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Japanese expatriate youth and developing peer relationships in U.S. schools

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Graduate School of Education and Psychology

JAPANESE EXPATRIATE YOUTH AND DEVELOPING PEER RELATIONSHIPS

IN U.S. SCHOOLS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Psychology

by

Jinsoon Lee

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This clinical dissertation, written by

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DEDICATION

It is with deep gratitude that I dedicate this dissertation to the Japanese expatriate students and their parents who agreed to share their relocation experiences with me. Your support of my dissertation research has allowed me to uncover ways to better serve individuals who are navigating the assimilation process.

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ABSTRACT

Many Japanese corporations relocate their employees overseas for a period of time. In some cases, the relocation is for an extended period of time, in which case, employees have the option of moving members of their immediate family with them. This phenomenological study explored how the early adolescent-age children of these employees assimilate to life in the U.S., particularly in regards to making friends and adjusting to their new school. The data fell under 3 broad domains: (a) assimilation to host culture, (b) social inclusion, and (c) disharmony with peers. The fear of the unknown was a common theme reported among the participants, while their mothers expressed less trepidation about the relocation. Despite the initial challenges, all participants now feel they have assimilated and most report enjoying their U.S. experience. Common complaints included missing old friends, needing to rely on their parents for getting around in the U.S., and feeling stressed by academic challenges due to limited fluency in the English language. While none of the participants reported either being bullied or bullying others, the manner in which they described bullying behavior was consistent with previous research. The participants expressed that victimization under certain circumstances might be justified. Moreover, if victimized, there was a tendency to internalize the experience and to look for fault in oneself rather than holding the perpetrator responsible. Advice to other expatriate students and their families include awareness of the academic demands of U.S. schools, recommendations for meeting and making new friends, suggestions for a smoother relocation experience, and the need for parents to become more involved in helping their children succeed academically and personally. The clinical implications of the study findings are discussed, which include facilitating expatriate families' openness to new experiences, providing guidance on issues they might face in the assimilation process, and offering strategies for mitigating these challenges.

Introduction

Relationships with family and friends are central to our social lives, although in different ways. Through relationships with parents, it is presumed children experience nurturance and affection from their parents that enhance their self-worth (Furman & Buhrmester, 1985). In addition to the interaction with family members, adolescents typically increase the amount of time they spend with their peers to meet their social needs (Crystal, Kakinuma, DeBell, Azuma, & Miyashita, 2008), and these relationships provide a sense of reciprocal companionship and intimacy (Furman & Buhrmester, 1985). The body of literature on this critical period of development consistently emphasizes that experiences children gain through peer relationships create an important foundation for their further social development (e.g., Newman, Lohman, & Newman, 2007; Osterman, 2000; Rudolph, 2010). Depending on the nature of the experiences, it is important to note that these peer relationships may both positively support or negatively influence future social development.

Researchers suggest that peer relationships provide a positive influence on the social development of children. In proposing a theory of personality development, Sullivan (1953) noted that peer relationships during adolescence promote important basic needs, such as a sense of belongingness, companionship, social acceptance, and intimacy, which is a perspective supported by a number of researchers. For example, Newman and colleagues (2007) indicate that teens have fewer emotional and conduct problems when they experience a sense of belongingness through their peers. Additionally, Crystal and colleagues (2008) state that having friends enable children to seek the support and guidance of others with homework assignments and other school related tasks.

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Not only is the existence of friends important, but the level of intimacy with friends may also serve as a positive influence on children's psychosocial development. For example, in a study of over 380 middle school students, Erath, Flanagan, Bierman, and Tu (2010) examined the relationship of friendship to psychosocial maladjustment. The study found that having friends served as a buffer against various psychosocial distresses. In particular, a student who had more close friends, felt lower levels of social anxiety, loneliness, and self-reported peer victimization when compared to the students with fewer close friends. Moreover, having not-so-close friends protected against social anxiety, while it did not serve as a buffer against loneliness and peer victimization.

While supportive friendships may serve a protective role for children (Malcolm, Jensen-Campbell, Rex-Lear, & Waldrip, 2006), victimization in the form of school bullying is a potential negative repercussion of the process of establishing peer relationships. In fact, school bullying is now considered a serious public health problem affecting approximately 30% of adolescents throughout the world (Haynie et al., 2001; Nansel et al., 2001; Rios-Ellis, Bellamy, & Shoji, 2000). In the United States alone, a national survey demonstrated, on average, 21.4% of middle school students are identified as victims of bullying, while 2.7% of the students report as bullies; 2.5% of students have both the experience of being bullied as well as being victimized (Nansel et al., 2001). Moreover, it appears bullying behavior increases with age and peaks during the middle school years (Nansel et al., 2001).

