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Towards the well-being of immigrant and refugee children: A community-based approach

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Canada

Towards the Well-being of Immigrant and Refugee Children:

A Community-Based Approach

By

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Abstract

The main purpose of this study was to identify the risk and protective factors at the individual, family, school, and community level which may influence the adaptation of immigrant and refugee children to Canadian society. The participants included teachers, newcomer parents and grade 2-5 children from various cultures. Quantitative and qualitative data were used to provide information on the child's academic and social skills, the family's social support networks, and the community's resources. Differences in the experiences of immigrant and refugee families were found in the transition to the new country. Also noted were variations across cultural groups and across time. The findings will be used to inform a primary prevention project which includes child, family, school and community components.

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A survey of the literature highlights the paucity of studies on the adaptation of immigrant and refugee children to Canadian society (Hicks, Lalonde & Pepler, 1993). This observation is surprising given the following considerations. First, approximately 1/5 of the 252,000 immigrants to Canada, in 1992, were 14 years of age and under. Second, many of these children emigrated from over 100 different countries, which may have cultures, religions and languages quite dissimilar to those of Canadian society (Immigration Statistics, 1992). Third, while it has been shown that immigrant or refugee status itself does not cause adaptation difficulties, factors related to the migration experience, such as the nature of the larger society, characteristics of the individual (Berry, 1991), attributes of the culture of origin, and the psychological circumstances of migration (Aronowitz, 1984) can moderate the acculturation process. Therefore, the large and culturally diverse proportion of immigrant and refugee children in Canada, coupled with the complex nature of the adaptation process, suggest that examination of this area is both timely and essential. Furthermore, whereas much of the earlier research focused primarily on the deficiencies of immigrant children, there is a growing recognition that immigrant and refugee children, their families, and communities have strengths which aid in the adaptation process, and they also need to be explored. I begin by reviewing the literature on: (a) the acculturation process for adults, (b) the adaptation of immigran. children, (c) the adaptation of refugee children, (d) risk and protective factors for children, families and communities, and (e) prevention strategies.

LITERATURE REVIEW

Acculturation

Whereas both the literature and the theoretical frameworks for adult acculturation are quite well-developed, this is not true for the acculturation of children. Although the adult literature and models of acculturation may not be entirely appropriate for understanding the acculturation of children, they are, nevertheless, quite useful for highlighting issues which are relevant to all newcomers. Moreover, the literature and models of acculturation for adults shed light on issues which affect adults, such as parents, and therefore, the family unit of which the child is a part.

In their review of literature on the mental health of immigrant and refugee children, Hicks, Lalonde and Pepler (1993) highlight the importance of and difficulty in making the distinction between immigrants and refugees. Whereas immigrants voluntarily choose to migrate, refugees are forced to leave their countries (Kaprielian-Churchill & Churchill, 1994). Violence, war, deprivation, fear of persecution, persecution and torture are some of the factors which may force people to flee their countries (Hicks et al., 1993). Because the circumstances of migration for immigrants and refugees can be quite different, they may, in turn, impact on the patterns of acculturation and well-being of each group (Hicks et al., 1993). Considerations should be made in order to recognize and understand the differences between these two populations.

Acculturation can be described simply as a process which occurs when

culturally dissimilar groups are in contact on an ongoing basis, thereby evoking change in either one or both parties (Berry, Poortinga, Segall, & Dasen, 1991). It has been argued that adaptation can be viewed both as a process and an outcome of acculturation (Dubos, 1965; cited in Zheng & Berry, 1991). The outcome of adaptation can be examined by exploring the individual's physical and psychological well-being and quality of work and life. The process of adaptation can be investigated by studying the mode of acculturation. Whereas, the term adaptation is somewhat generic and can be used in a wide variety of contexts, within the scope of the present paper, it encompasses a variety of areas which may be relevant to refugee and immigrant children and their families. These include social, psychological, physical, cultural, and academic adaptation as a result of the acculturation experience.

Berry (1984; cited in Berry et. al, 1991) suggests that there exist four modes of acculturation: integration, marginalization, assimilation, and separation. A path of acculturation is made in accordance with the route the individual or group (e.g., family) follows in interacting with the dominant society. Integration consists of maintaining some of one's own culture and adopting some customs of the new culture. Marginalization refers to exclusion from both one's own cultural group and the larger community. Assimilation describes the complete absorption into the larger community and relinquishing of one's own cultural ties. In contrast, separation denotes maintaining one's own culture and refraining from interacting with other groups.

The mode of acculturation has an impact on well-being, since it is one of the

factors which moderates the relationship between the acculturation process and acculturative stress. Acculturative stress is defined as stress due to the acculturation process (Berry & Kim, 1988; cited in Berry, et al., 1991). It has been suggested that integration is the least stressful; assimilation is marked by intermediate levels of stress; while separation and marginalization are associated with higher levels of stress (Berry, 1987; cited Berry et al., 1991). It is possible that children have little input regarding the adaptation mode the family takes. Often an acculturation route is taken by adults in the family and children are expected to adhere to this particular strategy. It is conceivable that children and parents may have differing perspectives on the adaptation process, which may result in familial discord or acculturative stress.

Whereas there is no conclusive evidence that stress results from migration, a number of factors are believed to moderate the relationship between the acculturation process and acculturative stress (Berry & Kim, 1988; cited in Berry et al., 1991). Therefore, whether the acculturation process/outcome is positive or negative heavily depends on the variables which moderate the relationship between stress and acculturation (Berry et al., 1991). The moderating variables in this relationship include: the mode of acculturation, phase of acculturation, nature of the larger society, and characteristics of the acculturating group and individual.

As previously discussed, the mode of acculturation taken may yield different levels of acculturative stress. Similarly, the phase of acculturation may be tied to the level of stress experienced by the individual. Four phases of acculturation, contact, conflict, crisis and adaptation have been cited by Berry et al. (1991) as having an

impact on acculturative stress. These different phases can be measured by the amount of behavioural change exhibited by the newcomer or group (Berry et al., 1991). Initial exposure to the new culture is referred to as the contact stage which results in little behavioural change from that of the previous culture. The individual or group then moves to the next phase, conflict. At this stage there is cultural and psychological conflict which may result in crisis (Berry et al., 1991). The crisis stage is then followed by one of the modes of acculturation (i.e., assimilation, integration, separation or marginalization). Whereas, newcomers may not go through all four phases, it is likely that the individual or group will go through the phases in the order described above. Individuals or groups in the first and last stages, contact and stable adaptation, are likely to be less stressed than those in the middle stages, conflict and crisis stages (Berry et al., 1991). Although there have been efforts to link acculturative stress to particular phases of adaptation by employing an inverted U function, supportive findings have been limited (Berry et al., 1991).

The nature of the larger society is also a factor influencing acculturative stress. It is suggested that culturally pluralistic societies are more likely than culturally homogeneous societies to buffer the effects of acculturative stress (Berry et al., 1991). The reasons cited for this assertion are that plural societies such as Canada are likely to have more supports (i.e., culturally and socially) and may be more tolerant and supportive of cultural diversity. These characteristics are viewed as protective forces which may shield the effects of acculturative stress. In contrast, however, it must be noted that even in tolerant countries, a shrinking economy, rising unemployment, and

austere political persuasions may result in a diminishing level of support and acceptance of newcomers.

One of the characteristics of the acculturating group which may affect the amount of acculturative stress experienced is the life pattern prior to migration. For example, it has been suggested that nomadic peoples are likely to experience higher levels of acculturative stress than sedentary peoples (Berry, 1976; cited Berry et al., 1991). This higher level of acculturative stress among nomadic peoples is often attributed to the great disparity between nomadic and settlement lifestyles. Large territories, small populations, and unstructured socio-political systems which are common among nomadic peoples contrast with small areas, high population density and structured authority system of settlement life. In addition, even in pluralistic societies such as Canada, some groups may be viewed less positively than others on the basis of colour, religion, or ethnicity. The less acceptable groups may experience stress in the form of racism and discrimination (Berry et al., 1991).

Characteristics of the individual such as self-esteem, values, attitude towards acculturation and age have been shown to influence the level of acculturative stress experienced (Berry et al., 1991). In addition, age of migration has been shown to be a factor influencing acculturative stress. Children who migrated at an older age were shown to give less positive evaluations of their present lives and health in comparison to children who migrated at earlier ages (Sam, 1991). Again, many variables moderate the levels of stress which can be incurred by children and families as a result of the acculturation process. Recognizing the roles these factors play in the

acculturation process and creating interventions can prevent or reduce problems such

as diminished mental and physical health, feelings of alienation, and identity

confusion experienced by immigrant and refugee children and their families.

Adaptation of Immigrant Children

Many of the early studies on the adaptation of immigrant children compared

West Indian immigrant children and British born white children (Graham &

Meadows, 1967; Yule, Berger, Rutter & Yule, 1975; Nicol, 1971; Rutter, Yule,

Berger, Yule, Morton & Bagley, 1974). In addition, these studies tended to

concentrate primarily on the deficiencies of immigrant children focusing on rates of

psychiatric disorder (Graham et al., 1971; Rutter et al., 1974; Nicol, 1971) and

behavioural deviance (Rutter et al., 1974) among these two groups. These studies are

some of the first academic examinations of the adaptation of immigrant children to

their new countries. Despite their methodological differences (e.g., different

sampling procedures and definitions of immigrant) their findings suggested that

immigrant/non-white children showed higher rates of psychiatric disorder, behavioural

deviance, and lower intellectual performance and reading attainment than their non-

immigrant/white peers. Of more interest than the actual differences is an exploration

of the reasons for such disparity between the groups. It became increasingly evident

that differences in circumstances between these two groups played roles in their

differing levels of mental health. Some of the factors noted included differences in

the quality of schooling, migration history, family size, nutrition, culture, living

circumstances, and socio-economic status (Graham & Meadows, 1967; Yule et al.,

1975). Therefore, the studies suggest that adaptation is quite complex, and that migration is only one factor influencing adaptation and mental health. Various social-contextual factors influence the acculturation process and adaptational outcomes.

Whereas the aforementioned findings demonstrated that immigrant children showed higher rates of disorders than non-immigrant children, other research has produced contrasting findings. Cochrane (1979) has shown that although West Indian immigrant children have rates of behavioural deviance in schools similar to that of British children, West Indian children have significantly higher rates of admission to mental hospitals. Furthermore, children of Asian immigrants were shown to have lower rates of behavioural deviance and psychiatric admission than British children (Cochrane, 1979).

Another study by Touliatos and Lindholm (1980) examined children of immigrant parentage in the United States. Some of the immigrant groups included children of Cuban, South American, Indian, Chinese, Japanese, or Southeast Asian descent. The overall findings demonstrated that children of Chinese, Japanese, or Southeast Asian descent showed lower rates of disturbances, such as problems of inadequacy-immaturity and conduct than non-immigrant children.

Taking into account the differences in population, time period, definition of immigrant, culture and country, among all previously mentioned studies, the contradictory research findings tell us three points. First, the findings challenge the idea that immigrant status dictates poor mental health. Instead, it suggests that a variety of factors, including cultural background and social context influence the

adaptation of immigrant children. Second, the literature alerts us to the idea that the manifestations of maladaptation may vary for different cultural or ethnic groups. For example, Jamaican children may be apt to display more overcontrolled behavioral problems (e.g., withdrawal, fearfulness, sleep problems) than American children and fewer undercontrolled behavioural problems (e.g. stealing, disobedience, and fighting) than American children (Lambert, Knight & Weisz, 1989). Thus, utilizing identical measures of maladaptation for all immigrant children may paint an inaccurate picture. Third, questions pertaining to risk and protective factors that should be explored are: whether or not certain behaviours may be more indicative of maladaptation in children of certain cultural backgrounds than others and whether or not mechanisms in different cultural groups either increase or decrease the likelihood of healthy adaptation of their children.

Adaptation of Refugee Children

As a result of their circumstances or experiences, refugee children can be viewed as having more acute problems than immigrant children. This is demonstrated by findings which have indicated that refugee children in comparison to immigrant children are more apt to have serious health problems related to physical and sexual abuse, brain damage, physical injuries, malnutrition, and disease (Arroyo & Eth, 1985; Carlin, 1979; Westermeyer, 1989; 1991; cited in Hicks et al., 1993). Some of the factors viewed as risks to refugee children are loss, severe deprivation and trauma (Athey & Ahearn, 1991). The major areas of risk for these children are: unanticipated or violent death of a loved one, lack of adequate family or community

supports, unstable and inconsistent environments and routines for extended periods of time, the psychological vulnerability of the parent and his/her excessive dependence on the child (Athey & Ahearn, 1991). As a result, acculturation coupled with these problems can intensify the challenges refugee children and their families face. For example, refugee children who have been separated from their families in the migration process or who have migrated alone have been shown to be a high risk group for psychiatric problems (Carlin, 1979; Harding & Looney, 1977; Kinzie, Sack, Angell, Manson, & Rath, 1986; Ressler, Boothby, & Weinstock, 1988; Sokoff, Carlin, & Pham, 1984; Westermeyer, 1989; Williams & Westermeyer, 1989; cited Hicks et al., 1993). A number of factors have been shown to ease the adaptation process for refugee children. The presence of a familiar family member or relative during the migration process may reduce the fear or trauma experienced by refugee children (Hicks et al., 1993). The presence of cultural supports or appropriate ethnic communities has been implicated in more positive adaptation patterns. Placing children with ethnically similar care givers is linked to well-being, school achievement, and integration with peers (Porte & Torney-Purta, 1987; cited in Hicks et al., 1993). In addition, giving refugee children the opportunity to resolve their grief and loss in a supportive and culturally sensitive atmosphere was deemed to be helpful in alleviating some of their distress and facilitating a smooth adaptation process (Williams & Berry, 1991).

Risk and Protective Factors

A risk factor is defined as "an element which, if present, increases the

likelihood of developing emotional or behaviour disorders in children compared to a randomly selected sample of a normal population" (Grizenko & Fisher, 1992, p.711). Moreover, while the presence of a single factor may not constitute a tremendous risk, increasing the number of factors increases the level of risk (Grizenko & Fisher, 1992). Tied to the notion of risk is the concept of vulnerability, which Werner (1989; cited Grizenko & Fisher, 1992, p.711) describes as "susceptibility to negative developmental outcomes under high risk conditions." Some children may be regarded as vulnerable even under seemingly unstressful circumstances.

The concept of protective factors is relatively new (Garmezy, 1985; Rutter, 1987). A protective factor can be viewed as anything which changes or buffers an individual's or group's responses to environmental threats that predispose the individual or group to a maladaptive outcome (Garmezy, 1985; Rutter, 1987). Connected to the notion of protective factors is that of resilience, which is defined as "the ability to recover readily from illness, depression, adversity, or the like" (Grizenko & Fisher, 1992, p.711). One of the criticisms of the research on resilience is that there is an absence of studies on children's coping ability in relation to their developmental stage (Athey & Ahearn, 1991).

There appear to be differing views of the relationship between risk and protective factors. Rutter (1987) argues that the terms risk and protective factors are opposite sides of the same coin. In contrast, Keogh and Weisner (1993) suggest that the absence of a risk condition does not necessarily indicate the presence of a protective factor. For example, Rutter (1987) argues that whereas a warm supportive

parental relationship is deemed as a protective factor for a child, the absence of such

a relationship is a risk factor. Keogh and Weisner (1993) take a different approach.

They assert that while some risks and protective factors are categorical (i.e., present

or not present), others such as income or economic status or the number of suitable

supports are continuous variables. Keogh and Weisner (1993) advocate that for

continuous variables such as income or social support networks, more is not

necessarily better. For example, social support networks can be beneficial to the

parent or family. However, they can also be a source of stress and conflict in the

form of unwanted criticism and meddling or reciprocal obligations which may be

more hindering than the support the family receives (Keogh & Weisner, 1993).

Rutter (1987) further argues against probing for broadly defined protective factors,

but instead suggests we endeavour to find "developmental and situational mechanisms

involved in the protective processes" (p. 317). Despite the differing perspectives and

categorization of risk and protective factors by researchers, there is consensus on the

belief that merely identifying global factors which are risky or protective in nature is

insufficient given the complexity of these factors. Instead, exploring the various

contexts in which risks and protective factors are exhibited, the mechanisms that

regulate risks and protective factors and effects of the interactions of these factors

should be the focus of investigation.

Examining the cultural and ecological context of the child and its various

domains is critical because of its impact on the well-being of the child. Garmezy

(1985) suggests that there are three major groups of protective factors which address

the individual, family and community level. These include: (a) personality traits of the child; (b) a supportive family environment; and (c) an external support structure that promotes and strengthens the child's own attempts at coping by teaching positive values. Keogh and Weisner (1993) suggest that including the neighbourhood or school is also critical to the understanding of educational and social/behavioural risk. Table 1 highlights some of the risk and protective factors in a variety of domains (individual, family, school and community) which may impact on the health of immigrant and refugee children. Given the various definitions of risk and protective factors utilized in the literature, it is necessary for the purpose of this paper to clearly define the parameters of these terms. Within the context of this paper, a risk factor is defined as anything that may negatively impact on the well-being of the individual. In contrast, a protective factor is anything that contributes to the positive well-being of the individual.

A study conducted by Munroe-Blum, Boyle, Offord, and Kates (1989), utilizing data from the Ontario Child Health study (1986), examined the interdependence of child immigrant status and a variety of socio-demographic factors as they relate to psychiatric disorder, school performance and service utilization. The findings revealed that family dysfunction, poverty, subsidized housing and older child age were viewed to be the most significant marker variables of child psychiatric disorder among this population. In addition, subsidized housing, overcrowding, and older child age were deemed to be marker variables for increased risk for poor school performance. These findings corroborate those of Grizenko and Fisher (1992) which

Table 1

Summary of Some Risk and Protective Factors for Immigrant and Refugee Children

Risk Factors	Protective Factors
Child	
● **older age of child** (Rumbaut, 1991; Munroe-Blum, Boyle, Offord & Kates, 1989) ● **male sex** (Rutter, 1970; Nicol, 1971; Rutter Yule, Berger, Yule, Morton & Bagley, 1974; Bird, Canino, Rubio-Stipec, et al., 1985, cited in Grizenko & Fisher, 1992) ● **isolation or unfamiliarity with the mainstream community** (Hicks, Lalonde & Pepler, 1993) ● **adverse pre-migratory experiences** (Arroyo & Eth, 1985; Espino, 1991; Rousseau, 1989; cited in Hicks et al., 1993) ● **interpersonal loss** (Hicks et al., 1993) ● **prolonged separation between child and caregiver** (Rutter, 1974)	● **competence in mainstream language and academic ability** (Rumbaut, 1991; Barankin, Konstantareas & deBossett, 1989; Tsoi, Yu, Lien-Mak, 1986; cited in Hicks et al., 1993)
Family	
● **inadequate parental support for children due to parents pre-occupation with own adaptation** (Hicks et al., 1993)	● **having parents who understand the language of the new culture** (Rumbaut, 1991; cited in Hicks et al., 1993)

- reduced involvement of parents with children (Hicks et al., 1993)
- change in traditional values, beliefs and practice (Hicks et al., 1993)

- conflicts due to differential rates of acculturation between children and parents (Hicks et al., 1993)

- moral and material support from others (Prilleltensky, 1993)
- open dialogue regarding stressors (Prilleltensky, 1993)

- family cohesion/stability (Prilleltensky, 1993; Kallarackal & Herbert, 1976; cited in Hicks et al., 1993)
- holding positive attitudes towards acculturation while maintaining cultural ties (Rumbaut, 1991; Allodi, 1980; Malhotra, 1991; cited in Hicks et al., 1993)

School

- lack of language supports (Hicks et al., 1993)
- low peer acceptance (Hicks et al., 1993)
- social isolation (Hicks et al., 1993)
- intermittent or lack of previous formal education (Hicks et al., 1993)
- feelings of marginalization (Prilleltensky, 1993)

- proper ESL training (Prilleltensky, 1993)
- remedial help from family members or teachers (Prilleltensky, 1993)
- presence of heritage language classes (Prilleltensky, 1993)
- training for teachers on issues of racism and multi-culturalism in the classroom (Prilleltensky, 1993)
- communication between school and parents (Prilleltensky, 1993)

Community

- **low socio-economic status** (Velez, Johnson & Cohen, 1989; Sameroff, Barocas & Seifer, 1984; Seifer & Sameroff, 1970; Rutter, 1979; cited in Grizenko & Fisher, 1992)
- **discrimination** (Prilleltensky, 1993)
- **underemployment and unemployment** (Hicks et al., 1993)
- **reduced economic support/status** (Hicks et al., 1993; Prilleltensky, 1993)
- **poverty** (Munroe-Blum et al., 1989)
- **subsidized housing** (Munroe-Blum et al., 1989)
- **overcrowding** (Munroe-Blum et al., 1989)

- **extra-curricular involvement** (Rae-Grant, Thomas, Offord & Boyle, 1986; cited Hicks et al., 1993)
- **good housing** (Prilleltensky, 1993)
- **large, well developed ethnic community** (Hicks et al., 1993)
- **residing in a community with same ethnic group members** (Prilleltensky, 1993)
- **sufficient information and orientation about the new country** (Prilleltensky, 1993)
- **moral and material support from the community groups and agencies** (Prilleltensky, 1993)
- **safety afforded by Canada** (Prilleltensky, 1993)

highlighted risk and protective factors in children overall. Surprisingly, the findings

of the study conducted by Munroe-Blum et al. (1989) also highlighted that immigrant

children were significantly less likely to use services than non-immigrant children.

This study underscored the need to explore culturally-appropriate means of addressing

the needs of immigrant children and for investigating protective mechanisms within

specific ethnic populations.

Primary Prevention

It is insufficient merely to label problems without identifying strengths and

developing strategies which utilize existing strengths as a means of addressing

problems. Much of the literature discussed so far was helpful in pinpointing areas of

strengths and weaknesses within children, families and communities. However, there

was less of an emphasis on addressing the concerns which were exposed. Albee's

(1980) model of primary prevention quite succinctly encapsulates the relationship that

should exist between mental health, risk and protective factors:

$$\text{Incidence} = \frac{\text{Organic causes and stress}}{\text{Competence, coping skills, self-esteem, and social support systems}}$$

The equation above suggests that reducing risk factors (top of the equation) and

fostering protective factors (the bottom part of the equation) will reduce the level of

maladaptation and increase the likelihood of good health. Prilleltensky's (1993) study

of Latin American families and Williams and Berry's (1991) review of prevention

strategies for refugees demonstrate this idea and respond to Munroe-Blum et al.'s

(1989) call for attending to the needs of culturally specific groups. Prilleltensky's

(1993) research examined risk and protective factors in Latin American families at the family, school and community levels. Moreover, because it was an action-oriented research project, plans were formulated by the participants to address their own needs. The group identified their issues of concern as: the need to strengthen the educational opportunities of their children, reduce acculturative stress, and build social support and a sense of community. This model is important because issues and concerns were highlighted by the community which then mobilized to address their own needs. As a result, both the process and the outcome were empowering. More importantly, there was a shift beyond merely identifying problems to making attempts to eliminate them.

Williams and Berry (1991) further point to the importance of primary prevention initiatives as a means of reducing acculturative stress among refugees. They discuss intervention programmes that can be undertaken at the local community, national, and international levels. Two examples of primary prevention interventions at the community level are discussed. The first community level initiative was a programmes developed by Duncan and Kang (1985) for traumatized Khmer children who had survived the Pol Pot brutalities in Cambodia. The children had lost or had been separated from their families and had arrived unaccompanied to the U.S. Many of the children reportedly experienced nightmares, visits from the spirits of parents and relatives (Williams & Berry, 1991). It was hypothesized that allowing the children opportunities to resolve their grief and loss in a culturally appropriate manner would reduce the likelihood of further disturbances of this nature. The prevention

intervention, therefore, was the enactment of three Buddhist ceremonies and rituals honouring both the deceased, as well as absent and living family members of the children's families. These ceremonies were observed in the presence of the children, Khmer Buddhist spiritual leaders, guests, the child's foster family, and staff of social agencies who had assisted the children (Williams & Berry, 1991). The ceremonies allowed the children to formally grieve and bury loved ones whom many of the children had witnessed thrown into mass graves. It was suggested that such ceremonies serve protective functions in the stressful and grievous lives of the children (Dubreuil & Wittkower, 1976; cited in Williams & Berry, 1991). Although no systematic evaluations were conducted, reports of reduced sleep disturbances and visits by spirits, as well as increased strengthening of the foster family were cited. Furthermore, it was suggested that the ceremonial process helped to strengthen the child's perception of the sources of support available to him or her. Another factor shown to be helpful in the adaptation process of these children was their placement with culturally similar families (Ressler, Boothby & Steinbock, 1988; cited in Williams & Berry, 1991).

The second primary prevention intervention at the community level described by Williams and Berry (1991) is that conducted by Ijaz (1984; cited in Williams & Berry, 1991). The goals of the initiative were to prevent psychological problems acculturating Indians experience in the form of negative attitudes, prejudice and discrimination from members of the larger community (Williams & Berry, 1991). Primary school children participated in the project aimed at changing their attitudes

toward people from India by emphasizing the similarities between Indians and other group , teaching children "to put themselves in the shoes" of Indian people and providing cultural information. This program was conducted by an Indian teacher/dancer (Williams & Berry, 1991). Findings of the pre-test-post-test design revealed that significant differences were observed immediately after, as well as three months following the end of the initiative. Thus, the examples demonstrate the various ways in which prevention programs can be used as effective vehicles for promoting change and well-being among a variety of groups including refugees, immigrants, as well as the dominant group.

Purpose of the Research

The purpose of the present project is threefold. First, it aims to assist members of the Highfield community in identifying both the positive and negative experiences that immigrant and refugee children have in adapting to their school and community. Second, it endeavours to identify the risk and protective factors at the individual, family, school, and community level which may impinge on or promote the healthy adaptation of these children. Third, the project hopes to find ways to reduce the risk factors and enhance the protective factors at the various levels, so as to promote the well-being of immigrant and refugee children and decrease the likelihood of problems they may encounter. Given the sparse research in this area, this project aims to contribute to the literature on the adaptation of immigrant and refugee children.

METHODOLOGY

Context

The Highfield community which is located in Rexdale, northwest of the Greater Toronto area has a large, culturally diverse and transient immigrant population. The community is comprised of approximately 7,484 persons, of which approximately 1045 are children between the ages of 0-9 (Highfield Better Beginnings, Better Futures Proposal, 1990). It has been documented that approximately 45 different countries are represented at the local elementary school (Highfield Better Beginnings, Better Futures Proposal, 1990). Although a more detailed breakdown of the cultural background of the students attending Highfield Junior School would have been more useful, the information available indicates that of the children attending the elementary school, approximately 28% were born in Middle Eastern or African countries; 27% were born in the West Indies or Central or South America; 7% were born in the Far East; 4% were born in Europe; and 34% were born in North America of various ethnic backgrounds (Highfield Better Beginnings, Better Futures Proposal, 1990). For many residents, English is not their first language. As a result difficulties in communication can arise, specifically between parents and the school.

The community is also economically disadvantaged. The average household income in 1990 for the Highfield community was $43,914, substantially lower than the municipality's average ($61,932) as well as lower than both the provincial ($57,227) and national ($51,342) averages (Statistics Canada, 1990). A large

number, 6.7%, of the adults are unemployed or underemployed (Highfield Better

Beginnings, Better Futures Proposal, 1990). Sixteen per cent of the families could be

deemed as low income. Furthermore, 18% of the families in the community are lone

parent families, the majority of which are headed by single-mothers (Highfield Better

Beginnings, Better Futures Proposal, 1990).

The community is highly urbanized. It has a large number of high rise

apartments and subsidized housing projects. The district has a high proportion of

subsidized social housing units in comparison to the total number of households.

Approximately, 85% of the children in the elementary school live in lower income or

subsidized housing units (Highfield Better Beginnings, Better Futures Proposal, 1990).

The issue of overcrowding becomes more evident when it is shown that this district

has a significantly higher average number of persons living in each household than the

other two districts in the region. Of the households in the region, 1/3 of them have

four to five persons per dwelling and 13% have six to nine persons. It is suggested

that this is a result of the large proportion of young families in the region, with

children still at home (Highfield Better Beginnings, Better Futures Proposal, 1990).

In addition, because of the high level of traffic, the limited number of facilities and

resources for children to play, as well as, the problem of crime and drugs, the

community is not perceived as safe by many of the residents, and children are often
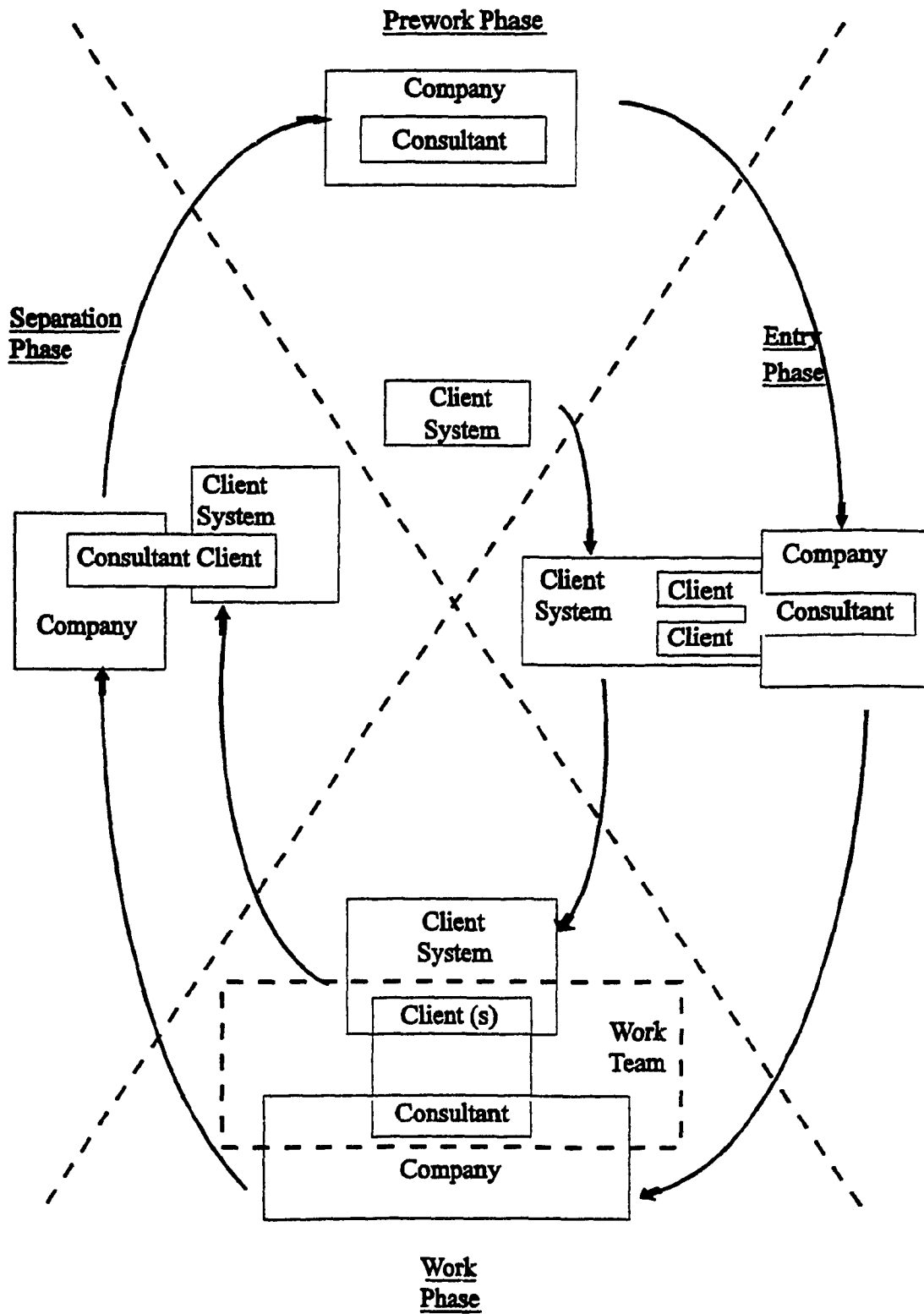
prevented from remaining outside unsupervised.

It is evident that this community is facing a variety of concerns and has a

number of needs to be addressed. As one of the eleven communities participating in

the "Better Beginnings, Better Futures" primary prevention research project, some of

the needs of the community are being explored and addressed. The Better

Beginnings, Better Futures project is a 25 year initiative aimed at fostering healthy

child development, family support and community development (Highfield

Community Enrichment Project, March, 1993). Some of the issues being addressed

by the project are: fostering coping skills, self esteem, physical health, academic

skills and multiculturalism. Additionally, efforts are directed at improving parenting

skills, economic and pre-vocational support and social networks for parents. Also, at

the community level, the project aims to increase resident participation, leadership,

self-esteem, safety, ethno-cultural supports, and a sense of community.

Research Process

The research was collaborative in nature, integrating the efforts of both the

community and the researcher. As a result a consultative approach was utilized.

