with referrals to counseling agencies that can intervene on a family rather than individual level.

It is evident that serial migration is an historical practice for many immigrant cultures. In light of this, educators should be mindful of their own biases, and be careful not to judge the family and view them as deviant, rather, understand that separations in many immigrant families is a normative process in migration. It is important that school practitioners not place all immigrants in one category, rather do a thorough assessment to find out how the immigration process may have impacted on the child's performance and behavior.

Limitations of the Study

The goal of the current study was to examine the impact of serial migration on the psychological adjustment and academic achievement of West Indian immigrant children. To assess the impact, the study compared groups of children who were separated and later reunited with their parents with children who migrated with their parents. A major limitation of the current study was the small sample size.

Throughout the course of conducting the study, the researcher found that many West Indian immigrants were reluctant to complete the survey. Many indicated that they were uncomfortable giving out their personal information despite the reassurance of the maintenance of confidentiality. The response to the study may have been limited by a variety of cultural beliefs, attitudes and a general knowledge of research. Specifically, it is possible that many of the immigrants are not familiar with the notion of conducting research and the implications of being a participant. As a result, they tend to be suspicious about the study, feel they have little to gain from participating and thus may be less motivated to participate.

The main questionnaires used in the study are primarily based on American norms and are unfamiliar to many immigrants. Thus, the interpretation of questions asked may vary between individuals and elicit different responses. In addition, many immigrant populations including

West Indians are often unfamiliar with answering questions from a likert scale and thus may be confused by it. Furthermore, the questionnaires in the study required the participants to provide personal and sensitive information that one may find uncomfortable. This combined with the possibility that many are illegal immigrants may also limit response to the study. Due to lack of finding participants, the study employed a smaller sample than was expected. In addition to the overall small sample size, the size of the comparison group was also smaller than that of the serially migrated group.

The current study was also limited by a lack of resources that would have enabled the researcher to use a more personal approach to collect the information. A more personal approach such as interviewing would have allowed the researcher to build rapport, and thus enhance the level of comfort and confidence of the participants. A lack of resources also inhibited access to the Haitian population that speaks Creole. In the current study, the advertisements and measures were only provided in English and Spanish, thus limiting the number of potential Creole speaking participants.

Another limitation of the study was the variability of the sample. In the current study, more than half of the participants were immigrants from Jamaica, which is not truly representative of the Caribbean population. This may have occurred because Jamaica represents one of the largest population of English speakers from the Caribbean to migrate to the U.S. In addition, this population tends to migrate mainly to the states where the flyers were primarily distributed. It is also possible that since the researcher was Jamaican, she was able to network with more Jamaicans and many felt comfortable participating because of a similar background.

Another limitation of the study was the variability of the age of the children (7-18 years) as well as the length of time they have been living in the United States (6 months – 10 years). With

this wide gap, there are differences within the sample that were not accounted for. According to Suarez-Orozco, Todorova & Louie, symptoms associated with the process of serial migration are not necessarily long-term and are affected by the social contexts both in the country of origin and the host country. Due to this wide variation in the sample, there may have been several factors that were not accounted for that could have an impact on the results. These limitations reduce the extent to which the study is generalizable.

While the aim of the study was to determine children's performance after reunion, it would have been important to determine the child's experience during separation since it would likely affect them after reunion. Thus, another limitation of the current study was that it did not take into account many of the children's experiences during separation and how it may have impacted their behavior at reunion. In addition, the current study did not examine buffers or protective factors that could potentially reduce the extent of behavioral and academic problems in the children of serially migrated families.

Directions for Future Research

Based on the limitations of the current study, future research should employ larger samples with less variability within the group. A larger sample size with less variability would allow the researcher to gain more conclusive results that are generalizable. Based on the difficulties in acquiring the sample, future research should attempt to look at serial migration within other cultures in which the pattern of migration is dominant. Furthermore, since the researcher found that the population did not respond well to the study, future research should employ a different procedure that would allow for the recruitment and execution of the study on a more personal level. Specifically, with additional resources, instead of mailing the surveys, research assistants can be employed to go into various communities and agencies to interview the participants using

the measures. This technique may eliminate the uncertainty of the project and allow participants to feel more comfortable in responding after rapport has been built with the researcher or assistant.

In addition to building rapport, interviewing the participants would allow the researcher to gain additional information about the families that could be pertinent in creating a better understanding of the study's goals. Such information could include: the child's academic achievement, the relationship between family members, family structure and the role of extended family members, financial resources and family support prior to migration. Interacting with participants on a personal level would also provide information about the family's culture and level of acculturation, and how it affects their responses on the measures given.

Future studies should also ensure that advertisements and measures are created in multiple languages. This would increase the sample size and eliminate the unevenness in the sample by allowing for the participation of individuals from varying levels of acculturation.

Future research that investigates the impact of serial migration should also look at how experiences during the period of separation affect the child after reunion with parents. Smith, Lalonde & Johnson (2004) noted that there exists continuity between the child's experiences while separated from parents and his or her experience when reunited. Thus, such an investigation would enable the researcher to determine whether patterns of behavior exhibited during separation are exhibited upon reunion.

While there exist some variables that one cannot change (parental figure that migrates, length of separation, the family the child migrates to), there are other variables that allow for intervention in an attempt to assist the serially migrated child and the family. Some of these variables include: family communication, contact during separation, and caregiver monitoring

during separation. Although some of the variables (as mentioned above) cannot be changed, information as to their impact should be imparted to parents so they can make informed decisions while in the process of migration.

Future research should pilot interventions geared towards assisting children during the period of separation and reunion. During the separation phase, interventions should focus on how to prepare the child for the separation, how to improve frequent family communication during separation, strategies to prepare children for the reunion with their parent(s), strategies to provide a support system for the single parent or family member the child is left with, as well as a support system for the child left behind. In the host country, interventions should focus on helping the newly arrived immigrant child and the family cope with the reunion process. Specific areas of focus should include helping the child acculturate into the new culture and providing a support system for both the parent and child.

To determine how to assist children of serially migrated families cope with the separation and reunion process, it would be beneficial for future research to ascertain the protective factors that could potentially safeguard the child from difficulties following reunion. In addition, since parents' own adjustment to the separation and reunion affects the child's well being, this also should be looked at in future research.

Conclusion

This study has contributed to the body of research that examines the impact of serial migration. The goal of the study was to add to the literature and compensate for the limitations of the available research by using a different research design, population and criteria. The current study improved on prior studies by using a larger sample size, using a non-clinical sample, adding to the almost non-existent literature regarding the impact of serial migration on academic

achievement, and using the current experiences of a sample of school aged children rather than a retrospective account. The study also added to the available literature by providing information on the variables that are predictive of serial migration.

In general, the results of the current study show that serial migration affects some child outcomes but not others. Specifically, while the migratory pattern is related to externalizing problems, it is not related to internalizing or academic problems. Furthermore, consistent with the available research, the current study found that the effects of serial migration are exacerbated when the mother migrates first and when the child is reunited into a reconstituted family.

An important finding that may act as protective factor against negative child outcomes was that good family communication reduces the risk of externalizing behavior problems, and the frequency of contact between the parent and the child during separation is predictive of academic functioning. These results add to the body of literature and are useful for future research. It also fosters a better understanding of the process of serial migration.

Appendix A

ASEBA

Please print **CHILD BEHAVIOR CHECKLIST FOR AGES 6-18**

For office use only ID #

CHILD'S FULL NAME: First Middle Last

CHILD'S GENDER ☐ Boy ☐ Girl

CHILD'S AGE

CHILD'S ETHNIC GROUP OR RACE

TODAY'S DATE Mo._____ Date _____ Yr. _____

CHILD'S BIRTHDATE Mo._____ Date _____ Yr. _____

GRADE IN SCHOOL _____

NOT ATTENDING SCHOOL ☐

Please fill out this form to reflect *your* view of the child's behavior even if other people might not agree. Feel free to print additional comments beside each item and in the space provided on page 2. ***Be sure to answer all items.***

PARENTS' USUAL TYPE OF WORK, even if not working now. *(Please be specific — for example, auto mechanic, high school teacher, homemaker, laborer, lathe operator, shoe salesman, army sergeant.)*

FATHER'S TYPE OF WORK _____

MOTHER'S TYPE OF WORK _____

THIS FORM FILLED OUT BY: (print your full name)

_____

Your gender: ☐ Male ☐ Female

Your relation to the child:

☐ Biological Parent ☐ Step Parent ☐ Grandparent

☐ Adoptive Parent ☐ Foster Parent ☐ Other (specify)_____

I. Please list the sports your child most likes to take part in. For example: swimming, baseball, skating, skate boarding, bike riding, fishing, etc.

☐ None

	Compared to others of the same age, about how much time does he/she spend in each?				Compared to others of the same age, how well does he/she do each one?			
	Less Than Average	Average	More Than Average	Don't Know	Below Average	Average	Above Average	Don't Know
a. _____	☐	☐	☐	☐	☐	☐	☐	☐
b. _____	☐	☐	☐	☐	☐	☐	☐	☐
c. _____	☐	☐	☐	☐	☐	☐	☐	☐

II. Please list your child's favorite hobbies, activities, and games, other than sports. For example: stamps, dolls, books, piano, crafts, cars, computers, singing, etc. (Do ***not*** include listening to radio or TV.)

☐ None

	Compared to others of the same age, about how much time does he/she spend in each?				Compared to others of the same age, how well does he/she do each one?			
	Less Than Average	Average	More Than Average	Don't Know	Below Average	Average	Above Average	Don't Know
a. _____	☐	☐	☐	☐	☐	☐	☐	☐
b. _____	☐	☐	☐	☐	☐	☐	☐	☐
c. _____	☐	☐	☐	☐	☐	☐	☐	☐

III. Please list any organizations, clubs, teams, or groups your child belongs to.

☐ None

	Compared to others of the same age, how active is he/she in each?			
	Less Active	Average	More Active	Don't Know
a. _____	☐	☐	☐	☐
b. _____	☐	☐	☐	☐
c. _____	☐	☐	☐	☐

IV. Please list any jobs or chores your child has. For example: paper route, babysitting, making bed, working in store, etc. (Include both paid and unpaid jobs and chores.)

☐ None

	Compared to others of the same age, how well does he/she carry them out?			
	Below Average	Average	Above Average	Don't Know
a. _____	☐	☐	☐	☐
b. _____	☐	☐	☐	☐
c. _____	☐	☐	☐	☐

Be sure you answered all items. Then see other side.

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Please print. Be sure to answer all items.