The study of bullying has been prevalent in European countries for over 40 years (e.g., Boulton & Smith, 1994; Fandrem, Strohmeier, & Roland, 2009; Kumpulainen, Rasanen, & Puura, 2001; Olweus, 1978, 1993; O'Moore & Kirkham, 2001; Vervoort, Sholte, & Overbeek, 2010). In these European investigations, bullying behavior was characterized as one or more

perpetrator who exhibits overt forms of aggression toward others (Kanetsuna, Smith, & Morita, 2006). In contrast, the United States did not begin to pay serious attention to bullying until the 1990s, precipitated by school shooting incidents connected to bullying victimization (Harachi, Catalano, & Hawkins, 1999). Several U.S. authors, like their European counterparts, have concentrated their attention onto acts of aggression by youth who intentionally attempt to harm other students who appear weak or submissive (Carney & Merrell, 2001; Crick & Dodge, 1996; Harachi et al., 1999). Historically, researchers in the United States have considered school bullying an aspect of school violence (e.g., gang activities, weapon carrying, theft) and focused on assaults that were easily identified by teachers and/or other students, such as hitting, kicking, or teasing (Harachi et al., 1999; Haynie et al., 2001; Sveinsson & Morris, 2007). Hence, in both European and U.S. research, school bullying is defined in terms of explicit actions perpetrated against others.

In Asia, Japanese scholars have been conducting nation-wide studies on *ijime* (school bullying) since the mid-1980s, after more than a dozen suicide incidents in Japan resulting from bullying victimization (Crystal, 1994; Morita, Soeda, Soeda, & Taki, 1999). Similar to the United States, *ijime* behavior peaks during middle school years (Treml, 2001), and a national survey indicates that 13.2% of the students are identified as victims, whereas 20.3% of the students are reported as bullies. In addition, 27.4% of bullies report that they were bullying victims in the past (Morita et al., 1999; Ruiz & Tanaka, 2001).

Although Japanese researchers recognize *ijime* as an aggressive behavior, characteristics of *ijime* are considerably different from bullying in the United States. Japan is highly collectivistic in their culture, and people of Japan value conformity. Therefore, in a school setting, *ijime* is generally a group act; that is, typically all students in the entire grade-level

participate in inflicting psychological damage on a victim by socially excluding him/her (Akiba, 2004; Crystal, 1994). In contrast to the United States, the *ijime* victim is chosen based on a mere difference from his or her classmates, such as exceeding academically and expressing individual interests (Kawabata, 2001; Naito & Gielen, 2005). Hence, unlike European nations and the United States where bullying involves an overt negative action committed by the bully against a victim, in Japan, bullying is based on simply ignoring the person who deviates from the group norm.

In the *Annual Report of Statistics on Japanese Nationals Overseas* (Gaimusho, 2009), it was reported that, as of October 2008, approximately 21,500 Japanese elementary and middle school students live in the United States, due to their parents' expatriate[1] circumstances, and over 95% of them attend local U.S. schools. This unique situation allows the Japanese students to be exposed to the U.S. school culture, which may introduce challenges, given the different cultural assumptions that influence peer relations. The present study attempts to learn how the cultural upbringing of Japanese students may influence their perception of the American students' social intentions. For example, an American student may walk by a group of students in the hallway and not be acknowledged by the group. To him or her, this behavior may not be perceived as a negative action. However, for a Japanese student, the same action may appear as an act of aggression. This example illustrates how a single behavior can have divergent cross-cultural meaning.

To provide an understanding for the basis of this proposed investigation, the following bodies of literature are reviewed with an emphasis on what we know about middle school students in the United States and Japan: (a) defining school bullying; (b) characteristics of

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[1] In this study, an expatriate is defined as a person who is sent from his/her parent company to work in another country for a period of time (Lee & Vorst, 2010).

bullies, victims, and bully-victims; and (c) behavioral and psychological consequences of school bullying. Specific details of the literature are provided in Appendix A.

What Is Bullying?

Dan Olweus, a Norwegian psychologist, is a pioneer researcher of school bullying and he offered a generic definition of bullying: repeated intentional harm towards others, where there is a disparity between the perpetrator and the victim (Olweus, 1993). He further indicated that bullying could take direct (e.g., physical or verbal assault) or indirect (e.g., social exclusion or spreading rumors) form. This definition is internationally recognized and cited in much of the literatures (Carney & Merrell, 2001; Dussich & Maekoya, 2007; Hilton, Anngela-Cole, & Walita, 2010; Orpinas & Horne, 2006; Sawyer, Bradshaw, & O'Brennan, 2008; Smith & Brain, 2000), partly due to its ability to capture various forms of aggression.