O'Neill and Trickett (1982) suggest that consultation involves three basic components:

(1) the interaction of consultants with people of different cultures and backgrounds in

a variety of settings; (2) the impact of consultation on the social context; and (3) the

development of ideas to document the effect of the setting and cultural diversity on

the consultation itself. In undertaking this project I utilized the model of consultation

outlined by Grinnel (1970) (see Figure 1). This model is comprised of four phases

between the consultant and the client: pre-work, entry, work and separation. The

pre-work phase is the stage prior to the meeting between the parties whereby the

consultant does preparatory work to clarify issues such as his/her role, purpose, the

Figure 1
The Consultation Process (Grinnel, 1970)

Prework Phase

Company

Consultant

Separation
Phase

Entry
Phase

Client
System

Client
System

Consultant Client

Client

Company

Company

Client
System

Client

Consultant

Client

Client
System

Client (s)

Work
Team

Consultant

Company

Work
Phase

needs and expectations of the client. The entry phase allows the community and consultant to share their ideas and expectations. Moreover, it allows the parties to explore and clarify mutual interests and evaluate the likelihood of accomplishing these interests in their working relationship. After establishing a contract regarding the nature of the working relationship, they enter into the working phase of the relationship. This component involves the accomplishment of the mutually outlined goals of the consultant and client. Additionally, the work phase involves ensuring that the process of accomplishing the goals is satisfactory to both parties. The last phase, separation, occurs when it is evident that the consultant's responsibility for the project has ended (Grinnel, 1970).

Whereas Grinnel (1970) gives concrete steps of the consultation process, O'Neill and Trickett (1982) highlight some of the underlying attributes relevant to the consultation process. The characteristics emphasized are rooted in the ecological perspective advocated by Kelly (1970; cited in O'Neill & Trickett, 1982) and are relevant for assisting the consultant in gaining information and knowledge about the consultation setting, the project goals, how to view people, and his/her role in the consultation process. The principles advanced by O'Neill and Trickett (1982) are the principles of interdependence, adaptation, cycling resources, and succession.

The principle of interdependence proposes that whenever one aspect of the community is altered, changes in the relationships of the other components of the community also change. This idea rests on the notion that a community is more than a sum of its parts; the structure of the community gives it its distinctive quality.

Thus, this principle alerts the researcher to the importance of understanding the interconnections which exist between various components of the community as well as the effects the social intervention will have on the community linkages after the intervention is launched. Because the focus of this project is immigrant and refugee children in variety of settings (e.g., family, school, and larger community), the principle of interdependence alerts us that these domains are not detached but interwoven. Thus, it is essential to view and understand the interconnections between these settings and the ways in which they have an impact on the development of immigrant and refugee children.

The principle of adaptation highlights the importance of the context of the setting. This principle is centred on understanding the relationship between policies, behaviours and events. More specifically, this principle underscores the need for the consultant to understand the ways in which factors in the environment help or inhibit the behaviours of people. This principle is important because it suggests the ways immigrant and refugee children adapt is tied to risks and protective factors in the contexts in which they live. Thus, changing these contexts can either increase or decrease the likelihood of healthy adaptation of these children, depending on the nature of the changes made.

The principle of cycling resources points to the importance of understanding the ways in which resources are defined, allocated, and developed. This principle focuses on identifying resources in the community that can be utilized to bring about and maintain change. Some of the settings and groups which we hope to access in the

present research, because they have been demonstrated to have protective capacities, are families, schools, and the larger community. Within these settings there are other resources such as teachers, cultural associations, and multi-cultural policies. This principle is relevant because it focuses on strengths as opposed to deficits in communities. For too long much of the research has focused exclusively on the weaknesses of immigrant and refugee children. This principle of cycling resources provides a framework for viewing the settings in which these populations function as resources which can be used in the development of an intervention.

The principle of succession points to the importance of recognizing and respecting historical progression or the ways in which a community develops. Furthermore, it orients the consultant to understanding and building on positive traditions of the community. This principle is worthy of consideration in this project given the transitory nature of the community members. Since the cultural or ethnic composition of the community changes, change agents need to remain abreast of alterations in the community so that interventions carried out can match the unique needs of the community at that time.

Thus, whereas Grinnel (1970) highlights the specifics of the consultation process, O'Neill and Trickett (1982) identify some of the values or characteristics which support the consultation process. Coupled together, both of these articles heighten awareness and sensitivity to the process which impact on the likelihood of the success and sustainability of interventions.

Research Committee

In order to involve the community and stakeholders in shaping, administering,

and owning the research, a committee was assembled. This committee consisted of

myself, the researcher, two parents (both women immigrants, one from the West

Indies and one from South Asia), two teachers (one South Asian man who teaches

grade five, one European woman who teaches grade four), and two community

workers (one West Indian man, and one European woman) with the Better

Beginnings, Better Futures Highfield Community Enrichment Project. The criterion

for involvement was simply having an interest and stake in the project and/or

community. No formalized recruiting process was utilized.

The role of the research committee was to identify and steer the research in a

way in which it was perceived to be most relevant to immigrant and refugee children

and their families in the Highfield community. Some questions for which the

committee was responsible were:

- who should participate in the study
  - what age or cultural group should be examined?
  - should data be collected from parents or family members, teachers or all?
  - how will participants be obtained?
  - what will the sample consist of and how will the sampling be done?
- type of assessment
  - how should data be collected (e.g., should we use questionnaires, interviews, and/or focus groups?)
  - are different methods more appropriate for different groups of participants (e.g., interviews for parents, questionnaires for teachers?)
  - what specific measures should be used (e.g., Cooper-smith or Rosenberg self-esteem measure?)
  - will we collect qualitative or quantitative data or both?
- nature of the assessment procedure
 - when and how often will data be collected?

-who will collect the data?
-how should the collected data be utilized?
-will we translate information into other languages if so, how will it be done?

In addition to several telephone conversations, the committee met at the school three times for approximately three-quarters to one hour over a two and one-half month period to discuss and decide on the aforementioned research questions. Subsequently, the committee met periodically to be updated on the progress of the research. Minutes were taken at each of the meetings by one of the committee members.

Data Gathering Techniques

The present study examined both quantitative and qualitative data from two different research projects (see Figure 2). Patton (1990) suggests that quantitative research "gives a broad, generalizable set of findings presented succinctly and parsimoniously" (p.14). On the other hand, qualitative research methods "typically produce a wealth of detailed information about a much smaller number of people and cases" (p.14). It has been suggested that combining both qualitative and quantitative methods may provide data that are more useful and valid than either method alone (Hughes, Seidman & Williams, 1993). The quantitative component of the research was based on data previously collected by the site researchers for the Better Beginnings, Better Futures project. The qualitative component of the study was based on original data that I collected. All the information was collected from members of the Highfield community.

Figure 1
Sources of Information for the Study
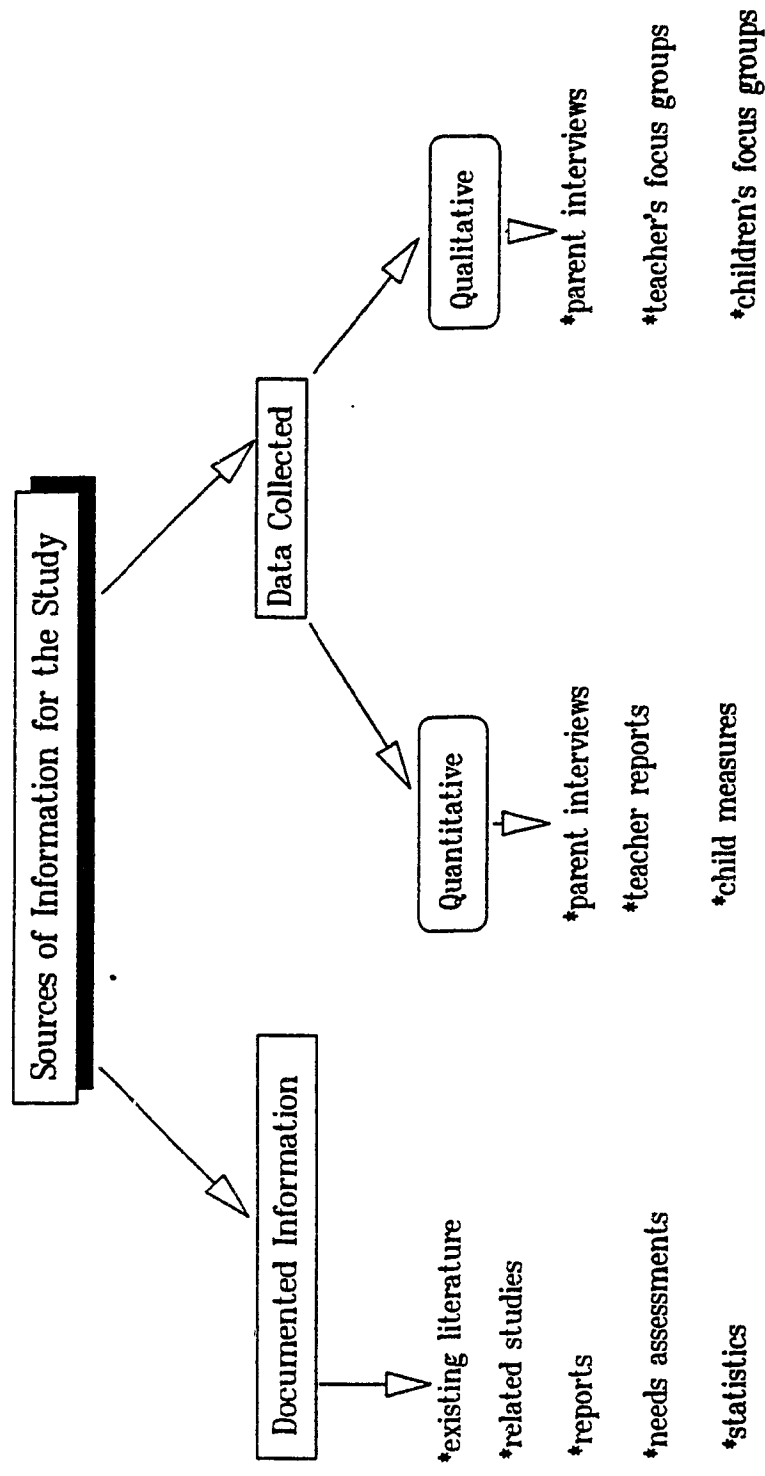
Quantitative Research

<u>Sampling and Sample Characteristics</u>

In order to obtain participants, information letters regarding the research were sent home to the parents of all grade 2 children. In addition, parents were made aware of the research and recruited to participate by means of an information booth that was established during parent-teacher conferences and by word of mouth. Of the 90 grade two children who were eligible to participate, 43 of the parents (48%) gave informed consent. Of these 43 parents, 38 (88.4%) were born outside the country; data from these 38 families were included.

Data regarding 38 households were obtained from a parent or caregiver respondent from each family: 73.7% and 26.3% were biological mothers and fathers, respectively, of the children. The majority of the respondents (86.8%) are or were married, with 78.8% of them were living with their spouses. Approximately 43% of the respondents and their partners were from South Asia (India and Sri Lanka); 22.2% were from the West Indies (Jamaica and Trinidad); 5.3% were from Somalia; 3.8% were from Poland; and 28.5% were from other unspecified countries. The average length of time that the respondent had been living in Canada was eight years and the mean length of time that the families had been living in the Highfield community was three years and four months. One-half of the families had been living in the Highfield community for less than two and one-half years. As well as being new to the community, 35% of the respondents were relatively new immigrants, having migrated to Canada less than five years ago. Approximately, 73.7% of the

families had moved at least once in the last five years and 39.5% had moved two to four times in the last five years, thus, suggesting that this particular group was highly mobile. The average household consisted of five people. However, 34.2% of the households indicated having six to 11 inhabitants which may suggest some degree of overcrowding in some households. The majority of the responding households (76%) lived in high rise apartments of five or more storeys. In most of the households (63.2%) languages other than English were the main language spoken.

The bulk of the respondents (68.4%) had some high school education or completed high school. Also, 53.8% of the respondents' partners were shown to have had the same level of education; 69.2% had between some primary school education up to completed high school. The mean years of schooling for respondents and their partners were $\underline{x}=10.67$ (sd=3.26) and $\underline{x}=9.47$ (sd=2.72), respectively.

With regards to full-time jobs, the majority of the partners (73.1%) in comparison to less than half of the respondents (44.7%) had full-time jobs. There were a few respondents (15%) and fewer partners (8%) who had part-time jobs. All the partners worked a minimum of 40 hours of paid labour weekly.

The mean monthly household income for the 38 households was $2362.49 (sd=1199.43). After food and rent had been accounted for, the average household had less than $1000 ($\underline{x}=971.97$). Approximately, 16% of the families indicated having no money left and 50% indicated having less than $500 disposable income after paying the rent and buying food. Financial stress appeared to be a genuine concern for many families. A fair portion of the respondents (36.8%) indicated that

sometimes they did not have enough money for living expenses; 34.2% indicated that they were unable to pay their bills; and 7.9% indicated that they had to go to a food bank.

Parents, teachers, and children themselves provided information on the 16 boys and 22 girls. Overall, there was little indication of serious illness or disability among the children; 92.1% of the children were shown to be without developmental delay, and physical challenges. Additionally, none of the children were shown to have any chronic illness and 89.5% were deemed to be without serious emotional disturbance.

The reading, oral and written language skills of the children were rated by teachers on a Likert scale ranging from "far below " to "far above" grade level. A large proportion of the children 44.4% and 41.7% were deemed to be "somewhat below" to "far below" grade level in reading and written language skills, respectively. With regards to oral language skills, 30.6% of the children were shown to be "somewhat below" grade level. The majority of children (77.8%) were shown to demonstrate math skills at or above grade level. Comparatively fewer children were performing "below or far below" grade level in math than in areas which were language-oriented. The difficulty evidenced by a large proportion of children in language-related skills may be due to the fact many children were relatively new to Canada and English is neither their first language nor is it the primary language spoken in the home. Whereas only a few children (5.6%) were shown to have repeated a grade, a large proportion (50%) had been referred for special class

placement or tutoring, and 41.7% were participating in resource withdrawal programmes.

Teachers were asked to rate the social problem solving skills, as well as level of effort each child displayed in relation to typical children of the same age. Overall, the children were shown to be "about average": 83.3% and 80.6% show "about average or more" effort in their activities and display appropriate behaviour in relation to their peers respectively. Approximately 78% of the children were shown to appropriately solve academic and social problems "at or above" grade level.

The interviews with the parents were conducted by two women, one Somali and one East Indian who lived in the community, both of whom were trained in their administration. On average the interviews were two and three-quarter hours in length; 60.5% of which were conducted at the respondent's home, and 39.5% at the school. The majority of the interviews (63.2%) were conducted in English, 21.1% in Hindi, 7.9% in Somali, and 7.9% in other languages. With little exception, most of the respondents (97.4%) had little or no difficulty understanding and were co-operative. In addition, 97.4% of the interviews were deemed between adequate or high quality by the interviewers.

Measures

These data were collected by means of parents interviews, teacher reports, and measures administered to the children between January, 1993 and August, 1993. Parents were asked a variety of questions about themselves, their children, their families, the school, and the community. All grade two teachers completed

questionnaires on reading interests, social skills, academic skills, and behaviour

problems at school, for each of the children in their classrooms. Finally, the children

completed a number of measures pertaining to academic skills, all of which have been

extensively examined for their reliability and validity: Key Math Diagnostic

Arithmetic Test (KMDAT), Peabody Picture Vocabulary Test Revised (PPVT-R),

Block Design sub-scale of the Weschler Intelligence Scale for Children-Revised

(WISC-R), and Wide Range Achievement Test (WRAT). These data were collected

by five women and one man, all of whom were trained in their administration. I

examined the relationship between a number of independent variables deemed by the

literature to be implicated in the well-being of children with the following five

outcome measures: Ontario Child Health Study Child Behaviour and Social

Competence Subscales (OCHS), and the Social Skills Rating System (SSRS), as rated

by both parents and teachers, and the Marsh Self-Description Questionnaire as rated

by the children. The CBCL Math sub-scale was correlated with the following

measures: WRAT (r= .61), WISC-R Block Design (r=.32), and the PPVT (r=.14).

Because a math measure is perceived to be more culturally fair than language based

measures, only the math measure was entered into the analyses. Table 2 presents a

description and reliability estimates (Cronbach's alpha) for each measure.

Analyses

Four step-wise forward inclusion multiple regression analyses, each with two

blocks, were conducted. For each of the five dependent variables, OCHS (teacher-

rated), OCHS (parent-rated), SSRS (teacher-rated), SSRS (parent-rated), and the

Marsh Self-Description Questionnaire, the following independent variables were used as predictors on the first block: whether or not the child was born in Canada, sex of the child, and the family's monthly income. None of these variables were significant predictors of any of the dependent variables at the .05 level. On the second block the aforementioned dependent variables were regressed on the following predictor variables: level of satisfaction with dwelling, whether or not the respondent's parents were separated or divorced when he/she was under 16 years old, CES-D, Life Stress measure, CBCL Math sub-scale, IOWA Parent Behaviour Inventory, Dyadic Adjustment Scale, neighbourhood satisfaction, involvement, and knowledge measures, Social Provisions Scale, and FAD.

Qualitative Research

As previously mentioned, this component of the research was guided by the research committee. Based on their knowledge of the school, its cultural composition, the issues that children at Highfield school were encountering, as well as their awareness of the various cultures, it was decided that this part of the research would focus on immigrant and refugee status in grades two to five who have been living in Canada for five or fewer years. This age group was selected because the committee thought that this age group was experiencing the most adaptational difficulties. No formal definitions of immigrant or refugee status were given. The designation of immigrant or refugee status of the participants was established by the parents according to way they chose to identify themselves.

Table 2

Description of the Quantitative Measures and their Internal Reliability Scores

Name and Description of Measure	Scoring	Reliability Estimate
Independent Variables		
Child Completed Measures		
Block Design Subtest Wechsler Intelligence Scale for Children-Revised (WISC-R) (Wechsler, 1974) ● problem solving measure ● 10 items ● child level protective factor		α.70
Peabody Picture Vocabulary Test (Dunn & Dunn, 1981) ● hearing vocabulary measure ● five training items followed by 175 test items in order of increasing difficulty ● child level protective factor	raw scores were converted to age appropriate norms	manual
Wide Range Achievement Test (WRAT) (Jastak & Wilkinson, 1984) ● English, reading measure ● child level protective factor	total raw score is the sum of the correct responses for of each section; total possible raw score is 100	manual
Collected from Parents during Interviews		
Family Assessment Device (FAD) (Epstein, Baldwin & Bishop, 1983) ● measure of perceived quality of general family functioning sub-scale ● 12 items ● family level protective factor	four point Likert-type scale responses varied from "strongly agree" to "strongly disagree"	α.86
Dyadic Adjustment Scale (Spanier, 1976; Spanier & Thompson, 1982) ● measure of respondent's satisfaction with interactions with his/her spouse/partner ● five items ● family level protective factor	five point Likert-type scale with responses varying from "extremely satisfied" to "not very satisfied"	α.92

IOWA Parent Behaviour Inventory (Crase, Clarke, & Pease, 1978) • items examine concerns such as the number of times the child goes on outings, the number of hours spend by adults with the child, relationship to child of adults who interact with him/her • 14 items • family level protective factor	five point Likert-type scale with responses varying from " I almost never behave this way" to "I almost always behave this way"	α.74
Social Provisions Scale (Cutrona & Russell, 1987) • measure of perceived level of support • 6 items • family level protective factor	four point Likert-type response scale varying from "strongly disagree" to "strongly agree"	α.73
Center for Epidemiological Studies Depression Scale (CES-D) (Radloff, 1977) • assesses frequency and duration of symptoms associated with depression in preceding week • 20 items • family level risk factor	four point Likert-type scale response varying from "rarely, none of the time, (1 day)" to " most or all of the time (5-7 days)"	α.89
Financial Stress • measure of financial difficulty (e.g., recent utilization of a food bank) • three items • family level risk factor	"yes" or "no" response scale	α.69
Neighbourhood Satisfaction Scale (Institute of Social Research, York University, 1979) • asssess parents' perception of the quality of their neighbourhood • nine items • community level protective factor	five point Likert-type scale with the responses varying from "excellent" to "poor"	α.88
Neighbourhood Involvement (adapted from Measure of Neighbourhood Cohesiveness, Buckner, 1986) • measures parents involvement in the community • five items • community level protective factor	four point Likert-type scale with the responses varying from "agree" to "disagree"	α.98
Neighbourhood Knowledge • measures parent's awareness of activities in the community • five items • community level protective factor	four point Likert-type scale	α.73

Social Competence Subscale of the Child Behaviour Checklist (CBCL) (Achenbach, 1991) • completed by teacher • 12 items • child level risk factor		α.64

Dependent Variables		
Child Behaviour Problems Sub-scale of the Revised Ontario Child Health Study (OCHS) (Boyle, Offord, Racine, Fleming, Szatmari & Sanford, 1993) • describes a variety of emotional and behaviour problems exhibited by young children (e.g., social withdrawal, anxiety, depression, hyperactivity) • 48 items parent version • 62 items teacher version • completed by parent and teacher • child level risk factor	three point Likert-type scale with responses varying from "never or not true" to "often or very true"	α.88 (parent version) α.96 (teacher version)
Social Skills Rating System (SSRS) (Gresham & Elliot, 1990) • examines cooperation, empathy, self-control, and responsibility • examines the rater's perception of the frequency of the behaviour as well as the level of importance of the behaviour to the child's development • 30 items (teacher rated version) • 26 items (parent rated version) • child level risk factor	three point Likert-type scale on the two dimensions: a)"how often does the child display this behaviour" (never, sometimes, often) b)"how important is this behaviour in the child's development" (not important, important, critical)	α.95 (teacher version) α.82 (parent version)
Marsh Self-Description Questionnaire (Marsh, 1988) • measure of the child's general self-esteem • 12 items • completed by the child • child level protective factor	five point Likert-type scale with the responses varying from " false to true"	α.81

Since the research could not include all the cultural groups represented at the school, it was further decided to focus on the largest cultural groups evident in the school, namely children from South Asia, the West Indies, Somalia, and Guyana. A qualitative approach by means of parent interviews and focus groups for the teachers and children was deemed most appropriate for obtaining information. One of the reasons for utilizing a qualitative approach was to provide a framework that was flexible enough to examine the issues noted in the literature as relevant to newcomers, as well as to allow for the expression of the participants' stories and concerns. Furthermore, qualitative methods were deemed to be culturally sensitive and to provide in depth understanding of the issues. It was the decision of the committee to collect data from parents, teachers, and children, in order to illuminate the various perspectives, to note convergences and dissimilarities of ideas across these sources.

Sampling and Sample Characteristics

Ten parents participated. There were four fathers and six mothers from the following regions: four West Indians (three Jamaicans, one Trinidadian), three South Asians (two Indians, one Pakistani) and three Somalis. Seven of the parents came to Canada as immigrants and three as refugee claimants. All the participants had children who were enrolled at Highfield school where the parents were recruited. Letters describing the nature of the research and requesting the participation of parents were sent home with children who were identified by their teachers as immigrants or refugees from the above stated regions. Those parents who consented were included in the study.

Six grade two to five teachers (five women and one man) who had been teaching at Highfield school between three to 27 years, as well as having three to 29 years of teaching experience, participated in two focus groups. The teachers were from diverse cultural backgrounds.

Seven children (six immigrants, one refugee) were interviewed. The children were from the following regions: three West Indians (two Jamaicans, one Trinidadian), one Somali, and three South Asians (two Indians, one Pakistani). The participants, five boys and two girls, had been living in Canada for less than five years and were students in grades two to four at Highfield Junior School.

Parent Interviews

All grade two to five teachers at Highfield Junior School were asked to identify the children of West Indian, Guyanese, South Asian, or Somali background in their classes. Depending on the parent's preference, letters describing the purpose and nature of the research as well as requesting the participation of the parent were sent home with each identified child in English, Hindi, Punjabi and Somali language (see Appendix A). The translations were made by professional interpreters. Prior to the letters being sent, several of the teachers contacted the parents to explain the research and to obtain their permission for either myself or an interviewer who speaks their mother-tongue to telephone them. All parents who indicated interest in participating in the study were contacted by phone to thank them for responding, to offer more information about the study, and to arrange appointments to conduct interviews.

According to the parents' preferences, the interviews were conducted in the parent's home or at the school. With the use of written interview guides, interviews were conducted by trained interviewers. Two other interviewers (one Somali woman and one South Asian woman) from the community and I, a West Indian woman, conducted the interviews. A two-hour workshop and follow-up on interviewing skills and techniques were conducted by myself to prepare the interviewers. The interviewers were selected based on their knowledge of the community, cultural sensitivity, knowledge of their cultural languages. Each interview was approximately 45-60 minutes. All interviews were conducted in the language most comfortable for the interviewee. Half of them were conducted in English, while the others were done in either Hindi, Punjabi, or Somali. With the consent of the participants, all the interviews were audiotaped. Prior to commencing the interview, parents were reminded that their participation was voluntary and that they were free to refrain from answering any of the questions or to terminate the interview at anytime without consequence. In addition, they were assured that any information they provided would be held in confidence, and that the results would not be presented in any way in which they or their families could be personally identified.

For parents, an interview guide consisting of both closed-ended demographic and open-ended questions pertaining to adaptational issues was devised by the researcher in collaboration with a research committee consisting of parents and teachers (see Appendix B). The first section inquired demographic information about the child (e.g., age, grade), parent (e.g., occupational status) and family (e.g., family

composition). The second component of the interview consisted of a series of open-ended questions regarding the child's and family's supports, stresses, and adaptation at three time periods, pre-migration, post-migration, and currently. For example, one of the questions asked was, "Moving to a new country can be stressful on the family. Did you and your family experience any difficulties when you first came to Canada (e.g., finding a place to live, learning the language, or even finding a grocery store)? If yes, what were they?"

Teacher's Focus Groups

Letters were sent to all grades two to five teachers at Highfield Junior School describing the nature and purpose of the research, and requesting their participation in the focus group (see Appendix C). All teachers indicating a willingness to participate were contacted to thank them for responding, to answer any questions they may have had, and to arrange a time for the focus group interview. Two focus groups (one having two teachers and the other having four teachers participate) were held at the school at a time that was mutually convenient for the teachers and the researcher. The teachers were reminded of the nature of the research project, as well as that their participation was voluntary; that they were free to withdraw from the group at anytime without consequence; and that they could refuse to answer any of the questions. In addition, they were reminded that all information shared would be held in confidence and would not be used in any way in which they or their students could be personally identified. The researcher facilitated the discussions. Prior to commencing the discussion, the discussion questions were presented to all the teachers

(see Appendix D). The discussions were 60-90 minutes in length and were audiotaped.

Children's Focus Groups

All children in grades two to five who had been identified by their teachers to be immigrant or refugees of West Indian, Guyanese, South Asian, or Somali background were sent home with letters describing the research and asking for their parents' permission for their child's participation. Parental consent for their child to participate as well as the assent of the children themselves were obtained prior to the arranging the time for the focus groups.

Two focus groups were conducted during school time by the researcher. To ensure that the children would be aware of who I was and were comfortable during the focus group, I introduced myself and spoke with them at their homes, during the parent interviews and during my multiple visits to their school and classrooms. Prior to commencing the focus groups, the reason for their participation, their freedom to withdraw from the study or to refuse to answer any questions was described to the children. Each child was then asked to introduce him/herself to the group. The focus group consisted of three components: picture drawing session, world globe discussion, and a list generation session (see Appendix E). Each component was approximately 15 minutes in length. First, the children were asked to recall and share with the group what life was like when they first came to Canada. Using a variety of crayons and markers the children were asked to draw a picture to describe this experience.

Each child was asked to find on the world globe the country he/she lived

and/or was born in before coming to Canada. Assistance was offered to children who required it. Each child was then asked to describe what life was like for him/her in his/her previous country, the things he/she did in that country, the things that helped or did not help him/her in their country. In the third component of the discussion, the children were asked to help the interviewer to generate a list of things they liked and did not like in their school and community. In addition, they were asked to draw a picture and to identify the things at their school and in their community which they felt were helpful and not so helpful (see Appendix F). No interpretation of these pictures or comments are given, so as to allow the reader to form his or her own impressions. Lastly, they were asked to describe what they would like their lives to be like when they are grown-up. The interviewer thanked the children for participating and returned them to their classrooms.

Analyses

In order to systematically identify commonalities of the participants' responses, content analyses were conducted on the data collected from the parent interviews, teachers and children's focus groups. The purpose of these analyses was to organize meaningfully the collected data. In order to do this, audiotaped responses were transcribed, coded by key words so as to identify commonalities and differences which best represented the data.

QUANTITATIVE RESULTS AND DISCUSSION

The CBCL Math sub-scale was a significant predictor of both the OCHS (teacher-rated), $t(1, 27) = -2.45$, $p < .03$, well as the SSRS (teacher-rated), $t(1, 27) =$

2.46, p<.03; the CBCL Math sub-scale accounted for approximately 18% of the variance on each of the dependent variables. Two variables appeared to be significant predictors on the Marsh Self-Description Questionnaire. Both the Social Provisions Scale and the FAD accounted for approximately 30% of the variance on the Marsh,t(2, 26)= 3.37, p<.01 (see Table 3).

From these results, three findings were observed. First, a significant negative relationship was apparent between competence on the math sub-scale and the level of emotional and behavioural problems exhibited by newcomer children. More specifically, children who demonstrated higher levels of proficiency in math were likely to exhibit fewer emotional and behavioural problems. The high level of correlation between the various academic measures would suggest that this relationship may not be limited to competency in math alone, but proficiency in other academic areas may also be implicated in lower levels of behavioral and emotional difficulties. This finding is consistent with much of the previous research (Rumbaut, 1991; Barankin, Konstantareas & deBossett, 1989; Tsoi, Yu, Lien-Mak, 1986 cited in Hicks et al, 1993) which suggests that academic ability serves as a protective factor for immigrant and refugee children.

Second, there was a significant positive relationship between competence on the Math sub-scale and the Social Skills Rating Scale. More specifically, newcomer children who demonstrated higher levels of math ability were also deemed to be more socially competent. Again, because of the significant correlations between the

Table 3

Regression Analyses of Of Outcome Measures on the Risk and Protective Factors
(N=38)

Dependent Variable	Independent Variable	Block	B	SE B	β	R^2	t
OCHS (parent-rated)	-----	1	-----	-----	-----	-----	-----
	-----	2	-----	-----	-----	-----	-----
OCHS (teacher-rated)	-----	1	-----	-----	-----	-----	-----
	Math sub-scale (CBCL)	2	-4.41	1.80	-.43	.18	t (1,27)=-2.45, p<.03
SSRS (parent-rated)	-----	1	-----	-----	-----	-----	-----
	-----	2	-----	-----	-----	-----	-----
SSRS (teacher-rated)	-----	1	-----	-----	-----	-----	-----
	Math sub-scale (CBCL)	2	5.45	2.21	.43	.18	t (1,27)=2.46, p<.03
Marsh Self-Description Questionnaire	-----	1	-----	-----	-----	-----	-----
	Social Provisions Scale	2	-1.56	.71	-.45	.42	t(1,27)=-2.20, p<.04
	Family Assessment Device	2	-1.12	.33	-.70	.55	t(1,27)=-3.37, p<.01

academic measures, social competence may be related to academic abilities besides math. It is difficult to ascertain the direction of the relationship between the variables. That is, the finding may suggest that academic mastery may serve as protective factor in the social competence in newcomer children. Conversely, it could also indicate that social competence may serve as a protective factor in the development of academic skills.

Third, both the Social Provisions Scale and FAD appear to be significantly implicated in the self-esteem of newcomer children. That is, higher levels of social support and family functioning are linked to higher levels of self-esteem among immigrant and refugee children. This observation is consistent with the literature which suggests that having moral and material support from others (Prilleltensky, 1993; Tracy, 1990) as well as family cohesion and stability (Prilleltensky, 1993; Kallarackal & Herbert, 1976; cited in Hicks et al., 1993) are implicated in the well-being of newcomer children.

QUALITATIVE RESULTS AND DISCUSSION

The difficulties and supports for children and their families that emerged from the qualitative data were examined across three time periods, namely, the previous country, initially in Canada, and currently in Canada (see Figure 3). An overview of the major risk and protective factors as identified by the present research is presented in Table 4. It should also be noted that efforts have been made to ensure that the participants cannot be identified. As a result, all names have been changed and other identifying information omitted.