V. 1. About how many close friends does your child have? (Do *not* include brothers & sisters)

☐ None ☐ 1 ☐ 2 or 3 ☐ 4 or more

2. About how many times a week does your child do things with any friends outside of regular school hours? (Do *not* include brothers & sisters)

☐ Less than 1 ☐ 1 or 2 ☐ 3 or more

VI. Compared to others of his/her age, how well does your child:

	Worse	Average	Better	
a. Get along with his/her brothers & sisters?	☐	☐	☐	☐ Has no brothers or sisters
b. Get along with other kids?	☐	☐	☐	
c. Behave with his/her parents?	☐	☐	☐	
d. Play and work alone?	☐	☐	☐	

VII. 1. Performance in academic subjects. ☐ Does not attend school because _____

Check a box for each subject that child takes	Failing	Below Average	Average	Above Average
a. Reading, English, or Language Arts	☐	☐	☐	☐
Other academic subjects–for example: computer courses, foreign language, business. Do *not* include gym, shop, driver's ed., or other nonacademic subjects. b. History or Social Studies	☐	☐	☐	☐
c. Arithmetic or Math	☐	☐	☐	☐
d. Science	☐	☐	☐	☐
e. _____	☐	☐	☐	☐
f. _____	☐	☐	☐	☐
g. _____	☐	☐	☐	☐

2. Does your child receive special education or remedial services or attend a special class or special school?

☐ No ☐ Yes—kind of services, class, or school:

3. Has your child repeated any grades? ☐ No ☐ Yes—grades and reasons:

4. Has your child had any academic or other problems in school? ☐ No ☐ Yes—please describe:

When did these problems start? _____

Have these problems ended? ☐ No ☐ Yes–when?

Does your child have any illness or disability (either physical or mental)? ☐ No ☐ Yes—please describe:

What concerns you most about your child?

Please describe the best things about your child.

Be sure you answered all items.

Please print. Be sure to answer all items.

Below is a list of items that describe children and youths. For each item that describes your child ***now or within the past 6 months***, please circle the ***2*** if the item is ***very true or often true*** of your child. Circle the ***1*** if the item is ***somewhat or sometimes true*** of your child. If the item is ***not true*** of your child, circle the ***0***. Please answer all items as well as you can, even if some do not seem to apply to your child.

0 = Not True (as far as you know) **1 = Somewhat or Sometimes True** **2 = Very True or Often True**

0 1 2 1. Acts too young for his/her age
0 1 2 2. Drinks alcohol without parents' approval (describe):_____
0 1 2 3. Argues a lot
0 1 2 4. Fails to finish things he/she starts
0 1 2 5. There is very little he/she enjoys
0 1 2 6. Bowel movements outside toilet
0 1 2 7. Bragging, boasting
0 1 2 8. Can't concentrate, can't pay attention for long
0 1 2 9. Can't get his/her mind off certain thoughts; obsessions (describe): _____
0 1 2 10. Can't sit still, restless, or hyperactive
0 1 2 11. Clings to adults or too dependent
0 1 2 12. Complains of loneliness
0 1 2 13. Confused or seems to be in a fog
0 1 2 14. Cries a lot
0 1 2 15. Cruel to animals
0 1 2 16. Cruelty, bullying, or meanness to others
0 1 2 17. Daydreams or gets lost in his/her thoughts
0 1 2 18. Deliberately harms self or attempts suicide
0 1 2 19. Demands a lot of attention
0 1 2 20. Destroys his/her own things
0 1 2 21. Destroys things belonging to his/her family or others
0 1 2 22. Disobedient at home
0 1 2 23. Disobedient at school
0 1 2 24. Doesn't eat well
0 1 2 25. Doesn't get along with other kids
0 1 2 26. Doesn't seem to feel guilty after misbehaving
0 1 2 27. Easily jealous
0 1 2 28. Breaks rules at home, school, or elsewhere
0 1 2 29. Fears certain animals, situations, or places, other than school (describe): _____
0 1 2 30. Fears going to school
0 1 2 31. Fears he/she might think or do something bad
0 1 2 32. Feels he/she has to be perfect
0 1 2 33. Feels or complains that no one loves him/her
0 1 2 34. Feels others are out to get him/her
0 1 2 35. Feels worthless or inferior
0 1 2 36. Gets hurt a lot, accident-prone
0 1 2 37. Gets in many fights
0 1 2 38. Gets teased a lot
0 1 2 39. Hangs around with others who get in trouble
0 1 2 40. Hears sounds or voices that aren't there (describe): _____
0 1 2 41. Impulsive or acts without thinking
0 1 2 42. Would rather be alone than with others
0 1 2 43. Lying or cheating
0 1 2 44. Bites fingernails
0 1 2 45. Nervous, highstrung, or tense
0 1 2 46. Nervous movements or twitching (describe): _____
0 1 2 47. Nightmares
0 1 2 48. Not liked by other kids
0 1 2 49. Constipated, doesn't move bowels
0 1 2 50. Too fearful or anxious
0 1 2 51. Feels dizzy or lightheaded
0 1 2 52. Feels too guilty
0 1 2 53. Overeating
0 1 2 54. Overtired without good reason
0 1 2 55. Overweight
56. Physical problems ***without known medical cause:***
0 1 2 a. Aches or pains (***not*** stomach or headaches)
0 1 2 b. Headaches
0 1 2 c. Nausea, feels sick
0 1 2 d. Problems with eyes (***not*** if corrected by glasses) (describe): _____
0 1 2 e. Rashes or other skin problems
0 1 2 f. Stomachaches
0 1 2 g. Vomiting, throwing up
0 1 2 h. Other (describe): _____

 Be sure you answered all items. Then see other side.

Please print. Be sure to answer all items.

0 = Not True (as far as you know) **1 = Somewhat or Sometimes True** **2 = Very True or Often True**

0 1 2 57. Physically attacks people
0 1 2 58. Picks nose, skin, or other parts of body (describe): _____
_____
0 1 2 59. Plays with own sex parts in public
0 1 2 60. Plays with own sex parts too much
0 1 2 61. Poor school work
0 1 2 62. Poorly coordinated or clumsy
0 1 2 63. Prefers being with older kids
0 1 2 64. Prefers being with younger kids
0 1 2 65. Refuses to talk
0 1 2 66. Repeats certain acts over and over; compulsions (describe): _____
_____
0 1 2 67. Runs away from home
0 1 2 68. Screams a lot
0 1 2 69. Secretive, keeps things to self
0 1 2 70. Sees things that aren't there (describe): _____
_____
_____
0 1 2 71. Self-conscious or easily embarrassed
0 1 2 72. Sets fires
0 1 2 73. Sexual problems (describe): _____
_____
_____
0 1 2 74. Showing off or clowning
0 1 2 75. Too shy or timid
0 1 2 76. Sleeps less than most kids
0 1 2 77. Sleeps more than most kids during day and/or night (describe): _____
_____
0 1 2 78. Inattentive or easily distracted
0 1 2 79. Speech problem (describe): _____
_____
0 1 2 80. Stares blankly
0 1 2 81. Steals at home
0 1 2 82. Steals outside the home
0 1 2 83. Stores up too many things he/she doesn't need (describe): _____
_____
_____
0 1 2 84. Strange behavior (describe): _____
_____
0 1 2 85. Strange ideas (describe): _____
_____
0 1 2 86. Stubborn, sullen, or irritable
0 1 2 87. Sudden changes in mood or feelings
0 1 2 88. Sulks a lot
0 1 2 89. Suspicious
0 1 2 90. Swearing or obscene language
0 1 2 91. Talks about killing self
0 1 2 92. Talks or walks in sleep (describe): _____
_____
0 1 2 93. Talks too much
0 1 2 94. Teases a lot
0 1 2 95. Temper tantrums or hot temper
0 1 2 96. Thinks about sex too much
0 1 2 97. Threatens people
0 1 2 98. Thumb-sucking
0 1 2 99. Smokes, chews, or sniffs tobacco
0 1 2 100. Trouble sleeping (describe): _____
_____
0 1 2 101. Truancy, skips school
0 1 2 102. Underactive, slow moving, or lacks energy
0 1 2 103. Unhappy, sad, or depressed
0 1 2 104. Unusually loud
0 1 2 105. Uses drugs for nonmedical purposes (***don't*** include alcohol or tobacco) (describe): _____
_____
_____
0 1 2 106. Vandalism
0 1 2 107. Wets self during the day
0 1 2 108. Wets the bed
0 1 2 109. Whining
0 1 2 110. Wishes to be of opposite sex
0 1 2 111. Withdrawn, doesn't get involved with others
0 1 2 112. Worries
113. Please write in any problems your child has that were not listed above:
0 1 2 _____
0 1 2 _____
0 1 2 _____

Please be sure you answered all items.

Appendix B

FACES IV: Background Information

Subject ID (4 digit) _____ **Age:** ____ **Sex:** M: __ F:__ **Date:** _____

Education:

(a)___ Some High School (b) ___ Completed High School
(c) ___ Some college (d)___ Completed College (e)___ Advanced Degree

Income: (If relevant)

(a) ___ Less than $10,000 (b)___ $10-20,000 (c) ___ $20-30,000
(d)___ $30-40,000 (e)___ $40-50,000 (f) ___ $50-60,000
(g)___ $60-80,000 (h)___ $80-100,000 (i) ___ $100,000 or more

Ethnic Background: (check all that apply)

(a)___ Asian American (d) ___ Hispanic/Latino (g) ___ White/Caucasian
(b)___ Black/African American (e) ___ Mixed Race
(c)___ Hawaiian or Pac. Islander (f) ___ Native American

Current relationship status:

(a)___ Single, never married (e) ___ Married, not first marriage
(b)___ Single, divorced (f) ___ Life-partnership
(c)___ Single, widowed (g) ___ Living together
(d)___ Married, first marriage (h) ___ Separated

Current living arrangement:

(a)___ Alone (d)___ With Others
(b)___ With Parents (e)___ With Children
(c)___ With Partner (f)___ With Partner and Children

<u>Use Current Family: If no current Family, use Family of Origin</u>

Family Structure: (a) ____ Two parents (biological) (d) ___ Two Parent (same sex)
(b) ____ Two parents (step family) (e) ___ One Parent
(c) ____ Two parents (adoptive)

Family Member: (a)___ Father (c)___ First Child (e)___ Third Child
(b)___ Mother (d)___ Second Child (f)___ Fourth or Younger Child

Number of Children in Family: (a) ____ None (b) ____ One (c) ___ Two (d) ____ Three
(e) ____ Four (f) ____ Five (g) Six or more

FACES IV: Questionnaire

Directions to Family Members:

1. All family members over the age 12 can complete FACES IV.
2. Family members should complete the instrument independently, not consulting or discussing their responses until they have been completed.
*3. Fill in the corresponding **number** in the space on the provided answer sheet.*

1	2	3	4	5
Strongly Disagree	Generally Disagree	Undecided	Generally Agree	Strongly Agree

1. Family members are involved in each others lives.
2. Our family tries new ways of dealing with problems.
3. We get along better with people outside our family than inside.
4. We spend too much time together.
5. There are strict consequences for breaking the rules in our family.
6. We never seem to get organized in our family.