However, some U.S. researchers question Olweus' broad definition (Arora, 1996; McNamara & McNamara, 1997; Sveinsson & Morris, 2007). For example, Arora (1996) argued that the long-term effect on the victim is more important than the repetitive aspects of bullying as the victim may experience emotional trauma through one event of bullying. Ross (2003) also questioned the requirement of repetition because interventions may not be applied to the victims and/or bullies at the earliest point in the bullying behavior. He further argued that a child's perception of bullying victimization should be considered. Therefore, there is no universally accepted definition of bullying (Crick & Dodge, 1996; Harachi et al., 1999; Hilton et al., 2010; Orpinas & Horne, 2006; Sveinsson & Morris, 2007).

Lack of a standard definition of bullying has resulted in wide-ranging prevalence rates across studies (Harachi et al., 1999; Orpinas & Horne, 2006). In one study, less than 6% of middle school students (grades between 6th and 8th) were identified as bullies (Swearer & Cary,

2007), while another study found that 24.1% of the same age range students could be counted as bullies (Haynie et al., 2001). As for the victims, the prevalence rates among middle school students range from 10.6% (Nansel et al., 2001) to 82.3% (Dulmus, Theriot, Sowers, & Blackburn, 2004). Yet other studies indicate that between 1.9% (Wienke-Totura et al., 2009) and 23.7% (Swearer & Cary, 2007) of middle school students are identified as both bullies and victims.

The variance in prevalence rates is also partially due to methodological differences in how researchers seek data on bullying behavior. For example, Dulmus et al. (2004) asked students between 3rd and 8th grades about bullying behavior in two different ways. The authors found that, when students were asked directly if they had been bullied, 51% of the students identified themselves as bullying victims, whereas 82.3% of the students reported as victims when they were asked about specific types of bullying behaviors (e.g., name-calling, social exclusion, racist comments, and sexual comments).

Historically, bullying behavior in the United States is encompassed within a broad form of aggressive behavior (e.g., gang activities, theft, and other school violence), and its studies are particularly focused on the etiology of bullies' aggressive attitudes and behaviors (Harachi et al., 1999). As a result, researchers have focused on physical and verbal bullying, while paying less attention to other types of bullying, such as social exclusion and ignoring (Haynie et al., 2001).

While Olweus' concept of bullying has been popular among U.S. scholars, Japanese researchers have promoted Morita's concept of *ijime* (Hilton et al. 2010; Kawabata, 2001; Morita et al., 1999; Naito & Gielen 2005). Morita (as cited in Morita et al., 1999) defined *ijime* as an intentional aggressive behavior inflicted by either a dominant individual or a group of people causing mental or physical harm to a victim in a group setting. His definition of *ijime* is similar

to Olweus' concept of bullying, but emphasis is placed on a subtle and indirect type of harm-doing over direct assault. In addition, Morita indicated that *ijime* occurs in a group setting where each member has close relationships with each other.

Similar to the U.S. studies, prevalence rates for bullying reported for Japanese students differ between investigations. For example, Morita (as cited in Morita et al., 1999) conducted the first national survey between 1994 and 1995 and found that 13.2% of middle school students were identified as victims, while 20.3% were identified as bullies. In contrast, a study by Rios-Ellis et al. (2000) reported that 43.3% of Japanese middle school students were identified as bullies, which is more than double the number of bullies reported in the Morita survey. Moreover, Morita's survey also revealed that 27.4% of the bullies were also victims of bullying in the past (bully-victims); (cited in Morita et al., 1999), which is in stark contrast to the rate of 43% found by Dussich and Maekoya (2007). Also worthy of note is the higher percentage of bully-victims reported among Japanese students when compared to students in South Africa (26.5 %) and the United States (27%); (Dussich & Maekoya, 2007).

As previously discussed, bullying manifests in a number of forms. What follows is a discussion of four major types of bullying: (a) physical bullying, (b) verbal bullying, (c) relational bullying, and (d) electronic bullying.

Physical bullying. Physical bullying is a type of direct bullying and generally involves hitting, shoving, or kicking the victim as well as taking or damaging the victim's property (Ando, Asakura, & Simons-Morton, 2005; Beale, 2001; Hilton et al., 2010). This type of bullying is the most visible form, hence, the most readily identifiable both in the United States and Japan. However, there are teachers and other adults who view acts of physical bullying as normal playground behavior, as do some students (Hazler, Hoover, & Oliver, 1992; Morita et al., 1999).

In the United States, between 34% and 41.2% of middle school students are physically bullied by their peers (Dulmus et al., 2004; Tharp-Taylor, Haviland, & D'Amico, 2009). Surprisingly, physical bullying is not the most commonly occurring type of bullying, partially due to its obvious nature that prompts prevention and/or early intervention. In fact, some victims do not consider this type of bullying as damaging as other forms of bullying, such as verbal and/or indirect bullying (Hazler et al., 1992).