Figure 3: Organizational Schema of the Qualitative Component of the Research Findings

Previous Country	Initially in Canada	Currently in Canada
A. Family Good Life Difficulties **B. Child** Good Life Difficulties **C. Family and Child Supports**	**A. Family Life and Difficulties** Physical Changes • housing • weather Food Financial Cultural Changes Language and Communication Social/Emotional **B. Family Supports** Individuals • family • friends • individuals in the community Group and Organizational **C. Child Life and Difficulties** Home Conflict between home and school School • language • school work • organizational • social/ emotional Community	**A. Family** Good Life Difficulties • housing • financial • crime and safety **B. Child** Good life Difficulties • academic and language • behavioural **C. Child Supports** Family School • Ambassador's Programme & Welcome bag • Clothing Drive • ESL/ESD • Sports Activities • Teachers and Friends • School's Multicultural Orientation • Better Beginnings, Better Futures Community

Table 4

Summary of Some of the Risk and Protective Factors for Immigrant and Refugee Children as Identified in the Present Study

Risk Factors	Protective Factors
	Previous Country
Child and Family	
• traumatic experiences of war (e.g., starvation, fleeing)	• support of extended family, friends and relatives (e.g., social and economic)
• separation of parent and child during migration	• understanding of the culture, language, and food
• racial problems	• being financially established
• poor health and inadequate access to health care	• having time to spend with children
• economic difficulties	• being established and secure in homes, careers
	In Canada
Child	
• older child age	• competence in the mainstream language and academic ability
• behavioural problems	• forming friendships with peers
Family	
• family discord	• family cohesion and stability
• lack of knowledge and experience with Canadian life (e.g., multiculturalism food, and weather)	• having the support of family members and friends (e.g., to provide housing, clothing, and to translate)
• lack of English proficiency	• parent's belief and commitment to the child's education
• being separated from family members and relatives	
• reduced level of parent and child interaction	

Risk Factors (con'd)

- lack of appropriate adult supervision (e.g., children spending vast amounts of time alone)
- high level of mobility (i.e., frequent moving)
- conflict due to differing levels of acculturation between parents and children
- absence of previous social support networks (e.g., extended family)

School

- conflict between home and school (e.g., values)
- entering school late in the academic year
- absence of counselling and mental health resources
- lack of physical space and large number of portables
- lack of diversity of teaching staff and personnel
- board policies on academic assessment

Community

- difficulty finding safe and affordable housing
- overcrowding

- perception that the community is unsafe
- unemployment

Protective Factors (con'd)

- good communication between home and school
- transitional class for newcomers
- Ambassador's programme
- Welcome Bag
- ESL/ESD programmes
- availability of sports and extra-curricular activities
- the assistance and care of teachers
- having friends, particularly friends from same cultural background
- absence of corporal punishment
- school multicultural orientation
- Better Beginnings, Better Futures- school breakfasts, cultural events, international language classes, family visitors, swimming programme

- good housing
- awareness and access to community resources (e.g., ethno-specific agency)
- support of community members and agencies

Risk Factors (con'd)

- low socio-economic status
- few opportunities for casual interaction of parents and children
- lack of participation in community activities
- lack of awareness and lack of access to community resources
- witnessing or being victims of crime and violence
- racism and discrimination

Protective Factors (con'd)

Previous Country

There is substantial recognition of the pre-migratory experiences and their

impact on subsequent adaptation of newcomers. That is, the experiences prior to

migration can buffer or hinder later adaptation. Given this understanding, however,

much more emphasis has been directed to the later phases of the migration process in

the re-settlement country. This paucity may be due in part to the methodological

difficulties and practical concerns associated with conducting research during the pre-

migration phase. Thus, the literature and theoretical models highlighting the variables

that can mediate later adaptational processes and outcomes are better developed than

that of the earlier stages of migration. Two studies, Kim (1988) and Rumbaut (1991),

utilized models that underscore some of the pre-migratory variables that can moderate

the adaptation process. Among the variables discussed are motives for migration

(e.g., economic or political) that are significantly important. Because the parents

interviewed also discussed their pre-migratory experiences in relation to their motives

for migration, their experiences will be explored from this perspective. Since the

literature suggests that the pre-migratory experiences of immigrants and refugees can

impact on their mental health (Beiser, 1991) and subsequent adaptation (Berry 1992)

in the host country, parents were asked to describe what life was like for them and

their families and any difficulties they experienced in their previous country. The

parents had a variety of responses. One-half of the parents stated that they

experienced hardship (e.g., war, hunger, economic hardship) just before migration.

However, before the period of crisis and instability, most of the respondents indicated

that life was good. The teachers indicated knowing little about the lives of the children in their previous countries and the children themselves were not able to articulate well their earlier experiences. So, this section on the family's and child's life prior to migration is based primarily on parent interviews.

Family

Good Life

The parents attributed the comfort of their lives in their previous country to factors such as having the support of family and relatives (e.g., financial, and social), being established (e.g., in careers and homes), being familiar with and understanding their culture, language, weather, food, and having leisure time to spend with children. The presence of these factors provided stability and served as protective factors. Given the absence of much of these supports after migration, many parents expressed that life in Canada was comparatively more difficult than life in their previous country. All of the Somali parents described their lives in Somalia prior to the civil war as stable:

> Good, like you have your family near you. From the beginning of life, you have your work, and home and car and everything...And now you come here and you re-start from zero and you're an adult, so it's not easy. ...[L]ife was good there because you were established.

A mother describes her life in India prior to migration as comfortable, secure and more leisurely than her life in Canada:

> Life in India was very easy. It is very hard here. All we [the women] did was cooking, cleaning and decorating the house. We had no work outside the house. The most difficult change here is work. There we had people come to help us, but here we go to other's place to help to work. Only the men worked, the women did not work outside. All the

women did was learn to sew and embroidery and take care of the children. The children went to school, taking care of the children was the biggest...the most important...Here we don't even have one minute to give to our children...

Difficulties

One-half of the parents stated that they experienced difficulties in their home countries prior to coming to Canada. These hardships put the family's well-being at risk. Clearly, the nature of the hardship expressed by the parents varied considerably by immigration status (i.e., immigrant vs. refugee) and to some degree, differences across cultural groups were also evident. The refugee parents, all of whom were Somalis, indicated that the difficulties they experienced (e.g., hearing gunfire, hunger, loss and separation from loved ones) resulted from the onset of the civil war:

> We fled in the middle of the war. That's why my family came here. No. it is very difficult. I see people dying in the street. I spent months and months, and weeks and weeks inside, not outside...there was no road, there was no economy. But before, even when there was a government, they were torturing you. You know, people coming to your house, taking from your house.

> For instance, if there were problems, those were in the last years of the civil war. When the civil war occurred, there were many problems, in particularly in the days we were fleeing from the country, such as hunger, there was no food; security which deteriorated, bullet and guns which were going on day and night.

A four year civil war (1988-1992) and famine had a marked impact on Somalia and led to a breakdown of the state and civil society (Mohamed, 1994). The Somali civil war is perceived by some scholars to be a negative outgrowth of longstanding political, socio-cultural, economic, and ecological problems (Wisner, 1992; Keynan, 1992; Abdi Samatar, 1992, cited in Mohamed, 1994).

The difficulties that immigrant parents experienced were not due to war but rather the social and economic problems occurring in their country. Whereas one West Indian parent stated that the difficulties he experienced were due to economic and racial problems, a South Asian parent cited problems associated with poor health and inadequate access to treatment:

> Kinda tough, the economy...job and stuff like that....there were racial problems.

> My most biggest difficulty is my heart. I have a heart problem. The doctor suggest that I go to Canada and have an operation done. My children are all here, some are married, some are engaged, ...my son sponsored me.

Thus, the statements of the parents underscore two findings mentioned in the literature on migration. First, the experiences of immigrants or refugees are by no means uniform. Second, the experiences of refugees appear to be more stressful than that of immigrants (Berry, 1991). The traumatic experiences of some refugees may put them at risk for mental as well as physical problems.

Although none of the interview questions specifically addressed the participants' motivations for leaving their country (i.e., "push factors") or reasons for coming to Canada, (i.e.,"pull factors"), they were given. The Somali refugees interviewed indicated that the onset of the Somali civil war challenged their safety and prompted much of the hardship they endured that forced them to flee their country. The migration of refugees is often involuntary, immediate, and spurred by acts such as political upheaval, religious persecution or natural disaster. For many refugees the journey from their home countries to a place of safety can be a harrowing and

traumatic experience. During the period of displacement, they may be exposed to such difficulties as poor housing, overcrowding, malnutrition, torture, and separation from loved ones (Ajdukovic & Ajdukovic, 1993). In contrast, the migration of immigrants is often voluntary and planned and motivated by the desire for a better life (Kaprielian-Churchill & Churchill, 1994; Stein, 1986).

All of the immigrant parents from the West Indies and one from South Asia expressed that their motivations to leave their country of origin were guided by the desire for a better life and to escape social problems (e.g., economic hardship, inadequate health care, and racial problems). One of the reasons identified by all the immigrants for coming to Canada was the presence of other family or relatives already living in Canada. This reason was not expressed by the refugee parents, many of whom had no family members or friends in the country prior to their arrival, and who may have had little part in deciding where their new homes would be.

Across the cultural groups, some differences regarding motivations to migrate were observed. All of the West Indian parents mentioned that their motivations for coming to Canada were to secure better employment or educational opportunities for either themselves or their children. These reports are consistent with previous studies conducted in the U.S. (Thrasher & Anderson, 1988) and in Canada (McKenzie, 1993) that identified the educational and employment opportunities as the primary stated reasons for West Indian migration to these countries. One South Asian parent indicated that health concerns influenced the decision to migrate and the presence of family already in Canada, dictated their move to this country. Unlike the other two

cultural groups, however, there were no clear reasons for migration given by the South Asian community.

Child

As with adults, understanding the pre-migratory experiences of children is important to understanding their subsequent adaptation. When asked what life was like for the children in their previous home country and the difficulties they experienced, the teachers indicated that for the most part they were unaware of the children's experiences and lives prior to coming to Canada or Highfield school. Rarely is this information revealed by parents. Instead it may be shared unexpectedly by the children as time progresses, or as they begin to feel more comfortable with their teachers and peers. Sometimes this information is reflected in the children's school work (e.g., journals, story-writing, story-telling) or their behaviours (e.g., alarming and negative responses to war-related objects in books). Teachers indicated that having knowledge of prior experiences is helpful because it allows them to prepare, so as to better meet the needs of the children. These viewpoints are further verified by Kaprielian-Churchill and Churchill (1993) who indicate that school authority's awareness that a child is from a war-torn country allows for early intervention should it be deemed necessary.

Unlike the teachers, the parents were able to furnish information about the lives of their children in their previous country. All of the parents indicated that the lives of their children were good while their family unit was together. However, during times of instability due to war, or during periods when the parent and child

were separated as a result of migration, a few parents indicated that the child did experience some hardships. One parent was not aware of her child's experiences or difficulties while the child was in the care of relatives and she was in Canada.

Good Life

The parents described the lives of their children as being playful, healthy and secure. Furthermore, the parents stated that the children were surrounded by caring family members, relatives and community:

> When Linda was in Somalia, she had a good life. She lived with extended family (father, mother, grandfather, grandmother, uncles and other relatives) as well as neighbours which she used to get along with very well.

> It was good. She was the youngest, so she received the most love from everybody. She was the apple of everybody's eye. From my family's side also Sarah was the first child, so she got a lot of attention. She is very clever, she was very clever in India and she enjoyed herself with her cousins a great deal.

Difficulties

The hardships the children experienced, as described by the parents, revolved around two occurrences. Somali children's distresses were due to the war, while South Asian and West Indian children's distresses were due to the migration of a parent or care-giver and the changes that resulted from that occurrence.

One Somali parent indicated that his child was fearful during the war when the family was fleeing:

> Linda used to be afraid because of the bullets, guns which were going on nearby and all the time, and because of our continuous hiding and going from house to house.

Two Jamaican parents indicated that they were unsure of the quality of care their

children received while in the care of others, when they had migrated to Canada:

> Well, I leave him when he were three, when I come to Canada. Life
> was good when I was there with him. But when I leave, to me he never
> get a pretty good life...their [the children's] father was there... but he
> said he would do what he could do, but I don't think so.

> He (child) was there with his father, so I wouldn't know. Like here I
> supported them back home--like with clothes and sometimes food. But
> his father would have to talk about that, I don't even know about that.

Although the pre-migratory experiences of immigrant and refugee children are usually quite distinct, some commonalities exist. Refugee children concurrently face two demanding processes "(a) multiple development challenges encountered by any growing person, and (b) multiple traumatic experiences of the fleeing and the displaced" (Ajdukovic & Ajdukovic, 1993, p.884). Refugee children are exposed to much of the trauma, loss and deprivation as refugee adults. Namely, many refugee children must contend with the loss of loved ones, loss of parental support and protection, loss of home, living with distressed adults, family separation, lost educational opportunities, poor physical environment, malnutrition, and incarceration. While it is recognized that not all refugee children will be severely and adversely affected by their negative experiences, exposure to such events can increase the child's level of vulnerability for manifesting symptoms of anxiety, withdrawn behaviours, depression, and physical complaints (Athey & Ahearn, 1991).

Separation due to migration is an experience shared by both immigrant and refugee families alike. The reasons for the separation for refugee and immigrant families may differ. Whereas war or disaster may dictate the circumstances of the flight of passage for refugee families whereby some family members are left in the

home country or place of temporary asylum, for immigrant families the reasons for separation may be due to financial constraints or immigration regulations. Of the 10 families in the present study, six of them stated that there had been separation of the child and parent during the migration process. For one family, it was unclear whether or not such separation had occurred. Despite the small sample size, the high rate of family fragmentation due to migration is unsettling given its link to mental health concerns for the children such as attachment problems (Rutter et al., 1974), depression, and school problems (Rumbaut, 1991; Rutter et al., 1974).

There is some suggestion from the data that the ways in which families migrate vary somewhat across cultural groups. In two of the three Somali refugee families it was the mother and children who migrated first. Of the two families, one father was re-united with his family later in Canada and the other father is believed to be in Somalia. In contrast, in the two South Asian families where separation due to migration occurred, it was the father who first migrated to Canada, and subsequently, was joined by the mother and child. There was separation in three of the West Indian families. In both the Afro-West Indian families it was the mother and in the Indo-West Indian family it was the father who first settled in Canada, prior to the arrival of the other family members. Consistent with the literature discussed earlier, this observation is very much in keeping with the pattern of migration for each sub-group. As discussed later, this may be partly a result of the differing roles played by women in traditional Afro- and Indo-West Indian families. Thus, in all the families across the three cultural groups, separation of the mother and child only occurred in lone-

parent Afro-West Indian families which may pose as a risk factor for children of this cultural group.

Theories on attachment and their implications of the social and emotional development of children have prompted much discussion in the field of psychology. Because of the common pattern of separation of the child and parent, usually the mother, among West Indian families during the migration process, awareness of the issue and its implications of have not gone unnoticed (Sewell-Coker, Hamilton-Collins & Fein, 1985; Thrasher & Anderson, 1988; Christiansen, Thornley-Brown & Robinson, 1982). The 30 adult participants in the Thrasher and Anderson (1988) study had all migrated to the U.S. initially without their spouses or children. Often times the mother migrates to the new country, leaving her child or children in the care of relatives, usually the child's maternal grandmother. The grandmother becomes the primary caregiver, until the child is re-united with his/her biological mother in the new country. Thrasher and Anderson (1988) report that in 23 of the families, the children were cared for by adults other than the biological parent. Due to lack of resources, the separation of parent and child during the migration process may be more pronounced among single-parent and low-income families (Thornley-Brown & Robinson, 1982). Frequently, as a result of financial difficulties, many years have elapsed from the time the child is separated from his/her mother, until they are re-united. Although contact between parent and child is often maintained (e.g., by means of telephone calls, written correspondence and material goods from the parent) the lengthy separation can result in many problems. As was previously mentioned,

behavioural problems in school and depression among West Indian children have been associated with extended separation of parent and child (Rutter et al., 1974). In addition, the child often becomes quite attached to his/her new caregiver and comes to recognize him/her as the primary caregiver and authority figure. Thus, when the biological parent must re-assume these roles there is potential for conflict. This situation may be further exacerbated by the child's own adaptation to the new country (Thrasher & Anderson, 1988) and his/her separation from the surrogate caregiver (Sewell-Coker, Hamilton-Collins, & Fein, 1985).

Family and Child Supports

The existence of a social support network has been demonstrated to play a pivotal role in averting negative outcomes for children and families (Grizenko & Fisher, 1992; Tracy, 1990). Because the support systems that aided parents during this time period are also those that nurtured the children, they will be discussed here together. For the most part, all the parents indicated having some form of reliable support in their previous countries which included family, relatives, friends and neighbours. The teachers further validated this claim; they indicated that many of the children were coming from rich social networks. None of the parents mentioned formal organizations or agencies as sources of help. These people fulfilled a variety of functions such as providing advice, encouragement, social and economic support as well as helping to care for the children. This assistance helped to buffer the hardships experienced by the family and the child:

> I used to have some really nice friends, older people older than me. They used to help me...and tell me to stand fast.

He [husband] was here [in Canada] and we were there [Trinidad]. It was just I and these children. We were living at my parents' house. My brothers and sisters were there. It was okay.

Sam [the child] had no problems back home. He always had family and friends who were always there for him. He had no difficulties in anything whatsoever so he didn't need anybody to help him cope.

...[B]efore the civil war and during the civil war were not the same thing...before the civil [war] you work and you support your family. But then the civil war is different because you don't go to work. Nobody goes to work... So at this time you have your family, your kids, your wife, and the whole family, the relatives...Everybody supports everybody at this time; we were in the same place...[W]hen a civil war exists there is no my house or yours, you know people are trying to be together.

As the aforementioned quote indicates, the collapse of established and usual social support networks during times of instability is a source of additional stress on the refugee family. This deterioration of culture can result in anomie, alienation, powerlessness and uncertainty (Jablensky, Marsella, Ekblad, Jansson, Levi, & Bornemann, 1994).

The significance of the role of family, friends and neighbours in providing social support is not uncommon in most developing countries. This is especially true, since in many countries the level and kind of formal social support networks that exist in Canadian society may not be present. Thus, some understanding of the definition and role of family in the various cultural groups prior to migration is important for understanding the newcomer family's adaptation in the new country. The absence or presence of the family's support can mediate the migrating family's adaptation (Prilleltensky, 1993; Athey & Ahearn, 1991).

The structure and definition of "family" varies across culture. In Canadian

society, the term family is often used to denote the nuclear family, specifically, the parents and their children. In other cultures, such as Indian culture, although each nuclear family may maintain a separate dwelling, it is not a unit unto itself, but a part of the larger kin-group which is based on blood-ties, marriage and patrimony. The kin-group fulfils a variety of functions such as economic, moral and emotional assistance in times of difficulty or crises (Gangarade, 1985). The Indian social networks can also extend to include the concerns of entire village community. Although the Indian household remains the primary source of discipline, external social pressures and networks in the community are present to ensure that the children are disciplined and cared for, and that the relatives mutually assist each other (Gangarade, 1985). Although geographical mobility has eroded familial ties somewhat, a common heritage and inheritance has helped to foster strong family kinship (Gangarade, 1985).

The Somali familial structure is clan-based. Six main clan families exist: Hawiye, Darood, Dir, Isaaq, Digil, and Rahanweyn. These clans or tribes are further sub-divided into many lineages (Kendall, 1992). Somali culture is firmly enmeshed in the kinship networks. Like the Indian joint families, this network provides a wide range of support to its members. As a result of these close ties, it can be difficult for newcomer Somalis to adapt without this support, especially the women who are accustomed to the assistance of the extended families in the management of household tasks. This absence can lead to a sense of isolation and loneliness (Kendall, 1992).

In addition to the family, informal networks such as the church and

community play significant roles in Caribbean society. Because of the cultural and historical diversity that exists in the West Indies, a uniform familial structure is not present. Two of the most prominent sub-groups are West Indians of African descent and West Indians of Indian descent. There are many similarities between these two sub-groups, including the vital role of the extended family as a support system and the sense of responsibility among adult children for their elderly parents (Christiansen, Thornley-Brown, Robinson & 1982; Coelho, 1988). In both Afro- and Indo- West Indian families, as with South Asian joint-families and Somali clans, the extended family fulfils a variety of roles, including providing emotional and financial assistance in times of crisis.

In contrast, the Afro-West Indian extended family may also encompass non-blood relations, such as close family friends and neighbours (Christiansen, Thornley-Brown, & Robinson, 1982), whereas Indo-West Indian families are more likely to be based on kinship (Coelho, 1988). The role of women in Afro- and Indo- West Indian families tend to differ. It may be rare for a woman in Indo-West Indian family to be the head of the household and responsible for much of the decision-making, while this pattern may be more prevalent among Afro-West Indian families (Coelho, 1988). The impact of these differences are played out in the migration pattern of the families. These differences will be discussed later. In both sub-groups, responsibilities such as child rearing and discipline are not exclusively the duty of the parents, but that of the community members as well (Christiansen, Thornley-Brown, & Robinson, 1982). In West Indian society, it is not uncommon for a child who misbehaves to be

reprimanded by a community member, and whose action is supported by the child's parent. The role of the family becomes critical when a parent migrates because care of the children becomes the responsibility of family left behind.

Initial Life in Canada

Family Life and Difficulties

The literature on acculturation suggests that making the initial transition from one culture to another can be quite stressful on the migrating group (Berry, 1991). The responses of the parents regarding what life was like for them and their families when they first came to Canada and the difficulties they encountered further validates this finding. One of the models of acculturation suggests that due to acculturation, group-level changes can occur in a variety of areas including the physical, the biological, the economic, the cultural and the social realms (Berry, 1991). The experience of the immigrant and refugee parents will be discussed from this perspective. All of the parents expressed that they encountered difficulties in at least one of the aforementioned areas. With regards to the physical changes, for some parents finding accommodations was one of their most pressing concerns. As well, being exposed to the cold climate was quite novel for most of the newcomers. A drop in employment status, encountering economic hardship, and being financially dependent were difficulties voiced by some newcomer parents. Cultural changes, such as understanding the language, was one of the most critical problems. In addition, Canada's multicultural composition, and the customs of day-to-day human interaction were also perceived to be quite unique to at least two parents. Lastly,

social isolation, lack of social support and being separated from loved ones were some of the social difficulties expressed by some of the newcomer parents.

Physical Changes

Housing. Previous studies have indicated that finding suitable and affordable accommodations has been a challenge for other refugees living in the Toronto area (Argueta, Gomez & Argueta, 1986; Toronto Housing, 1987). The responses of several parents, most of whom are Somali refugees, indicate that finding housing continues to be a major source of concern. More specifically, refugees who did not have family in Canada prior to their arrival, indicated that finding housing after their stay at a temporary shelter had elapsed was a challenge:

> But our difficulty started when our time in the shelter was over since the shelter was a temporary place. We were told to look for a place to live and that we would get money for rent. However, I found out that to get a place to rent you should have a co-signer who works...I didn't have a job. Since you can't get a nice place to rent if you don't work or have a co-signer who works-- even if you have the money for the rent, I was forced to look for less attractive places which do not require those conditions...

Other newcomer refugees to the Toronto area have indicated that limited help from housing assistance agencies and lack of proficiency with the English language were barriers to finding housing (Argueta et al., 1986). The refugee parents who participated in this study expressed similar concerns. They voiced their specific difficulties associated with finding housing as not knowing how the system operates and how to access it, as well as not being able to speak English. It is possible that other factors such as discriminative practises of landlords, and not having housing references or a job further intensifies the problem and decreases the housing options

for many parents. Thus, families must seek accommodations in less desirable

neighbourhoods which, in turn, arouses their concern for safety and crime.

The experiences of refugees who have family already established in Canada

prior to their coming to Canada is comparable to that of many immigrants in the

sense that many have family or relatives who house them initially. Parents in this

position did not state that finding housing was a pressing concern for them at first.

However, family conflict or misfortune, as two parents indicated, can lead to

changes:

> When I come here to live with my dad, what I was expecting that's not
> what happened because at first it used to be good and okay. Then my
> stepmother started to tell him things and he started to act up and saying
> that we [myself and my sister] can't stay there...So I know a friend and
> she was one who used to help us in Jamaica...and she say she had a
> room that we could stay in and we could pay her, cause we were
> working. Me and my sister moved out and go and stay with her. But
> things were not even better....

> ...I came to my brother, but upon our arrival, soon after my brother
> had an accident and lost his job, so I had to move in with my other
> brother

The relationship between housing and health has been well documented. Living in

poor housing conditions (e.g., overcrowded spaces, infestation by rodents, exposure

to excessive heat and cold, lack of space and facilities for recreation and children's

play) have negative implications on health and well-being (Goldstein, Novick &

Schaefer, 1990).

Weather. Getting accustomed to the Canadian weather, especially the winter,

was a comment that was frequently made. All of the parents were coming from

warm countries, and many had never experienced cold climates. Despite the

numerous complaints about the weather initially, many of the parents did not perceive

it as significant or insurmountable difficulty:

> Yah, climate, the cold, my God that was the next thing too. I would never go
> outside if the snow fall. No I would never. Even now I have problem with
> this snow. If I'm here and I see the snow falling, I park the car and go take
> the bus.

The changes in weather have different implications for some newcomers. Many of

the newcomers were accustomed to the tropical temperatures and spending time

outdoors. The cold weather resulted in many remaining indoors, feeling isolated, and

confined. In addition to these feelings, a report on the health needs of newcomer

immigrants indicated that some newcomers who may have little knowledge of, or

experience with winter may be reluctant to venture outdoors as they believed it could

result in sickness (A report of the Multicultural Health Coalition, Waterloo Region,

1992). As mentioned by some teachers, this belief has negative implications on the

children's academic progress because they are kept at home during "unfavourable"

weather.

Food

Even an ordinary biological aspect of life, such as food, can be quite

unfamiliar to newcomers. Ensuring that proper nutritional needs are met can be

difficult for those unaccustomed to the food available in Canada. A Somali parent

stated the different and the abundant choice of food, in comparison to that available to

him in his previous country, as well as its preparation was a challenge at first:

> The food available here which is over 125 different types and choices
> compared to the constant three or four available choices we used to
> have,...and many more things we didn't used to eat and ... didn't know how

to cook...the main difficulty was actually cooking.

A study on the health and social needs of the Somali community in Toronto further underscores the relevance of this concern among this community. Because foods tend to be eaten raw in Somalia, newcomers, especially women may lack experience regarding the processing of foods prior to consumption. They also need to be advised about the availability of different foods in Toronto, as well as those foods which are agreeable to the Somali culture and religion.

A teacher suggested that one of the problems associated with the parents' unfamiliarity with the available foods is that some of the newcomer children bring a fair amount of pre-packaged foods for lunch. One of the concerns regarding the over-reliance on pre-packaged foods is that such foods may not provide the nutrition necessary for the healthy development of the children. Ekblad, Ginsburg, Jansson, and Levi (1994) in their study of refugee adaptation in Sweden report an initial change in the consumer patterns of refugees when they encounter an over abundance of goods in the host country. As a result of their prior limited access to much of the goods, initially many refugees may buy indiscriminately.

Financial Problems

One-half of the parents expressed that they had financial difficulties. Concerns verbalized include being dependent on family members and social assistance for fina..cial support, or not having enough money for the necessities of life:

> Then, my mother had to buy me everything. That was real hard...
> because.... she work and then she had to use her money and spend it
> on us. And moreover, it was like five of us that came up, so it was like
> a little bit difficult, until I started going out, like going to agency first

and then I started to work...That was it. I started to paddle on my own...

...the rent and the bills were too high, so there wasn't usually enough money for food

The settlement process as well as the maintenance of one's self and family requires financial resources which for many can be quite limited. Initially, many newcomers, especially refugees who because of limited time to prepare for the departure, are forced to leave behind much of their valuables and money. They must then rely on the assistance of others, namely family, friends, formal, and governmental organizations until such a time when they are able to assist themselves.

Being unemployed can be difficult for many immigrants and refugees who were employed and accustomed to supporting their families in their previous country. Although unemployment is deemed to be a psychological risk for everyone, it is a more pronounced risk for migrants who because of language, lack of Canadian work experience and training find their access to the labour market further hampered (Beiser, 1991; Beiser, Barwick, Berry, daCosta, Fantino, Ganesan, Lee, Milne, Naidoo, Prince, Tousignant, & Vela, 1988).

Besides the obvious implications of unemployment, such as the reduction in financial status, there are also numerous positive and negative social consequences. Upon entry to the labour force, many newcomers because of language difficulties, discriminative hiring practices, lack of training and certification are relegated to low-level jobs and, therefore, are vulnerable for exploitation. Frequently, the employment status of newcomers is even more precarious than that of non-newcomers.

Newcomers are last to be hired and first to be fired, and experience higher levels of unemployment than the overall population (Beiser et al., 1988).

An additional difficulty faced by many highly skilled and professional newcomers is that of underemployment. Because of barriers (e.g., lack of Canadian certification and accreditation) many talented newcomers are underemployed and unable to fully contribute to the labour force. Aside from the financial losses associated with underemployment, there are also negative mental health consequences since underemployment is deemed to be a salient factor in emotional disorder. In contrast to the risks associated with unemployment and underemployment, having a meaningful job serves a variety of non-monetary benefits. It provides a consistent time structure, opportunities for social contact, skill development and utilization as well as a sense of identity (Jahoda, 1982). Financial problems, unemployment and underemployment pose as risk factors only for the individual but can be stressful on the entire family unit.

Cultural Changes

Cultural adaptation is one of the most prominent aspects of the acculturation process. Given the unique characteristics of Canada's cultural landscape, it is not surprising that newcomers are often astonished. For instance, some families were coming from countries where the population was relatively homogeneous, where there is one official language, or where one dominant religion is practised. At least three parents indicated that some of the features of Canada which they found discernible immediately are multiculturalism and the nature of human interaction:

> When I came to Canada, we run into many things we were not familiar
> with such as cold weather, snow, and the different languages spoken,
> we spoke only Somali. And also the people with the different colours
> and races who live in Canada. There were actually many things which
> amazed us...

> Here you can only talk to people you know. At least if you are sitting
> on the bus, and so many people around, nobody is speaking, somebody
> reading the newspaper, or reading books or novel or something like
> that. Back home it's not the same, you can't even have quiet time on
> the bus.

Language/Communication Difficulties

The language barrier, the inability to communicate in English, was a

significant problem that was repeated consistently by six of the parents. More

specifically, parents from South Asia and Somalia voiced this concern. Whereas

some parents had had some exposure to English in their previous country, several of

them indicated that the dialect was quite different, and to others the language was

completely new:

> As for language, we had difficulties. I had only a very limited training in
> English...although English spoken in Africa is different than the one in
> Canada. Thus, I had many difficulties in the first days in terms of language,
> but after hard work, I improved later on.

Overall, the West Indian parents did not indicate having any language problems, this

is primarily because unlike the other groups, English is the official language in their

country of origin. However, one West Indian parent, indicated that people did have

some difficulty understanding his dialect, because he spoke quickly:

> ...[T]he communication was a bit slow because when I speak they say I
> speak too fast. They don't understand. But that wasn't really a big
> problem.

Lack of proficiency in the language of the host country is not uncommon for

refugees. Beiser (1991) cites that 85% of refugee women and 90% of refugee men coming to Canada in the previous decade were unable to speak one of the two official languages upon arrival. National survey data collected in 1989 indicated that 28% of adults born outside Canada had great difficulty reading English or French. Gender differences were apparent; 32% of the women and 24% of the men born outside Canada had extreme difficulty with printed material (Boyd, 1992). Because oral and written proficiency in English or French enhances the potential of accessibility to the facets of Canadian society (e.g., health care, employment and educational opportunities), the inability to communicate and understand one of the dominant languages is a significant barrier for most non-English speaking newcomers. In addition, lack of language proficiency is also deemed to be a barrier to mental health. An inverse relationship exists between competence in the language and mental health; poorer language proficiency is associated with poorer mental health and, conversely, poor mental health reduces one's chances of developing language proficiency (Beiser, 1991).

Other health consequences are also associated with lack of language proficiency. Persons with insufficient command of the dominant language are less likely than English or French speaking people to benefit from mental health services because they are less likely to utilize these services. Furthermore, persons who lack language proficiency and seek mental health treatment are more likely than their language proficient counterparts to experience unsatisfactory outcomes or prematurely terminate the treatment (Beiser et al., 1988).

Beiser (1991) points out the importance of language classes for all newcomers, including women not in the labour force as well as the elderly. Because of household responsibilities and financial need for immediate employment the opportunities for immigrant women to learn English are fewer than those for immigrant men. Nevertheless, the relevance of language training for stay at home mothers is critical not only for the women themselves, but for the benefit of the children as well. Often the mother or grandparent is responsible for much of the child rearing. Language instruction for women and the elderly increases the potential for the child to be exposed to English, which may be positively implicated in the child's academic progress.

Language training programmes have been in existence in Canada at least since the late 1970's. However, designing language training programmes that meet the changing needs of newcomers is critical if the programmes are to be effective and conducive to newcomer adaptation. As one participant pointed out, learning everyday use of English geared to finding employment is important:

> I even went to school for a couple of months... [it] did not really help me. If you are going to teach English to people, teach English, the practical use of English. I learned most of English at the factory. I understand now, and make others understand me.

The participant's response confirms that of other newcomer respondents in a governmental study. Seventy-three per cent of the immigrants indicated that they would prefer a language training programme that would teach job-related literacy skills and 63% of them indicated that they would prefer a programme that would teach everyday reading and writing skills (Boyd, 1992). Early in 1992, the federal

government announced and subsequently launched the new language training policy.