7. Family members feel very close to each other.
8. Parents equally share leadership in our family.
9. Family members seem to avoid contact with each other when at home.
10. Family members feel pressured to spend most free time together.
11. There are clear consequences when a family member does something wrong.
12. It is hard to know who the leader is in our family.

13. Family members are supportive of each other during difficult times.
14. Discipline is fair in our family.
15. Family members know very little about the friends of other family members.
16. Family members are too dependent on each other.
17. Our family has a rule for almost every possible situation.
18. Things do not get done in our family.

19. Family members consult other family members on important decisions.
20. My family is able to adjust to change when necessary.
21. Family members are on their own when there is a problem to be solved.
22. Family members have little need for friends outside the family.
23. Our family is highly organized.
24. It is unclear who is responsible for things (chores, activities) in our family.

25. Family members like to spend some of their free time with each other.
26. We shift household responsibilities from person to person.
27. Our family seldom does things together.
28. We feel too connected to each other.
29. Our family becomes frustrated when there is a change in our plans or routines.
30. There is no leadership in our family.

1	2	3	4	5
Strongly Disagree	Generally Disagree	Undecided	Generally Agree	Strongly Agree

31. Although family members have individual interests, they still participant in family activities.
32. We have clear rules and roles in our family.
33. Family members seldom depend on each other.
34. We resent family members doing things outside the family.
35. It is important to follow the rules in our family.
36. Our family has a hard time keeping track of who does various household tasks.

37. Our family has a good balance of separateness and closeness.
38. When problems arise, we compromise.
39. Family members mainly operate independently.
40. Family members feel guilty if they want to spend time away from the family.
41. Once a decision is made, it is very difficult to modify that decision.
42. Our family feels hectic and disorganized.

---

43. Family members are satisfied with how they communicate with each other.
44. Family members are very good listeners.
45. Family members express affection to each other.
46. Family members are able to ask each other for what they want.
47. Family members can calmly discuss problems with each other.
48. Family members discuss their ideas and beliefs with each other.
49. When family members ask questions of each other, they get honest answers.
50. Family members try to understand each other's feelings
51. When angry, family members seldom say negative things about each other.
52. Family members express their true feelings to each other.

1	2	3	4	5
Very Dissatisfied	Somewhat Dissatisfied	Generally Satisfied	Very Satisfied	Extremely Satisfied

How satisfied are you with:

53. The degree of closeness between family members.
54. Your family's ability to cope with stress.
55. Your family's ability to be flexible.
56. Your family's ability to share positive experiences.
57. The quality of communication between family members.
58. Your family's ability to resolve conflicts.
59. The amount of time you spend together as a family.
60. The way problems are discussed.
61. The fairness of criticism in your family.
62. Family members concern for each other.

Thank you for Your Cooperation!

FACES IV: Answer Sheet

Subject ID (4 digit) _____ **Age:** ____ **Sex:** M: __ F:__ **Date:** _____

1	2	3	4	5
Strongly Disagree	Generally Disagree	Undecided	Generally Agree	Strongly Agree

1. ____	7. ____	13. ____	19. ____	25. ____	31. ____	37. ____	A.____
2. ____	8. ____	14. ____	20. ____	26. ____	32. ____	38. ____	B.____
3. ____	9. ____	15. ____	21. ____	27. ____	33. ____	39. ____	C.____
4. ____	10. ____	16. ____	22. ____	28. ____	34. ____	40. ____	D.____
5. ____	11. ____	17. ____	23. ____	29. ____	35. ____	41. ____	E.____
6. ____	12. ____	18. ____	24. ____	30. ____	36. ____	42. ____	F.____

1	2	3	4	5
Strongly Disagree	Generally Disagree	Undecided	Generally Agree	Strongly Agree

43. ____ 44. ____ 45. ____ 46. ____ 47. ____ 48. ____

49. ____ 50. ____ 51. ____ 52. ____ **SUM** _____ = _____%

1	2	3	4	5
Very Dissatisfied	Somewhat Dissatisfied	Generally Satisfied	Very Satisfied	Extremely Satisfied

53. ____ 54. ____ 55. ____ 56. ____ 57. ____ 58. ____

59. ____ 60. ____ 61. ____ 62. ____ **SUM** _____ = _____%

Thank You for Your Cooperation!

Appendix C

Family Demographic Information 1

ID No. _____ Relationship to the child: _____

Age of child: _____ Grade: _____

Sex of the child: (Male/Female) Country of origin: _____

Please answer the following questions about yourself as best as possible. Check all boxes that apply.

1. Highest level of education **you have** completed:

(a) __Some High School (b) __ Completed High School

(c) __ Some college (d) __ Completed College

(e) __ Advanced Degree

2. Current Family Income:

(a) __ 0 - $20,000 (b) __ $20,000 – 40,000

(c) __ $40,000 – 60,000 (d) __60,000 – 90,000

(e) __ $90,000 -120,000 (f) __ $ 100,000 or more

3. Highest level of education completed **in your country before** you migrated:

(a) __Some High School (b) __ Completed High School

(c) __ Some college (d) __ Completed College

(e) __ Advanced Degree

4. Which level of income best describes your family **before you migrated**?

___ Doctor, Lawyer, Business Owner (**above average income level**)

___ Teacher, Policeman, Nurse (**average income level**)

___ Helper, Cashier, Unskilled Laborer (**below average income level**)

___ Other, please explain _____

5. Before you migrated, did you have a family member who migrated and lived in the U.S.? Please circle **(YES/NO)**

6. Why did you migrate to the U.S? (Check all that apply)

( ) work ( ) go to school ( ) received green card ( ) refugee

Other (please explain) _____

7 (a). When you decided to migrate, did you receive help from a family member living in the U.S.? Please circle **(YES/NO)**.

7 (b). If YES, what kind of help did you receive from the family member(s) living in the U.S? **(Check all that apply)**

( ) Housing ( ) Financial ( ) Immigration ( ) Finding work

Other:_____

8. How long have you been living in the U.S.? ____ years ____months

9. How old were **you** when you migrated to the U.S.?

(a) ___ 12 – 25 years (b) ___ 26 – 35 years

(c) ___ 36 – 50 years (d) ___ 51 or more

10. How long were you separated from your child after you migrated?

____ years ____ months

11 (a). Did you have any contact with your child while you were living in the U.S.?

Please circle **(YES/NO)**

11(b). If yes, **what kind of contact** did you have with your child and **how often**?

(check all that apply)

( ) letter ( ) phone calls ( ) visits ( ) email ( ) Other _____

( ) daily ( ) weekly ( ) monthly ( ) yearly ( ) Other: _____

Please answer the following questions about one of your children who migrated to the United States after you.

12. Who did your child live with **before** the parent(s) migrated to the U.S.?

(Check all that apply)

( ) mother ( ) father

( ) sister(s) how many? _____ ( ) brother(s) How many? _____

( ) step father ( ) step mother

( ) aunt/uncle ( ) grandparent

Other:_____

13 (a). Which of the child's parent migrated to the U.S. **before** the child?

( ) mother ( ) father ( ) both

13 (b). If applicable, which parent migrated **first**?

( ) mother ( ) father

13(c). How old was your child when **the first parent** migrated to the U.S.? _____

14. Who did the child live in the **home country** with **after** the parent(s) migrated to the U.S.? (Check all that apply)

( ) mother ( ) father

( ) sister(s) how many? _____ ( ) brother(s) How many? _____

( ) step father ( ) step mother

( ) aunt/uncle ( ) grandparent

Other: _____

15. How old was your child when he/she came to the U.S. to live with you? _____

16. Did the child migrate with brothers or sisters?

( ) brother(s) How many? ____ ( ) sister(s) How many? ____

17. Who did the child live with when he/she **moved** to the U.S? (Check all that apply)

( ) mother ( ) father

( ) sister(s) how many? _____ ( ) brother(s)How many? _____

( ) step father ( ) step mother

( ) aunt/uncle ( ) grandparent

Other: _____

18. How long has your child been living in the U.S.? _____years _____months

19. Who is the child currently living with? (Check all that apply)

( ) mother ( ) father

( ) sister(s) how many? _____ ( ) brother(s)How many? _____

( ) step father ( ) step mother

( ) aunt/uncle ( ) grandparent

Other: _____

20. How long has your child been attending school in the U.S. ____years ___months

21. Which of the following best describes your child's grades within the past six months?

___ Mostly A's (or 90-100)

___ About half A's and half B's (or 85-89)

___ Mostly B's (or 80-84)

___ About half B's and half C's (or 75-79)

___ Mostly C's (or 70-74)

___ Mostly C's and D's (or 65 -69)

___ Mostly D's (or 60-64)

___ Mostly below D (or below 60)

___ Other: _____

Appendix D

Family Demographic Information 2

ID No. _____ Relationship to the child: _____

Age of child: _____ Grade: _____

Sex of the child: (Male/Female) Country of origin: _____

Please answer the following questions about yourself and your family as best as possible. Check all boxes that apply.

1. Highest level of education **you have** completed:

(a) __Some High School (b) __ Completed High School

(c) __ Some college (d) __ Completed College

(e) __ Advanced Degree

2. Current Family Income:

(a) __ 0 - $20,000 (b) __ $20,000 – 40,000

(c) __ $40,000 – 60,000 (d) __60,000 – 90,000

(e) __ $90,000 -120,000 (f) __ $ 100,000 or more

3. Highest level of education completed **in your country before** you migrated:

(a) __ Some High School (b) __ Completed High School

(c) __ Some College (d) __ Completed College

(e) __ Advanced Degree

4. Which level of income best describes your family **before you migrated**?

___ Doctor, Lawyer, Business Owner (**above average income level**)

___ Teacher, Policeman, Nurse (**average income level**)

___ Helper, Cashier, Unskilled Laborer (**below average income level**)

___ Other, please explain _____

5. Before your family migrated, did you have a family member who migrated and lived in the U.S.? Please circle **(YES/NO)**

6. Why did you migrate to the U.S? (Check all that apply)

( ) work ( ) go to school ( ) received green card ( ) refugee

Other (please explain) _____

7 (a). When your family decided to migrate, did you receive help from a family member living in the U.S.? Please circle **(YES/NO)**.