Physical bullying is the least common form of bullying in Japan with 22.7% of school victims experiencing this type of assault (Morita et al., 1999). In the 1970s, before school bullying became a serious national concern in Japan, most of the attention of the general public was drawn to school violence. Back then, school violence was typically referred to as physical violence of students against adults, such as teachers and parents. Although there had been a few physically violent incidents between students, generally, the Japanese public did not consider violent actions between students as a form of bullying behavior.

Verbal bullying. Verbal bullying includes the use of words to hurt or humiliate a victim and often involves name-calling, insulting, slandering, making racist remarks, or teasing (Beale, 2001; Juvonen, Nishina, & Graham, 2000). Some researchers indicate that a verbal assault is a direct form of bullying (Wang, Iannotti, Nansel, 2009), yet other scholars argue that verbal bullying is an indirect form of bullying since the behavior is not as overt as a physical act (Harachi et al., 1999; Tharp-Taylor et al., 2009).

In the United States, verbal bullying is the most prevalent form of bullying (Dulmus et al., 2004; Dussich & Maekoya, 2007; Harachi et al., 1999; Hilton et al., 2010; Juvonen et al., 2000; Nansel et al., 2001). Among middle school students, nearly half of bullying victims experience some forms of verbal assault, such as name-calling and teasing (Juvonen et al., 2000;

Tharp-Taylor et al., 2009; Wang et al., 2009), and in some cases, it has been reported over 70% of bullying victims experience public ridicule and slander (Dulmus et al., 2004; Dussich & Maekoya, 2007). In one study, 72.8% of the students in grade 3 to 8 (ages between 8 and 13) were identified as victims of name-calling and slandering by their peers (Dulmus et al., 2004).

Similar to the United States, verbal bullying is also common in Japan (Ando et al., 2005; Dussich & Maekoya, 2007; Morita et al., 1999; Naito & Gielen, 2005). A national survey found that 42.3% of the middle school students were verbally threatened by their peers (Morita et al., 1999). Moreover, Dussich and Maekoya (2007) found that based on both bullies' and victims' report, slander was the most dominant form of bullying among Japanese middle school students.

Although verbal bullying is a common method of bullying among adolescents in both the United States and Japan, the manifestation of this particular type of bullying can be unique in each culture (Naito & Gielen, 2005). For example, Morita (as cited in Naito & Gielen, 2005) conducted a comparative study of bullying in Japan, Norway, the Netherlands, and England and found that teasing was the most prevalent form of bullying among all countries. However, whereas name-calling was done openly in European countries, the same comments were whispered behind the victim's back in Japan. Although the United States was not included in Morita's study, the Western value system shared between European nations and the United States may support the contention that verbal bullying may present similarly among U.S. students as was observed among their European counterparts.

Relational bullying. Relational bullying, also called *indirect bullying*, *social bullying,* or *relational aggression,* involves social exclusion, ostracism, ignoring, shunning, rejection, or spreading rumors about the victim (Beale, 2001; Hilton et al., 2010; Kawabata, 2001; Tanaka, 2001). In the United States, between 24% and 64% of the victims experience social exclusion,

ignoring, or rumor spreading (Crick & Grotpeter, 1995, 1996; Dulmus et al., 2004; Tharp-Taylor et al., 2009; Wang et al., 2009). This form of bullying did not receive much attention until the mid 1990s in the United States; hence, the investigation in this area is relatively new compared to other types of bullying.

Historically, the general public in the United States has believed that bullying occurs mostly among boys; hence, the emphasis has been on physical and verbal assaults to the neglect of relational forms of bullying. For instance, Boulton and Hawker (1997) surveyed elementary and middle school students and their teachers about different types of bullying behavior, and the participants did not regard non-physical acts (e.g., social exclusion) as bullying. Moreover, students regard physical harm as being more upsetting than social exclusion. Furthermore, many U.S. researchers utilize the Olweus' Bully/Victim Questionnaire to assess adolescents' bullying behaviors (Dulmus et al., 2004; Wang et al., 2009; Wienke-Totura et al., 2009), which has been criticized by Sveinsson and Morris (2007) as overemphasizing physical and verbal forms of bullying while neglecting relational bullying.

Crick and Grotpeter (1995, 1996) were the first researchers to investigate relational bullying in the United States. In their studies, 491 children in grade 3 through 6 in the Midwest were asked to report on their peers' bullying behavior. The authors found that boys engaged in overt aggression (e.g., hitting and calling names) more than girls, while girls engaged in covert or relational aggression (e.g., social exclusion, spreading rumors, and ignoring) more than boys. The research findings suggest that, contrary to previous beliefs of bullying occurring more among boys than girls, girls can also behave aggressively toward others. The distinction is the nature of the aggression, with girls engaging in more relationally aggressive behaviors. Furthermore, of the 115 children who were identified as victims of bullying, 63.5% reported that

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they experienced relational harassment from their peers. Although the participants in these studies are elementary school age, the study findings, nonetheless, illustrate that this more subtle form of bullying does exist among U.S. students.