Two programmes, Language Instruction for New Canadians (LINC) and Labour

Market Language Training (LMLT) are administered by Employment and

Immigration Canada (Boyd, 1992). Through LINC, adult newcomers, usually in their

first year in Canada can learn basic language skills suitable for everyday functioning.

The LMLT programme provides specialized or higher level language instruction to

adults to enable them to utilize their existing or potential work skill and knowledge

(Boyd, 1992). The provision of flexible and effective language instructions for all

newcomers without language skills is important for their ¬mooth adaptation.

Social Changes

Many of the parents indicated having an assortment of and sometimes

conflicting feelings and emotions when they came to Canada initially. Although many

parents stated that they were excited, grateful, or generally felt positively about their

admittance to and future in Canada they also expressed some feelings of distrust,

social isolation, loss of status, as well as concern for and missing loved ones left in

the previous country:

> I was missing the kids. They were going to school [in Trinidad] and
> you could never tell if they are walking on the street and a car could
> bounce them. They could end up in the hospital, like and break a leg or
> arm. So it was kind of rough for the past five years....Although my
> parents was over here, but still my wife and kids was back home.

> It was very hard... You came and you're nothing, you are used to be
> somebody in your country. So you came here and nobody knows
> you...you feel like... a human being that has been taken to an
> island...You don't know how the system works, how everything works.
> And still you're remembering what happened in the last couple years in
> your country [civil war] so you don't trust nothing, and it is very hard.

> Solitude, being alone...Isolation...Because you know when you go
> through these problem you need somebody to talk to. So coming here
> finding no one, is very hard.

The literature on newcomer adaptation has not been oblivious to the negative

emotional manifestations of the migration process and its impact on well-being. Lai

and Tang (1994) in their study of the psychological adaptation of Hispanic, East

Indian and Southeast Asian newcomers in Alberta report that homesickness, lack of

friends, and loneliness were among the most widely reported problems. Although the

present study did not attempt to identify the presence of or levels of psychosocial

maladjustments and mental disorders, the literature indicates that certain symptoms

have been noted among refugees and migrants across different cultures. Some of

these symptoms include anxiety disorders (e.g., high levels of fear, panic, tension and

irritability), depressive disorders (e.g., sadness, withdrawal, apathy, and guilt), as

well as substance abuse, distrust, paranoia, somatization, and aggression (Jablensky,

Marsella, Ekblad, Jansson, Levi & Bornemann, 1994).

Family Supports

The importance of support in helping newcomers adapt smoothly and quickly

has been extensively investigated and firmly established (Berry & Williams, 1991;

Beiser, et al., 1988; Jablensky et al., 1994; Prilleltensky, 1993). The majority of the

parents who came as immigrants indicated that they and their families received at

least some initial assistance in Canada. The help they received came primarily from

individuals such as family members, relatives, and friends who provided them with

financial support, housing, and clothing. In addition, these people often helped to

orient the newcomers to the country, translate and sometimes find employment. Very

few parents stated that they received assistance from formal re-settlement agencies. It

was those parents who came to Canada as refugees and those without families already

established in Canada, who relied more on formal organizations, and community

agencies for similar assistance:

Individuals

> Yeah, my mom and dad...like to bring them [wife and kids] up, they carry me to the guy who would see about my papers to sponsor them...And like OHIP and social [insurance], my dad carried me around and showed me what to do and how to get there...

> As for shopping, there was my brother who spoke little English. He helped us also going and seeing the family doctor.

> I had a friend back home in Trinidad and they [my parents] know his whereabouts over here. They contacted him, and they asked him where he was working, and if there was a job opening for me there. He said yes, he would speak to the foreman there. So he did. I end up signing to work there.

> She get help from different kind of people, from like her doctor, social assistance, some Somali people, who are already here. But everybody can't give you what you need. They are very nice they helped you.

Groups and Organizations

The majority of parents stated that they received no help from formal

community groups and organizations. Of the 10 parents interviewed, only two

refugee parents indicated that their families received assistance from settlement

organizations:

> When we came in first, we had a warm welcome in a shelter which helped us meet our needs in clothing, financial, food, and many other areas.

Thus, while a few parents were aware of some of the resources available to them in

the community, both re-settlement and otherwise, the majority of the parents were not

aware. The major barrier to accessing community resources appears to be lack of

awareness. All of the immigrant parents and one refugee family indicated that they

were not aware of the existence of settlement services or how to access them:

> No. We didn't know there were such groups or organizations. If we knew,
> we would have asked for help. When we came in, we moved to a hotel. Then
> later on, we found a place through the ads in the papers. Nobody helped us
> find it. But, we don't recall difficulties anyway.

Many of the immigrant parents stated, however, that they did not need the assistance

of re-settlement organizations because they had the aid of family and relatives. Four

of the families received assistance from other formal community sources. The

sources of aid that were mentioned are: an ethno-cultural community agency, grocery

store, language training centre, employment agency, social assistance and the school.

These sources provided a variety of assistance (e.g., completing forms, providing

them with clothing and money, as well as orienting them to new products and the

community):

> We don't have any good friends in Canada. However, we got help in terms of
> the application for landing from a Somali community agency in family re-
> unification programme. They helped us how to fill out the application and
> how to submit, and so on.

> Yes, the school helped me feel accepted and comfortable in a new Canadian
> environment. Better Beginning and Better Futures was the organization. They
> were friendly and they offered me various small positions to help me feel
> financially stable, that I had the ability to work in this society.

Despite the existence of community services, the responses of all the refugee parents

indicate that there are obstacles preventing accessibility. Besides lack of awareness,

as previously mentioned, barriers such as distrust, lack of English proficiency, lack of

understanding regarding formal social assistance agencies, and the negative attitudes

of community workers were also reported by parents. One Somali man who was

separated from his wife and child for one year as a result of the migration process

described the difficulties his wife experienced as a result of not having supports:

> ...Without me, with a baby and having a baby. Being pregnant, going to
> immigration, going to, and she doesn't know the country, she doesn't know
> the city. She doesn't know where to take the bus...Even when she delivered
> the baby and she wanted to go to the grocery, who is going to watch the baby.
> It's easy eh? No, no! ....Most of the time the problems when you come to
> Canada are with the women who have kids, they don't have the knowledge
> where they can get help...Mostly they suffer for something they can be helped
> for easily.

A study of the health and social needs of the Somali community in Toronto in 1992

highlights accessibility as one of the difficulties experienced by Somali women.

Because of the ravages of war, many Somali women have lost or have been separated

from their husbands and extended families. Being the sole supporters of the children,

without language skills, or the support of their extended families, many women have

difficulty obtaining the help they need. Additionally, the bloody civil war in Somalia

has left some of the members of the Somali community fearful and distrustful.

Whereas some Somalis may be hesitant to access community resources because of

their minimal prior experience with such organizations, others may be reluctant to

seek assistance from their own ethno-cultural agencies out fear of reprisal for

themselves and families in Canada, as well as loved ones in Somalia:

> People are informed [about community organizations] but they can't trust that
> because back home they can't get that kind of help...So it's hard for them to
> believe that somebody can help them in this way.

This finding is validated by the findings of Athey and Ahearn (1991) who suggest that

the religious, political and ethnic divisions of the former country are often re-instated in the new country. Kaprielian-Churchill and Kaprielian (1993) suggest that awareness of this political animosity and fear by people of the same country needs to understood by the school system because of the tension it may cause within the community.

Overall, the majority of the parents expressed gratitude for any assistance they received. Nevertheless, not everyone had positive experiences when they sought help. One South Asian woman indicated that her experience at a community employment agency was not only unhelpful, but unpleasant as she was insulted by a worker:

> I did go to the employment agencies, but they didn't help at all. One agency that I went to insulted me because I didn't know English. The individual who took my interview wanted to speak to me in English, and she was speaking so fast I couldn't understand what she was saying. In return, instead of filling out an application and helping us to find a job, she gave us a long lecture about how we are uneducated individuals and we have come to Canada. And in Canada, not even educated individuals can't get a job, and how do we expect to get a job. That was very unhelpful and discouraging.

Some newcomers are met with insensitivity, hostility, racism and discriminative practices. Such practices become more apparent during times of economic hardship, at which time there is can be a tendency to wrongfully blame newcomers for the problems that exist in our society. The response of the host community is a critical factor in the well-being of newcomers. The moral support of migrants in the host community (Prilleltensky, 1993) as well as climate of the larger society (Berry et al., 1991) mitigate the level of acculturative stress experienced by immigrants and refugees.

Child Life and Difficulties

Although children may experience some of the same adaptational changes as adults, the adult models of acculturation utilized thus far in this discussion do not attend to the specific adaptational challenges children encounter. Thus, the unsuitability of the adult frameworks and the absence of theoretical models on the adaptation of newcomer children precludes the subsequent findings and discussion on children from being grounded in theory. The responses of both teachers and parents indicate that the first phase of adaptation following migration did present difficulties for the children. With the exception of one parent, all the parents stated that their child experienced some difficulty when he/she first came to Canada.

Given that the home and school are the two environments where the majority of children spend most of their time and which play key roles in their socialization, it is not unexpected that these centres can also be sources of difficulty for some children. Teachers stated that issues such as overcrowding in the home, high level of mobility, and poverty challenged the well-being of their students. Seven parents indicated that the major area of difficulty for their child was at school. Prilleltensky (1993) states that newcomer children face two leading tasks at school: coping well academically and initiating new friendships. Success in both tasks hinge considerably on the child's language proficiency. Self-esteem problems and school diop-out are negatively associated with unsuccessful mastery in either of these challenges (Prilleltensky, 1993). The responses of both parents and teachers validate the pre-eminence of these two tasks; they stated that the challenges the children encountered

at school were related to unfamiliarity with the language, the school work/curricula, behavioural problems and social concerns. In addition to the aforementioned challenges, is the child's grief, sadness, trauma of being uprooted from their previous social and emotional ties. The child is required to face this and the other challenges simultaneously in the early phases of the adaptation process.

There are other organizational concerns at the school level that impact on the well-being of newcomer children that emerged from the data (e.g., large classes and lack of cultural diversity of staff). Although such issues may be less well documented in the literature than others, they are worthy of discussion.

Home

Many teachers expressed concern about the home life of some of their students and its negative impact on the children's well-being. These issues or other problems in the home were not mentioned by any of the parents. The parents' unwillingness to discuss issues about their home circumstances may be related to their level of comfort in disclosing such sensitive information to the interviewer, or their perception that such matters are not the concern of or relevant to the research. Some of the issues mentioned were the level of parent-child interaction, the high level of mobility, and generational conflict.

Several teachers noted that under such circumstances, some children spend a vast amount of time in the absence of their parents or without adult supervision:

> ...often the kids need more time spent with them by their parents. Parents are busy working, some kids are latch key, they don't see or spend much time with their parents, but may have a lot of material things to compensate.

The lack of time spent between parent and child may be due several factors. First, in the early stages of the re-settlement process in the host country many parents spend much of their time working, seeking employment, finding accommodations, or other necessities. As a result, many newcomer parents are often left with little disposable time to spend with their families and children (Kaprielian-Churchill & Churchill, 1994). Second, many newcomer parents are without the elaborate social structures consisting of extended family and community members who were able to help with and supervise the children in their previous countries. Third, many parents may not be aware of community resources (e.g., child drop off centre) that could provide some assistance in this area. Statements by parents indicate that they desire to spend more time with their families and children and are frustrated that they are unable to do so. Several parents were accustomed to having much more time for family interaction and caretaking. However, the fast pace of life in Canada and tending to the day-to-day activities often make interaction difficult. Nevertheless, the inadequate supervision and guidance of children by adults can put children at risk for accidental physical injuries (e.g., burns, broken limbs).

Another concern voiced by the teachers is the high level of mobility among some families:

> A lot of times, when you get a new child and you look on the OSR and low and behold they have been at Highfield before. They've been here for a year and then they are back three years later, but in between they've been to three schools.

> ...a few years after they have been here still really haven't really stabilized into a community living environment. They are bouncing from one relative to another.

PM-1 3½"x4" PHOTOGRAPHIC MICROCOPY TARGET
NBS 1010a ANSI/ISO #2 EQUIVALENT
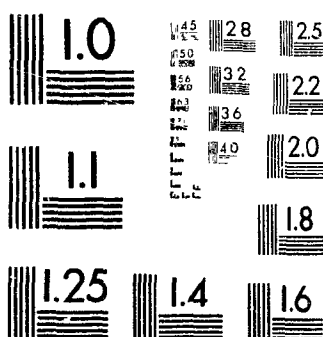
PRECISION^{SM} RESOLUTION TARGETS

The movement of newcomer families can be attributed to a number of factors. For example, the movement of refugees is often a result of sponsorship. Government-sponsored refugee families are often destined for a city or town. When their time in the hostel has elapsed some months later, they must then find other accommodations. Depending on income, some refugee families move once or twice in a year; they move to be near relatives or closer to their ethnic communities (Kaprielian-Churchill & Churchill, 1994). This instability can be a negative force as it disrupts the child's learning, ability to maintain lasting friendships, and sense of belonging. It further compounds the disruption caused by the migration process. The teachers noted, however, that this concern was not necessarily exclusive to immigrant and refugee families, but a characteristic of families experiencing poverty, financial instability, or other social crises.

Also expressed by teachers is the presence of generational conflict among family members. Problems can arise when the rate of acculturation differs between the child and family. Often the child, because of their high level of exposure to the new culture, adapts to the way of the larger society far quicker than the parent (Athey & Ahearn, 1991; Prilleltensky, 1993). One teacher stated:

> I think that's one hardship, and probably not just with East Indian children but with a lot of the children is that because kids are so resilient they become more Westernized and more adapted to the culture than the parent and they sort of overtake their parents and then there's that gap there...Children are undergoing a great deal of stress and difficult times due to this different cultural backgrounds. They don't have a way out as of now.

Differences between the child and the family in both the rate and mode of acculturation can lead to family disharmony, feelings of hurt, misunderstanding and

rejection.

Conflict Between Home and School

Noted in the literature (Kaprielian-Churchill & Churchill, 1994) and witnessed

in the data is the conflicting values between the home and school environment,

particularly in terms gender roles and disciplinary practises. Several teachers voiced

concerns regarding the impact of the incongruent values that are espoused at school,

in relation to those practised by different cultural groups at home. This

incompatibility requires that the child learns different sets of rules and behaviours for

the different settings. As one teacher noted:

> One thing that disturbs me for some of our East Indian children though
> is they come here and they experience this tremendous culture shock
> and then they learn how to deal with it and they actually become very,
> very comfortable with the culture and adopt the culture and everything,
> particularly for girls all of a sudden they live two separate lives and
> they are allowed to do these things at school but that kind of stuff is
> never allowed at home. You know there's this very strict rule of how
> girls will behave in the home, whereas in the school, girls and boys are
> treated as equals. I had cases where little girls told me of their older
> sisters being sent back to India because they misbehaved or because
> they became too Westernized I guess....

Not only do the differing rules of home and school pose a problem for the child but

for the teacher and school system as well. For example, teachers have also indicated

witnessing in their classrooms the domination of some boys over the girls of the same

cultural background. The boy may speak to a girl in their mother tongue, often

resulting in a visible change in the girl's behaviour or demeanour. What role does

the school system play in supporting cultural values which may not be endorsed by

that of the larger society? Is it the responsibility of the school system to teach or

endorse the values of specific cultures in the classrooms that are not endorsed by the

larger society? For such a complex issue a clear and simple solution is not likely.

Instead, it warrants serious consideration and discussion by all the stakeholders.

Different perspectives on discipline exist. A few of the children related their

experiences in their previous country where they had been hit by a teacher for

misbehaving or inattention. They stated that they were happy that the teachers at

Highfield school did not beat them as a form of punishment; they felt that their

teachers were nice. On the other hand, a few of the parents interviewed indicated

that they felt that discipline in Canadian schools was too lax in comparison to that of

their previous country:

> Here the biggest problem is that parents are not allowed to even touch their
> children, in the fear that they will be charged with assault...I think this should
> be changed. I think the teachers should also have the right to scold and
> discipline the child. There is no control over children here. This is the
> biggest problem.

Teachers have expressed their reluctance in contacting the parent of a child who

misbehaves because they are fearful of the consequences (e.g., the child being

beaten).

Although behaviours that jeopardise the child's safety cannot be overlooked,

efforts have to be made to ensure that all parents are knowledgeable of the laws as

they relate to children, and what is considered acceptable methods of disciplines.

Differences between the school and home in its approach to child rearing, teaching

and disciplinary practises can result in misunderstanding, discomfort or tension

between the two places.

The effects of the incongruence between home and school can be both difficult and confusing for the child who is required to function in two separate worlds. This disparity means that what is considered acceptable behaviour in one environment is frowned upon in another. Because the literature indicates that school performance is related to activities in the home (Ziegler, 1987), alliances between the home and school are crucial to the child's well-being. Furthermore, because many newcomer children have been exposed to instability due to war or migration, the need for stability and continuity during the re-settlement phase may be important to their adaptation and emotional well-being. Efforts should be made to bridge understanding and some semblance of continuity between the two major centres of socialization, the home and school.

School

Language difficulties. As with the parents, not being able to speak or understand English was a cultural change and problem for six of the children from non-English speaking countries. Much of the children's difficulties with language was apparent in the school environment; they had difficulty understanding classroom instructions. In addition to understanding, they had difficulty verbalizing their needs or wants to the teacher or conversing with other children. The parents had the following to say:

> Martin met difficulties because when he was new at the school, he used to be kicked by other children and he couldn't tell to the teacher because he didn't speak the language.

> She [child] never spoke or heard English before let alone writing...Therefore, she couldn't follow the class and couldn't play or phone to the kids because

she couldn't speak English to communicate. Until she learned English, Linda
had that problem. Even she couldn't explain to me what the teacher instructed
her in the day.

Since the medium of instruction in the classroom is English, lack of proficiency can

impact adversely on the child's learning, academic progress and social interaction

with his/her English speaking peers. Of foremost importance, as several teachers

highlighted, is helping the child to acquire sufficient language skills. Acquiring

language skills quickly can serve as a protective factor in establishing friendships and

academic success (Charron & Ness, 1981; cited in Hicks et al., 1993).

Several teachers acknowledged that language and communication difficulties

are not only a concern among children from non-English speaking countries, but also

pose problems for some children from English speaking countries, such as West

Indian children. Some West Indian children display feelings of discomfort and may

harbour feelings of self-doubt because of their dialect:

> ...they may feel different because people don't seem to understand them and
> they know that they are speaking English and people keep saying "what did
> you say, what did you say?" they begin to wonder...they will not raise their
> hands to give answers because they feel it won't sound right.

Although English is the official language of many West Indian islands, Creole, the

evolution of combining European and West African languages tends to be the

vernacular language of communication (Coelho, 1988). Generally, Creole can be

understood by English speakers. The use of and exposure to Creole varies with social

class and education. Whereby, Standard English is more likely to be spoken among

the middle- and upper- classes, Creole tends to be more widespread among the lower

classes and rural dwellers.

Coelho (1988) suggests that because Caribbean children are not viewed as new

language learners, the same tolerance with regards to mistakes that may be extended

to new learners may not be granted to them. Students from the West Indies perceive

themselves to be English-speaking. Language is not deemed by them to be a problem

in adjusting to school. However, teachers may perceive language as an educational

obstacle for West Indian children (Coelho, 1988). Additionally, because of their use

of Creole children may also be stigmatized by others, specifically, their peers. Thus,

Coelho (1988) indicates that the role of the school and English as a Second Dialect

(ESD) classes should not be to prohibit the use of Creole, but to extend the child's

language repertoire to include standard English and to help them to develop an

understanding of the appropriate contexts in which each can language be used. The

advantage of such an approach is that it takes into account the relationship between

language and identity. It aims to help children to become proficient in English

without abandoning their cultural heritage, and loss of self-esteem (Coelho, 1988).

School Work Difficulties

Many immigrant and refugee children enter the classroom with different

educational backgrounds and experiences. This variance is attributed to factors such

as socio-economic status, quality of schooling, living in an urban or rural area, the

outbreak of war which disrupted or prevented formal schooling. This diversity

presents a significant challenge not only for the teachers and the school system, but

can also be a source of frustration for the child and parent alike. Some children find

the level of work to be demanding, as one parent describes:

> When I go to school the teacher tell me that they [the children] are very
> communicative; they talk; they made lots of friends. But to adjust back to
> what they usually do at home [in Jamaica] here--they usually say it's hard.
> Sometimes they come home and say, "Mom the teacher give me this and it's
> hard". Sometimes somethings I can't help them with it because sometimes I
> don't even know. So I tell them when you go back to school ask the teacher
> to explain it to you, and then when you come home you tell me about it.

In contrast, another parent indicated that the course work did not present enough of a

challenge for her child:

> But she was always an 'A' student in India and here she was not stimulated
> enough by the school system. The stimulation was very, very different. In
> India she was very good, and here in Canada, she is not stimulated.

The responses of the teachers indicated that the academic difficulties

experienced by some newcomer children were not uniform across all subjects or

across all age groups. Because of the lack of English skills, mathematics is an area

relative to language oriented subjects where teachers stated that younger newcomer

children had fewer difficulties:

> ...the mathematics is not too bad. It seems to be a bit more international
> language. As you go up the grades though the content of the course of study
> increases then you see more of a gap in the older children than you see in the
> younger children.

These findings further validate those of Cummins (1986) who found that the

performance of ESL children in math and digit span sub-tests were closer to the

average range of performance than that of the verbal sub-tests. The numerical-

oriented sub-tests as opposed to the cultural and language based sub-tests may be less

biased against ESL students (Cummins, 1986). As previously discussed, lack of

language proficiency is negatively implicated in academic success. In addition, age of

migration, as mentioned by the teachers, and reported in the literature is associated

with adaptational outcomes. That is, older children in comparison to younger children may be more at risk for underachievement and failure (Hicks et al., 1993; Rumbaut, 1991).

One ESL teacher noted that understanding the different writing styles poses a problem for some of her children:

> ....in some cultures you are not taught cursive writing; you are taught to print very, very neatly. And many of them do print very well. But usually when I am inside the classroom, because my ESL programme is integrated, the most common question I get is, "I cannot read that". So sometimes if they cannot speak yet they just sit there and they cannot express what they think or what the teacher has put on the board. They really cannot record it because they are not used to reading cursive style of writing.

Thus, attention needs to paid not only to the material being taught to newcomer children, but also to the ways in which the material is presented. In the process of teaching newcomers language, the format of learning needs to be clear, so as to avoid erecting additional barriers that hinder the learning process.

Organizational/Administrative Difficulties

Although many of the teachers felt that the school was doing a great deal to assist newcomer children adapt, a number of concerns and in some cases recommendations for improvement or change were noted. Teachers cited several issues at the school such as late admittance, large classes, the large number of portables, and the lack of counselling as being unconducive to the well-being of the children.

Having a new child enter the classroom well into the school year impacts not only on the child, but on the other pupils and on the teacher as well. When children

of diverse languages and educational backgrounds trickle in throughout the academic

year, this disrupts the class and their learning process. Furthermore, it is difficult for

the child who must try to catch up, as well as for the teacher, because it requires

him/her to prepare several class plans to accommodate the different needs of each

child:

> ...this year with my class, I have a fairly advanced level class. You get a
> child in that has no English and you're way along in the course of studies and
> you're starting back with one child learning the alphabet and the colour words.
> It's to work in the time for one child, plus keep everybody else on track.
> You just get that child going nicely, then another child comes in....one child.

Being at a different level than the other children in the same class can emphasize the

child's differences, and can result in his/her discomfort, self-doubt and sense of

isolation. One teacher stated:

> ....They [newcomer children] look around and they are uncomfortable because
> you are going to give them the simple stuff to do. They already feel that they
> are inferior or different. You can see that they wish they weren't.

Given the circumstances, there are few proactive measures that the school can

undertake to ensure that children commence school in September. However, one of

the solutions that emerged from the teachers to help minimize some of the problems

due to late admittance was to have an on-going transitional class for new children:

> ...they come in smaller numbers and they have a chance to learn the language,
> beginning to deal with a lot these information issues, to deal with emotional
> trauma and get them a little bit acclimatized to Canada and out of that bubble,
> before they put them into that classroom. So that when they go in there that
> first impression of everybody and everybody's first impression of them is not
> such a shocker.

Having an on-going transitional class for newcomer children was perceived by

teachers as one way to help prepare newcomer children prior to immersing them into

the regular classroom.

Teachers also noted that one of the difficulties at the school was the large class sizes. The average grade two to five classes consisted of 30 students. They felt that given the diversity of incoming children with respect to culture, English proficiency, and level of academic progress, the classes are too large for a single instructor to meet the individual needs of each child. In keeping with the responses of teachers, a few parents indicated that more individual attention by the teacher would be of benefit to their children:

> Well, spend more time which maybe they don't have. I don't know. But that's what they [the teachers] got to provide....So if they could spend the time or if she [the teacher] gives assignment to do and explain it to him, step by step so he could understand it, then maybe he would pick up more.

It was acknowledged that the teachers did at times receive some volunteer help. Parents at times do volunteer to assist in the classrooms. It was deemed important by some teachers, however, to have persons who had teaching experience or who were qualified instructors work with the children. Some reluctance on the part of some teachers to have unqualified persons help newcomer children is that some children may be bring with them challenges that require the skills of persons whose background is in the field of education, and whose teaching methods are consistent with that of the Board of Education. Other teachers acknowledged the partnership between the school and neighbouring high school was also a beneficial resource. It was voiced, however, that this partnership whereby high school students help in the classroom could be expanded and formalized. That is, as part of their course requirement high school students could receive credit for their work. Despite the

utility of such outside help, some of the teachers expressed that at present it is unsystematic and precarious. Lack of additional assistance has resulted in a high instructor-child ratio that compromised the learning experience of the children, restricted the level of attention they require to do their best.

The high rate of enrolment at Highfield Junior School in the past few years has impacted on the availability of space. Numerous portables have been constructed and are used as classrooms. As several teachers pointed out, portables can be strange for children whose previous educational experiences was centred in a school building. Furthermore, the effects of regular traffic between the portables and the main school building (e.g., to go to the office, washroom, gym, etc.,), especially during poor weather conditions, is not conducive to good physical health.

Several teachers agreed that there is a definite need for some kind of counselling for children who are dealing with issues of trauma or emotional problems. Failing to attend to these concerns does not resolve them, but instead these problems get played out in the classroom and negatively impact on the learning experience for all involved:

> I've been saying this for years is that we call these kids in from countries like Somalia, and then we don't do one single thing to help them deal with this trauma. So they are acting this all out over the place....

At the board level, teachers expressed concern for two issues, one being the policy regarding assessment, and the other, the need for diversity in the teaching profession. A few teachers voiced their frustrations with the Etobicoke Board of Education's policy regarding academic assessment:

> And I can see, they [the Board] want to give them [children] that two year opportunity to catch up and acclimatize themselves but like I said it's very frustrating when you know darn well that its a 99% surety that it's not about their immigrant background, and the fact that they are adjusting to the culture and background, and language but it's the fact that they have a learning disability, they are going to need some help.

Although the teachers recognized the policy's intent is to avoid negative consequences associated with premature academic or psychological assessment, they find its inflexibility troubling because when left unattended some academic problems become more difficult to resolve. They expressed that the delay may not always be in the best interest of the child.

Teachers highlighted the importance of having the teaching staff be more reflective of the community's population. More specifically, several teachers indicated the need and benefits of having more males and culturally different teachers represented at the school:

> ...overwhelmingly you look at the staff and they are overwhelmingly white and they are servicing a community that overwhelmingly isn't. And so a lot of times I think the parents do not feel connected to the teacher, they do not feel comfortable coming to the teacher....

> And also I think we need more men in elementary education, especially since so many children are coming from matriarchal homes. They respond to men so well because they don't get that much opportunity to have a really good relationship with an adult male sometimes.

Several of the teachers indicated that they had asked staff whose cultural backgrounds were similar to that of their students to convey information to their students' parents. Because some of the staff and teachers share common cultural backgrounds, and are knowledgeable of the cultural norms and practices of some of the newcomer families, they have an added advantage in terms of establishing a good rapport and relating to

the parents. This finding validates that of Hicks et al. (1993), who suggest that

having a teaching staff that is representative of the community it serves may be

associated with feelings of belonging. A diverse staff is also seen by the teachers as

beneficial to the children and their learning:

> ...for the children to see role models and to see the co-operation between the races and the empowerment of people that represent them, that look like them, instead of always seeing the European kind of culture in power,which is what they see most of the time.

Social and Emotional Problems

Parents and teachers both voiced concern about the social and emotional well-

being of newcomer children. Although the bulk of the social and emotional problems

discussed are in the school environment, they are also evident to parents in the home.

At school, the concerns that were raised include the barriers new children face in

establishing friendships with peers, aggressive and withdrawn behaviours, and racism.

Being new and culturally different can make it difficult for some children to make

friends initially. This difficulty can be further compounded by the inability to speak

the language. Making friends was not only a source of anxiety and discomfort for the

children themselves, but a source of concern for the parents as well. One parent

explained the frustration her son experienced:

> We came in the summer, but they [the children] would never go outside because they did not know anybody...if they did go outside he did not know the language well enough. Also, he worried, "How am I supposed to make friends, no one knows me. How am I supposed to speak to them?"

Schools are not immune to the racism that exists in the larger society.

Nevertheless, racism is a barrier with which many children, including newcomers,

must contend. Besides the obvious assault of racism on a child's self-esteem (Beiser et al., 1988), some of the other repercussions because of racism's often insidious nature may be more difficult to determine. Skin colour is perceived to be a social factor that impacts on the newcomer's experiences. Because non-white cultural groups are perceived to be less favourable than many white ethnic groups (Berry & Kalin, 1995), it is more likely for non-white immigrants and refugees to be victims of discrimination and racism. Despite the school's anti-racist effort and multicultural composition, racial incidents still occur. A teacher and a parent respectively made the following comments:

> I am sure there's all kind of subtle racism, ... it has always been between, you know Indian vs black, black vs. Indian, black vs. white. Putting into terms, saying "acing white", as a put down or occasionally black vs. black-- Jamaican vs. Somalian, West Indian vs. African or whatever.....

> But children from different cultures used to make fun of her food in school and this was very discouraging to her. Also when I was with her, kids used to ask her, "Why is your mother always with you? You are not a baby any more." This made her uncomfortable.

Many teachers acknowledged that they had witnessed problems associated with social adaptation. That is, some children used inappropriate methods, such as aggression, to gain social acceptance among their peers. In contrast, some newcomer children were withdrawn, or reluctant to participate in group activities. Teachers were cautious to state that these behaviours were neither specific to immigrant and refugee children, nor specific to children of certain cultural backgrounds but were manifested by Canadian-born children as well. These responses of the teachers do not support the findings that suggest that immigrant children in comparison to native born

children demonstrate lower rates of disturbances (Touliatos & Lindholm, 1980) or that

manifestations of maladaptive behaviours vary with cultural background (Touliatos &

Lindholm, 1980; Lambert, Knight & Weisz, 1989). It was suggested by one teacher

that perhaps poverty rather than newcomer status or cultural background was a more

salient factor in the exhibition of maladaptive behaviour or poor mental health.

While in the process of confronting the academic and social challenges at school,

many children must simultaneously deal with the emotional realities that migration has

brought. Several of the parents and teachers indicated that initially the children

missed or showed concern for and were missing family and friends left in the

previous country. At the same time, however, children who had been separated from

a loved one (e.g., parent) were happy to be re-united with this member again.

Several parents describe the responses of their children:

> When she came here, in Canada, she longed for me, so she asked a lot her mom. ..When she came here, she asked every time, "Where is my dad?" When am I coming? You know, so many people died. She wasn't sure...

> Even now when we talk about India Sam starts to cry sometimes. He misses his friends...He really felt bad leaving his friends, but now he has friends. At first he felt really bad. He really enjoyed playing sports and now he is settling down. But sometimes when someone calls from India, and he hears the family's voice he gets upset.

Efforts to help the children cope with the sadness, grief, sense of loss, and confusion

associated with migration must not be overlooked (Arredondo-Dowd, 1981). In

addition to helping children cope academically and socially, coping with the grief of

migration is also vital.

The Community

The community plays a key role in the socialization and well-being of children. However, because many parents perceive the community as being unsafe, the children's involvement and their level of participation in the community is negatively affected. As indicated by the teachers, the dichotomy between school and the community is quite apparent, with former being perceived as safe, and the community as unsafe:

> ...another thing that perhaps, not unique to our community but is the perception among parents that it is not safe for the children to play outside.

> ...going home to their apartment that pressure cooker thing and that split personality thing between school and home, many of the children, all they have is at school, and that's the only time they socialize or see their friends and then they go home to either latchkey thing at home...

The restricted social relations of some refugees may be attributed to their previous experiences. That is, because of their negative experiences of flight and persecution they may withdraw to their households and close relatives and friends (Athey & Ahearn, 1991). Over time it is likely that this social circle will expand, following the family's increased sense of security, stability and understanding of the culture.