7 (b). If YES, what kind of help did your family receive from the family member(s) living in the U.S? **(Check all that apply)**

( ) Housing ( ) Financial ( ) Immigration ( ) Finding work

Other:_____

8. How long has your family been living in the U.S.? ____ years ____months

9. How old were **you** when you migrated to the U.S.?

(a) ___ 12 – 25 years (b) ___ 26 – 35 years

(c) ___ 36 – 50 years (d) ___ 51 or more

Please answer the following questions about one of your children who migrated to the United States with you.

10. Who did your child live with **before** you migrated to the U.S.? (Check all that apply)

( ) mother ( ) father

( ) sister(s) how many? _____ ( ) brother(s) How many? _____

( ) step father ( ) step mother

( ) aunt/uncle ( ) grandparent

Other:_____

11. How old was your child when your family migrated to the U.S.? _____

12. Who did your child migrate to the U.S. with? (Check all that apply)

( ) mother ( ) father

( ) sister(s) how many? _____ ( ) brother(s) How many? _____

( ) step father ( ) step mother

( ) aunt/uncle ( ) grandparent

Other: _____

13. Who is the child currently living with? (Check all that apply)

( ) mother ( ) father

( ) sister(s) how many? _____ ( ) brother(s)How many? _____

( ) step father ( ) step mother

( ) aunt/uncle ( ) grandparent

Other: _____

14. How long has your child been attending school in the U.S. ____years ___months

15. Which of the following best describes your child's grades within the past six months?

___ Mostly A's (or 90-100)

___ About half A's and half B's (or 85-89)

___ Mostly B's (or 80-84)

___ About half B's and half C's (or 75-79)

___ Mostly C's (or 70-74)

___ Mostly C's and D's (or 65 -69)

___ Mostly D's (or 60-64)

___ Mostly below D (or below 60)

Appendix E

Are you an **Immigrant** from the **Caribbean**?

***Jamaica	***Dominica Republic	***Haiti	***Trinidad & Tobago	***Grenada
***Antigua				
***Bermuda	***Virgin Islands	***Barbados	***Cayman Islands	***St. Lucia
***Guyana				
***St.. Vincent	***Honduras	***Nicaragua	***Bahamas	***Guadeloupe
***Suriname	***Martinique	***Montserrat	*Dominica	

Parents, do you have a child **8-18** years old?

Did your child migrate to the U.S. within the past **10** years?

If so, you can take part in a study about:

- How children who migrate **after** their parent(s) adjust to life in the United States.

- How children who migrate **with** their parent(s) adjust to life in the United States.

If interested please call **Oshika Whittaker at 646-249-2235,** or email **oshikawhittaker@gmail.com**

Participation will require you to fill out 3 questionnaires

Participants will receive $20 for their participation

Appendix F

Recruitment Strategies for Study

1. Newspaper ads (am New York, Caribbean Life newspaper)
2. Post/gave flyers to Caribbean organizations across the country (Caribbean Women's Health Association, Caribbean American Family Center, Caribbean Cultural Center African Diaspora Institute, Dominican Women's Development, Medgar Evers Day Care, Caribbean Immigrant Services Agency, Caribbean Foundation of Boston, Haitian Women of Miami, Haitian Americans United for Progress, New York Association for New Americans, Caribbean Education Foundation, Caribbean clubs on college campuses)
3. Posted flyers on college campuses in NYC & Westchester.
4. Posted flyers in YMCAs, supermarkets and library in Yonkers.
5. Posted flyers in hospital.
6. Got the Florida Association for Volunteer Action in the Caribbean and the Americas (FAVACA) to place study information on their website.
7. Weekly posts on craigslist and other newspaper advertisement websites.
8. Sent flyers and introductory letter to PTA presidents and parent coordinators in over 100 schools in Brooklyn, Queens and the Bronx.
9. Placed flyers on the parent information tables in the Yonkers elementary, middle and high schools.
10. Presented the study information in a parent workshop at a pre-school in Brooklyn.
11. Gave flyers to people I met who indicated they originated from the Caribbean.
12. Attended multiple Citizen Immigration Project events across New York City and Westchester – gave out flyers and provided information about the study.
13. Presented the study to the Beacon after school programs in Brooklyn.
14. Presented the study at PTA meetings held in public schools in Brooklyn and Queens.
15. Presented the study at a PTA district meeting with PTA presidents who passed the information to their different schools in Brooklyn.
16. Posted study information on Caribbean facebook groups and general facebook page.
17. Contacted churches in an attempt to have members access the study information.
18. Gave family, friends and acquaintances who are members of varying churches flyers to give to their members.
19. Presented the study at a health fair at a Church in Mt. Vernon, NY.
20. Handed out flyers at district wide events where churches across the city and tri-state area attend.
21. Sent study information to varying listserv (Africana, my church, CUNY Graduate Center, Queens College)
22. Asked family members and friends to assist in referring people they know.

23. Encouraged participants who decided to take part in the study to think of and refer others who might be eligible for the study.
24. Offer people who participated in the study $10 for referring someone else to the study.
25. Presented study at meeting with teachers, psychologists, and representatives from different organizations such as WIC (Brooklyn).

Appendix G

Letter to Agency Director

Dear Sir or Madam:

My name is Oshika Whittaker, and I am a graduate student at the City University of New York, Graduate Center. I am conducting a study to investigate how West Indian children adjust to life in the United States following migration. I would like your participation by allowing me to place flyers in your facility (see attached).

If parents agree to take part in the study, they will sign a consent form and be asked to fill out questionnaires about their family and their child's behavior.

The results of this research may provide valuable information that the researcher and others can use to understand how West Indian children adjust to life in the U.S. If you have any questions regarding the study, you may contact me at (646) 249-2235; or oshikawhittaker@gmail.com; or my study advisor Marian Fish at mfish@gc.cuny.edu or (212) 817-8290.

Thank you for your time and consideration.

Sincerely yours,

_____

Oshika Whittaker
Primary Investigator

Appendix H

Dear Sir or Madam:

My name is Oshika Whittaker, and I am a student at the City University of New York, Graduate Center doing a Ph.D. in Educational Psychology. In an attempt to fulfill the requirements of my doctorate degree, I am conducting a study to investigate how children who migrate from the Caribbean adjust to life in the United States.

I have done extensive research in the area and am currently doing presentations in an attempt to educate parents about the impact of migration on children. I am requesting your participation in this great endeavor by allowing me to attend any of your PTA meetings to impart well-needed information to your community of parents.

As I attempt to add to the research literature in this area, you could also assist me by making the attached flyers available to the parents at PTA meetings or otherwise.

If you have any other suggestions as to how you can assist me, I would greatly welcome them.

For additional information feel free to contact me at 646-249-2235 or by email at oshikawhittaker@gmail.com. I look forward to your prompt response.

Yours truly,

_____

Oshika Whittaker

Appendix I

Screening Tool

The screening tool will be used to identify participants who meet the study requirements. The following preliminary screening will be done over the phone when potential participants call the number on the flyer.

My name is Oshika Whittaker. I am a doctoral student at the CUNY, Graduate Center. As you saw on the flyer, I am conducting a study to investigate how immigrant children who migrate after parents adjust to life in the United States. I would like to ask you some questions to ensure that you meet the study requirements.

How old is your child?

Does the child currently live with you?

Did your child migrate to the U.S. within the past 10 years?

Did you migrate before the child or with the child?

Are you willing to participate in a study that will require you to answer questions about your family and your child's behavior?

At the end of the interview:

If potential participant is eligible: You are eligible to take part in the study. (The researcher will then briefly outline the process.)

If not eligible: Thank you for responding, but unfortunately the requirements of the study do not match with your situation. Do you know of anyone who would fit the study criteria?

If no: Thank you for your time.
If yes: Would it be possible for you to pass on the information presented on the flyer? I would like the opportunity to talk with individuals who could potentially fit the criteria. Thank you.

Appendix J

Parental Consent Form

Dear Parent:

You are invited to take part in a study about how children from the West Indies adjust to life in the United States. This study will be conducted by Oshika Whittaker, a graduate student in the Educational Psychology Program at the City University of New York, Graduate Center.

If you agree to take part in the study, you will be asked to fill out three questionnaires about your family, and about your child's behavior. Each questionnaire that you fill out takes approximately 5-15 minutes to complete.

Confidentiality of identifying information obtained on the questionnaires will be strictly maintained by the assignment of a code number to each participant's questionnaire. The consent forms and questionnaires will be kept in a locked drawer to which only the investigator will have access. Any publication of the results obtained from the study will maintain the anonymity of the participants.

The risk involved in this study, is that you may become emotional from being asked questions about your family's migration, and also from describing your children, if the process has been difficult for your family. The results of this research may give some insight as to how the process of migration affects children. Specifically, the research may help to provide valuable information that the researcher and others can use to understand how children who migrate with or without their parents adjust to life in the U.S. There will be approximately 100 participants taking part in this study.

If you would like to receive information about the study results, please feel free to contact me by email at oshikawhittaker@gmail.com.

Participation in this study is voluntary. You may refuse to participate or withdraw anytime without a penalty. You will receive $20 to thank you for your time.

If there is anything about the study you do not understand, or if you have any questions, you may contact me at (646) 249-2235 or oshikawhittaker@gmail.com, my research assistant Natalia Sanchez at (646) 309-9717 or nasani28@yahoo.com. You can also contact my study advisor Marian Fish at mfish@gc.cuny.edu or (212) 817-8290. For questions about your rights as a research participant, you may contact Kay Powell, IRB Administrator at the CUNY, Graduate Center at (212) 817-7525.

Thank you for your participation in the study. Please keep a copy of this form for your records.

I have read and understood this form and will maintain a copy for my own records.