In Japan, between 25% and 70% of bullying takes an indirect form (Ando et al., 2005; Dussich & Maekoya, 2007; Morita et al., 1999; Tam & Taki, 2007; Tanaka, 2001; Treml, 2001). In contrast to the United States, relational bullying is the most prevalent form of *ijime* in Japan (Akiba, 2004; Crystal, 1994; Hilton et al., 2010; Kawabata, 2001; Morita et al., 1999; Ruiz & Tanaka, 2001; Tanaka, 2001). While bullying, due to its physically and verbally assaultive emphasis, was considered a problem primarily among boys in the United States, *ijime*, due to its more subtle, relational emphasis (e.g., ostracism), was known as a phenomenon observed largely among girls in Japan (Akiba, 2004; Kawabata, 2001; Naito & Gielen, 2005).

Crystal (1994) depicted a manifestation unique to Japanese culture: *Shikato*. This concept refers to an action taken by a group of students to deliberately ignore or exclude another student due to his/her lack of conventionality. In a collectivistic society such as Japan, adherence to social norms and uniformity among individuals are highly valued and one's identification with a group is critical to his/her identity. Hence, *Shikato* is considered a particularly cruel form of punishment since through social exclusion, the victim is stripped of his/her group identity.

Similarly, Lebra (1976) referred to the concept of belongingness as important in Japan. According to Lebra, a collectivistic culture like Japan requires cooperation and unity among its members; therefore, conforming to group norms is favored over individual interests. Lebra further indicated that the desire to be accepted and fear of being rejected from the group inhibit one's willingness to express personal interests. In fact, exclusion from one's group is metaphorically akin to death.

Electronic bullying. As media forms rapidly develop, children's access to these technologies has kept pace. A survey in 2009 indicates that in the U.S., 75% of children between ages 12 and 18 own a cell phone, close to 90% of the children use the Internet at home or school, and over 90% of them communicate via text messaging or messaging through social networking sites on a daily basis (Moore, 2011). While the Internet allows for the development of new relationships and the easy maintenance of existing relationships, it can also be another venue for aggressing against one another.

Electronic bullying, also known as *online bullying* or *cyber bullying*, involves using of the Internet (e.g., e-mail, text message, social networking site, chat room, or instant messaging) to harass and bully others (Keith & Martin, 2005; Kowalski & Limber, 2007; U.S. Department of Health & Human Services, 2011). Examples of electronic bullying include sending hurtful text messages to others, spreading rumors about others by e-mail or on social networking sites, and creating websites to humiliate or make fun of others (Kowalski & Limber, 2007; U.S. Department of Health & Human Services, 2011). Unlike traditional bullying (i.e., physical, verbal, and relational bullying), electronic bullying has several unique characteristics. Whereas traditional bullying incidents typically occur at school by students known to the victims, electronic bullying can take a place any time of the day by unknown perpetrators (Keith & Martin, 2005; Ybarra & Mitchell, 2004). The anonymity and extended hours of possible victimization may heighten children's perceptions of vulnerability and fear towards the perpetrators. Moreover, because unlimited number of people can access the information instantly on the Internet, electronic bullying messages and images can be distributed to a wide audience very rapidly compared to traditional bullying (Kowalski & Limber, 2007).

Limited studies are available on electronic bullying both in the U.S. and Japan due to the recentness of the phenomenon. In the United States, between 4 to 16 % of middle school students report to be electronic bullies, between 11 to 29% of the students identify themselves as the victims, and 7% of the students report themselves as bully-victims of electronic bullying (Kowalski & Limber, 2007; Patchin & Hinduja, 2006; Ybarra & Mitchell, 2004). Similarly to traditional bullying victims, electronic bullying victims are also reluctant to report their victimization to adults due to the fear of retaliation and feelings of humiliation. But an added fear about reporting the experience to adults is the potential of losing online privileges at school or home (Agatston, Kowalski, & Limber, 2007).

In Japan, a national survey in 2008 indicates that nearly 5,000 cases of electronic bullying victimization have been reported, and more than 50% of the cases were reported by middle school students (Monbusho, 2008). In addition, the most common method of electronic bullying among Japanese students is via unofficial school websites, *Gakkou Ura Site*; a website to which only current or former students of the particular school have access, and the bullies post unkind comments and images about the victims on the website (Monbusho, 2008).