One of the ways that was discussed as a means of offsetting parental concern about safety is through the organization of activities which require both child and parent involvement. Not only do such activities allow the child to interact with other children in other settings outside the school, but they allow the children to interact with their parents, and for their parents to network and meet other parents as well. As one teacher describes:

> There's not too many places where they can casually interact with their friends and their parents can you know. Speaking as a parent, most of the friends I have known I've met through my children, and through visiting over at their houses, and Beaver's or baseball team, and that's how you evolve a network of friends...You can talk to parents of kids the same age and you can find out you're not alone and all that kind of stuff and maybe there aren't those kind of casual networks here.

One of the possible problems with this solution is that given the hectic schedules of many newcomer parents, their time to participate in such activities may be limited.

Teachers also suggested that they hoped parents would become more involved in the school system. There was some concern about the over-reliance of parents on the school system and on teachers to fulfil a host of the children's needs. Although teachers expressed some understanding that parents may feel intimidated by the school system, or may feel that their English is not fluent enough to participate they feel that it is essential for parents to become involved in their children's education. Other barriers to participation noted by the teachers were inconvenient hours, or parents' lack of familiarity with the participatory nature of the Canadian educational system, which may be quite different than that in their previous country. Two teacher indicated that one of the ways to influence the level of parental involvement was through the school council:

> So hopefully, this school council, if it went the way I think, that in theory it is supposed to, it would be a real good support, in terms of getting things happening

> The parents will have some input in practically every aspect of the school

Parental involvement and participation in their children's education has been generally accepted. Ziegler (1987) indicates that there is plenty of evidence that parents want

to help their children academically and are capable of doing so effectively. The majority of the parents interviewed indicated that their child's education was a priority for them. For some immigrants that was one of the motivating factors for migration to Canada. However, the aforementioned barriers often preclude their involvement. The challenge then must be to find ways to facilitate parental involvement.

Current Life in Canada

Family

When asked what life is like for them and their families now and if they were experiencing difficulties, the majority of parents indicated that life was good now; a few were ambivalent; while others indicated that it was still hard. Nevertheless, overwhelmingly the parents agreed that life currently was less difficult than it was when they first came to Canada. The parents who indicated they were not having any problems had dealt with or were dealing with the concerns they had initially, such as finding a job or suitable accommodations or learning the language. Those parents who stated that life was still difficult were still in the process of trying to resolve some of these issues. Teachers were less aware of the lives of the children's families. Most of their comments related to the adaptation of the children.

Good Life

Two parents had the following to say about their lives at the present time:

Now we live in Canada for a year. Although we had difficulties, currently, we are doing fine and my son got adjusted in school and we also got adjusted to the weather, culture, and habits of the people. We don't have problems now. We have adjusted to life in Canada.

My friend helped me to get a job. She was the only person who helped with

this one problem that we had, and now everything is okay.

Difficulties

It often takes several years for a family to establish itself in a new society in such a way that its lifestyle is comparable to the general population. It is therefore not surprising that parents expressed that they were currently experiencing difficulties in some of the same areas as when they first came to Canada. Financial difficulties were still reported by parents. With regards to physical changes, a few parents were having housing difficulties. Learning the language remained the major cultural challenge. Concerns of safety and crime were also mentioned.

Housing. Finding affordable accommodations in a neighbourhood which they perceive as safe continues to be somewhat of a challenge for several of the families:

> It's like now, I am trying to apply for a co-op house or a subsidy or something, because for the amount of money I am getting I have to get an apartment I can pay for because the apartment I have now, a three bedroom is $900. It's too much because you can't save nothing. Before the month begins, if you don't have "x" amount for food to serve for the month, then that's it. You have to do without again until.

> ....I wanted to get out of this building to go to Metro Housing...They [Metro Toronto Housing Authority] wanted to give me one place, but they didn't want to subsidize it...if I'm not going to get it subsidized, why does it make sense? I may as well go out and pay the money that I'm paying for this...then she's telling me about this Jane and Finch. So I told her I'm not going to go Jane and Finch with my boys. No way. Even everywhere has there problem, but still, Jane and Finch, no.

Financial. The challenge of trying to make ends meet financially persists for some newcomer families, especially those on social assistance. Although they find the money they receive helpful, after paying rent and buying food there is often little money left for other necessities:

> Now it's difficult because I'm going to school but I'm not working, I'm getting social assistance ...it help a lot but, if you look at it like...they give you get a certain amount of money and you're paying "x" amount of money for rent, sometimes you want something for them [the children]...but it's rough you know.

Crime/safety. The issue of safety emerged at least for one family that was victim of a violent break-in. The parent is concerned about the subsequent safety of her family as well as the impact of this exposure on the well-being of her children:

> ...three gunmen came in here...one with one knife and two guns. So now what are they [the children] supposed to think? Now they [kids] think those things. It like set their heads apart. They [gunmen] just came in looking for drugs...But I have seen them so many times... I just want to get out of here first.

A definite relationship exists between low-income housing and neighbourhood safety. As previously mentioned many newcomers have low incomes due to underemployment and unemployment, or must rely on social assistance which does not allow for an adequate standard of living. Thus, many immigrants and refugees have few choices but to reside in areas where crime rates can be high and housing quality poor (Hicks et al., 1993). Higher levels of psychopathology in children have been associated with low socio-economic status (Grizenko & Fisher, 1992).

Child

Most of the parents and some of the teachers indicated that the children were adjusting well. Although the majority of the parents indicated that the children were not experiencing any difficulty presently, many of the teachers acknowledged that a fair number of children were still experiencing at least some difficulty with English, as well as academically and socially.

Good Life

Parents indicated that the lives of their children are comfortable and stable. The children have friends and are healthy, learning the language, and adjusting well at school:

> Her health has changed a lot because she gets enough food, enough drinks, and good sleep. All those have changed. If you have seen her last year and again this year, you could have noticed the difference. Last year she was slim but now she gained weight. Her life is now good.

> Life is good. He is constantly on the phone. He feels good about himself. He goes shopping, skating and swimming. He is now very well adapted into this society, and he is happy with himself.

Difficulties

The problems that the children were having are cited as being academic, language-oriented and behavioural in nature. No problems of physical health were mentioned.

Academic and language difficulties. The teachers commented more on the academic progress of the children than the parents. Teachers felt that after several years, the children integrated well academically. However, due to the high level of ESL children in the community, it was questionable as to how the children are faring in relation to non-ESL children in other communities. The general sentiments of the teachers were that the children were just as capable of academic success as any. However, the child's level of attainment was related to his/her understanding of English:

> ...measuring from the visits we get from Smithfield [Senior Public School] after two or three years of arriving here without language or anything like that they seem to be doing very well. They seem to adjust well as far as they

become proficient in the English language.

And comprehension....once we get into [things] with a little bit more inference with children from another country, they take things literally.

Academically they are still a step behind.

I would say after four to five years, they just sort of blend in. Maybe it's just because we have such a high degree of ESL in this school. Maybe it's just because they are not so noticeable.

Cummins (1986) suggests that children who arrive in Canada at age six or older take an average of five to seven years to reach grade norms in English vocabulary knowledge. Furthermore, because language proficiency necessary for day-to-day verbal interaction differs from, and may be acquired more quickly than that required in an academic context (e.g. written tests), caution in terms of academic assessment needs to be exercised (Cummins, 1986). That is, verbal language proficiency of ESL does not necessarily indicate mastery of all aspects of language skills. Thus, poor performance in written English by ESL children should not be viewed as an indication of poor ability, aptitude or potential.

Behavioural problems. Teachers acknowledged that aggressive or withdrawn behaviours are not limited only to newcomer children or to the initial adaptation phase, but for some newcomer children the behaviour continues after a few years as well. They described problems related to lack of effort in school work, fighting, not participating, not listening. A couple of West Indian parents indicated having behavioural problems with their male children:

Yeah, at first he used to have interest in doing a lot things, and now it's like he don't. When I come to speak with his teachers she says Fred is not putting out the effort to do nothing...he's not putting the interest in school and in

> Jamaica he did...they send up most of his reports and stuff like that from school and he was good.

> Yes, he was giving problems in school, he didn't want to listen any more. Everyday, I am getting a call from Miss Jones that he's not behaving at school, he doesn't want to participate or whatever. So I have to go there so many times.

These behaviours described by parents corresponds to research conducted on West Indian immigrant children that indicated that West Indian boys are deemed to be more at risk for deviant behaviours than West Indian girls (Rutter et al., 1974). Other studies conducted with other populations have also implicated sex as a variable in well-being and maladaptive behaviours (Rutter, 1971; Bird et al., 1985, cited in Grizenko & Fisher, 1985). It must also be noted that of the three West Indian families included in the study, the two boys who were infants at the time, and who were separated from their mothers during the migration process were cited by their parents as having problems. This observation allows for the consideration of the controversial findings of studies that implicate later adaptational difficulties for the child due to poor early parent-child attachments. Rutter (1981) argues while attachments between a child and his/her caregiver can still develop for the first time after infancy, fully normal attachments may be dependent on early bonding.

A mother indicated that her son's behaviour became more aggressive after he witnessed a break-in of their apartment by armed men:

> Yeah, he's [the child] just giving problem. He won't behave. He hold some kid's neck and try to squeeze them. Pull their chains and try to break it off their neck or whatever.

There is much literature indicating that exposure to violence is a risk factor in

adaptive behaviours of children. Exposure to armed forces, being victims of violence, and the disempowerment associated with these experiences have been implicated in maladaptive behaviours in refugee children (Espino, 1991). Studies on the effects of children's exposure to violence in their communities suggests that exposure to violence in the community itself was not predictive of adaptational failure, but when such activities permeated the home and affected its stability, the likelihood of adaptational failure increased (Richters & Martinez, 1993). Children who witnessed or were victims of violence in the community and home were associated with higher levels of distress symptoms and depression (Martinez & Richters, 1993).

Child Supports

The responses of both parents and teachers regarding sources of supports that helped the children to cope, both when they first came to Canada and currently, are quite similar. Thus, to avoid repetition, the supports at the family, school and community level available during these two time periods will be described in this section. There was some variance between the responses of parents and teachers. Whereas at the family and school level parents tended to refer to specific individuals (e.g., a family member, or teacher) in their child's life who provided him or her with support, the teachers were more inclined to speak of programmes and resources at the school, and to a lesser extent those in the community. The children identified specific persons and programmes at the family, school and community level that they perceived as being helpful. The responses of the parents indicate that no community

agencies were shown to have helped the children, the exception being those affiliated with or offered through the school or Better Beginnings, Highfield Community Enrichment Project.

Family

As in their previous home country, many parents indicated that they or their relatives were the primary supports who helped the children. Several teachers verified that many of the children had the support of family that was in Canada prior to the child's arrival. Grandparents, aunts, uncles, and cousins were some of the family members mentioned by parents as being helpful. One parent described the aid her children receives from her sister:

> So my other big sister she's really good...Oh she'll sit them [the children], and she will talk with them, telling them what to do and what they are not supposed to do... She helps all my sisters' kids too.

The relevance of help (e.g., emotional support, advice, material goods, academic and language assistance) from family members and relatives has been acknowledged. Many newcomer families continue to rely on the informal or familial networks for support as they had done in their previous country.

School

As a result of the rapid changes occurring in society, no longer is the role of the school system merely restricted to the fostering of academic skills, but increasingly these institutions are being asked to attend to the emotional, and social well-being of its pupils as well. Because of the significance of its role, the school must constantly monitor its services and make appropriate adjustments in order to stay

abreast of the shifting needs of a changing student body. Highfield Junior School has

a number of supports in place, some specifically designed to accommodate new

children and those needing assistance with English (e.g., Ambassador programme,

ESL/ESD) and other supports such as sports clubs for the benefit of all the school's

children. As a result of being a Better Beginnings, Better Futures research site

additional activities and programmes are available for the children and their families.

Ambassador's programme and welcome bag. One of the programmes the

school had recently started, and many teachers agreed was useful, is the

Ambassador's programme. The purpose of the programme, as indicated by a teacher,

is to welcome and help orient the new child to the school, as well as to provide a link

between him/her and another child who speaks his or her first language:

> We started what we call the Ambassador programme whereby on the first day
> a new child is here, a child with that language will take them on a tour of the
> school and they are able to communicate in their own first language. Then
> they also receive a bag, a welcome bag. There's a calendar, there's a book to
> read, there are crayons, pencil, eraser, mitts if it winter and a hat if it
> summer.

Some newcomer children have had no formal education, others may have attended

school sporadically or have been traumatized, and some children are coming from

countries where the school's structure may be quite different. As a result of these

experiences, efforts must be made to ease the child into an unfamiliar school setting.

Thus, by welcoming and orienting the child and family to the school, and pairing the

child with a peer who speaks his/her mother tongue can help to alleviate some of the

problems identified in the literature. Some of the problems identified by newcomer

parents and students are lack of proper orientation to the school system and its

procedure, and feelings of being lost and a sense of confusion (Prilleltensky, 1993). The introduction of such programmes can help in building positive and sound family-school relations from the outset.

Clothing drive. Because some children come to school inappropriately dressed for the weather, in the past, the school had organized a clothing drive. Warm clothing for children who were without or did not have sufficient amount were made available. Unclaimed items from the lost and found such as mittens, hats, jackets and other donated articles were washed and distributed by teachers and staff.

ESL/ESD. Both the federal government's policy on multiculturalism and the growing number of immigrants to the country played significant roles in the development of a curriculum that would improve the teaching of English to newcomers and foster cross-cultural sensitivities (Cummins, 1984). English as a Second Language (ESL) and English as a Second Dialect (ESD) classes are deemed to be important in assisting children to integrate into the school system and improve their English skills. The programme allows for smaller classes, for more opportunities to experiment with others in learning the language, for emotional support and for monitoring by a trained professional (McClare, 1989). Although newcomer children are placed in regular classes with their peers, they are withdrawn from classes for language instruction and orientation with th ESL/ESD teachers. The length of time in which children remain in the withdrawal programme varies according to need and availability of resources. As evidenced by the following teacher, the programme is perceived to be extremely worthwhile by all the teachers:

> That's [ESL] tremendous because my teacher when I told her I was getting this new little boy and told what country she got a package of material waiting for me. So at least he had something to work on until I can get around to him, because he is very beginning English. So his colour words, things to colour, review those words, that kind of thing.

Despite the overwhelming approval of the programme by the teachers, there is some concern that the three ESL/ESD teachers that the school currently has, each of whom at the time had approximately 60 children, was insufficient to effectively meet the needs of all the children. As a result children who need ESL assistance may not always receive help. Given the limited resources and the excessive demand, only the neediest of the needy receive assistance. Teachers explain:

> Well we prioritize, we find ourselves concentrating on children that are orally not proficient yet. You want to make those feel more comfortable, so you spend more time with those children who have not been to school before, children that are having problems adjusting.

> ESL they're cutting back so much that the kids are lucky if they get one year of support now.

Children requiring ESL instruction are not only the recently migrated. A fair proportion of Canadian-born children also enter the school system with little or no knowledge of English:

> Now there are children born in Canada who are as needy as the children who are coming off the airplane for the first time. I found especially when I was teaching ESL, for some of the children who were born here, [they] didn't speak English until they started Junior Kindergarten or sometimes they didn't come to Junior Kindergarten and maybe came to Senior Kindergarten. Some of those it took them longer to learn English.

Given the high proportion of children with little or no English skills, and only three ESL/ESD teachers, clearly the need for this service far exceeds its availability. As a result, children requiring language assistance are not receiving this critical help.

Sports activities. Aside from physical education classes and recess,

opportunities for physical activity are available for the children through a variety of

sports played after school. A teacher described the activities:

> Well there's different groups after school like there's basketball league and
> baseball league and some of different sports leagues. As much as can be done
> because our school has a high enrolment and we have a lot of other things
> going on so that you know depending on space. But there are, especially in
> grades 4 and 5, there are different leagues for the children.

The relevance of extra-curricular activities that encourage physical well-being has

long been recognized. Participating in such activities also teaches children the

importance of teamwork, sharing, and decision-making. For newcomer children it

can also function as another medium for introducing them to Canadian recreational

activities, and opportunities for socializing and learning the language.

Teachers and friends. The significant role that teachers play in the lives of

children cannot be sufficiently underscored. The parents who cited the teachers as a

source of assistance expressed that the support provided by teachers, namely, teaching

their child English, relaying information about their child's progress at school, and

informing them as to how they can better help their child was beneficial. The parents

had the following to say about the teachers:

> Martin got help from his teacher who was very good. The teacher used to
> send notes at home and my brother used to translate and this was helpful in
> getting him adjusted.

> Mr. Smith [teacher] called us and spoke to us. He told us that even though we
> were working we must still give Sam attention. We should help them [the
> children] study. But you know, we know when we are tired, it is very hard.
> But we always remind him to study.

In addition, some teachers volunteer their time to organize and supervise after school

activities for the children.

Peer relations are important to a child's intellectual and social development. Interaction with other children has been implicated to serve in the development of children's self-esteem, their understanding of fairness, their development of creative and critical thinking, as well as their propensity for sharing and kindness (Damon & Phelps, 1989). One parent indicated that pairing her son with another boy of same ethnic background, helped him to adapt:

> In the beginning when we first put him in school, we were worried how will it go, because he didn't want to go to school. He said he didn't know anybody, no friends. So there was an Indian boy in his class, who also wore long hair. We introduced them and we put them together, and they became friends and that way it became very easy for him. As time passed he made more friends.

Several teachers indicated that in they have asked children to be "buddies" with newcomer children as a means of helping them get settled:

> I think a lot of times...peers are the support. With my class I've always asked for a couple of kids to volunteer to give guidance to a new kid. And usually the children that volunteer are the ones that recognize some similarities between themselves and the new kid. It really helps that they take that new person and play with them.

Other studies have highlighted the importance of peers in assisting newcomer children adapt. More specifically, having peers from the same ethnic or cultural background has been shown to be a protective factor in the adaptation of immigrant and refugee children (Prilleltensky 1993).

School's multicultural orientation. At the school level, recognizing and valuing the diversity that exists at the school and the community at large is important for fostering cultural pride in the children (Prilleltensky 1993; Hicks et al., 1993).

Several of the teachers expressed the importance of not only creating opportunities for

the children to share their cultures, but for teachers to have some understanding and

take interest in the various cultures of their children, and to discuss issues related to

racism with their students. The school's efforts to be sensitive to and foster

understanding of the different cultures and practices of the various groups are evident

in its activities. For example, decorations commemorating the various cultural

celebrations are displayed in the classrooms and corridors; as well books on different

cultures are read and are available in the library. In addition, the school may have

visitors talk about their culture, or racism. Teachers also indicated that they try to

create learning opportunities in their classrooms to foster tolerance and appreciation

for other cultures:

> ...I have like a current events programme where the kids bring in an article
> every day, and a lot of the articles are about education and racism, so they've
> talked and talked, and talked about it and had opportunities to share their
> experiences. ...makes them so much more aware of each other and
> themselves, and proud of their background.

Teachers expressed how such opportunities for exchange were mutually beneficial.

That is, in sharing his/her cultural practices or experiences with other children lessons

in tolerance and multiculturalism are being taught. The positive response of other

students encourages and may foster the child's sense of cultural pride.

Better Beginnings, Better Futures. Being that the school is a Better

Beginnings, Better Futures site, it has additional supports through the Highfield

Community Enrichment Project. The project is acknowledged by all the teachers as

being an important source of support not only for immigrant children, but for many of

the school's children and their families. The project operates a number of

programmes and activities. These initiatives include after-school programmes,

language classes, swimming classes, as well as family visitors who liaise between the

school and family. Two other activities organized by Better Beginnings that were

mentioned as being particularly helpful to newcomer children are the school

breakfasts and the cultural nights.

1. School Breakfasts. For the school breakfasts, attending children are required to

bring an adult. Healthy foods such as muffins and fruit are served in the gym before

school commences. The purpose of this event, as described by a teacher is:

> ...to get to talk to the parents in a non-threatening environment. The children
> get to hear what else is available to them....I noticed that Better Beginnings
> would have pamphlets about different things that are happening in the
> community. They also bring entertainers to entertain the children. Basically,
> a non-threatening platform to get to know each other.

Several of the teachers acknowledged that this was a good way to meet with parents

who may otherwise be intimidated by the school and staff, to talk about issues

concerning their child, and to inform themselves and the parents of other resources in

the community.

2. Cultural Events. Teachers also mentioned that the different cultural events for

various holidays such as Visaiki and Diwali hosted by the Better Beginnings were also

beneficial. These events helped to bring the community out:

> Well a lot of the children had parts performing in those [celebrations] as
> entertainers. So they were dancing and different cultures were represented.
> But it was also more of a social time for the parents of the community to get
> together.

Several of the teachers acknowledged that such gatherings, because children of all

cultural backgrounds participated, provided opportunities for cultural exchange and understanding. These activities, in turn, helps to break down cultural barriers and build a sense of community. Teachers expressed their desire for these activities to continue. One teacher stated:

> ...I noticed when I was at the Visaiki celebration and they [the children] were performing...the East Indian audience really responded to that. They were really tickled that this little girl from a different culture was participating and learning about their culture.

Initiatives such as the school breakfasts and the cultural events take bold strides towards helping to expand the scope of the school in the community. They help to build a sense of community, foster interaction and communication among its members.

3. Language Classes. It was also mentioned that after school hours, opportunities for enriching the child's language skills, both English and otherwise are also available. That is, teachers are available to provide assistance to any child between 3:35 p.m. and 4 p.m. or through the storytelling time club in the library. In addition to enhancing their English skills, grades 1-2 students are able to enrol in Hindi classes that are taught in the school once a week for the academic year by an education assistant.

4. Family Visitors. Also mentioned was the availability of interpreters to translate information for non-English speaking parents. Additionally, family visitors are available to do the following:

> They may visit the homes if we have concerns about the kids the way they are behaving usually or if their attendance is irregular. Basically, if we have concerns and need someone to go and speak to the parents.

The three family visitors are available to provide support to families in a number of

capacities, including providing parents with information about community supports

and resources.

Despite the positive feeling regarding the Better Beginnings' efforts, some

teachers were concerned about the future:

> So unfortunately if Better Beginnings wasn't here, or in a couple of years if
> it's not going to be here, what is going to be available?

> ....if Better Beginning was to go from here, I think its going to be an absolute
> vacuum of resources

Besides concern regarding the future, there was some discussion as to whether the

resources provided by Better Beginnings were sufficient, reaching those for whom it

is truly intended, and needs to be extended:

> Also, it [before school programme] is only available up to grade 2. It needs to
> be extended for older children too.

> And the other thing is Better Beginnings is providing these opportunities but
> the people that are taking these opportunities are the same group over and over
> again. There's still those isolated families, that it makes no difference that the
> opportunities are there because they are just not taking them.

Some of the parents indicated that their children participated in several of the

activities organized by the school or by Better Beginnings Highfield Community

Enrichment Project. However, parents did not seem to be aware of the project itself,

its aims or purpose, but were under the impression that the provided activities were

offered by school alone. Overwhelmingly, the parents expressed that participating in

activities was helpful to their children. Some of the activities that parents cited were

regular trips to the local swimming pool, camping trips, cooking classes and after

school programmes. Children in both focus groups also indicated that class trips to the swimming pool were helpful. Outside of school-arranged activities, the majority of parents indicated that the children were not enrolled or did not participate in other community activities. The parents had the following to say about their child's involvement:

> They go to an after school programme now here...like in the summer they did have a camp here, a programme for the summer, seven weeks...they [kids] loved it. They get to know more. And now they go to after school programme inside the school and go home at 5 p.m.

> The school got a swimming programme. Every Friday they go Albion pool for swimming and they enjoy that.

> He [the child] does not go to any other community thing. The only thing is over by the school there...Now he is going swimming on Thursdays. He had a time when he went on trips...There's this cooking programme that he was telling me about. I don't know if he did it, but I signed the paper for him to participate...

Although some parents would want their children to participate in activities, not having the money to pay for them appears to be a barrier. One parent states:

> But like they went on a camping trip and you have to pay $10 and I never have the money at the time, so I said he wasn't going. She [the teacher] called and left a message saying they have extra money, he could go anyway. They had extra sleeping bag and stuff that he could use... I end up sending him.

When asked what things were helpful at their school, the children commented on three aspects (i.e., snack programme, conflict managers, and absence of corporal punishment) at the school that were not mentioned by either the parents and teachers. Children in both focus groups indicated that the snack programme was helpful. Three times weekly the children receive information about good nutrition and nutritious

snacks such as cheese and crackers, as well as dishes that reflect the children's various cultural backgrounds. This programme is co-ordinated by a nutrition programmer and is operated through Better Beginnings.

The children in both groups expressed that having conflict managers was very helpful. In response to the mounting incidents of aggressive behaviours on the playground, the school launched an initiative aimed at reducing the number of aggressive incidents as well as to teach children alternative methods of conflict resolution. Ten children were selected and trained as conflict managers to mediate difficulties that occur on the playground. The enthusiasm of the children regarding the programme exceeds that of other children as reported in a recent study. A study of the school climate and conflict resolution initiative conducted in 10 elementary schools in Toronto indicated that although favourable support for the programme was evident, this support was not uniform across all groups of respondents (Yau, Arbus, Ziegler & Soudack, 1994). There were disparities between: teachers and students, boys and girls, and conflict managers and other students. In addition, greater than half of the conflict managers voiced apprehension about the effectiveness of the programme on the other students. Because aggressive behaviours pose such as risk in the well-being of children, initiatives that are implemented to reduce them need to be monitored to ensure they are effective.

In the Community

With regards to participation in the wider community, outside the school, most of the parents and teachers indicated that the children did not participate in many

extra-curricular activities. The responses of both parents and teachers indicated that community resources such as a place of worship and the library were more frequently used than facilities such as the swimming pool or ice rink. Although the present study did not allow for comparisons between newcomer and non-newcomer children, Munroe-Blum et al. (1989) suggest that immigrant children were significantly less likely than non-immigrant children to utilize services.

Lack of awareness of the available resources was repeatedly expressed by both parents and teachers as a reason for newcomer families' lack of resource utilization. Several of the parents were not aware of organizations in the community that they could access for the benefit of their child. One parent was somewhat skeptical of the availability of outside assistance:

> I never know anything about that, [organizations that help] because, it's like I never really know of any programme where you could go and get help.

> No. Who else is going to...In Canada, nobody helps nobody. Who else is going to help the children, except their parents and God?

Only a couple of families indicated a variety of individuals that they received support from, the majority had a very limited network of sources to call upon in the community (e.g., a neighbour or family doctor).

A few teachers had haphazardly come across a few of the resources available in the community, which could have been of benefit to newcomer children and their families. Many teachers themselves, who have been teaching at the school for years, stated that they are unaware of the resources available:

> I don't know what's happening in the community. And I don't know what agencies are out there trying to address these issues.

> I think the onus would be on the community services to make themselves known to us, not for us to have to go searching for them....If they are out there, they should be sending brochures or whatever, so that we know where they are.

The concern voiced by many of the teachers was that parents were not accessing the available resources because they are unaware of its value, may have difficulty with the language, or because the resources may not culturally-specific.

To address the problem of lack of awareness of community resources by newcomers, the teachers suggested that the school could be utilized as a vehicle for disseminating the information. Being that the school is a central place in the community, and that many parents may not have contact with other sources where such information could be imparted, the school is an ideal avenue for community agencies to inform parents about the services they provide. This notion links well with the principle of interdependence highlighted by the ecological perspective. This principle acknowledges the importance of understanding the interconnections between various domains (e.g., the community agencies and the school) and the role such a relationship plays in the bringing about social change.

Future in Canada

In order to get a sense of the hopes and aspirations newcomer parents and children had for themselves as well as those of the teachers for their students, a question about the future was asked. Overall the responses were hopeful. Establishing lives in a place other than Canada was never voiced. Instead, many of the newcomers referred to Canada as their home.

Family

Parents were fairly optimistic in their discussions about their lives and that of their families in Canada. Being employed was a concern raised by many parents. Those who were not working, hoped to find employment, others wanted to continue working. Several mentioned wanting to own their own homes eventually, and wanting their children to further their education.

> I always have that little wish. I want to have a little house for myself. Not really five years but, a house for myself and my good job, because I want to be an R.N.

> No more kids...To settle down...10 or 15 years from now have our own house, the kids go to school. Hopefully, I'll still be working and everything will be stable then.

> I hope in the future to be self-sufficient, that my kids will be educated and will have employment and to pay back the help we had..the teachers, the school, the organizations, the government, and all the helpers.

> My hopes for our family, is always to be happy and well settled, and to get along, so we hope we can see our children flourish and enjoy life, and have them, have our children take care us sometime in the future.

> I hope that I gain a place in society, in which I can earn and learn some skills that this country and myself will be very proud of.

Child

The hopes of immigrant and refugee parents at Highfield for their children do not differ than that of the teachers or most Canadians. Unfailingly parents expressed their desires for the well-being of their children and for them to continue and improve their education. Several parents and teachers acknowledged that they wanted the children to have pride in themselves, and be contributing members of society. The parents stated:

I would like to see he complete school and complete high school and go on to college. Stuff I never got the chance to do. To turn out to be who he wants to be. I would like to see him keep his head up and not get in with bad company. I want to see him go straight up, get good grades in school and be good.

Improvement in their education, for them to learn the right stuff, don't go astray and we could keep a hold on them cause when kids get nine, ten years, they tend to stray with friends. I won't like to see that happen to him or his brothers or sisters.

I hope he will get a good education and be able to help the people and country he is from; and to live well in Canada and have a good education and be also a contributing member of this society.

The teachers had the following to say:

Well I know some of my children have gone right up through university and are professional people now. And a lot of these children have very strong drives to succeed, on the most part they do. And, once they get the language, often times their work habits are excellent. The desire there.

....depending on the support they get from home and the community, I think these kids have a really bright future because they have a real value for education. They really know that to be successful you need to do well in school, and the parents make that clear to them. As long as they have their parents support and our support and the community, I see that they are going to be very successful.

...I would really like if they could reach a healthy balance between pride in their heritage and assimilation in Canada....so often we get ones that go either way, they just want to stick to their culture and not assimilate at all or they...assimilate so much they reject their culture. If they could just have a balance that would be wonderful, because then they could enrich the whole society.

I just hope that my students recognize that the opportunities that they see as opportunities that Canadians have, I hope they start to see themselves as Canadians or that they do see themselves as Canadians and that those opportunities are their's as well.

Two of children said the following about what they see themselves doing in 10 years:

I'll be studying my journal and spelling, and maths and grammar....and

studying my reading

I'm going to college,....and I am studying science, and social studies and p.e. physical education....I was living in Canada and then I went to India, to a place in India where the studies are really hard, and I'm going to be a doctor, so I'm doing that course...I'll be in grade 13 by then.

CONCLUSION

All in all, the present paper endeavoured to accomplish the following three aims: (1) to assist members of the community in identifying both the positive and negative experiences that newcomer children have in adapting to their school and community; (2) to identify the risk and protective factors at the various levels (i.e., individual, family, school and community) that foster or impinge on the well-being of immigrant and refugee children; and (3) to uncover ways of decreasing the risk factors and increasing the protective factors at the various levels identified, so as to encourage well-being and reduce the likelihood of problems newcomer children may encounter.

With regards to the initial aim, a variety of experiences emerged from the research. Although there were commonalities across all groups over time, the findings also revealed that there were differences between immigrant and refugee families, some differences across cultural groups and noticeable discrepancies across time. As noted in the literature, there were differences in the pre-migratory experiences of immigrant and refugee children and their families. One of the most striking observations was that, whereas immigrant parents indicated that their migration to Canada was motivated by the prospect of a better life, refugee parents noted the impact of civil war on their country and fear for their personal safety

prompted them to flee. One common and positive theme that emerged from parents was the existence of rich social support networks that they had in countries during the stable times, prior to migration. Many of the parents reported that life at this time was good compared to their lives after migration.

Also noticeable were dissimilarities across cultural groups with regards to pattern of migration. The separation of parent and child during migration was a frequent occurrence among many of the families. However, the nature and reason for the separation varied across culture. Among the interviewed South Asian families, the migration of the family usually commenced with the father coming to Canada first, leaving his wife and child/children, who later joined the father after some semblance of stability had been established. The mother and child remained couched in the social support networks that helped them to cope with the separation, and prepared for the family's re-unification in the new country. As a result of fleeing, the Somali refugees indicated that their families were separated. In all cases however, the separation of mother and child did not occur. Unlike the South Asian families, however, many of the Somali women and children who were the first to arrive in Canada did not have the supports of an extended family or friends, and had to rely on formal support services to assist them with re-settlement. Because the extended family traditionally plays a key role in Somali culture, the absence of this support in the new country poses a great difficulty for many newcomers. The separation of the parent and child occurred in all the West Indian families. Of all the cultural groups, the separation of the child and mother only occurred in West Indian families. The

mother first migrated to Canada, often with the assistance of the extended family already living in Canada. At a later time she is then joined by her children. It could be postulated that although there are differing patterns of migration across cultural groups, generally, the person in the family most likely to migrate first is the individual who in the previous country was the primary breadwinner in the family.