_____	_____	_____	_____
Parent's signature	Date	Investigator's signature	Date

Summary
Please Review

- This study is about how children from the Caribbean adjust to life in the United States.
- You will fill out 3 questionnaires
- Confidentiality
  - Your information will be kept confidential. Only the researchers will have access to them.
- Risk
  - You may be sad while filling out the questionnaires if the migration process was difficult for your family.
- Benefit
  - You may learn more about how the process of migration may be affecting your family.
- You may refuse to take part in the study at any time.
- You will receive $20 for your participation.
- If you have any questions contact me at: (646) 249-2235/oshikawhittaker@gmail.com

BEFORE MAILING THE PACKAGE BACK PLEASE MAKE SURE THAT YOU:

- Sign the letter
- Fill out all 3 questionnaires
- Place a copy of the signed letter and the questionnaires in the envelope provided

Appendix K

REUNION OF FAMILIES AFTER MIGRTORY SEPARATION

PARENTS' GUIDE

Successful reunification between parents and children after separation requires a great deal of work.

Children may experience difficulty after reunion following lengthy separations.

CONSIDER:

- Children may have feelings of anger and resentment from being left behind.
- Children may experience great sadness from leaving family and friends behind.
- It takes time for children to adjust to the new culture in the U.S.
- It may take some time for children to warm up to you if there was a lengthy separation.
- In some cases children may not be able to express how they feel, so they act out.

PARENTING TIPS:

- BE PATIENT
- LISTEN TO YOUR CHILD
- SEEK HELP
- PUT YOURSELF IN THE CHILD'S SHOES
- DO NOT BLAME

PEOPLE TO TALK TO:

- Counselors
- Psychologists
- School Psychologists
- Social Workers
- Psychotherapists

Appendix L

Es Usted un **Inmigrante** del **Caribe**?

***Jamaica*	***Republica Dominicana*	***Haiti*	***Trinidad & Tobago*	***Grenada*
***Antigua*				
***Bermuda*	***Virgin Islands*	***Barbados*	***Cayman Islands*	***St. Lucia*
***Honduras*	***Nicaragua*	***Bahamas*	***Guadeloupe*	***Martinique*
***St.. Vincent*	***Montserrat*			

Padres, tienen ustedes un hijo entre los 8-18 años de edad ?

Su hijo ha emigrado a los Estados Unidos en los últimos 10 años?

Si es asi, usted podria participar en el siguiente estudio:

- Como los niños logran adaptarse a la vida en los Estados Unidos **después** de que sus padres han emigrado.

- Como los niños se adaptan a la vida en los Estados Unidos cuando emigran junto con sus padres.

Si esta interesado por favor llame a **Natalia Sanchez** al teléfono **646-309-9717**o envie un correo eletrónico: **nasamo33@gmail.com**

Usted recibira $20 por su participaciÓn

Ph.D. Program in Educational Psychology

The Graduate School and University Center
The City University of New York
365 Fifth Avenue
New York, NY 10016-4309
TEL 212.817.8285 FAX 212.817.1516

IRB
Approved
08-12-1626
Approved: 1/15/10 Expired: To 1/14/11

Formulario de consentimiento para los padres

Estimado Padre,

Usted a sido invitado a participar en un estudio acerca de como los niños de las Indias Occidentales se adaptan a la vida en los Estados Unidos. Este estudio va a ser dirigido por Oshika Whittaker, estudiate del programa de Postgrado en Psychologia Educativa de City University of New York, Graduate Center.

Si usted esta de acuerdo en participar en nuestro estudio, le vamos a pedir que llene tres questionarios acerca de su familia y acerca de el comportamiento de su hijo. Cada questionario que usted llene le tomará 5 a 15 minutos de su tiempo para completar.

La identificación de la información que usted nos suministre sera mantenida bajo estricta confidencialidad a la cuál le asignaremos un código a cada participante. Los formularios y los cuestionarios seran mantenidos bajo llave en un compartimiento al cual solo el investigador tiene acceso. Cualquier publicación de los resultados de este estudio preservara el anonimato de sus participantes.

El riesgo involucrado en este estudio, es que usted se puede sentir un poco sencible a las preguntas que se le haran acerca de la emigración de su familia a este país, también al hablar de sus hijos si es que este proceso ha sido dificil para su familia. Los resultados de esta investigación pueden dar una idea de como el proceso de imigración afecta a los niños. Especialmente, esta investigación puede ayudar a proporcionar una valiosa información que el investigador y otras personas pueden utilizar para comprender mejor como los niños que emigran con o sin sus padres se ajustan a la vida en los Estados Unidos. Habran alrededor de 100 participantes que haran parte esta investigación.

Si usted desea obtener información acerca de los resultados de este estudio, por favor comuniquese conmigo al correo eléctronico: oshikawhittaker@gmail.com. La participación en este estudio es voluntaria. Usted puede negarse a participar o retirarse en cualquier momento sin ser penalizado. En agradecimiento por su tiempo y participación usted recibira $20.

Si Usted siente que hay algo que no entiende acerca del estudio , o si tiene preguntas referentes acerca del estudio, usted me puede contactar al teléfono (646)249-2235; oshikawhittaker@gmail.com, o con mi asesora de estudio Marian Fish mfish@gc.cuny.edu o al teléfono (212)817-8290. Para preguntas referente a sus derechos como participante, usted se puede contactar con Kay Powell, Administadora de IRB en CUNY, Graduate Center al (212)817-7525.

Gracias por su participación en este estudio. Por favor conserve una copia de esta forma.
Yo he leído y he entendido este formulario y voy a conservar una copia .

Firma de el Padre/ Madre	Fecha	Firma del Investigador Principal	2-11-10 Fecha

ASEBA *Por favor utilice letra de imprenta/molde*

CUESTIONARIO SOBRE EL COMPORTAMIENTO DE NIÑOS(A) DE 6-18 AÑOS

NÚMERO ID #

NOMBRE COMPLETO DEL NIÑO(A): Nombre Apellido Paterno Apellido Materno

SEXO ☐ Masculino ☐ Femenino

EDAD

RAZA

FECHA DE HOY Día _____ Mes _____ Año _____

FECHA DE NACIMIENTO Día _____ Mes _____ Año _____

GRADO ESCOLAR _____

ESCUELA _____ _____

Por favor complete este cuestionario con *su* opinión sobre el comportamiento de su hijo(a). Hágalo aunque usted piensa que otras personas no están de acuerdo con su opinión. Siéntase en la libertad de escribir comentarios adicionales al final de cada frase y en el espacio que se provee en la página 2.

TRABAJO USUAL DE LOS PADRES, inclusive si ahora no está trabajando *(por favor especifique - por ejemplo: Mecánico, jardinero, maestro(a), ama de casa, albañil, policía, hace changas, jomalero, vendedor(a) ambulante, profesional).*

TRABAJO DEL PADRE: _____

TRABAJO DE LA MADRE: _____

ESTE CUESTIONARIO FUE CONTESTADO POR:

☐ Padre (Nombre y apellido) _____

☐ Madre (Nombre y apellido) _____

☐ Otra persona (Nombre y relación con el/la niño(a)) _____

I. ¿Cuáles son las actividades deportivas en las que más le gusta participar a su hijo(a)? Por ejemplo: natación, fútbol/balompié, patinaje, bicicleta, baloncesto, karate, balonmano, pescar, etc.

☐ Ninguno

	En comparación con otros niños(as) de su edad, ¿cuánto tiempo le dedica a cada uno de estos deportes?				En comparación con otros niños(as) de su edad, ¿cómo es él/ella en estos deportes?			
	Menos que los demás	Igual que los demás	Más que los demás	No lo sé	Peor que los demás	Igual que los demás	Mejor que los demás	No lo sé
a. _____	☐	☐	☐	☐	☐	☐	☐	☐
b. _____	☐	☐	☐	☐	☐	☐	☐	☐
c. _____	☐	☐	☐	☐	☐	☐	☐	☐

II. ¿Cuáles son las actividades, juegos o pasatiempos favoritos de su hijo(a) además de los deportes? Por ejemplo, colección de figuritas, cartas, juegos de armar, jugar con muñecos(as), leer, tocar música, cantar, etc. **(No incluya** escuchar la radio o ver televisión).

☐ Ninguno

	En comparación con otros niños(as) de su edad, ¿cuánto tiempo le dedica a cada una de estas actividades?				En comparación con otros niños(as) de su edad, ¿cómo es él/ella en estas actividades?			
	Menos que los demás	Igual que los demás	Más que los demás	No lo sé	Peor que los demás	Igual que los demás	Mejor que los demás	No lo sé
a. _____	☐	☐	☐	☐	☐	☐	☐	☐
b. _____	☐	☐	☐	☐	☐	☐	☐	☐
c. _____	☐	☐	☐	☐	☐	☐	☐	☐

III. ¿Cuáles son las organizaciones, equipos, clubes o grupos a los que pertenece su hijo(a)?

☐ Ninguno

	En comparación con otros niños(as) de su edad, ¿qué tan activo(a) es en cada uno de los grupos?			
	Menos que los demás	Igual que los demás	Más que los demás	No lo sé
a. _____	☐	☐	☐	☐
b. _____	☐	☐	☐	☐
c. _____	☐	☐	☐	☐

IV. ¿Qué trabajos o tareas hace su hijo(a)? Por ejemplo: cuidar de otros niños, hacer la cama, trabajar en una tienda, hacer mandados, vender en los ómnibus, etc. (Incluya tareas o trabajos pagados y no pagados.)

☐ Ninguno

	En comparación con otros niños(as) de su edad, ¿cómo lleva a cabo estas tareas?			
	Peor que los demás	Igual que los demás	Mejor que los demás	No lo sé
a. _____	☐	☐	☐	☐
b. _____	☐	☐	☐	☐
c. _____	☐	☐	☐	☐

Asegúrese que contestó todas las preguntas.

ASEBA, University of Vermont
1 South Prospect St., Burlington, VT 05401-3456
www.ASEBA.org

Rev. Edición 1-30-09 - 200

Por favor utilizar letra de imprenta. Asegúrese que contestó todas las preguntas.

V. 1. ¿Cuántos amigos o amigas íntimos(as) tiene su hijo(a)? (No incluya a sus hermanos o hermanas.)

❒ Ninguno ❒ 1 ❒ 2 ó 3 ❒ 4 o más

2. Sin contar las horas en que está en la escuela, ¿cuántas veces a la semana participa su hijo(a) en actividades con sus amigos(as)? ❒ Menos de 1 ❒ 1 ó 2 ❒ 3 o más

VI. En comparación con otros niños o niñas de la misma edad, ¿cómo...

	Peor que los demás	Igual que los demás	Mejor que los demás	
a. se lleva con sus hermanos y hermanas?	❒	❒	❒	❒ No tiene hermanos o hermanas
b. se lleva con otros niños y niñas?	❒	❒	❒	
c. se comporta con su papá y mamá?	❒	❒	❒	
d. juega solo(a) y hace sus tareas solo(a)?	❒	❒	❒	

VII. 1. Desempeño escolar. ❒ Si su hijo(a) no está en la escuela, por favor escriba la razón. _____

_____

Marque una respuesta para cada materia.