Characteristics of Bullying

Many researchers have found that students tend to possess somewhat discrete personal characteristics that are associated with whether one is a bully or a victim of bullying (Harachi et al., 1999; Morita et al., 1999; Smokowski & Kopasz, 2005). In general, bullies tend to be aggressive in their characteristics and possess positive attitudes towards aggression (Akiba, 2004; Carney & Merrell, 2001; Hilton et al., 2010), while victims tend to be seen as submissive (Carney & Merrell, 2001; Sugimori, 1998). Very limited literature is available for bully-victims,

and the research findings suggest that those students tend to be lower functioning than bullies (Haynie et al., 2001).

To fully understand the personal characteristics of the student as a bully or victim, it is also important to consider the characteristics of the family and environmental contexts. Typically what has been observed among the parents of children who are considered bullies, victims, or bully-victims is a power imbalance between father and mother with the father commonly the more powerful partner, inconsistently dispensing discipline, and an aggressive parenting style towards their children (Hilton et al., 2010; Smokowski & Kopasz, 2005).

Bullies. Research in both the United States and Japan has found that bullies tend to justify their aggression and violence, and even blame victims for their behaviors (Akiba, 2004; Hilton et al., 2010). In addition, bullies may have a powerful influence over their victims and successfully force victims to remain silent about their treatment (Carney & Merrell, 2001; Yamagami, 1996).

Within the United States, the research indicates that bullies tend to possess a positive attitude towards aggression and enjoy dominating others (Harachi et al., 1999; National School Safety Center, 1995; Perry, Kusel, & Perry, 1988; Wienke-Totura et al., 2009). Moreover, many bullies use violence to solve problems or to meet their needs (Carney & Merrell, 2001). Some researchers speculate that bullies tend to have low self-esteem (Hilton et al., 2010), while others indicate that bullies have average or above average self-esteem (Glew, Rivara, & Feudtner, 2000; Haynie et al., 2001). Pellegrini (1998) has found that some bullies tend to be popular among other aggressive children.

Research studies suggest that bullies usually come from troubled family environments (Hilton et al., 2010; Smokowski & Kopasz, 2005). In fact, some researchers indicate that

children's aggression may be behaviors learned from their parents. For example, these parents are often described as exhibiting less affection and warmth towards their children and tend to use aggressive child-rearing practices, such as physical punishment (Carney & Merrell, 2001; Olweus, 1993). Moreover, aggressive characteristics tend to be more common in children whose lives are disrupted by marital conflict and/or power imbalances between the parents where one parent holds a more authoritative position in the family than the other parent (Pellegrini, 1998; Smokowski & Kopasz, 2005).

In contrast to the United States, limited studies on the characteristics of bullies and their families are available in Japan. In one study, Ando et al. (2005) found that Japanese bullies tend to show a lower level of trust towards others. In another study, Akiba (2004) interviewed middle school students about bullying behavior and found that bullies do not have guilt over their behavior and blame victims for deviating from the peer group social norms. Typically, parents of bullies are not aware of their children's aggression. For example, in a research study, 74% of the parents of bullies were unaware of their children's bullying behavior until it was reported by their teachers (Morita et al., 1999).

Victims. In contrast to bullies, victims tend to be viewed as physically weak and/or characteristically passive both in the United States and Japan (Brockenbrough, Cornell, & Loper, 2002; Carney & Merrell, 2001; Sugimori, 1998; Swearer & Cary, 2007).

In the United States, victims typically are physically weak or lack social skills (Harachi et al., 1999). Victims also tend to internalize their difficulties (Wienke-Totura et al., 2009), have fewer friends (Nansel et al., 2001), and blame themselves for their victimization (Carney & Merrell, 2001). Many researchers have found that victims tend to have low self-esteem and a poor sense of belongingness (Glew et al., 2000; Harachi et al., 1999; Wienke-Totura et al.,

2009). Swearer and Cary (2007) studied over 250 students in grade 6 through 8 to examine what factors contributed to victimization. The researchers found that both bullies and victims attribute physical weakness and deviation from the class norm, such as wearing certain clothing, as reasons for victimization.

Generally, parents of victims, like the parents of bullies, tend to exhibit inconsistent discipline practices (Smokowski & Kopasz, 2005). In some cases, victimized children come from overprotective and sheltering families since the parents view their children as insecure and vulnerable (Hilton et al., 2010; Smokowski & Kopasz, 2005). As a result, parents fail to teach their child healthy conflict resolution skills, which, in turn, contribute to bully victimization (McNamara & McNamara, 1997). In other cases, the parents of victimized children do not trust their children; hence, their children tend not to learn age-appropriate levels of autonomy and the concomitant privileges (Rigby, 1993).