The second aim of the paper is not divorced from that of the initial goal. That is, the experiences of newcomer children and their families can serve as either a risk factor or protective factor. For newcomer children there appear to be two distinct pre-migratory challenges that influence their subsequent adaptation. While the experience of war appears to be the primary challenge for refugee children, the separation of the family due to migration seems to be that for immigrant children. These issues appear to present additional challenges above the common migration concerns (e.g., language proficiency, making friends, missing loved ones etc.,). A number of protective factors are highlighted to be helpful to newcomer children and their families in the initial and subsequent stage of adaptation (e.g., having a job, knowledge of the language and culture, the support of family school, and community agencies). One surprising finding was the parents' failure to mention religion or spirituality as a source of support for them. Whereas, some teachers acknowledged that going to a place of worship was common among their students, parents did not mention their religion or place of worship as a supportive anchor. This omission was unanticipated given that all of the cultural groups represented traditionally have fairly strong religious ties that play key roles in their lives. One explanation for this

omission could be that religious philosophy is such an integrated part of the lives of some families, it is not perceived as a support but as a way of life.   The challenges newcomer parents face (e.g., finding affordable housing and finding employment) do not appear to change substantially from their initial arrival to years after migration. However, newcomer parents do indicate an improvement in their lives as they begin to meet these challenges. Given the various challenges children and families encounter as well as the presence of differing levels of support available across cultural group, time and migrating group, there appears to be no single pathway to adaptation. Instead there are multiple pathways of adaptation, each with its own risk factors and supports.

Efforts to reduce the risk factors and increase the protective factors to which newcomer children are exposed was the final aim of the paper. In order to accomplish this objective, a series of recommendations at the child, family, school and community level that emerged from the study were generated (see Appendix G). These recommendations were brought back to the three sub-committees (i.e., Family Support, In-School, and Community Development) of the Highfield Community Project. Because the recommendations emerged from a small sample, they do not reflect the sentiments of the entire community. Therefore, the utility of the recommendations is restricted to helping the sub-committees to identify the issues of concern in the community as expressed by representatives of various groups. Given this information, these sub-committees whose objectives are to address the needs in their respective areas, can then further explore specific issues and make efforts to

bring about the changes deemed most significant to the community. Both the school and board administrators were presented with the findings of the study and their implications.

The research process as well as the actual research project are unique in several ways. As a result, the present study has much to contribute to our understanding of the ways in which research can be conducted, as well as enhancing our understanding of newcomer adaptation and well-being. This project demonstrated that stakeholder involvement in research is not an impossibility. By means of a collaborative process, the community and I were able to devise a project and process that served both our needs. Additionally, because the research was action-oriented, the findings of the project are utilizable and relevant; and, therefore, can be implemented to bring about meaningful change in the community.

The approach of this study was novel. I am unaware of a study conducted in the area of immigrant and refugee children that employs both quantitative and qualitative methods. This integration of both methods of research allowed for a more comprehensive examination of the topic than either method alone. It permitted the exploration of both the breadth and depth of issues relevant to newcomer children and families. The quantitative measures helped to highlight group norms and general trends in the community. The qualitative data enriched this project by allowing for people's stories and experiences. Employing an ecological perspective enabled a multiple level examination of the risk and protective factors. The advantages of such an approach were that it took into account various realms in which children interact,

and the interaction of these various domains on the well-being of newcomers. Another aspect of the present study which was worthwhile was the inclusion of information from various sources. Teachers, parents, and children from various cultural groups completed measures and were interviewed. As a result, convergences in the data and dissimilarities across groups could be observed. One of the drawbacks of such an approach, however, is that because numerous sources were utilized, the sample size was small. As a result, some generalizability may have been compromised. One limitation of a study in which people are asked to share and reflect on their past experiences is ˙ ːre that there are concerns about selective or distorted recall. Another shortcoming of the present study was that because it was borne out of the specific needs of the community, the particulars may not be easily transferable to a community with a different cultural composition or demographic profile. It is possible, however, that the collaborative, action-oriented stakeholder approach can be applied to other communities.

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Appendix A

INFORMATION SHEET FOR PARENTS

**Highfield Community Research Project:
Towards the Well-being of Immigrant and Refugee Children**

This is some information about a project that I will be conducting at Highfield Junior School. Attached is a form asking for your and your child's participation in the research project. Please read the following information. It describes the purpose of the project, and how it will benefit your child and the community.

WHAT IS THIS PROJECT ABOUT?

This project aims to help immigrant and refugee children to grow up well. It wants to ensure that immigrant and refugee children and their families receive supports from the school and community that will help them to adjust to Canada quickly, and be the best they can be. The research project wants to find out what things in the school and community are helpful and not helpful to you and your child. The information you provide will be used to help make improvements to the school and community that will benefit your child and other children who are new to Canada.

WHO IS THE RESEARCHER?

The researcher is Adrine McKenzie, a university student who is also an immigrant to Canada. Ms. McKenzie has lived, worked, and attended school in the Rexdale community. She has previously conducted research with adolescent immigrants in Rexdale's high schools. Ms. McKenzie is part of the Advisory Committee on Immigrant and Refugee Children at Highfield Junior School. This committee includes teachers, parents and staff from the Better Beginnings, Better Futures project; together they plan and guide the research.
Ms. McKenzie will be happy to provide you with more information about this committee. The research is supported by the Highfield Community Enrichment Project (Better Beginnings, Better Futures), Highfield Junior School, and the Etobicoke Board of Education. Ms. McKenzie is conducting this research as part of the requirements for an M.A. degree in Community Psychology at Wilfrid Laurier University.

WHY AM I BEING ASKED TO TAKE PART IN THIS RESEARCH?

We hope to gather information about refugee and immigrant children in grades 2-5 and their families. Specifically, we are interested in talking to families from the West Indies, Guyana, Somalia and South Asia who have lived in Canada for 5 years or less. This is where you and your family can help. We would like to hear what you have to say about your family's and your child's experiences in the school and the community. The information you provide will help us to understand how to better help new Canadians in the Highfield community.

WHAT WILL I BE ASKED TO DO IF I TAKE PART IN THE RESEARCH?

You will be asked questions about your child and family. The interview with you will last about 45-60 minutes. We feel that these questions will give us insight into what the needs of immigrant and refugee children are, and how we can help them to adjust quickly and reach their full potentials. An interviewer will ask you questions about your child's adjustment to Canada, what life was like when you initially came to Canada, and what types of assistance from the school and community would have been of benefit to you and your family. However, one of the drawbacks of participating in this study is that some may find it difficult to remember and discuss their past experiences. It should be noted that you are free to refuse or omit any questions that are asked. The interview will be arranged at a time and place that is best for you.

In addition to an interview with you, we would like to hear from your child at school. Your child will partake in a small group session with other children. In this group children will draw pictures, play games and discuss what life was like moving to a new country, and what his/her perceptions are of the school and community. These activities will take approximately 45-60 minutes. In order to ensure that the information you give us is accurately recorded, we prefer not to rely only on the notes or memory of the interviewer. As a result, we ask your permission to audiotape the interview.

WHAT IF I DECIDE THAT I DO NOT WANT TO TAKE PART OR FIND THAT I AM UNCOMFORTABLE WITH SOME PARTS OF THE RESEARCH?

<u>You have a right to decide that you do not want to participate in the research</u>. Your decision to take part or not take part will in no way affect any of your usual educational, community or health services. <u>You may withdraw</u> from the research at anytime, without any consequence--<u>even after signing the attached consent form</u>. You are free to omit any questions you do not want to answer. On the attached consent form, indicate the areas of the research you consent to (parent interview, child group discussion). Please return the consent form to your child's teacher in the enclosed

envelope.

WHAT HAPPENS TO ANSWERS TO THE INTERVIEW?

All answers given by you and your child are kept private by the research committee. Names will not appear on any of the forms. Instead, only a code number will be used. Names, code numbers, and interview forms will be kept secure. Audiotaped interviews will be heard only by the researcher and will be erased after the project is completed. The tentative date for completing the project is August 31,1995. Only the researcher will have access to this information. Any information that you give will be kept among the persons conducting the research. The research findings that are generated will be discussed in general terms for the community and school. Thus, the information is presented in such a way that no one will be able to identify you or your family.

If there is something said in the interview by yourself or your child, that we feel is important to quote, we will contact you and ask for your consent to include it in the report. Direct quotes will not be used without your consent. Again, neither names nor information that can identify you will be used in the report.

You have a right, under the Provincial Freedom of Information and Protection of Individual Privacy Act to look at any stored information about you or your child.

WHAT FEEDBACK WILL THERE BE?

The researcher will prepare a summary of the results. It will describe issues that are relevant to immigrant and refugee children and their families in the Highfield community. Again, the results will not include any information that can personally identify you or your family. Upon completion of the study, a summary will be sent to your home address if you choose. You are likely to receive this report in September 1995, shortly after the report is completed. If you are interested in finding out more about the research than is presented in the summary, please feel free to contact the researcher, Ms. Adrine McKenzie.

Ms. Adrine McKenzie
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Wilfrid Laurier University
Department of Psychology
Research Consent Form

I have received a copy of the "Information Sheet for parents". I have read it or had it read to me and I understand it. I am being asked to participate in a research study which is being conducted by Ms. Adrine McKenzie, under the supervision of Dr. Geoff Nelson of the Psychology Department of Wilfrid Laurier University.

I am also aware that my or my child's participation in this study is voluntary. I or my child may refuse to participate in this study without penalty to either of us. I or my child may also withdraw from the study at anytime without penalty or loss of previously entitled benefits. I or my child may refuse to answer any question asked of us.

I understand that the interviews will be audiotaped and that my research records will be kept confidential. The findings of the study will not be presented in any way in which myself or my family can be personally identified. I understand that I will receive a written summary of the study's findings after September, 1995.

My responses to the requests to have my child, and myself provide information are as follows:

1. The child discussion includes information on his/her adjustment to the school and community, stresses and supports in his/her life, and migration experiences.

    Please check one of the following:

    ☐   I give permission to have my child participate in the discussion to provide the information that is described above.

    ☐   I do not give my permission to have my child participate in the discussion to provide the information described.

2. Parent interviews focus on your child and family's adjustment to the school and community, and finding out aspects of the school and community are helpful or not helpful to your child and family.

Please check one of the following:

☐   I agree to be interviewed to provide the information about my child and family.

☐   I do <u>not</u> agree to be interviewed to provide information about my child and family.

3.   A summary of the results of the study will be made available to all participants after the report has been completed.

Please check one of the following:

☐   I would like a copy of the results tu be sent to me at my home address which is given below.

☐   I do <u>not</u> want a copy of the result to be sent to me at my home address.

Date:

_____

Name of Parent(s) or Guardian(s):

_____
(please print)

Signature of Parent(s):

_____
(please print)

_____   _____
Child's last name (please print)   Child's first name (please print)

_____
Child's place of birth (please print)

Address: _____

Phone number:_____

_____   _____   _____
Child's teacher's name (please print)   Child's grade   Room number

If I have any questions about or related to the research I may contact the researcher, Adrine McKenzie at (416) 394-6150 or her supervisor, Dr. Geoff Nelson at (519) 884-0710, ext. 3314 or Paul Davock, the Field Placement Supervisor of Wilfrid Laurier University at (519) 884-0710, ext. 3088

Waxaan helay koobi "Warqadda Aqbaarta ee Walidiinta". Waan aqristay
warqaddaas oo haddii kale waa la ii aqriyay, waana fahmay. Waxaa :a iga
codsanayaa in aan ka qayb galo daraasad cilmi-baaris oo ay samaynayso Adrine
Mackenzie, ee uu horJooge u yahay Dr. Geoff Nelson ee Waaxda Cilmi-Nafsiga ee
Jaamacadda Wilfrid Laurier.

Waxaan kale oo aan ka warqabaa in ka qayb galkeyga ama ka qayb galka
cunuggeeyga ee daraasaddaan ay tahay ikhtiyaar. Aniga ama cunuggeeyga ba waan
ka hari karnaa daraasaddaan waqti kasta iyaadoo wax ganaax ah aan jirin ama ay
iga dhumayn wax hore aan xaq ugu yeeshay. Aniga ama cunuggeeygaba waan diidi
karnaa in aan ka jawaabno su'aal kasta ee nala weeydiiyo.

Waan faham sanahay in wareeysiyadaan la duubayo iyo in arrimahayga cilmi-
baaristaan ay ahaa nayaan qarsoodi. NatilJooyinka daraasaddaan looma soo
bandhigi doono hab aniga ama qoyskeeyga si khaas ahaan u tilmaameeyso. Waan
faham sanahay in aan heli doono warbixiin kooban ee qoraal ah ee natilJooyinka
daraasaddaan kaddib bisha Sebteembar 1995.

Jawaabaheeyga ee codsiga in cunuggeeyga iyo anigaba aan bixino aqbaar waa kuwa
soo socda:

1. Doodaha cunugga waxaa ka mid ah aqbaaro la xariira la
    qabsiga cunugga dugsiga iyo bulshada, walaaca ama cadaadiska iyo
    tiraarka noloshiisa/nolosheeda, iyo waayo-aragnimada haaJiraadda.

    Fadlan, calaameey mid ka mid ah arrimahaan:

    ☐ Waxaan fasaxayaa in cunuggeeyga uu ka qayb galo doodda si uu u
       bixiyo aqbaarta kor lagu soo xusay.

    ☐ Ma'aan bixinayo fasaxa in cunuggeeyga uu ka qayb galo
       doodda sii uu u bixiyo aqbaarta kor lagu soo xusay.

2. Wareeysiga waalidiinta wuxuu xoog saarayaa la qabsiga cunugga
    iyo qoyska ee dugsiga iyo bulshada, wuxuuna soo saarayaa qeeybaha
    dugsiga iyo bulshada ee u ah waxtar ama u ahayn cunugga iyo qoyska.

    Fadalan, calaameey mid ka mid ah arrimahaan:

    ☐ Waan waafaqsanahay in la i wareeysto si aan u bixiyo
       aqbaar ku saabsan cunuggeeyga iyo qooyskeeyga.

    ☐ Ma waaafaqsani in la i wareeysto si aan u bixiyo aqbaar
       ku saabsan cunuggeeyga iyo qooyskeeyga.

3. Natiijadda daraasadda ee kooban ayaa diyaar looga dhigayaa ka qayb galayaasha kaddib markii warbixinta la dhamaystiro.

Fadlan, calaameey mid ka mid ah labadaan:

☐   Waxaan rabaa koobi natiijada daraasadda in la iigu soo diro cinwaanka gurigeeyga ee hoos ku qoran.

☐   Ma' aan rabo in koobi daraasadda la iigu soo diro cinwaanka gurigeeyga.

Taariikhda: _____

Magaca Waalidka/Waalidiinta:_____
                                (Fadlan, daabac)

ama Mas'uuliyiinta Caruurta:_____
                                (Fadlan, daabac)

Saxiixa Waalidka/waalidiinta:_____

_____

_____   _____
Magaca Dambe ee cunugga (fadlan, daabac)   Magaca hore ee cunugga (daabac)

_____
Magaca goobta cunugga uu ku dhashay (fadlan, daabac)

Cinwaanka: _____

Lambarka Teleefoonka: _____

_____   _____   _____
Magaca macallinka cunugga (fadlan, daabac)   Fasalka cunugga   Lambarka qolka

Haddii aan qabo su'aalo la xariira cilmi-baarista, waxaan la xariiri karaa cilmi-baaraha, Adrine McKenzie ee laga helo (416) 394-6150 ama horjookaheeda Dr. Geoff Nelson ee laga helo (519) 884-0710, ekestenshan 3314 ama Paul Davok, maamulaha xafiiska shaqo qorista ee Jaamacadda Wilfrid Laurier ee laga helo (519) 884-0710, ekestenshan 3088

ਮਾਪਿਆਂ ਲਈ ਸੂਚਨਾ ਪੱਤਰ

ਹਾਈਫ਼ੀਲਡ ਸਮਾਜ ਖੋਜ ਪ੍ਰੋਜੈਕਟ (ਹਾਈਫ਼ੀਲਡ ਕਮਿਊਨਿਟੀ ਰਿਸਰਚ ਪ੍ਰੋਜੈਕਟ)
ਆਵਾਸੀਆਂ ਅਤੇ ਰਫ਼ਿਊਜੀਆਂ ਦੇ ਬੱਚਿਆਂ ਦੀ ਭਲਾਈ ਲਈ

ਇਸ ਪ੍ਰੋਜੈਕਟ ਬਾਰੇ ਕੁੱਝ ਸੂਚਨਾ ਇਹ ਹੈ ਕਿ ਮੈਂ ਇਸ ਨੂੰ ਹਾਈਫ਼ੀਲਡ ਜੂਨੀਅਰ ਸਕੂਲ ਵਿੱਚ ਹੀ ਕਰਾਂਗੀ । ਇਸ ਦੇ ਨਾਲ ਇੱਕ ਫ਼ਾਰਮ ਨੱਥੀ ਕੀਤਾ ਹੋਇਆ ਹੈ, ਜਿਸ ਵਿੱਚ ਤੁਹਾਡੇ ਅਤੇ ਤੁਹਾਡੇ ਬੱਚੇ ਦੇ ਇਸ ਖੋਜ ਪ੍ਰੋਜੈਕਟ ਵਿੱਚ ਭਾਗ ਲੈਣ ਬਾਰੇ ਪੁੱਛਿਆ ਗਿਆ ਹੈ । ਕਿਰਪਾ ਕਰਕੇ ਹੇਠਾਂ ਦਿੱਤੀ ਸੂਚਨਾ ਨੂੰ ਪੜ੍ਹ ਲਓ । ਇਹ ਇਸ ਪ੍ਰੋਜੈਕਟ ਦੇ ਉਦੇਸ਼ ਬਾਰੇ ਦੱਸਦੀ ਹੈ ਕਿ ਇਹ ਤੁਹਾਡੇ ਬੱਚੇ ਅਤੇ ਸਮਾਜ ਲਈ ਕਿਵੇਂ ਲਾਭਦਾਇਕ ਹੋਵੇਗਾ ।

ਇਹ ਪ੍ਰੋਜੈਕਟ ਕਿਸ ਦੇ ਬਾਰੇ ਹੈ ?

ਇਸ ਪ੍ਰੋਜੈਕਟ ਦਾ ਉਦੇਸ਼ ਆਵਾਸੀਆਂ ਅਤੇ ਰਫ਼ਿਊਜੀਆਂ ਦੇ ਬੱਚਿਆਂ ਦੇ ਚੰਗੇਰੇ ਪਾਲਣਾਪੋਸ਼ਣ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨਾ ਹੈ । ਇਹ ਪ੍ਰੋਜੈਕਟ ਇਹ ਵੀ ਯਕੀਨੀ ਬਣਾਉਂਦਾ ਹੈ ਕਿ ਆਵਾਸੀਆਂ ਅਤੇ ਰਫ਼ਿਊਜੀਆਂ ਦੇ ਬੱਚੇ ਸਕੂਲ ਅਤੇ ਸਮਾਜ ਤੋਂ ਉਹ ਸਮਰਥਨ ਹਾਸਲ ਕਰਨ, ਜੋ ਕਿ ਉਹਨਾਂ ਨੂੰ ਕੈਨੇਡਾ ਦੇ ਵਾਤਾਵਰਣ ਵਿੱਚ ਚਲਣ ਲਈ ਅਤੇ ਉਹਨਾਂ ਦੇ ਉੱਜਲੇ ਭਵਿੱਖ ਲਈ ਸਹਾਇਤਾ ਕਰੇਗਾ । ਇਸ ਖੋਜ ਪ੍ਰੋਜੈਕਟ ਰਾਹੀਂ ਇਹ ਪਤਾ ਲੱਗੇਗਾ ਕਿ ਸਕੂਲ ਅਤੇ ਸਮਾਜ ਵਿੱਚ ਕਿਹੜੀਆਂ ਗੱਲਾਂ ਤੁਹਾਡੇ ਬੱਚੇ ਲਈ ਲਾਭਦਾਇਕ ਹਨ ਜਾਂ ਨਹੀਂ । ਤੁਹਾਡੇ ਵੱਲੋਂ ਦਿੱਤੀ ਗਈ ਜਾਣਕਾਰੀ ਸਕੂਲ ਅਤੇ ਸਮਾਜ ਵਿੱਚ ਸੁਧਾਰ ਕਰਨ ਲਈ ਵਰਤੀ ਜਾਵੇਗੀ, ਜਿਸ ਨਾਲ ਕੈਨੇਡਾ ਵਿੱਚ ਨਵੇਂ ਆਏ ਤੁਹਾਡੇ ਬੱਚੇ ਅਤੇ ਹੋਰ ਬੱਚਿਆਂ ਨੂੰ ਲਾਭ ਪ੍ਰਾਪਤ ਹੋਵੇਗਾ ।

ਖੋਜੀ ਕੌਣ ਹੈ ?

ਇਸ ਪ੍ਰੋਜੈਕਟ ਵਿੱਚ ਖੋਜੀ ਦਾ ਨਾਂਉ ਐਡਰੀਨ ਮਕੈਂਜ਼ੀ ਹੈ, ਜੋ ਕਿ ਆਪ ਇੱਕ ਵਿਸ਼ਵਵਿਦਿਆਲੇ (ਯੂਨੀਵਰਸਿਟੀ) ਦੀ ਵਿਦਿਆਰਥਣ ਹੈ ਅਤੇ ਕੈਨੇਡਾ ਵਿੱਚ ਆਵਾਸੀ ਹੈ । ਮਿਸ ਮਕੈਂਜ਼ੀ ਰੈਕਸਡੇਲ ਦੇ ਇਲਾਕੇ ਵਿੱਚ ਰਹਿੰਦੀ ਰਹੀ ਹੈ, ਉੱਥੇ ਹੀ ਉਸ ਨੇ ਕੰਮ ਕੀਤਾ ਹੈ ਅਤੇ ਸਕੂਲ ਵਿੱਚ ਵੀ ਪੜ੍ਹੀ ਹੈ । ਉਸ ਨੇ ਰੈਕਸਡੇਲ ਦੇ ਹਾਈ ਸਕੂਲਾਂ ਵਿੱਚ ਪਹਿਲਾਂ ਵੀ ਨੌਜਵਾਨ ਆਵਾਸੀਆਂ ਉੱਤੇ ਖੋਜ ਕੀਤੀ ਸੀ । ਮਿਸ ਮਕੈਂਜ਼ੀ ਹਾਈਫ਼ੀਲਡ ਜੂਨੀਅਰ ਸਕੂਲ ਦੇ ਵਿੱਚ ਆਵਾਸੀਆਂ ਅਤੇ ਰਫ਼ਿਊਜੀਆਂ ਦੇ ਬੱਚਿਆਂ ਦੀ ਸਲਾਹਕਾਰ ਕਮੇਟੀ ਦੀ ਮੈਂਬਰ ਹੈ । ਇਸ ਕਮੇਟੀ ਵਿੱਚ ਅਧਿਆਪਕ, ਮਾਪੇ ਅਤੇ ਕਰਮਚਾਰੀ ਵੀ ਸ਼ਾਮਲ ਹਨ, ਜੋ ਕਿ ਬੈਟਰ ਬਿਗਿਨਿੰਗਜ਼ ਅਤੇ ਬੈਟਰ ਫ਼ਿਊਚਰ ਪ੍ਰੋਜੈਕਟ ਨਾਲ ਸੰਬੰਧਤ ਹਨ । ਉਹ ਇਕੱਠੇ ਹੋ ਕੇ ਯੋਜਨਾ ਬਣਾਉਂਦੇ ਅਤੇ ਖੋਜ ਦੀ ਅਗਵਾਈ ਕਰਦੇ ਹਨ । ਮਿਸ ਮਕੈਂਜ਼ੀ ਆਪ ਨੂੰ ਇਸ ਕਮੇਟੀ ਬਾਰੇ ਵਧੇਰੇ ਦੇਣ ਵਿੱਚ ਖ਼ੁਸ਼ੀ ਮਹਿਸੂਸ ਕਰੇਗੀ । ਇਸ ਖੋਜ ਨੂੰ ਹਾਈਫ਼ੀਲਡ ਕਮਿਊਨਿਟੀ ਐਨਰਿਚਮੈਂਟ ਪ੍ਰੋਜੈਕਟ (ਬੈਟਰ ਬਿਗਿਨਿੰਗਜ਼, ਬੈਟਰ ਫ਼ਿਊਚਰ), ਹਾਈਫ਼ੀਲਡ ਜੂਨੀਅਰ ਸਕੂਲ ਅਤੇ ਇਟੋਬੀਕੋਕ ਬੋਰਡ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਦਾ ਸਮਰਥਨ ਪ੍ਰਾਪਤ ਹੈ । ਮਿਸ ਮਕੈਂਜ਼ੀ ਇਸ ਖੋਜ ਨੂੰ ਵਿਲਫ਼ਰਿਡ ਲੋਰੀਏ ਯੂਨੀਵਰਸਿਟੀ ਵਿੱਚ ਸਮਾਜਿਕ ਮਨੋਵਿਗਿਆਨ (ਕਮਿਊਨਿਟੀ ਸਾਈਕਾਲੋਜੀ) ਵਿੱਚ ਐਮ.ਏ. ਦੀ ਡਿਗਰੀ ਦੀ ਪੜ੍ਹਾਈ ਦੇ ਇੱਕ ਹਿੱਸੇ ਵਜੋਂ ਕਰ ਰਹੀ ਹੈ ।

ਮੈਨੂੰ ਇਸ ਖੋਜ ਵਿੱਚ ਭਾਗ ਲੈਣ ਲਈ ਕਿਉਂ ਕਿਹਾ ਜਾ ਰਿਹਾ ਹੈ ?

ਅਸੀਂ ਆਵਾਸੀਆਂ ਅਤੇ ਰਫ਼ਿਊਜੀਆਂ ਦੇ ਗਰੇਡ 2-5 ਵਿੱਚ ਪੜ੍ਹਦੇ ਬੱਚਿਆਂ ਅਤੇ ਉਹਨਾਂ ਦੇ ਪਰਿਵਾਰਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਇਕੱਠੀ ਕਰਨ ਦੀ ਆਸ ਕਰਦੇ ਹਾਂ । ਖ਼ਾਸ ਤੋਰ ਤੇ, ਅਸੀਂ ਵੈਸਟ-ਇੰਡੀਅਨ, ਗਾਇਆਨਾ, ਸੋਮਾਲੀਆ ਅਤੇ ਦੱਖਣੀ ਏਸ਼ੀਆਈ ਪਰਿਵਾਰਾਂ ਨਾਲ ਗੱਲ-ਬਾਤ ਕਰਨ ਵਿੱਚ ਦਿਲਚਸਪੀ ਰੱਖਦੇ ਹਾਂ, ਜੋ ਕਿ ਕੈਨੇਡਾ ਵਿੱਚ ਪਿਛਲੇ 5 ਸਾਲਾਂ ਤੋਂ ਜਾਂ ਇਸ ਤੋਂ ਘੱਟ ਸਮੇਂ ਤੋਂ ਰਹਿ ਰਹੇ ਹਨ । ਇਥੇ ਤੁਸੀਂ ਅਤੇ ਤੁਹਾਡਾ ਪਰਿਵਾਰ ਸਾਡੀ ਸਹਾਇਤਾ ਕਰ ਸਕਦੇ ਹੋ । ਅਸੀਂ ਤੁਹਾਡੇ ਪਰਿਵਾਰ ਅਤੇ ਤੁਹਾਡੇ ਬੱਚੇ ਦੇ ਸਕੂਲ ਅਤੇ ਸਮਾਜ ਵਿੱਚ ਹੋਏ ਅਨੁਭਵਾਂ ਬਾਰੇ ਤੁਹਾਡੀ ਜ਼ੁਬਾਨੀ ਸੁਣਨਾ ਚਾਹੁੰਦੇ ਹਾਂ । ਤੁਹਾਡੇ ਵੱਲੋਂ ਦਿੱਤੀ ਗਈ ਜਾਣਕਾਰੀ ਸਾਨੂੰ ਇਹ ਸਮਝਣ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰੇਗੀ ਕਿ ਨਵੇਂ ਕੈਨੇਡਾ ਦੇ ਨਿਵਾਸੀਆਂ ਨੂੰ ਹਾਈਫ਼ੀਲਡ ਕਮਿਊਨਿਟੀ ਵਿੱਚ ਕਿਵੇਂ ਚੰਗੇਰੀ ਸਹਾਇਤਾ ਕੀਤੀ ਜਾ ਸਕਦੀ ਹੈ ।

ਜੇ ਮੈਂ ਇਸ ਖੋਜ ਵਿੱਚ ਭਾਗ ਲੈ ਲਈ ਕਿਉਂ ਕਿਹਾ ਜਾ ਰਿਹਾ ਹੈ ?

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ਤੁਹਾਨੂੰ ਤੁਹਾਡੇ ਬੱਚਿਆਂ ਅਤੇ ਪਰਿਵਾਰ ਬਾਰੇ ਸਵਾਲ ਪੁੱਛੇ ਜਾਣਗੇ । ਅਸੀਂ ਤੁਹਾਡੇ ਨਾਲ 45-60 ਮਿੰਟਾਂ ਤੱਕ ਗੱਲ-ਬਾਤ ਕਰਾਂਗੇ । ਅਸੀਂ ਮਹਿਸੂਸ ਕਰਦੇ ਹਾਂ ਕਿ ਇਹ ਸਵਾਲ ਸਾਨੂੰ ਆਵਾਸੀਆਂ ਅਤੇ ਰਫਿਊਜੀਆਂ ਦੇ ਬੱਚਿਆਂ ਦੀਆਂ ਲੋੜਾਂ ਵਿੱਚ ਇੱਕ ਅੰਦਰੂਨੀ ਝਾਤ (ਨਜ਼ਰ) ਮਾਰਨ ਦੇਣਗੇ । ਅਤੇ ਅਸੀਂ ਉਹਨਾਂ ਨੂੰ ਨਵੇਂ ਵਾਤਾਵਰਣ ਦੇ ਅਨੁਸਾਰ ਜਲਦੀ ਚਲਣ ਵਿੱਚ ਅਤੇ ਪੂਰੀਆਂ ਯੋਗਤਾਵਾਂ ਹਾਸਲ ਕਰਨ ਵਿੱਚ ਕਿਵੇਂ ਸਹਾਇਤਾ ਕਰ ਸਕਦੇ ਹਾਂ । ਇੱਕ ਮੁਲਾਕਾਤੀ ਤੁਹਾਨੂੰ, ਤੁਹਾਡੇ ਬੱਚੇ ਦੇ ਕੈਨੇਡਾ ਦੇ ਵਾਤਾਵਰਣ ਵਿੱਚ ਚਲਣ ਬਾਰੇ, ਤੁਹਾਡੀ ਕੈਨੇਡਾ ਵਿੱਚ ਆਉਣ ਦੇ ਵੇਲੇ ਦੀ ਜ਼ਿੰਦਗੀ ਬਾਰੇ ਅਤੇ ਤੁਹਾਨੂੰ ਸਕੂਲ ਅਤੇ ਸਮਾਜ ਤੋਂ ਕਿਹੋ ਜਿਹੀ ਸਹਾਇਤਾ ਮਿਲਣੀ ਚਾਹੀਦੀ ਸੀ, ਜੋ ਕਿ ਤੁਹਾਡੇ ਅਤੇ ਤੁਹਾਡੇ ਪਰਿਵਾਰ ਲਈ ਲਾਭਦਾਇਕ ਹੁੰਦੀ, ਇਸ ਬਾਰੇ ਪੁੱਛੇਗਾ । ਭਾਵੇਂ ਇਸ ਖੋਜ ਵਿੱਚ ਭਾਗ ਲੈਣ ਬਾਰੇ ਇੱਕ ਗੱਲ ਇਹ ਵੀ ਹੈ ਕਿ ਹੋ ਸਕਦਾ ਹੈ ਕਿ ਤੁਹਾਨੂੰ ਪੁਰਾਣੀਆਂ ਗੱਲਾਂ ਯਾਦ ਕਰਨ ਵਿੱਚ ਜਾਂ ਆਪਣੇ ਪਿਛਲੇ ਅਨੁਭਵਾਂ ਨੂੰ ਦੱਸਣ ਵਿੱਚ ਕੁੱਝ ਮੁਸ਼ਕਿਲ ਪੇਸ਼ ਆਵੇ । ਪਰ ਤੁਸੀਂ ਕਿਸੇ ਵੀ ਵੇਲੇ ਇਨਕਾਰ ਕਰਨ ਜਾਂ ਪੁੱਛੇ ਗਏ ਕਿਸੇ ਵੀ ਸਵਾਲ ਦਾ ਜਵਾਬ ਨਾ ਦੇਣ ਲਈ ਸੁਤੰਤਰ ਹੋ । ਤੁਹਾਡੇ ਨਾਲ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਸਮਾਂ ਅਤੇ ਸਥਾਨ ਤੁਹਾਡੀ ਸੁਵਿਧਾ ਦੇ ਅਨੁਸਾਰ ਹੀ ਨੀਯਤ ਕੀਤੇ ਜਾਣਗੇ ।

ਆਪ ਜੀ ਨਾਲ ਗੱਲਬਾਤ ਕਰਨ ਦੇ ਨਾਲ ਨਾਲ ਅਸੀਂ ਤੁਹਾਡੇ ਬੱਚੇ ਤੋਂ ਸਕੂਲ ਵਿੱਚ ਕੁੱਝ ਗੱਲਾਂ ਬਾਰੇ ਪੁੱਛਣਾ ਚਾਹਾਂਗੇ । ਤੁਹਾਡਾ ਬੱਚਾ ਹੋਰ ਬੱਚਿਆਂ ਦੇ ਨਾਲ ਇੱਕ ਛੋਟੀ ਸਮੂਹਿਕ ਗੱਲਬਾਤ ਵਿੱਚ ਭਾਗ ਲਵੇਗਾ । ਇਸ ਸਮੂਹ ਵਿੱਚ ਬੱਚੇ ਤਸਵੀਰਾਂ ਬਣਾਉਣਗੇ, ਖੇਡਾਂ ਖੇਡਣਗੇ ਅਤੇ ਇਸ ਨਵੇਂ ਦੇਸ਼ ਵਿੱਚ ਆਉਣ ਤੋਂ ਪਹਿਲਾਂ ਦੇ ਆਪਣੇ ਜੀਵਨ ਬਾਰੇ ਵਿਚਾਰ ਵਟਾਂਦਰਾ ਕਰਨਗੇ । ਇਸ ਦੇ ਨਾਲ ਹੀ ਉਹ ਦੱਸਣਗੇ ਕਿ ਉਹਨਾਂ ਦੇ ਇਥੋਂ ਦੇ ਸਕੂਲ ਅਤੇ ਸਮਾਜ ਬਾਰੇ ਕੀ ਵਿਚਾਰ ਹਨ । ਇਹਨਾਂ ਸਾਰੀਆਂ ਸਰਗਰਮੀਆਂ ਲਈ 45-60 ਮਿੰਟਾਂ ਦਾ ਸਮਾਂ ਲੱਗੇਗਾ । ਇਹ ਯਕੀਨੀ ਬਨਾਉਣ ਲਈ ਕਿ ਤੁਹਾਡੇ ਵੱਲੋਂ ਦਿੱਤੀ ਗਈ ਸਾਰੀ ਜਾਣਕਾਰੀ ਅਸੀਂ ਬਿਲਕੁਲ ਠੀਕ ਲਿਖ ਲਈ ਹੈ, ਅਸੀਂ ਕੇਵਲ ਲਿਖਤੀ ਨੋਟਾਂ ਉੱਤੇ ਜਾਂ ਮੁਲਾਕਾਤੀ ਦੀ ਯਾਦਦਾਸ਼ਤ ਉੱਤੇ ਅਧਾਰਤ ਨਹੀਂ ਹੋਣਾ ਚਾਹੁੰਦੇ । ਇਸ ਕਰਕੇ ਅਸੀਂ ਤੁਹਾਡੀ ਗੱਲਬਾਤ ਨੂੰ ਟੇਪ ਉੱਤੇ ਰਿਕਾਰਡ ਕਰਨ ਲਈ ਤੁਹਾਡੀ ਆਗਿਆ ਮੰਗਦੇ ਹਾਂ ।

ਜੇ ਮੈਂ ਇਸ ਖੋਜ ਵਿੱਚ ਭਾਗ ਨਾ ਲੈਣ ਦਾ ਫੈਸਲਾ ਕਰ ਲਵਾਂ ਜਾਂ ਖੋਜ ਦੇ ਕੁੱਝ ਹਿਸਿਆਂ ਵਿੱਚ ਠੀਕ ਮਹਿਸੂਸ ਨਾ ਕਰਾਂ ਤਾਂ ਕੀ ਹੋਵੇਗਾ ?