	Fue reprobado	Por debajo del promedio	Promedio	Más alto que el promedio
a. Lectura, Español o Literatura	❒	❒	❒	❒
b. Historia o Estudios sociales	❒	❒	❒	❒
c. Matemáticas o Aritmética	❒	❒	❒	❒
d. Ciencias	❒	❒	❒	❒
Otras materias, como por ejemplo, idiomas, cursos de computadoras, comercio, etc. **No incluya** cursos como educación física, artes industriales, etc. e. _____	❒	❒	❒	❒
f. _____	❒	❒	❒	❒
g. _____	❒	❒	❒	❒

2. ¿Está su hijo(a) en una clase o escuela especial o recibe servicios especiales? ❒ No ❒ Sí - ¿En qué tipo de clase o escuela especial está? (Especifique):

3. ¿Ha repetido algún año? ❒ No ❒ Sí- ¿Qué año o años y por qué?

4. ¿Ha tenido su hijo(a) algún problema académico u otros problemas en la escuela? ❒ No ❒ Sí- por favor describa:

¿Cuándo empezaron estos problemas?

¿Han terminado estos problemas? ❒ No ❒ Sí- ¿Cuándo terminaron?

¿Padece su hijo(a) de alguna enfermedad, incapacidad física o mental? ❒ No ❒ Sí - por favor describa el problema:

¿Qué es lo que más le preocupa acerca de su hijo(a)?

¿Qué es lo mejor que le ve a su hijo(a)? Por favor describa:

Asegúrese que contestó todas las preguntas.

A continuación hay una lista de frases que describen a los(las) niños(as) y jóvenes. Para cada frase que describa cómo es su hijo(a) ***ahora o durante los últimos seis meses*** haga un círculo en el número **2** si la frase describe a su hijo(a) ***muy a menudo***. Haga un círculo en el número **1** si la frase describe a su hijo(a) ***en cierta manera o algunas veces***. Haga un círculo en el **0** si la descripción con respecto a su hijo(a) ***no es cierta***. Por favor conteste todas las frases de la mejor manera posible inclusive si algunas de ellas parecen no describir a su hijo(a). ***Por favor escriba en letra de imprenta. Asegúrese que contestó todas las preguntas.***

0 = No es cierto (que sepa usted) **1 = En cierta manera, algunas veces** **2 = Muy cierto o cierto a menudo**

0 1 2 1. Actúa como si fuera mucho menor que su edad
0 1 2 2. Toma bebidas alcohólicas sin permiso de los padres (describa):_____
_____
0 1 2 3. Discute mucho
0 1 2 4. Deja sin terminar lo que él/ella empieza
0 1 2 5. Disfruta de muy pocas cosas
0 1 2 6. Se ensucia encima o en lugar inadecuados
0 1 2 7. Es engreido, se manda la parte
0 1 2 8. No puede concentrarse o prestar atención por mucho tiempo
0 1 2 9. Obsesiones, que quiere decir que no puede sacarse de la mente ciertos pensamientos (describa):_____
_____
0 1 2 10. No puede quedarse quieto(a); es inquieto(a) o hiperactivo(a)
0 1 2 11. Es demasiado dependiente o apegado(a) a los adultos
0 1 2 12. Se queja de que se siente solo(a)
0 1 2 13. Está confundido(a) o embarullado(a)
0 1 2 14. Llora mucho
0 1 2 15. Es cruel con los animales
0 1 2 16. Es cruel, abusador(a), y malo(a) con los demás
0 1 2 17. Sueña despierto(a), se pierde en sus propios pensamientos
0 1 2 18. Se hace daño a sí mismo(a) deliberadamente o ha intentado suicidarse
0 1 2 19. Exige mucha atención
0 1 2 20. Destruye sus propias cosas
0 1 2 21. Destruye las pertenencias de sus familiares o de otras personas
0 1 2 22. Desobedece en casa
0 1 2 23. Desobedece en la escuela
0 1 2 24. No come bien
0 1 2 25. No se lleva bien con otros niños(as)/jóvenes
0 1 2 26. No parece sentirse culpable después de portarse mal
0 1 2 27. Se pone celoso(a) fácilmente
0 1 2 28. No respeta/rompe las reglas en casa, en la escuela, o en otro lugar
0 1 2 29. Tiene miedo de ciertas situaciones, animales o lugares (no incluya la escuela) (describa):
_____
_____
0 1 2 30. Le da miedo ir a la escuela
0 1 2 31. Tiene miedo de que pueda pensar o hacer algo malo
0 1 2 32. Siente que tiene que ser perfecto(a)
0 1 2 33. Siente o se queja de que nadie lo/la quiere
0 1 2 34. Siente que los demás lo/la quieren perjudicar
0 1 2 35. Se siente inferior o cree que no vale nada
0 1 2 36. Se lastima accidentalmente con mucha frecuencia, propenso(a) a accidentes
0 1 2 37. Se mete mucho en peleas
0 1 2 38. Los demás se burlan de él/ella a menudo
0 1 2 39. Se junta con niños(as)/jóvenes que se meten en problemas
0 1 2 40. Oye sonidos o voces que no existen (describa):
_____
_____
0 1 2 41. Impulsivo; actúa sin pensar
0 1 2 42. Prefiere más estar solo que con otras personas
0 1 2 43. Dice mentiras o hace trampas
0 1 2 44. Se muerde las uñas
0 1 2 45. Nervioso(a), tenso(a)
0 1 2 46. Movimientos involuntarios o tics (describa):
_____
_____
0 1 2 47. Pesadillas
0 1 2 48. No les cae bien a otros niños(as)/jóvenes
0 1 2 49. Padece de estreñimiento
0 1 2 50. Demasiado ansioso(a) o miedoso(a)
0 1 2 51. Se siente mareado(a)
0 1 2 52. Se siente demasiado culpable
0 1 2 53. Come demasiado
0 1 2 54. Se siente demasiado cansado sin razón para estarlo
0 1 2 55. Tiene sobrepeso
56. Problemas físicos ***sin causa médica conocida:***
0 1 2 a. Dolores o molestias (sin que sean del estómago o dolores de cabeza)
0 1 2 b. Dolores de cabeza
0 1 2 c. Náuseas, ganas de vomitar
0 1 2 d. Problemas con los ojos (si no usa lentes) (describa): _____
_____
0 1 2 e. Salpullido o irritación en la piel
0 1 2 f. Dolores de estómago
0 1 2 g. Vómitos
0 1 2 h. Otros (describa):_____

Asegúrese que contestó todas las preguntas.
Por favor pase a la página siguiente.

Por favor escriba en letra de imprenta. Asegúrese que contestó todas las preguntas.

0 = No es cierto (que sepa usted) **1 = En cierta manera, algunas veces** **2 = Muy cierto o cierto a menudo**

0 1 2 57. Ataca/agrede a la gente físicamente
0 1 2 58. Mete el dedo en la nariz, se araña la piel u otras partes del cuerpo (describa): _____
0 1 2 59. Se toca/juega con sus partes sexuales en público
0 1 2 60. Se toca/juega demasiado con sus partes sexuales
0 1 2 61. Tiene bajo rendimiento en la escuela
0 1 2 62. Mala coordinación o torpeza
0 1 2 63. Prefiere estar con niños(as) mayores que él/ella
0 1 2 64. Prefiere estar con niños(as) menores que él/ella
0 1 2 65. Se rehusa a hablar
0 1 2 66. Repite ciertas acciones una y otra vez, compulsiones (describa): _____
0 1 2 67. Se fuga de la casa
0 1 2 68. Grita mucho
0 1 2 69. Reservado(a); se calla todo
0 1 2 70. Ve cosas que no existen (describa): _____
0 1 2 71. Se cohíbe y se avergüenza con facilidad
0 1 2 72. Prende fuegos
0 1 2 73. Problemas sexuales (describa): _____
0 1 2 74. Le gusta llamar la atención o hacerse el/la payaso(a), gracioso(a).
0 1 2 75. Demasiado tímido(a)
0 1 2 76. Duerme menos que la mayoría de los/las niños(as)/jóvenes
0 1 2 77. Duerme más que la mayoría de los/las niños(as)/jóvenes durante el día y/o la noche (describa): _____
0 1 2 78. No presta atención o se distrae fácilmente
0 1 2 79. Problemas con el habla (describa): _____
0 1 2 80. Se queda con la mirada fija, mirando al vacío
0 1 2 81. Roba en casa
0 1 2 82. Roba fuera de casa
0 1 2 83. Almacena demasiadas cosas que no necesita (describa): _____
0 1 2 84. Comportamiento raro (describa): _____
0 1 2 85. Ideas raras (describa): _____
0 1 2 86. Obstinado(a), malhumorado(a), irritable
0 1 2 87. Súbitos cambios de humor o sentimientos
0 1 2 88. Queda contrariado, pone mala cara con frecuencia
0 1 2 89. Desconfiado(a), receloso(a)
0 1 2 90. Dice groserías, usa lenguaje obsceno
0 1 2 91. Habla de querer matarse
0 1 2 92. Habla o camina cuando está dormido(a) (describa): _____
0 1 2 93. Habla demasiado
0 1 2 94. Se burla mucho de los demás
0 1 2 95. Le dan rabietas o tiene mal genio
0 1 2 96. Parece pensar demasiado sobre temas sexuales
0 1 2 97. Amenaza a otros
0 1 2 98. Se chupa el dedo
0 1 2 99. Fuma, masca o inhala tabaco
0 1 2 100. No duerme bien (describa): _____
0 1 2 101. Falta a la escuela sin motivo
0 1 2 102. Poco activo(a), lento(a), o le falta energía
0 1 2 103. Infeliz, triste, o deprimido(a)
0 1 2 104. Más ruidoso(a) de lo común
0 1 2 105. Usa drogas sin motivo médico (***no*** incluya alcohol o tabaco) (describa): _____
0 1 2 106. Comete actos de vandalismo, como romper ventanas u otras cosas
0 1 2 107. Se orina en la ropa durante el día
0 1 2 108. Se orina en la cama
0 1 2 109. Se queja mucho
0 1 2 110. Desea ser del sexo opuesto
0 1 2 111. Se aísla, no se relaciona con los demás
0 1 2 112. Se preocupa mucho
113. Por favor anote cualquier otro problema que su niño(a) tenga y que no está incluido en esta lista
0 1 2 _____
0 1 2 _____
0 1 2 _____