Similarly, victims in Japan also exhibit passive characteristics (Ono & Hasegawa, 2001; Sugimori, 1998). However, there are also some characteristics of victims in Japan that are quite unique from what has been observed in the United States. For instance, Akiba (2004) interviewed 30 9th graders and found that Japanese middle school students regard the victims as socially unskilled; students are considered socially unskilled if they exhibit selfish, persistent, and noisy behaviors. These behaviors are considered expressions of personal interest, which conflict with the social norms of the group, hence, are deserving of exclusion from the group.

In regards to family background of victims, like their U.S. counterparts, parents in Japan tend to be overprotective of their children (Hilton et al., 2010). Moreover, Wagatsuma (as cited in Hilton et al., 2010) suggests a weak father-child relationship contributes to bullying

victimization; fathers are often absent from the home due to excessively long work hours, limiting the opportunity for stronger ties to develop between father and child.

Bully-victims. Bully-victims are individuals who bully others and are bullied in return (Barboza et al., 2009); bully-victims are also referred to as reactive bullies (Beale, 2001; Smokowski & Kopasz, 2005). Some researchers believe that this type of student is difficult to identify due to this duality of possessing characteristics of both the victim as well as the aggressive attitudes of a bully (Beale, 2001). Moreover, because investigations in this area are relatively new, there is limited research literature on this group of students. The limited research that does exist was for students in the United States. No studies on bully-victims were found for children in Japan.

In the United States, victims who possess an aggressive attitude tend to also bully others (Brockenbrough et al., 2001). Furthermore, compared to bullies and victims, bully-victims tend to exhibit hyperactive and attention problems (Carney & Merrell, 2001) as well as lower levels of social functioning (Haynie et al., 2001). Smokowski and Kopasz (2005) asserted that a humiliated victim can explode in a burst of violence and becomes a school shooter when he/she can no longer cope with bully victimization.

Similar to bullies and victims, bully-victims also come from troubled families in which there is an inconsistent parenting style and lack of warmth displayed towards their children (Hilton et al., 2010; Pellegrini, 1998). These parents are characterized as overprotective, neglectful, and abusive towards their children (Bowers, Smith, & Binney, 1994). Moreover, these parents appear to lack the skills necessary to maintain healthy authority over their children (Smokowski & Kopasz, 2005). The children in such families miss opportunities to learn problem

solving, negotiation, and conflict resolution skills to effectively interact with peers (Hoover, Noll, & Olsen, 2003).

Behavioral and Psychological Consequences of Bullying

A number of studies demonstrate both short- and long-term damage to bullies, victims, and bully-victims (e.g., Harachi et al., 1999; Morita et al., 1999). In the United States, researchers in general suggest that anyone involved in bullying behavior, whether as bullies, victims, and/or bully-victims, experiences problems with academic and social functioning (Juvonen et al., 2000; Nansel et al., 2001; Wienke-Totura et al., 2009). When we focus on the consequences of bullying victimization in particular, victims both in the United States and Japan experience significant distress, including depression and anxiety, which in some cases, has led to suicide and homicide (e.g., Crick & Grotpeter, 1996; Graham, Bellmore, & Juvonen, 2007; Hidaka et al., 2008; Katsumata et al., 2009).

Consequences for bullies. Many U.S. researchers investigate both the behavioral and psychological impact on bullies (Haynie et al., 2001; Huesmann, Eron, Lefkowitz, & Walder, 1984; Loeber & Dishion, 1983; Nansel et al., 2001; Wienke-Totura et al., 2009). Bullies tend to engage in other problem behaviors, such as alcohol and substance use, theft, and property damage (Haynie et al., 2001); and later criminal conviction and other legal violations as adults (Huesmann et al., 1984; Loeber & Dishion, 1983). Bullies also have problems with academic functioning, such as poor performance on schoolwork, which may lead to school drop-out (Nansel, Haynie, & Simons-Morton, 2007; Orpinas & Horne, 2006). Psychologically, researchers seem to have mixed opinions about bullies' self-esteem level. Some scholars have suggested that bullies lack the social skills to make friends (Nansel et al., 2001), have higher levels of depressive symptoms (Swearer, Song, Cary, Eagle, & Mickelson, 2001), and have

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problems with expressing their emotional difficulties effectively (Wienke-Totura et al., 2009).

Yet other researchers have asserted that bullies have at least average or above average level of

self-esteem (Glew et al., 2000; Harachi et al., 1999).

No research on the consequences for bullies was found in Japan. Perhaps, in part, the lack

of research on this group of students may be due to the cultural basis for why a group of students

may elect to engage in relational bullying. The collectivistic nature of the Japanese society

encourages conformity over the expression of personal interests; hence, if a student is perceived

as being self-invested versus invested in the collective, he/she is prone to ostracism by his/her

peers. In a sense, the students who engage in bullying behavior are enforcing the group norms,

not acting necessarily out of malice, although the experience may be perceived as otherwise by

the student-victim. Therefore, to date, attention may focus more on the student who is

considered socially unskilled over the students who live within and strive to maintain the group

norms.