ਤੁਹਾਨੂੰ ਪੂਰਾ ਹੱਕ ਹੋਵੇਗਾ ਕਿ ਤੁਸੀਂ ਇਸ ਖੋਜ ਵਿੱਚ ਭਾਗ ਨਾ ਲੈਣ ਬਾਰੇ ਫੈਸਲਾ ਕਰ ਸਕੋ । ਤੁਹਾਡੇ ਵੱਲੋਂ ਇਸ ਖੋਜ ਵਿੱਚ ਭਾਗ ਲੈਣ ਜਾਂ ਨਾ ਲੈਣ ਬਾਰੇ ਫੈਸਲਾ ਕਰਨ ਨਾਲ ਤੁਹਾਡੀਆਂ ਆਪਣੀਆਂ ਵਿੱਦਿਅਕ, ਸਮਾਜਿਕ ਅਤੇ ਸਿਹਤ ਸੇਵਾਵਾਂ ਵਿੱਚ ਕੋਈ ਫਰਕ ਨਹੀਂ ਪਵੇਗਾ । ਤੁਸੀਂ ਕਿਸੇ ਵੀ ਵੇਲੇ, ਕਿਸੇ ਵੀ ਪ੍ਰਭਾਵ ਬਿਨਾਂ ਇਸ ਨਾਲ ਨੱਥੀ ਫਾਰਮ ਉੱਤੇ ਦਸਤਖ਼ਤ (ਸਾਈਨ) ਕਰਨ ਤੋਂ ਪਿੱਛੋਂ ਵੀ ਇਸ ਖੋਜ ਵਿੱਚ ਭਾਗ ਨਾ ਲੈਣ ਬਾਰੇ ਫੈਸਲਾ ਕਰ ਸਕਦੇ ਹੋ । ਤੁਸੀਂ ਕਿਸੇ ਵੀ ਸਵਾਲ ਦਾ ਜਵਾਬ ਦੇਣ ਤੋਂ ਇਨਕਾਰ ਕਰ ਸਕਦੇ ਹੋ, ਜਿਸ ਦਾ ਤੁਸੀਂ ਜਵਾਬ ਨਹੀਂ ਦੇਣਾ ਚਾਹੁੰਦੇ । ਇਸ ਨਾਲ ਨੱਥੀ ਆਗਿਆ-ਪੱਤਰ ਵਿੱਚ ਤੁਸੀਂ (ਆਪਣੇ ਮਾਪਿਆਂ ਦੀ ਮੁਲਾਕਾਤ ਅਤੇ ਬੱਚੇ ਦੀ ਸਮੂਹਿਕ ਗੱਲ-ਬਾਤ) ਦੇ ਖੇਤਰਾਂ ਬਾਰੇ ਆਪਣੀ ਆਗਿਆ ਦਿਓ । ਕਿਰਪਾ ਕਰਕੇ ਇਸ ਨਾਲ ਨੱਥੀ ਆਗਿਆ-ਪੱਤਰ ਭਰ ਕੇ, ਦਿੱਤੇ ਗਏ ਲਿਫ਼ਾਫੇ ਵਿੱਚ ਪਾ ਕੇ, ਆਪਣੇ ਬੱਚੇ ਦੇ ਅਧਿਆਪਕ ਨੂੰ ਵਾਪਿਸ ਭੇਜ ਦਿਓ ।

ਮੁਲਾਕਾਤ ਵਿੱਚ ਦਿੱਤੇ ਜਵਾਬਾਂ ਦਾ ਕੀ ਹੋਵੇਗਾ ?

ਤੁਹਾਡੇ ਵੱਲੋਂ ਅਤੇ ਤੁਹਾਡੇ ਬੱਚੇ ਵੱਲੋਂ ਦਿੱਤੇ ਗਏ ਸਾਰੇ ਜਵਾਬਾਂ ਨੂੰ ਖੋਜ ਕਮੇਟੀ ਵੱਲੋਂ ਗੁਪਤ ਰੱਖਿਆ ਜਾਵੇਗਾ । ਕਿਸੇ ਵੀ ਫਾਰਮ ਉੱਤੇ ਤੁਹਾਡਾ ਨਾਉਂ ਨਹੀਂ ਲਿਖਿਆ ਜਾਵੇਗਾ । ਇਸ ਤੋਂ ਇਲਾਵਾ ਤੁਹਾਨੂੰ ਇੱਕ ਕੋਡ ਨੰਬਰ ਦਿੱਤਾ ਜਾਵੇਗਾ । ਤੁਹਾਡਾ ਨਾਉਂ, ਕੋਡ ਨੰਬਰ ਅਤੇ ਮੁਲਾਕਾਤੀ ਫਾਰਮ ਸੁਰੱਖਿਅਤ ਰੱਖੇ ਜਾਣਗੇ । ਟੇਪ ਰਿਕਾਰਡ ਉੱਤੇ ਰਿਕਾਰਡ ਕੀਤੀਆਂ ਟੇਪਾਂ ਕੇਵਲ ਖੋਜੀ ਹੀ ਸੁਣੇਗਾ ਅਤੇ ਪ੍ਰੋਜੈਕਟ ਪੂਰਾ ਹੋਣ ਪਿੱਛੋਂ ਇਹਨਾਂ ਟੇਪਾਂ ਨੂੰ ਮਿਟਾ ਦਿੱਤਾ ਜਾਵੇਗਾ । ਪ੍ਰੋਜੈਕਟ ਪੂਰਾ ਕਰਨ ਦੀ ਅਸਥਾਈ ਮਿਤੀ ਅਗਸਤ 31, 1995, ਹੈ । ਇਹ ਸੂਚਨਾ ਕੇਵਲ ਖੋਜ ਲਈ ਹੀ ਉਪਲਬਧ ਹੋਵੇਗੀ । ਤੁਹਾਡੇ ਵੱਲੋਂ ਦਿੱਤੀ ਜਾਣਕਾਰੀ ਕੇਵਲ ਖੋਜੀਆਂ ਤੱਕ ਹੀ ਸੀਮਤ ਰੱਖੀ ਜਾਵੇਗੀ । ਖੋਜ ਤੋਂ ਪ੍ਰਾਪਤ ਹੋਏ ਨਤੀਜਿਆਂ ਉੱਤੇ ਸਕੂਲ ਅਤੇ ਸਮਾਜ ਵਿੱਚ ਆਮ ਤੌਰ ਤੇ ਵਿਚਾਰ ਵਟਾਂਦਰਾ ਕੀਤਾ ਜਾਵੇਗਾ । ਅੰਤ ਵਿੱਚ, ਇਹ ਜਾਣਕਾਰੀ ਨੂੰ ਇਸ ਤਰ੍ਹਾਂ ਪੇਸ਼ ਕੀਤਾ ਜਾਵੇਗਾ ਕਿ ਤੁਹਾਡੇ ਅਤੇ ਤੁਹਾਡੇ ਪਰਿਵਾਰ ਬਾਰੇ ਜਾਣ ਨਹੀਂ ਸਕੇਗਾ ।

ਜੇ ਤੁਹਾਡੇ ਵੱਲੋਂ ਜਾਂ ਤੁਹਾਡੇ ਬੱਚੇ ਵੱਲੋਂ ਕੀਤੀ ਰਾਏੀ ਗੱਲ-ਬਾਤ ਦੌਰਾਨ ਕੁੱਝ ਅਜਿਹਾ ਆਖਿਆ ਗਿਆ ਹੋਵੇ, ਜਿਸ ਨੂੰ ਅਸੀ ਹਵਾਲੇ ਵਜੋਂ ਵਰਤਣਾ ਜ਼ਰੂਰੀ ਸਮਝੀਏ, ਤਾਂ ਅਸੀਂ ਤੁਹਾਡੇ ਨਾਲ ਸੰਬੰਧ ਸਥਾਪਿਤ ਕਰਾਂਗੇ ਅਤੇ ਇਸ ਨੂੰ ਰਿਪੋਰਟ ਵਿਚ ਸ਼ਾਮਲ ਕਰਨ ਲਈ ਤੁਹਾਡੀ ਆਗਿਆ ਲੈਣ ਬਾਰੇ ਪੁੱਛਾਂਗੇ । ਤੁਹਾਡੀ ਆਗਿਆ ਬਿਨਾਂ ਆਮ ਸਿੱਧੇ ਹਵਾਲੇ ਵੀ ਨਹੀਂ ਦਿੱਤੇ ਜਾਣਗੇ । ਇੱਕ ਵਾਰ ਫਿਰ, ਨਾ ਹੀ ਤੁਹਾਡੇ ਨਾਂ ਅਤੇ ਨਾ ਹੀ ਤੁਹਾਡੀ ਸੂਚਨਾ, ਜਿਸ ਤੋਂ ਤੁਹਾਡੀ ਪਹਿਚਾਣ ਹੋ ਸਕੇ, ਇਸ ਰਿਪੋਰਟ ਵਿੱਚ ਵਰਤੀ ਜਾਵੇਗੀ ।

ਤੁਹਾਡੇ ਜਾਂ ਤੁਹਾਡੇ ਬੱਚੇ ਬਾਰੇ ਰਿਕਾਰਡ ਕੀਤੀ ਸੂਚਨਾ ਵੇਖਣ ਲਈ ਪ੍ਰਾਂਤਿਕ ਜਾਣਕਾਰੀ ਅਤੇ ਨਿੱਜੀ ਗੋਪਨੀਅਤਾ ਦੇ ਸੁਤੰਤਰਤਾ ਅਧਿਨਿਯਮ (ਪਰੋਵਿੰਸ਼ੀਅਲ ਫ੍ਰੀਡਮ ਆਫ ਇੰਨਫਾਰਮੇਸ਼ਨ ਐਂਡ ਪਰੋਟੈਕਸ਼ਨ ਆਫ ਇੰਡਵੀਜ਼ੁਅਲ ਪ੍ਰਾਈਵੇਸੀ ਐਕਟ) ਦੇ ਅਧੀਨ ਤੁਹਾਨੂੰ ਪੂਰਾ ਹੱਕ ਹੋਵੇਗਾ ।

ਇਸ ਦੀ ਜਵਾਬੀ ਕਾਰਵਾਈ ਕੀ ਹੋਵੇਗੀ ?

ਖੋਜੀ ਨਤੀਜਿਆਂ ਦਾ ਇੱਕ ਸਾਰ ਤਿਆਰ ਕਰੇਗਾ । ਇਹ ਹਾਈਫ਼ੀਲਡ ਕਮਿਊਨਿਟੀ ਦੇ ਆਵਾਸੀਆਂ ਅਤੇ ਰਫ਼ਿਊਜੀਆਂ ਦੇ ਬੱਚਿਆਂ ਅਤੇ ਉਹਨਾਂ ਦੇ ਪਰਿਵਾਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਵਿਸ਼ਿਆਂ ਬਾਰੇ ਦੱਸੇਗਾ । ਇੱਕ ਵਾਰ ਫਿਰ, ਇਸ ਦੇ ਨਤੀਜਿਆਂ ਵਿੱਚ ਅਜਿਹੀ ਕੋਈ ਸੂਚਨਾ ਸ਼ਾਮਲ ਨਹੀਂ ਕੀਤੀ ਜਾਵੇਗੀ, ਜਿਸ ਤੋਂ ਤੁਹਾਡੀ ਜਾਂ ਤੁਹਾਡੇ ਪਰਿਵਾਰ ਦੀ ਵਿਅਕਤੀਗਤ ਪਹਿਚਾਣ ਹੋ ਸਕੇ । ਇਸ ਖੋਜ ਦੇ ਪੂਰਾ ਹੋਣ ਉੱਤੇ ਡਾਕ ਰਾਹੀਂ ਭੇਜ ਦਿੱਤਾ ਜਾਵੇਗਾ । ਇਸ ਰਿਪੋਰਟ ਦੇ ਪੂਰਾ ਹੋਣ ਤੋਂ ਛੇਤੀ ਪਿੱਛੋਂ ਤੁਹਾਨੂੰ ਇਹ ਰਿਪੋਰਟ ਸਤੰਬਰ, 1995, ਵਿੱਚ ਮਿਲ ਜਾਵੇਗੀ । ਜੇ ਤੁਸੀਂ ਇਸ ਰਿਪੋਰਟ ਬਾਰੇ ਸਾਰ ਵਿੱਚ ਦਿੱਤੀ ਗਈ ਜਾਣਕਾਰੀ ਤੋਂ ਵਧੇਰੇ ਜਾਨਣ ਵਿੱਚ ਰੁਚੀ ਰੱਖਦੇ ਹੋ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਖੋਜੀ ਮਿਸ ਮਕੈਂਜੀ ਨਾਲ ਸੰਪਰਕ ਸਥਾਪਤ ਕਰੋ :

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ਖੋਜ ਲਈ ਆਗਿਆ-ਪੱਤਰ   (Research Consent Form)

ਮੈਨੂੰ " ਮਾਪਿਆਂ ਲਈ ਸੂਚਨਾ-ਪੱਤਰ " ਮਿਲਿਆ ਹੈ । ਮੈਂ ਇਸ ਨੂੰ ਆਪ ਪੜ੍ਹਿਆ ਹੈ ਜਾਂ ਇਹ ਮੈਨੂੰ ਪੜ੍ਹ ਕੇ ਸੁਣਾਇਆ ਗਿਆ ਹੈ ਅਤੇ ਮੈਂ ਇਸ ਨੂੰ ਸਮਝ ਲਿਆ ਹੈ । ਮੈਨੂੰ ਖੋਜ ਵਿੱਚ ਇੱਕ ਹਿੱਸਾ ਬਣਨ ਲਈ ਕਿਹਾ ਗਿਆ ਹੈ, ਜੋ ਕਿ ਮਿਸ ਮਕੈਂਜੀ, ਡਾਕਟਰ ਜੈਫ਼ ਨੈਲਸਨ, ਮਨੋਵਿਗਿਆਨ ਵਿਭਾਗ, ਵਿਲਫ਼ਰਿਡ ਲੋਰੀਏ ਵਿਸ਼ਵਵਿਦਿਆਲਾ, ਦੇ ਅਧੀਨ ਕੀਤੀ ਜਾ ਰਹੀ ਹੈ ।

ਮੈਨੂੰ ਇਹ ਵੀ ਪਤਾ ਹੈ ਕਿ ਮੇਰਾ ਜਾਂ ਮੇਰੇ ਬੱਚੇ ਦਾ ਇਸ ਵਿੱਚ ਭਾਗ ਲੈਣਾ ਸਾਡੀ ਸਵੈਇੱਛਾ ਹੋਵੇਗੀ । ਸਾਡੇ ਵਿੱਚੋਂ ਕਿਸੇ ਨੂੰ ਵੀ ਬਿਨਾਂ ਕਿਸੇ ਜੁਰਮਾਨੇ ਦੇ, ਮੈਂ ਜਾਂ ਮੇਰਾ ਬੱਚਾ ਇਸ ਖੋਜ ਵਿੱਚ ਭਾਗ ਲੈਣ ਤੋਂ ਇਨਕਾਰ ਕਰ ਸਕਦੇ ਹਾਂ । ਮੈਂ ਜਾਂ ਮੇਰਾ ਬੱਚਾ ਇਸ ਖੋਜ ਵਿੱਚੋਂ ਕਿਸੇ ਵੀ ਵੇਲੇ, ਕਿਸੇ ਵੀ ਜੁਰਮਾਨੇ ਦੇ ਬਿਨਾਂ ਜਾਂ ਪਹਿਲਾਂ ਪ੍ਰਾਪਤ ਕੀਤੇ ਲਾਭਾਂ ਦੇ ਨੁਕਸਾਨ ਤੋਂ ਬਿਨਾਂ, ਆਪਣੇ ਨਾਂਉ ਵਾਪਸ ਲੈ ਸਕਦੇ ਹਾਂ । ਮੈਂ ਜਾਂ ਮੇਰਾ ਬੱਚਾ ਇਸ ਸਾਨੂੰ ਪੁੱਛੇ ਗਏ ਕਿਸੇ ਵੀ ਸਵਾਲ ਦਾ ਜਵਾਬ ਦੇਣ ਤੋਂ ਸਾਫ਼ ਇਨਕਾਰ ਕਰ ਸਕਦੇ ਹਾਂ ।

ਮੈਂ ਸਮਝਦਾ/ਸਮਝਦੀ ਹਾਂ ਕਿ ਮੁਲਾਕਾਤਾਂ ਨੂੰ ਟੇਪ ਰਿਕਾਰਡ ਤੇ ਰਿਕਾਰਡ ਕੀਤਾ ਜਾਵੇਗਾ ਅਤੇ ਮੇਰੇ ਖੋਜ ਦੇ ਰਿਕਾਰਡ ਗੁਪਤ ਰੱਖੇ ਜਾਣਗੇ । ਇਸ ਖੋਜ ਦੇ ਨਤੀਜੇ ਇਸ ਤਰੀਕੇ ਨਾਲ ਪੇਸ਼ ਨਹੀਂ ਕੀਤੇ ਜਾਣਗੇ, ਜਿਸ ਨਾਲ ਮੇਰੀ ਅਤੇ ਮੇਰੇ ਪਰਿਵਾਰ ਦੀ ਵਿਅਕਤੀਗਤ ਪਹਿਚਾਣ ਹੋ ਸਕੇ । ਮੈਂ ਸਮਝਦਾ ਹਾਂ ਕਿ ਮੈਨੂੰ ਇਸ ਖੋਜ ਦੇ ਨਤੀਜਿਆਂ ਦਾ ਸਾਰ ਸਤੰਬਰ, 1995, ਤੋਂ ਪਿਛੋਂ ਮਿਲੇਗਾ ।

ਮੇਰੇ ਅਤੇ ਮੇਰੇ ਬੱਚੇ ਤੋਂ ਕੋਈ ਵੀ ਜਾਣਕਾਰੀ ਲੈਣ ਬਾਰੇ ਜੋ ਬੇਨਤੀਆਂ ਕੀਤੀਆਂ ਗਈਆਂ ਹਨ, ਉਹਨਾਂ ਦੇ ਜਵਾਬ ਹੇਠ ਲਿਖੇ ਅਨੁਸਾਰ ਹਨ :

1.   ਬੱਚੇ ਦੇ ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਵਿੱਚ ਉਸ ਦੇ ਸਕੂਲ ਅਤੇ ਸਮਾਜ ਦੇ ਅਨੁਕੂਲ ਹੋਣ ਅਤੇ ਜੀਵਨ ਦੇ ਤਨਾਓ ਅਤੇ ਆਵਾਸੀ ਅਨੁਭਵ ਸ਼ਾਮਲ ਹੋਣਗੀ :

ਹੇਠ ਲਿਖਿਆਂ ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਖ਼ਾਨੇ ਵਿੱਚ ਨਿਸ਼ਾਨ ਲਗਾਓ :

ਮੈਂ ਆਪਣੇ ਬੱਚੇ ਨੂੰ ਇਸ ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਵਿੱਚ ਭਾਗ ਲੈਣ ਅਤੇ ਉੱਪਰ ਲਿਖੀ ਜਾਣਕਾਰੀ ਦੇ ਵੇਰਵੇ ਦੇਣ ਦੀ ਆਗਿਆ ਦਿੰਦਾ/ਦਿੰਦੀ ਹਾਂ ।

ਮੈਂ ਆਪਣੇ ਬੱਚੇ ਨੂੰ ਇਸ ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਵਿੱਚ ਭਾਗ ਲੈਣ ਅਤੇ ਉੱਪਰ ਲਿਖੀ ਜਾਣਕਾਰੀ ਦੇ ਵੇਰਵੇ ਦੇਣ ਦੀ ਆਗਿਆ <u>ਨਹੀਂ</u> ਦਿੰਦਾ/ਦਿੰਦੀ ।

2.   ਮਾਪਿਆਂ ਨਾਲ ਮੁਲਾਕਾਤਾਂ ਵਿੱਚ ਮੇਰੇ ਬੱਚੇ ਅਤੇ ਪਰਿਵਾਰ ਦੇ ਸਕੂਲ ਅਤੇ ਸਮਾਜ ਦੇ ਅਨੁਕੂਲ ਹੋਣ ਉੱਤੇ ਕੇਂਦਰਿਤ ਗੱਲਬਾਤ ਹੋਵੇਗੀ । ਸਕੂਲ ਅਤੇ ਸਮਾਜ ਦੇ ਲੱਭੇ ਗਏ ਪਹਿਲੂ ਮੇਰੇ ਬੱਚੇ ਅਤੇ ਪਰਿਵਾਰ ਲਈ ਸਹਾਇਕ ਹਨ ਜਾਂ ਨਹੀਂ ।

ਹੇਠ ਲਿਖਿਆਂ ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਖ਼ਾਨੇ ਵਿੱਚ ਨਿਸ਼ਾਨ ਲਗਾਓ :

❑   ਮੈਂ ਆਪਣੇ ਬੱਚੇ ਅਤੇ ਪਰਿਵਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣ ਮੁਲਾਕਾਤ ਕਰਨ ਲਈ ਰਜ਼ਾਮੰਦ ਹਾਂ ।

❑   ਮੈਂ ਆਪਣੇ ਬੱਚੇ ਅਤੇ ਪਰਿਵਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣ ਮੁਲਾਕਾਤ ਕਰਨ ਲਈ ਰਜ਼ਾਮੰਦ <u>ਨਹੀਂ</u> ਹਾਂ ।

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3. ਰਿਪੋਰਟ ਦੀ ਸਮਾਪਤੀ ਤੋਂ ਪਿਛੋਂ ਇਸ ਖੋਜ ਦੇ ਨਤੀਜਿਆਂ ਦਾ ਸਾਰ ਸਾਰੇ ਭਾਗ ਲੈਣ ਵਾਲਿਆਂ ਲਈ ਉਪਲਭਧ ਕੀਤਾ ਜਾਵੇਗਾ ।

ਹੇਠ ਲਿਖਿਆਂ ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਖ਼ਾਨੇ ਵਿਚ ਨਿਸ਼ਾਨ ਲਗਾਓ :

❑ ਮੈਂ ਇਸ ਖੋਜ ਦੇ ਨਤੀਜਿਆਂ ਦੀ ਇੱਕ ਪ੍ਰਤੀ (ਕਾਪੀ) ਡਾਕ ਰਾਹੀਂ ਹੇਠ ਲਿਖੇ ਪਤੇ ਉੱਤੇ ਲੈਣੀ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ ।

❑ ਮੈਂ <u>ਨਹੀਂ</u> ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਕਿ ਇਸ ਖੋਜ ਦੇ ਨਤੀਜਿਆਂ ਦੀ ਕੋਈ ਪ੍ਰਤੀ (ਕਾਪੀ) ਮੇਰੇ ਘਰ ਦੇ ਪਤੇ ਉੱਤੇ ਡਾਕ ਰਾਹੀਂ ਭੇਜੀ ਜਾਵੇ ।

ਮਿਤੀ : _____

ਮਾਪੇ/ਮਾਪਿਆਂ ਦਾ ਨਾਉਂ : _____
(ਕਿਰਪਾ ਕਰਕੇ ਸਾਫ਼ ਸਾਫ਼ ਲਿਖੋ)

ਜਾਂ ਸਰਪ੍ਰਸਤ : _____
(ਕਿਰਪਾ ਕਰਕੇ ਸਾਫ਼ ਸਾਫ਼ ਲਿਖੋ)

ਮਾਪੇ/ਮਾਪਿਆਂ ਦੇ ਦਸਤਖ਼ਤ : _____

_____

_____   _____
ਬੱਚੇ ਦਾ ਪਿਛਲਾ ਨਾਉਂ (ਕਿਰਪਾ ਕਰਕੇ ਸਾਫ਼ ਸਾਫ਼ ਲਿਖੋ)   ਬੱਚੇ ਦਾ ਅਗਲਾ ਨਾਉਂ (ਕਿਰਪਾ ਕਰਕੇ ਸਾਫ਼ ਸਾਫ਼ ਲਿਖੋ)

_____
ਬੱਚੇ ਦਾ ਜਨਮ ਅਸਥਾਨ (ਕਿਰਪਾ ਕਰਕੇ ਸਾਫ਼ ਸਾਫ਼ ਲਿਖੋ)

ਪਤਾ : _____

ਫ਼ੋਨ ਨੰਬਰ : _____

_____   _____   _____
ਬੱਚੇ ਦੇ ਅਧਿਆਪਕ ਦਾ ਨਾਉਂ (ਕਿਰਪਾ ਕਰਕੇ ਸਾਫ਼ ਸਾਫ਼ ਲਿਖੋ)   ਬੱਚੇ ਦਾ ਗਰੇਡ   ਕਮਰਾ ਨੰਬਰ

ਜੇ ਮੈਂ ਕੋਈ ਖੋਜ ਸੰਬੰਧੀ ਸਵਾਲ ਪੁੱਛਣਾ ਹੋਇਆ ਤਾਂ ਮੈਂ ਖੋਜੀ ਐਡਰੀਨ ਮਕੈਂਜੀ ਨੂੰ ਫ਼ੋਨ ਨੰਬਰ (416) 394-6150 ਜਾਂ ਉਸਦੇ ਨਿਗਰਾਨ ਅਫ਼ਸਰ (ਸੁਪਰਵਾਈਜ਼ਰ) ਡਾਕਟਰ ਜੈਫ਼. ਨੈਲਸਨ ਨੂੰ ਫ਼ੋਨ ਨੰਬਰ (519) 884-0710 ਐਕਸਟੈਂਸ਼ਨ 3314 ਜਾਂ ਪਾਲ ਡੈਵਿਕ, ਫ਼ੀਲਡ ਪਲੇਸਮੈਂਟ ਸੁਪਰਵਾਈਜ਼ਰ, ਵਿਲਫ੍ਰਿਡ ਲੋਰੀਏ ਯੂਨੀਵਰਸਿਟੀ, ਨੂੰ ਫ਼ੋਨ ਨੰਬਰ (519) 884-0710 ਐਕਸਟੈਂਸ਼ਨ 3088 ਉੱਤੇ ਫ਼ੋਨ ਕਰ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ।

Appendix B
. Parent Interview Guide/Format

ID#_____

Date of Interview:_____ Interviewer's
Name:_____

BACKGROUND INFORMATION

Are you of immigrant or refugee status? ☐ Immigrant ☐ Refugee

A. Child
1. Child's Age: _____   2. M ☐ F ☐   3. Child's Grade: _____

4. ESL: Yes ☐ No ☐   5. Child interviewed: Yes ☐ No ☐
   ESD: Yes ☐ No ☐

B. Family
7. What is your country of origin? _____

8. Did you come directly from your country of origin to Canada? Yes ☐ No ☐

9. If no, in which country did you stay? _____ and for how long?
   _____(in months)

10. How many people live in your home presently? _____

11. What is their relationship to you?

   _____   _____

   _____   _____

   _____   _____

C. Mother
12. What was your occupation in your country of origin?

   _____

13. What is your occupation currently?

14. What is your current highest level of education:
- [ ] some elementary or high school
- [ ] completed elementary or high school
- [ ] some community college or technical college
- [ ] completed community college or technical college
- [ ] some university (not completed)
- [ ] university degree completed (B.A/B.Sc
- [ ] university degree completed (profesional e.g. law, dentistry, engineering, nursing)
- [ ] university degree completed (M.A./ Ph.D)

D. Father

15. What was your occupation in your country of origin?

_____

16. What is your occupation currently?

_____

17. What is your current highest level of education:
- [ ] some elementary or high school
- [ ] completed elementary or high school
- [ ] some community college or technical college
- [ ] completed community college or technical college
- [ ] some university (not completed)
- [ ] university degree completed (B.A/B.Sc
- [ ] university degree completed (profesional e.g. law, dentistry, engineering, nursing)
- [ ] university degree completed (M.A./ Ph.D)

INTERVIEW QUESTIONS

I. Previous Country

Family

For many people life who move to a new country, life in their previous country was quite different than that in the new country:

1a) Can you describe what life was like for you and your family in
_____?

b) Can you share with me some of the difficulties your family experienced in
_____?

c) What (things/factors/people) helped your family to cope with these challenges?

Child

2a) Can you describe what life was like for _____ in _____?

b) Can you share with me some of the difficulties _____experienced in
_____?

c) What (things/factors/people) helped _____to cope with these challenges?

II. Initially in Canada

Family

Many families have some problems when they move to a new country:

1a) Can you tell me what life was like for you and your family when you first
came to Canada?
(Did you or your family experience any difficulties adjusting?)

b) Moving to a new country can be stressful on the family. Did you and your
family experience any difficulties when you first came to Canada (e.g. finding
a place to live, learning the language, or even finding a grocery store)? If yes,
what were they?

2a) We can often get help with problems we have from people such as relatives,
friends, or neighbours. Were there people who helped you and your family to
cope with these problems you had? (If no go to question #3)

b) Can you tell me who each of these people were? What did each person do to
help you and your family when you first came to Canada?

c) Can you think for a moment, and tell me what each person did that was
helpful?

d) Is there anything that each person did that was not helpful?

3a) Sometimes, specific group/organization such as a job agency, school or
cultural association or place of worship can be helpful. When you first came
to Canada, did your family receive any help from any place like this or
otherwise ? (If no, go to 3f).

b)   If yes, what group/organization were they?

c)   What things did each of these places do to try and help your family to cope with these challenges?

d)   Were there things that these group/organization or the school did that were helpful? If yes, can you tell me what they were?

e)   Were there things that these group/organization or the school did that were not so helpful?

f)   Do you feel that there is anything that these group/organization or the school could have done to help you and your family settle more easily when you first came to Canada?