POR FAVOR ASEGÚRESE QUE CONTESTÓ TODAS LAS PREGUNTAS **SUBRAYE LA PREGUNTA(S) QUE LE PREOCUPE(N)**

FACES IV: Información personal

Identificación del sujeto (4 dígitos) _____ **Edad:**_____ **Sexo:** M F **Fecha:** _____

Educación:

(a)___Primario incompleto (b) ___ Primario completo
(c)___ Secundario incompleto (d) ___ Secundario completo
(e)___ Terciario incompleto (f) ___ Terciario completo
(g)___ Universitario incompleto (h) ___Universitario completo
(i)___Posgrado

Ingresos: (si es relevante)

(a) ___menor a U$S 500 mensuales (d) ___U$S 2.500-5.000 mensuales
(b) ___U$S 500 -1.000 mensuales (e) ___U$S 5.000-7.500 mensuales
(c) ___U$S 1.000 – 2.500 mensuales (f) ___mayor a U$S 7.500 mensuales

Origen étnico: (marque todas las que correspondan)

(a) ___Asiático (d) ___Europeo (g) ___Otro
(b) ___Africano (e) ___Norteamericano
(c) ___Hispano-latino (f) ___Mestizo

Estado civil actual:

(a)___Soltero, nunca estuve casado/a
(b)___Soltero, divorciado/a
(c)___Soltero, viudo/a
(d)___Casado/a, primer matrimonio
(e)___Casado/a, pero no es mi primer matrimonio
(f)___En pareja
(g)___Conviviendo
(h)___Separado/a

Actual patrón de convivencia: (marque todas las que correspondan)

(a)___Solo/a (d)___Con hermanos (g)___Otro.
(b)___Con padres (e)___Con hijos
(c)___Con pareja (f)___Con pareja e hijos

<u>Acerca de la familia actual: (si no tiene una familia actualmente, responda en base a la familia de origen)</u>

Estructura familiar:
(a)___Dos padres (biológicos)
(b)___Dos padres (uno de ellos padrastro o madrastra)
(c)___Dos padres (adoptivos)
(d)___Dos padres (mismo sexo)
(e)___Uno de los padres. Especificar cuál de ellos: ___Madre
___Padre

¿Cuál miembro de la familia eres? (a)___Padre (c)___1er hijo (e)___3er hijo
(b)___Madre (d)___2do hijo (f)___4to hijo/menor

Número de hijos en la familia: (a)___Ninguno (b)___Uno (c)___Dos (d)___Tres
(e)___Cuatro (f)___Cinco (g)___Seis o más

FACES IV CUESTIONARIO

Instrucciones para todos los miembros de la familia:

1. *Todos los miembros de familia mayores de 12 años pueden completar FACES IV.*
2. *Los miembros de la familia deben completar el cuestionario independientemente, sin consultar o discutir sus respuestas hasta que todas hayan sido completadas.*
3. *Complete el número correspondiente en el espacio designado en la página de respuestas.*

1	2	3	4	5
Fuertemente de desacuerdo	**Generalmente en desacuerdo**	**Indeciso**	**Generalmente de acuerdo**	**Fuertemente de acuerdo**

1. Los miembros de la familia están envueltos en las vidas de cada uno.
2. Nuestra familia trata nuevas maneras de lidiar con problemas.
3. Nosotros nos llevamos mejor con personas fuera de la familia que con personas en la familia.
4. Nosotros pasamos demasiado tiempo juntos.
5. Hay consecuencias estrictas por romper reglas en nuestra familia.
6. Parece que no nos podemos organizar en nuestra familia.

7. Los miembros de la familia se sienten muy unidos.
8. Los padres comparten el liderazgo en nuestra familia.
9. Los miembros de la familia parecen evitar entrar en contacto cuando están en la casa.
10. Los miembros de la familia se sienten presionados a pasar tiempos juntos.
11. Las consecuencias son bien claras cuando un miembro de la familia hace algo equivocado.
12. Es difícil saber quien es el líder en nuestra familia.

13. Los miembros de la familia se apoyan unos a otros durante momentos difíciles.
14. La disciplina es justa en nuestra familia.
15. Los miembros de nuestra familia saben muy poco acerca de los amigos de los otros miembros de la familia.
16. Los miembros de la familia son muy dependientes de los otros miembros.
17. Nuestra familia tiene reglas para cada posible situación.
18. Las cosas no se completan en nuestra familia.

19. Los miembros de la familia se consultan unos a otros.
20. Mi familia se puede ajustar a los cambios cuando es necesario.
21. Los miembros de la familia están por su cuenta cuando hay un problema para resolver.
22. Los miembros de la familia tienen poca necesidad de amigos fuera de la familia.
23. Nuestra familia es sumamente organizada.
24. No esta claro quien es responsable de diferentes cosas (tareas, actividades) en nuestra familia.

25. Los miembros de la familia les gusta pasar sus tiempos libres juntos.
26. Nosotros intercambiamos las responsabilidades de la casa de persona a persona.
27. Nuestra familia raramente hace cosas juntas.
28. Nosotros nos sentimos demasiado conectados unos con los otros.
29. Nuestra familia se frustra cuando hay un cambio en nuestros planes o rutinas.
30. No hay liderazgo en nuestra familia.

1	2	3	4	5
Fuertemente en desacuerdo	**Generalmente en desacuerdo**	**Indeciso**	**Generalmente de acuerdo**	**Fuertemente de acuerdo**

31. Aunque los miembros de la familia tienen intereses individuales, todavía participan en las actividades de la familia.
32. Nosotros tenemos reglas y roles familiares claros.
33. Los miembros de la familia raramente cuentan unos con los otros.
34. Nosotros nos resentimos si los miembros de la familia hacen cosas fuera de la familia.
35. Es importante seguir las reglas en nuestra casa.
36. Se le hace difícil a nuestra familia saber quien es que esta a cargo de hacer las diferentes tareas del hogar.

37. Nuestra familia tiene un buen balance entre separación y la union.
38. Cuando los problemas surgen nosotros llegamos a un acuerdo.
39. Los miembros de la familia trabajan independientemente.
40. Los miembros de la familia se sienten culpables si desean pasar tiempo fuera de la familia.
41. Una vez que una decisión se toma es muy difícil modificar la decisión.
42. Nuestra familia parece estresante y desorganizada.

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43. Los miembros de la familia están satisfechos de cómo se comunican unos con los otros.
44. Los miembros de la familia saben escuchar.
45. Los miembros de la familia saben como expresar afecto.
46. Los miembros de la familia saben preguntar por lo que quieren.
47. Los miembros de la familia pueden discutir calmadamente los problemas.
48. Los miembros de la familia pueden discutir sus ideas y creencias con otros miembros.
49. Cuando los miembros de la familia se hacen preguntas uno a los otros reciben respuestas sinceras.
50. Los miembros de la familia tratan de entender los sentimientos de los otros.
51. Cuando están enojados, los miembros de la familia casi nunca dicen cosas negativas acerca de otros.
52. Los miembros de la familia expresan sus sentimientos sinceramente unos con otros.

1	2	3	4	5
Fuertemente descontento	**Algo Descontento**	**Generalmente Descontento**	**Fuertemente Descontento**	**Extremadamente Descontento**

Cuan contento esta usted con:

53. El nivel de unión entre los miembros de la familia.
54. La habilidad de la familia en lidiar con estrés.
55. La habilidad de la familia en ser flexible.
56. La habilidad de la familia en compartir experiencias positivas.
57. La calidad de comunicación entre los miembros de la familia.
58. La habilidad de la familia en resolver conflictos.
59. La cantidad de tiempo que pasan juntos.
60. La manera en la cual los problemas son discutidos.
61. La critica es justa en su familia.
62. La preocupación de los miembros de la familia hacia cada miembro.

¡Muchas gracias por su cooperación!

Pagina de Respuestas

1	2	3	4	5
Fuertemente de desacuerdo	Generalmente en desacuerdo	Indeciso	Generalmente de acuerdo	Fuertemente de acuerdo

1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	12.
13.	14.	15.	16.	17.	18.
19.	20.	21.	22.	23.	24.
25.	26.	27.	28.	29.	30.
31.	32.	33.	34.	35.	36.
37.	38.	39.	40.	41.	42.
A.	B.	C.	D.	E.	F.

1	2	3	4	5
Fuertemente de desacuerdo	Generalmente en desacuerdo	Indeciso	Generalmente de acuerdo	Fuertemente de acuerdo

43.	44.	45.	46.	47.	48.
49.	50.	51.	52.		

1	2	3	4	5
Fuertemente descontento	Generalmente descontento	Indeciso	Generalmente Contento	Fuertemente Contento

53.	54.	55.	56.	57.	58.
59.	60.	61.	62.		

¡Muchas gracias por su cooperación!

Cuestionario de Antecedentes (versión 1)

ID No. _____ Relación con el niño: _____

Edad del niño: _____ Grado: _____

Sexo del niño: (Masculino/Femenino) País de origen: _____

Por favor responda a las siguientes preguntas de la mejor manera posible. Marque todas las casillas que se apliquen a usted.

1. Nivel de educación más alto que usted ha completado:

(a) __Parte de la educación secundaria (b) __ Educación secundaria

(c) __ Parte de la Educación universitaria (d) __ Educación universitaria

(e) __ Estudio universitario superior

(f) __ Otro nivel de educación? (porfavor explique):_____

2. Salario actual de su familia:

(a) __ 0 - $20,000 (b) __ $20,000 – 40,000

(c) __ $40,000 – 60,000 (d) __$60,000 – 90,000

(e) __ $90,000 -120,000 (f) __ $100,000 o mas

3. Nivel de educación más alto que usted termino **en su país antes** de haber emigrado:

(a) __Parte de la educación secundaria (b) __ Educación secundaria

(c) __ Parte de la Educación universitaria (d) __ Educación universitaria completa

(e) __ Estudio universitario superior

4. ¿Cuál es el nivel de ingresos que mejor describe a su familia antes de que emigrara?

___ Doctor, Abogado, Dueño de negocio (**por encima del nivel de ingreso promedio**)

___ Maestro, Policía, Enfermera (**nivel promedio de ingresos**)

___ Ayudante, Cajero, Trabajador no calificado (**debajo del nivel del ingreso promedio**)

___ Otro (por favor explique): _____

5. Antes de Usted emigrar, ¿algún otro miembro de su familia ya había emigrado a los Estados Unidos? Por favor circule su respuesta:

SI

NO

6. ¿Por qué emigro usted a los Estados Unidos? (Seleccione las respuestas que apliquen a su caso)

( ) Trabajo ( ) Para ir a la escuela ( ) Recibir tarjeta de residente

( ) Refugiado político

Otra razón por la cual emigro? (por favor explique):

_____

7 (a). Cuando usted decidió emigrar, ¿recibió usted ayuda de algún miembro de su familia que ya vivía en los Estados Unidos? Por favor circule su respuesta**:**

SI

NO

7 (b). Si su respuesta a la pregunta 7(a) es SI, ¿qué clase de ayuda recibió de ese miembro de su familia que vivía en los Estados Unidos? **(Seleccione los que apliquen a usted)**

( ) Vivienda ( ) Financiero ( ) Inmigración ( ) Búsqueda de trabajo

Otro tipo de ayuda (por favor explique): _____

8. ¿Hace cuanto que vive en los Estados Unidos ____ Años ____Meses

9. ¿Cuantos años tenia usted cuando emigro a los Estados Unidos?

(a) ___ 12 – 25 años (b) ___ 26 – 35 años

(c) ___ 36 – 50 años (d) ___ 51 o mas

Por favor responda a las siguientes preguntas sobre uno de sus hijos o hijas que haya emigrado a los Estados Unidos después que usted emigrara?

10. ¿Con quien vivía su hijo o hija antes de que usted emigrara a los Estados Unidos?

(seleccione todos aquellos que apliquen a usted)

( ) Madre ( ) Padre

( ) Hermana(s) cuantas? _____ ( ) Hermano(s) cuantos? _____

( ) Padrastro ( ) Madrastra

( ) Tía/Tío ( ) Abuelo(s)

Otras personas que vivían con su hijo o hija (por favor explique):

_____

11 (a). ¿Cuál de los padres emigro a los Estados Unidos **antes** que su hijo o hija?

( ) Madre ( ) Padre ( ) Ambos

11 (b). ¿Si uno de los padres emigro a los Estados Unidos antes que su hijo o hija, cuál de los padres emigro primero?

( ) Madre ( ) Padre

11 (c). ¿Cuantos años tenia su hijo o hija cuando el primer padre emigro a los Estados Unidos? _____ años.

12. ¿Con quien vivía su hijo o hija antes de que usted emigrara a los Estados Unidos? (seleccione todos aquellos que apliquen a usted)

( ) Madre ( ) Padre

( ) Hermana(s) cuantas? _____ ( ) Hermano(s) cuantos? _____

( ) Padrastro ( ) Madrastra

( ) Tía/Tío ( ) Abuelo(s)

Otras personas que vivían con su hijo o hija (por favor explique):

13. ¿Cuantos años estuvo separado de su hijo o hija después de que emigrara?

____ Años ____ Meses

14. ¿Tuvo usted algún tipo de contacto con su hijo(s) o hija(s) mientras vivía en los Estados Unidos? Por favor circule su respuesta:

SI

NO

15. Si su respuesta es SI en la pregunta 14, ¿**que tipo de contacto tuvo** con su hijo o hija y con que frecuencia?

(seleccione todas las que apliquen)

( ) Carta ( ) Llamadas telefónicas ( ) Visitas ( ) Correo electrónico ( ) Otro: _____

( ) Diarias ( ) Semanal ( ) Mensual ( ) Anual ( ) Otro: _____

16. ¿Cuantos años tenia su hijo o hija cuando vino a vivir con usted a los Estados Unidos?

_____ años.

17. ¿Cuántos años lleva viviendo su hijo o hija en los Estados Unidos .? _____Años _____Meses

18. ¿Emigro su hijo o hija con sus hermanos o hermana? (por favor circule su respuesta)

SI

NO

Si su respuesta es si, con cuántos

( ) Hermano(s) ¿cuántos? ____ ( ) Hermana(s) ¿cuántos? ____

19. ¿Con quien vivió su hijo o hija cuándo se mudo a vivir a los Estados Unidos? (Seleccione aquellos que apliquen a usted)

( ) Madre ( ) Padre

( ) Hermana(s) cuantas? _____ ( ) Hermano(s) cuantos? _____

( ) Padrastro ( ) Madrastra

20. Con quién vive su hijo o hija actualmente? (Seleccione aquellos que apliquen a usted)

( ) Madre ( ) Padre

( ) Hermana(s) ¿cuántas? _____ ( ) Hermano(s) ¿cuántos? _____

( ) Padrastro ( ) Madrastra

( ) Tía/Tío ( ) Abuelo(s)

Otros que viven con su hijo/hija (por favor explique): _____

21 ¿Cuánto hace que lleva estudiando su hijo o hija en los Estados Unidos? _____Años _____Meses

22. ¿Cuál de las siguientes opciones describe mejor las calificaciones de su hijo o hija enla escuela en los últimos 6 meses?

___ En su mayoría son A’s (o 90 a100 puntos)

___ La mitad son A’s y la mitad son B’s (o 85 a 89 puntos)

___ En su mayoría son B’s (o 80 a 84 puntos)

___ La mitad son B’s y la mitad son C’s (o 75 a 79 puntos)

___ En su mayoría son C’s (o 70 a 74 puntos)

___ Casi todas son C’s y D’s (o 65 a 69 puntos)

___ En su mayoría D’s (o 60 a 64 puntos)

___ En su mayoría por debajo de D (o menos de 60 puntos)

___ Otras calificaciones: _____

Cuestionario de Antecedentes (versión 2)

ID No. _____ Relación con el niño: _____

Edad del niño: _____ Grado: _____

Sexo del niño: (Masculino/Femenino) País de origen: _____

Por favor responda a las siguientes preguntas de la mejor manera posible. Marque todas las casillas que se apliquen a usted.

1. Nivel de educación más alto que usted ha completado:

(a) __Parte de la educación secundaria (b) __ Educación secundaria

(c) __ Parte de la Educación universitaria (d) __ Educación universitaria

(e) __ Estudio universitario superior

(f) __ Otro nivel de educación? (porfavor explique):_____

2. Salario actual de su familia:

(a) __ 0 - $20,000 (b) __ $20,000 – 40,000

(c) __ $40,000 – 60,000 (d) __$60,000 – 90,000

(e) __ $90,000 -120,000 (f) __ $100,000 o mas

3. Nivel de educación más alto que usted termino **en su país antes** de haber emigrado:

(a) __Parte de la educación secundaria (b) __ Educación secundaria

(c) __ Parte de la Educación universitaria (d) __ Educación universitaria completa

(e) __ Estudio universitario superior

4. ¿Cuál es el nivel de ingresos que mejor describe a su familia antes de que emigrara?

___ Doctor, Abogado, Dueño de negocio (**por encima del nivel de ingreso promedio**)

___ Maestro, Policía, Enfermera (**nivel promedio de ingresos**)

___ Ayudante, Cajero, Trabajador no calificado (**debajo del nivel del ingreso promedio**)

___ Otro (por favor explique): _____

5. Antes de Usted emigrar, ¿algún otro miembro de su familia ya había emigrado a los Estados Unidos? Por favor circule su respuesta:

SI

NO

6. ¿Por qué emigro usted a los Estados Unidos? (Seleccione las respuestas que apliquen a su caso)

( ) Trabajo ( ) Para ir a la escuela ( ) Recibir tarjeta de residente

( ) Refugiado político

Otra razón por la cual emigro? (por favor explique):

_____

7 (a). Cuando usted decidió emigrar, ¿recibió usted ayuda de algún miembro de su familia que ya vivía en los Estados Unidos? Por favor circule su respuesta**:**

SI

NO

7 (b). Si su respuesta a la pregunta 7(a) es SI, ¿qué clase de ayuda recibió de ese miembro de su familia que vivía en los Estados Unidos? **(Seleccione los que apliquen a usted)**

( ) Vivienda ( ) Financiero ( ) Inmigración ( ) Búsqueda de trabajo

Otro tipo de ayuda (por favor explique): _____

8. ¿Hace cuanto que vive en los Estados Unidos ____ Años ____Meses

9. ¿Cuantos años tenia usted cuando emigro a los Estados Unidos?

(a) ___ 12 – 25 años (b) ___ 26 – 35 años

(c) ___ 36 – 50 años (d) ___ 51 o mas

Por favor responda a las siguientes preguntas sobre uno de sus hijos o hijas que haya emigrado a los Estados Unidos después que usted emigrara?

10. ¿Con quien vivía su hijo o hija antes de que usted emigrara a los Estados Unidos? (seleccione todos aquellos que apliquen a usted)

( ) Madre ( ) Padre

( ) Hermana(s) cuantas? _____ ( ) Hermano(s) cuantos? _____

( ) Padrastro ( ) Madrastra

( ) Tía/Tío ( ) Abuelo(s)

Otras personas que vivían con su hijo o hija (por favor explique):

_____

11. ¿Cuántos años tenia su hijoo hija cuando su familia emigro a los Estados Unidos?

_____ años

12. ¿Con quién emigro su hijo a los Estados Unidos? (seleccione todos aquellos que apliquen a usted)

( ) Madre ( ) Padre

( ) Hermana(s) ¿cuántas? _____ ( ) Hermano(s) ¿cuántos? _____

( ) Padrastro ( ) Madrastra

( ) Tía/Tío ( ) Abuelo(s)

Otras personas (por favor explique: _____

13. Con quién vive su hijo o hija actualmente? (Seleccione aquellos que apliquen a usted)

( ) Madre ( ) Padre

( ) Hermana(s) ¿cuántas? _____ ( ) Hermano(s) ¿cuántos? _____

( ) Padrastro ( ) Madrastra

( ) Tía/Tío ( ) Abuelo(s)

Otros que viven con su hijo/hija (por favor explique): _____

14. ¿Cuánto hace que lleva estudiando su hijo en los Estados Unidos? ___Años ___Meses

15. ¿Cuál de las siguientes opciones describe mejor las calificaciones de su hijo o hija enla escuela en los últimos 6 meses?

___ En su mayoría son A's (o 90 a100 puntos)

___ La mitad son A's y la mitad son B's (o 85 a 89 puntos)

___ En su mayoría son B's (o 80 a 84 puntos)

___ La mitad son B's y la mitad son C's (o 75 a 79 puntos)

___ En su mayoría son C's (o 70 a 74 puntos)

___ Casi todas son C's y D's (o 65 a 69 puntos)

___ En su mayoría D's (o 60 a 64 puntos)

___ En su mayoría por debajo de D (o menos de 60 puntos)

___ Otras calificaciones: _____

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