Child

Children like adults also have to go through changes as a result of moving to a new country:

1a)   Can you tell me what life was like for _____ when he/she first came to Canada?
(Did he/she experience any difficulties adjusting?)

b)   Did _____ experience any difficulties when he/she first came to Canada (e.g. in school, health, behaviour)? If yes, what were they?

2a)   We can often get help with problems our children face from people such as relatives, teachers or family doctor. Were there people who helped _____ to cope with these problems he/she had? (If no go to question #3)

3a)   Can you tell me who each of these people were? What did each person do to help _____ when he/she first came to Canada?

b)   Can you think for a moment, and tell me what each person did that was helpful to _____ at that time?

c)   Is there anything that each person did that was not helpful to _____?

4a)   Sometimes, specific groups or organizations such as a community centre, school or cultural association can be helpful. When you first came to Canada, did _____ receive any help from any agency or the school? (If no, go to # 4f)

b)   If yes, what group/organization were they?

c) What things did each of these places do to try and help _____ to cope with these challenges?

d) Were there things that these group/organization or the school did that helped _____ ? If yes, can you tell me what they were?

e) Were there things that these group/organization or the school did that were not so helpful to _____? If yes, can you tell me what they were?

f) Do you feel that there is anything that these group/organization or the school could have done to help _____ settle more easily when he/she first came to Canada?

III. Currently in Canada

Family

1a) Can you tell me what life is like for you and your family now?
(Are you or your family experiencing any difficulties adjusting?)

b) Are you and your family experiencing any difficulties ? If yes, what were they?

2a) We can often get help with problems, from people such as relatives, friends, or neighbours. Are there people who help you and your family to cope with these problems you are now having? (If no go to question #3)

b) Can you tell me who each of these people are? What does each person do to help you and your family?

c) Can you think for a moment, and tell me what does each person do that is helpful?

d) Is there anything that each person does that is not helpful?

3a) Sometimes, specific agencies or organizations such as a job agency, school or cultural association or place of worship can be helpful. Does your family receive any help from any agency or the school? (If no, go to 3f).

b) If yes, what group/organization are they?

c) What things do each of these places do to try and help your family to cope with these challenges?

d) Are there things that these group/organization or the school do that are helpful? If yes, can you tell me what they were?

e) Are there things that these group/organization or the school do that are not so helpful?

f) Do you feel that there is anything that these group/organization or the school can do to help you and your family settle more easily to Canada--at this point?

Child

1a) Can you tell me what life was like for _____ right now?
(Is he/she experience any difficulties adjusting?)

b) Is _____ experiencing any difficulties now (e.g. at school, in term of health or behaviour)? If yes, what are they?

2a) We can often get help with problems like these, for example from relatives, teachers or family doctor. Are there people who are helping _____ to cope with these problems he/she is having? (If no go to question #3)

3a) Can you tell me who each of these people are? What each person is doing to help _____ now?

b) Can you think for a moment, and tell me what each person is doing that is helpful to _____ right now?

c) Is there anything that each person is doing that you feel is not helpful to _____ ?

4a) Sometimes, specific agencies or organizations such as a community centre, school or cultural association can be helpful. Is _____ receiving any help from any agency or the school right now? (If no, go to # 4f)

b) If yes, what group/organization are they?

c) What things are each of these places doing to try and help _____ to cope with these challenges?

d) Are there things that these group/organization or the school do that are helping _____ ? If yes, can you tell me what they are?

e) Are there things that these group/organization or the school is doing that you feel are not so helpful to _____ ? If yes, can you tell me what they are?

f) Do you feel that there is anything that these group/organization or the school can be doing to help _____ settle more easily to Canadian life at this point?

IV. Future in Canada

1) What are your hopes and aspirations for your child?

2) What are your hopes for yourself and family?

V. Conclusions

Those are all the questions I have, before I wrap up is there anything that you would like to add or ask?

Did the interview go all right for you--is there anything that you would like to comment on?

Appendix C

INFORMATION LETTERS FOR TEACHERS

Highfield Community Research Project:
Towards the Well-being of Immigrant and Refugee Children

This is some information about a project that I will be conducting at Highfield Junior School. Attached is a form asking for your participation in the research project. Please read the following information. It describes the purpose of the project, and how it will benefit the children you teach, and others like them.

WHAT IS THIS PROJECT ABOUT?

This project aims to help immigrant and refugee children to grow up well. It wants to ensure that immigrant and refugee children and their families receive supports from the school and community that will help them to adjust to Canada quickly, and be the best they can be. The research project wants to find out what things in the school and community are helpful and not helpful to immigrant and refugee children. The information you provide will be used to help make improvements to the school and community that will benefit these children and others who are new to Canada.

WHO IS THE RESEARCHER?

The researcher is Adrine McKenzie, a university student who is also an immigrant to Canada. Ms. McKenzie has lived, worked, and attended school in the Rexdale community. She has previously conducted research with adolescent immigrants in Rexdale's high schools. Ms. McKenzie is part of the Advisory Committee on Immigrant and Refugee Children at Highfield Junior School. This committee includes teachers, parents and staff from the Better Beginnings, Better Futures project; together they plan and guide the research. Ms. McKenzie will be happy to provide you with more information about this committee. The research is supported by the Highfield Community Enrichment Project (Better Beginnings, Better Futures), Highfield Junior School, and the Etobicoke Board of Education. Ms. McKenzie is conducting this research as part of the requirements for an M.A. degree in Community Psychology at Wilfrid Laurier University.

WHY AM I BEING ASKED TO TAKE PART IN THIS RESEARCH?

We hope to gather information about the adaptation experiences, risks and supports in

the community and school of refugee and immigrant children in grades 2-5. The study will focus on children from the West Indies, Guyana, Somalia and South Asia who have lived in Canada for 5 years or less. Besides, hearing from the parents and children themselves, we are interested in hearing what teachers have to say about these issues. This is where you can help. We would like to hear what you have to say about these children's experiences in the school and the community. You will not be asked for information regarding an individual or specific child, but instead about groups of children. The information you provide will help us to understand how to better help new Canadians in the Highfield community.

Your participation is important to the research. Your involvement will help us to understand the resources immigrant and refugee children need to help them do well.

WHAT WILL I BE ASKED TO DO IF I TAKE PART IN THE RESEARCH?

You will be asked questions about the children's needs, supports and experiences. The interview will last about 60-90 minutes, and will occur in a group interview session with approximately 6-8 teachers. We feel that these questions will give us insight into what the needs of immigrant and refugee children are, and how we can help them to adjust quickly and reach their full potentials. An interviewer will ask the group questions about the adjustments of children in their classrooms to Canada, what life was like when the children initially came to Canada, and what types of assistance from the school and community would have been of benefit to the children. The interview will be arranged at a time and place that is best for the teachers. In order reduce the problems of unreliablilty that can occur with notetaking alone, the discussion will be audiotaped.

WHAT IF I DECIDE THAT I DO NOT WANT TO TAKE PART OR FIND THAT I AM UNCOMFORTABLE WITH SOME PARTS OF THE RESEARCH?

<u>You have a right to decide that you do not want to participate in the research</u>. There is no penalty or loss of your present benefits if you decide to participate or not participate. <u>You may withdraw</u> from the research at anytime, without any consequence--<u>even after signing the attached consent form</u>. You are free to omit any questions you do not want to answer. Please return the consent form to the BBBF mailbox, in the enclosed envelope.

WHAT HAPPENS TO ANSWERS TO THE INTERVIEW?

All answers given by you are kept private by the research committee. Names will not appear on any of the forms. Instead, only a code number will be used. Names, code numbers, and interview forms will be kept secure. Only the researcher will have access to this information. Audiotapes will be erased after the project is completed,

for which the tentative date is August 31, 1995. Any information that you give will be kept among the persons conducting the research. The research findings that are generated will be discussed in general terms for the community and school. Thus, the information is presented in such a way that no one will be able to identify you or your students.

If there is something said in the interview that we feel is important to quote, we will contact you and ask for your consent to include it in the report. Direct quotes will not be used without your consent. Again, neither names nor information that can identify you will be used in the report.

One possible exception regarding privacy is that if during the interview or discussion the researcher becomes concerned about the safety of a child, the researcher is required to report it.

You have a right, under the Provincial Freedom of Information and Protection of Individual Privacy Act to look at any stored information that you have given.

WHAT FEEDBACK WILL THERE BE?

The researcher will prepare a summary of the results. It will describe issues that are relevant to immigrant and refugee children and their families in the Highfield community. Again, the results will not include any information that can personally identify you or your students. Upon completion of the study, a summary will be presented to each participant. You are likely to receive this report in September 1995, shortly after the report is completed. If you are interested in finding out more about the research than is presented in the summary, please feel free to contact the researcher, Ms. Adrine McKenzie.

Ms. Adrine McKenzie
Immigrant and Refugee Children Researcher
c/o Highfield Community Enrichment Project
Highfield Junior School
85 Mount Olive Drive
Rexdale, ON
M9V 2C9
Telephone: 394-6150

Dr. Geoff Nelson, Research Advisor
Department of Psychology
Wilfrid Laurier University
Telephone: (519) 884-0710, ext. 3314

Mr. Paul Davock, Field Placement Supervisor
Department of Psychology
Wilfrid Laurier University
Telephone: (519) 884-0710, ext. 3088

Wilfrid Laurier University
Department of Psychology
Research Consent Form

I have received a copy of the "Information letter for teachers". I have read it or had it read to me and I understand it. I agree to participate in a research study which explores the experiences, supports and barriers immigrant and refugee children encounter at school and in the community. This research is being conducted by Ms. Adrine McKenzie, under the supervision of Dr. Geoff Nelson of the Psychology Department of Wilfrid Laurier University.

I am aware that my participation in this study is voluntary. I may refuse to participate in this study without penalty. I may withdraw from the study at anytime without penalty or loss of previously entitled benefits. I may refuse to answer any question asked of me.

I understand that the focus group interview will be audiotaped and that my research records will be kept confidential. The findings of the study will not be presented in any way in which myself or my students can be personally identified. I understand that I will receive a written summary of the study's findings after September, 1995.

If I have any questions about or related to the research I may contact the researcher, Adrine McKenzie at (416) 394-6150 or her supervisor, Dr. Geoff Nelson at (519) 884-0710, ext. 3314 or Paul Davock, the Field Placement Supervisor of Wilfrid Laurier University at (519) 884-0710, ext. 3088

Date:

_____

Name of Teacher:

_____
(please print)

Signature of Teacher

_____

Appendix D
TEACHERS' FOCUS GROUP QUESTIONS
Interview Guide Approach

BACKGROUND INFORMATION

So that we have some context by which to frame your responses, it would be helpful if you could share with us the following information: (Please check the appropriate box)

1.　What grade do you teach presently:　2 ☐ 3 ☐ 4 ☐ 5 ☐ other ☐ _____
　　(please specify)
2.　How long have you been teaching (in years)?　　　　　　_____
3.　How long have you been teaching at Highfield (in years)?　　_____
4.　How long have you been teaching this grade level (in years)?　_____

I just want to remind everyone that the study will look at immigrant and refugee children in grades 2-5. And within this group, we are focusing on children who are from the West Indies, Guyana, South Asia, and Somalia, who have been in Canada for less than five years. We would like to hear your what you have to say about the supports, or risks these children encounter in this school and community, their experiences and what would be helpful for them.

I. Previous Country

1a)　What can you tell us about the lives of the these newcomers to your classroom?
　　(Do you have a sense of what the experiences of these children were before they came to Canada?--What sorts of experiences did some of them have?

b)　What were the problems or issues that these children encountered, before moving to Canada?

c)　What were some of supports that some of these children had?

d)　How do you come to learn of these things?

II. Initially in Canada

3a)　Based on your experiences, can you tell me what life is like for some of the children in your classroom when they first come to Canada?

(Do they experience any difficulties adjusting?)

b) Do they experience any hardships when they first come to Canada? If yes, What are some of them?

c) Based on your knowledge, do they receive special help from the school or places in the community that help them to cope with these challenges when they first come to Canada? If yes, what (things/factors/people) at the school or in the community that help?

d) Are there things that you feel aren't so helpful (i.e., at the school/ in the community)-What are they?

4) Do you feel that there is anything that the school or community can do to help these children and their families to settle more easily when they first come to Canada? If so, what are they?

III. After a few years in Canada

5a) Based on your experiences, what is life like for children after a few years of living in Canada? (Do you feel they experience any difficulties adjusting at that point --if so what do you think they are?)

b) Do you think they are experiencing any hardships at this point? If yes, what do you think some of them are?

c) Are there supports within the school and community that help these kids to cope with these challenges? What do you think some of them are?

d) Within the school and community, are there things for immigrant and refugee children that are not so helpful?

6) Can you think of anything that the school or community can provide which would help these kids and their families to adjust better to Canada at this point in their adaptation?

IV. Future in Canada

7) As educators what would you say are your hopes and aspirations for these children?

V. Conclusions

Those are all the questions I have, before we wrap up is there anything that you would like to add or ask?

Did the discussion go all right for everyone--is there anything that you would like to comment?

Appendix E
CHILDREN'S FOCUS GROUP QUESTIONS
Interview Guide- Conversational Approach

Picture Drawing Session: Initially in Canada

1a)   Who here can remember what it was like when you first came to Canada?
b)   (Can you draw a picture to describe what this experience was like?)

World Globe Discussion: Previous Country

2a)   Who can tell me what this is? (a globe)
b)   Can you tell me what a globe is for?
c)   Can someone show me where Canada is?
d)   I'm going to show you the country where I was born and lived until I was five years old--before I came to Canada to live (indicate on globe)
e)   Who can show us the country they were born--is that where you lived before coming to Canada? (if no, can you tell us where you lived before coming to Canada?)
f)   What was life like in _____ country?
   (Probe- what things did you do there? what sorts of things helped you in your community?--what sorts of things did not help?)
g)   Was your community different from this one here in Canada--how so?
h)   If applicable, what was school like in _____?
   (Probe- what things did you do there? what sorts of things helped you in your school?--what sorts of things did not help?)

List Generation Session: Currently in Canada

Who here has made a list before--what kind of list was it? Well, I need to make a list--and I think maybe you can help me. I would like to hear what you have to say about your school and community. I am going to ask you some questions, think about your answer, and I'll write it down on our list, so I don't forget.

3a)   Are there things, good things about your school--things that are helpful, that you like--what are they?
b)   Are there things, bad things about your school--things that are not helpful, that you do not like--what are they?
c)   If you have problems, what do you do?--what sorts of things/people help you to cope with these problems?
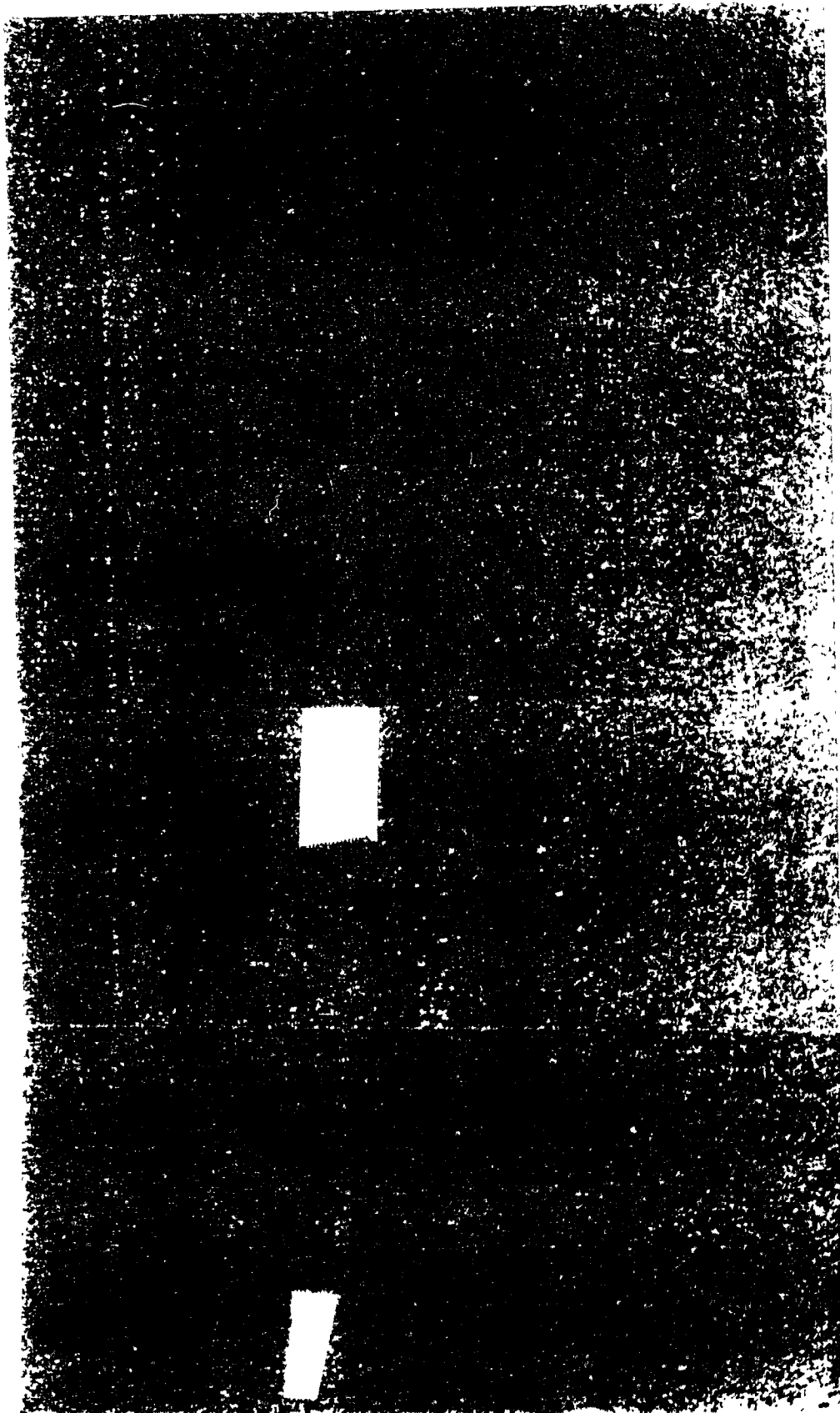d)   Can you think of anything that would be help you to cope with these problems

4a) Are there things, good things about your community--things that are helpful, that you like--what are they?

b) Are there things, bad things about your community--things that are not helpful, that you do not like--what are they?

c) If you have problems in your community, what do you do?--what sorts of things/people help you to cope with these problems?

d) Can you think of anything that would be help you to cope with these problems in the community?

5) Close your eyes for a moment, I want to imagine yourself as a grown-up-- what things are you doing?

I like Highfield

- Art
- Play, try

makes me with movies,
play "ctr", read books

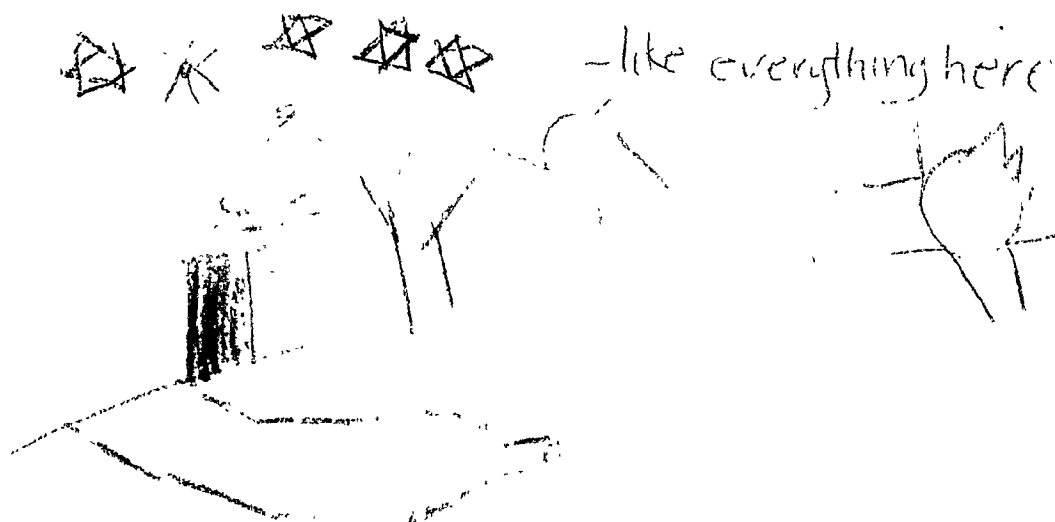- soccer, baseball
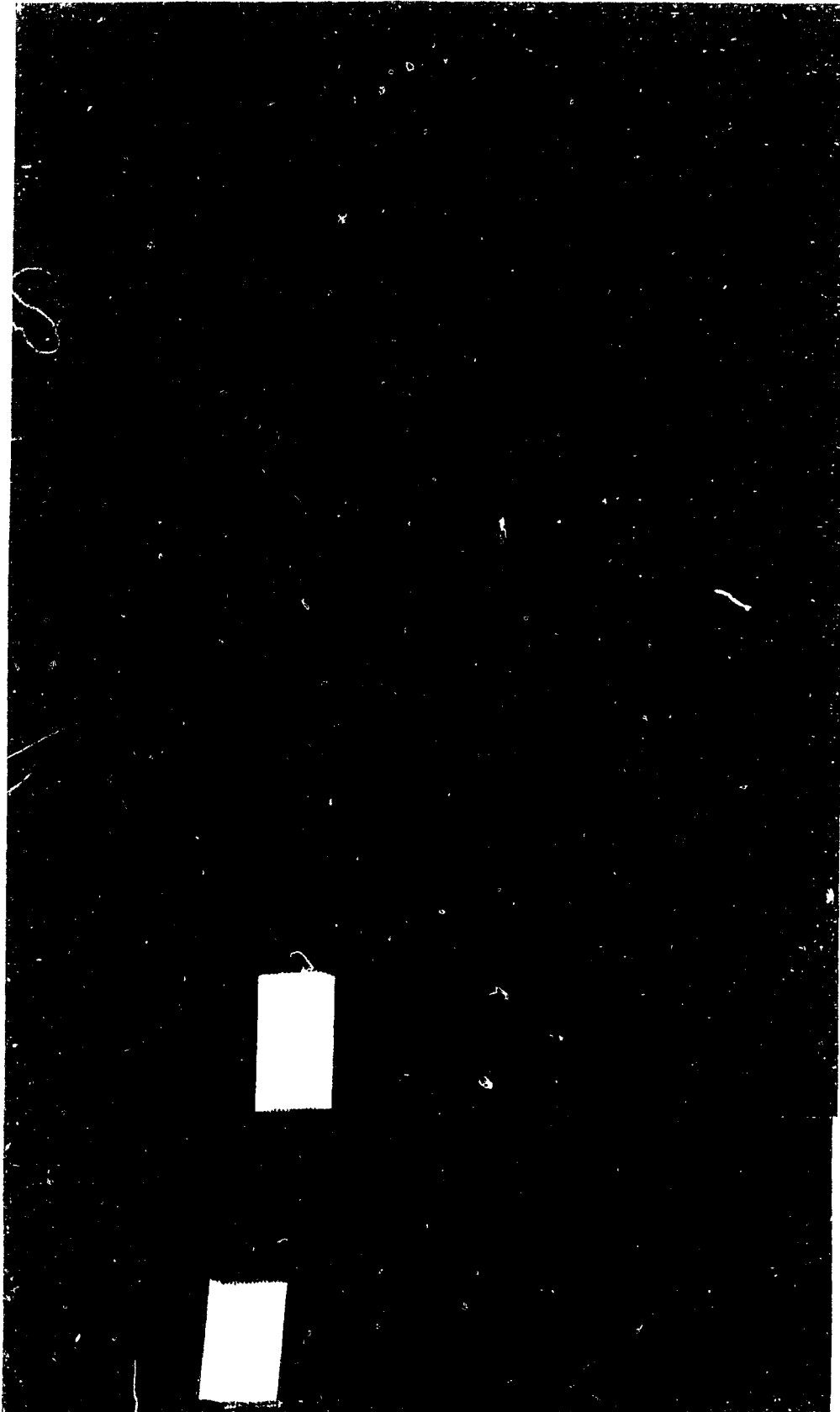
I dont like about Highfield

- school work, it's dumb 'cause when we finish we dont get to do activities
- teachers send me to the office too much
- skip
- my brother, he bothers me, he's a baby he hates me

I don't like about Highfield

☆ ☆ ☆ ☆ ☆ — like everything here

I like about Highfield.

- toys
- children - play with us
- teachers don't slap
  you

I don't like about Highfield

- people make fun of my culture
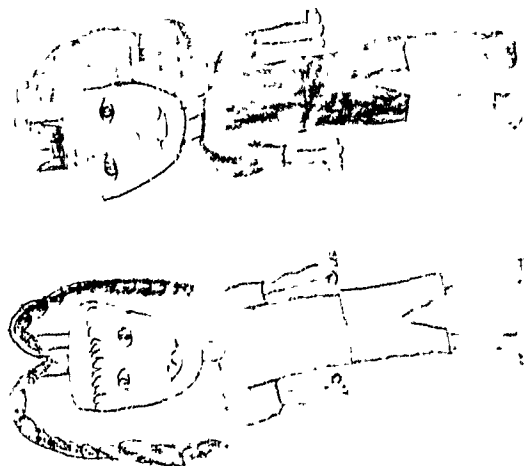- you can't get on the monkey bars.

I like about Highfield:

- people are nice to you + friendly
- like the weather
- can wear anything you want, no uniform
- teachers explain things to you if you dont understand.
- teachers supervise us at recess - so you can get a bandage
- I like Canada + Highfield
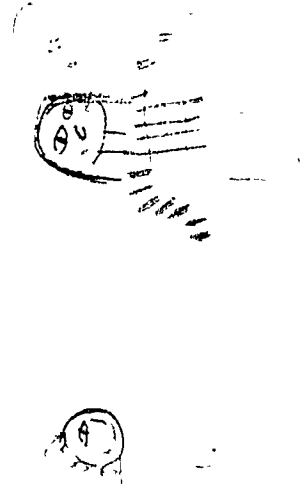
I hate when my friend are mean to
me
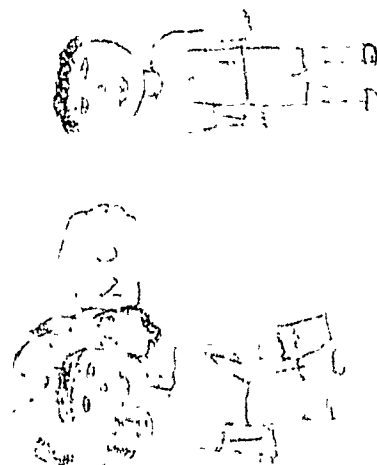
I like my friends

I like le rning English

I like My teacher

I like When it is snow

I like My best friend

I don't like

- When teacher tells kids to go to the office or to be quiet

- to tell my fr ends bad words

Appendix G

Recommendations

The following recommendations emerged from the responses of the parents, the

teachers, and the researcher. In keeping with one of the aims of the study, namely, to

reduce the risk factors and increase the protective factors for newcomer children and

their families in the Highfield community, the following recommendations ha ·e been

made. These suggestions are directed to the three committees of the Better Beginnings,

Better Futures, Highfield Enrichment Project, namely, the In School Committee,

Family Support Committee and the Community Development Committee that are

responsible for bringing about and implementing change in each of the three domains.

These recommendations are not intended to be prescriptive in nature, but to help to

highlight possible ways of improving some of the concerns identified by the various

stakeholders. Because it is understood that the community may not be able to address

all its concerns simultaneously, it is hoped that it will select and prioritize them, and

deal with those accordingly.

In School Committee

At the school level, a number of recommendations for children, the board of

education, the administration and the community have been identified.

> "They [the teachers] used to spend more time with them [the kids] at that school than this
> one, and they used to get a lot of stuff to do. Now they come home, they do nothing ...
> I have to say to read a book or do something...[At] that school, they got a lot of
> homework...things to make up sentences. She used to sit and do it. They used to get
> a lot of help, more than now".   (Newcomer Parent)

Child

1.   In order to increase opportunities for additional academic improvement:

●   more opportunities for the child to do homework (i.e., work that fosters both

independence and parent-child interaction) would be of benefit

- a clear, formal and systematic method of evaluating a newcomer child's level of English language proficiency should be established. In addition, establishing an individualized learning plan along with regular monitoring of each child's progress would be helpful.

- additional ESL/D resources (e.g., teachers, assistants, parents, high school or university students) to provide regular assistance on a one-to-one or small group basis.

- an ongoing transitional class/programme may be initiated to assist newcomer children ease into the Canadian school system.

- reduce the teacher-student ratio.

2. To provide more opportunities for social interaction, and skills building:

- the school's existing buddy programme can be formalized to ensure that all newcomer children have in their classrooms a buddy who is bilingual whom they can access.

- more opportunities for sports, extra-curricular activities would allow newcomer children to learn Canadian games, interact with other children, and facilitate their learning and development.

- an adult mentoring programme either through the school or by linking with existing community agencies (e.g. Big Brothers/Sisters) can be initiated. That is, to match a child with an adult who would act as an additional support or provide guidance to the child, apart from others such as parents or teacher.

3. To encourage tolerance, cultural awareness and identity:

- the after-school heritage classes can be extended to include some of the other cultural groups in the school (e.g., Caribbean heritage class).

- avenues for children to discuss their cultural backgrounds, histories and racism should remain open.

Board

4. Recruit more male and culturally diverse teachers, and to support initiatives in this aim.

5. Expand the school building and eliminate the portables.

6. To prevent academic and social loss during summer by providing high quality summer programmes for all newcomer children.

7. To continue to provide workshops for teachers and staff in anti-racist education, sensitivity issues for working with culturally diverse groups.

8. To increase the efforts in attending to the mental health needs of newcomer children:

- by providing tools (e.g., through workshops, guidebooks) to teachers that would help them to identify children who may be dealing with emotional or psychological difficulties due to migration or war.

- by ensuring teachers have access to the necessary professionals or supports regarding educational or emotional concerns of their students.

- by providing culturally-sensitive counseling services to children who may be dealing with emotional or psychological difficulties due to migration or war.

- by linking with ethno-specific agencies, community mental health services to find out and disseminate information regarding resources available to children in the community.

Administration

9. Ensure the child's school records are accurate and up-to-date, and promptly transferred when a child moves from one school to another, thus, minimizing

problems related to the child's placement.

Family Support Committee

> "You know something, honestly I don't know what they [the school]
> have [resources] or what they are doing over there". (Newcomer parent)

Parent

10. To continue to encourage communication between the parents and the school:

- efforts can be made to open up the school to be more "parent friendly" (e.g., by extending hours).

- a clear understanding of and commitment to the school's values by all (e.g., teachers, staff, parents and children) should be achieved.

- dialogue needs to be initiate in areas where there is conflict and potential for conflict between the school and home.

- the role of the family visitors can be extended, to enable them to serve as links between the school and home. Responsibilities could include imparting information about community resources available to families and children, helping parents to understand the structure and role of the school, so they are better able to advocate on their child's behalf.

11. For parents to learn information and skills that will enable them to better help their children:

- life skills or information through workshops, seminars, on issues related to children that are relevant to parents (e.g., improving reading skills, aggressive behaviour, and child rearing practices etc.,) can be conducted. Community

12. As a central point of the community the school serves as a link between parents and the community services and ethno-cultural agencies. Services can be

offered at the school or information regarding such resources can be disseminated through the school.

13. The school in partnership with community agencies can take a proactive stand to prepare for large influx of newcomer children from regions of the world where there is political conflict.

Community Development Committee

> " We didn't know there were such groups or organizations. If we know we would have asked for help." (Newcomer parent)

14. The school can play a pivotal role in terms of bridging communication, and disseminating information about available community resources to:

- help newcomers find safe and affordable housing.

- provide newcomers with information regarding Canadian renting practices, regulations and laws.

- help provide appropriate clothing and information about dressing for the weather.

- assist newcomers in food preparation, nutrition, and shopping economically. Furthermore, to ensure that these practices are consistent with their cultural and religious practices.

- help them learn various outdoor community activities and sports (e.g., tobogganing, skating etc.,).

- help newcomer parents secure Canadian work experience through job programs and work initiatives.

- assist newcomer parents gain opportunities to upgrade their education and work skills.

- To ensure that all newcomers are aware of employment and safety standards, and sources of assistance for job-related issues in the community.

15. To launch collective efforts to encourage the government to recognize professional or skilled accreditation from other countries.

16. To distribute through immigration offices and embassies videos, books and material about life in Canada, so as to help prepare people prior to their arrival.

17. To provide practical English language instruction (both oral and written) for all newcomers, including the elderly and stay at home mothers.

18. To provide on-going training for community workers in:

- recognizing symptoms of depression, or maladaptive behaviours due to trauma or acculturation.

19. To provide culturally appropriate counseling or support for newcomers in the community who may be experiencing difficulties (e.g., through support groups, hot-lines etc.,)

20. To launch initiatives to reduce the crime that exists in the community, to alleviate the perception that the community is unsafe.