Consequences for victims. Victims suffer from numerous behavioral and psychological

consequences as well (e.g., Brockenbrough et al., 2002; Crick & Grotpeter, 1996; Graham et al.,

2007). Victims of bullying have a higher chance of engaging in undesirable behaviors, such as

smoking and alcohol use (Tharp-Taylor et al., 2009), and carrying a weapon to protect

themselves from bullies (Brocknbrough et al., 2002; Meyer-Adams & Conner, 2008). Further,

victims tend to perform poorly on their schoolwork (Juvonen et al., 2000; Nansel et al., 2007),

and in extreme cases, bullying victimization has led to suicide and homicide (Midlarsky & Klain,

2005; Orpinas & Horne, 2006). In addition to behavioral problems, many researchers have found

that victims suffer from various psychological and social or relational issues, including

depression, anxiety, and loneliness (Brockenbrough et al., 2002; Graham et al., 2007; Nansel et

al., 2001; Swearer et al., 2001); social avoidance (Crick & Grotpeter, 1996); and shyness (Jantzer, Hoover, & Narloch, 2006).

Similar to the United States, bullying victimization in Japan also has a serious impact on victims (Hidaka et al., 2008; Morita et al., 1999). Victims in Japan exhibit lower self-esteem and higher levels of depression (Matsui, Kakuyama, Tsuzuki, & Onglatco, 1996) as well as experience a sense of rejection from their classmates' isolation, and identity loss (Tanaka, 2001). The loss of a group identity is a profound consequence for Japanese victims, and has been connected to refusal to attend school, self-mutilating behaviors, and, in some cases, suicide (Hidaka et al., 2008; Katsumata et al., 2010; Kawabata, 2001; Matsumoto et al., 2004)

Consequences for bully-victims. Some researchers claim that bully-victims are psychologically the most impaired because they exhibit higher levels of anxiety and depressive symptoms compared to bullies or victims (Swearer et al., 2001). Moreover, when compared to bullies and victims, Haynie and associates (2001) reported that bully-victims tend to have more friends who are deviant from the social norm, lack self-control, and lower social functioning. Yet others maintain that bully-victims experience consequences similar to bullies (Nansel et al., 2001). For example, Wienke-Totura and colleagues (2009) found that both bullies and bully-victims have problems with internalizing and externalizing their difficulties.

Research Objective

The process of globalization has compelled many corporations to establish joint ventures, foreign subsidiaries, and oversea representative offices. Japan is one of the nations leading in multi-national corporations, and as a result, many Japanese companies are sending their employees overseas (Tung, 1987; Tungli & Peiperl, 2009). As of 2008, more than 263,000 Japanese expatriates have lived overseas, and over 80% of them relocate overseas for business

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related reasons (Gaimusho, 2009). Additionally, nearly 40% of the Japanese expatriates reside in North America, and the U.S. is ranked number one for Japanese overseas residency. Among many countries, the U.S. and Japan share a long-standing economic interdependent relationship as seen in commodities trading; therefore, the number of Japanese residents in the U.S. has historically grown. When these individuals are sent overseas, the nature of business generally requires long-term residency abroad; therefore, the relocation of Japanese corporate employees typically include the immediate family members.

While working with a Japanese corporation, the investigator had opportunities to speak with corporate employees who had moved their families to the U.S., and a common conversation was about the challenges faced by their children in transitioning to a different school culture from which they were accustomed. Some of the parents reported that their children's adjustment was so difficult they had sought psychological support for them. This experience compelled the investigator to explore the subjective experience of Japanese expatriate youth who attend U.S. middle schools and how their Japanese values, beliefs, and behaviors influence the adjustment process. Of particular interest to the investigator is the ease with which these students develop peer relationships as early adolescence is a challenging developmental period in this regard.

Unlike Japanese children and their families that immigrant to the U.S. and plan to make this country their permanent residence, Japanese expatriate children, face some unique challenges associated with temporary relocations. First, the temporary living arrangement of expatriate children places them in a psychologically and socially precarious situation; they no longer have the buffer of their native country and have yet to fully become members of their new host nation (Weeks, Weeks, & Willis-Muller, 2010). Second, expatriate children will eventually repatriate to their home country or may be required to relocate to still a new host nation,

depending on their parents' next assignment. Hence, unlike immigrant children who have time to adapt to the culture of their new residence, the frequent relocation of expatriate children may require that they perpetually accommodate to a new set of cultural conventions and practices (Wilkinson & Singh, 2010). Lastly, expatriate children tend to make friends with other expatriate children due to their common experiences and convenience, unlike their immigrant counterparts; thus, these children may more frequently be required to develop new peer relationships as old friends are relocated (Weeks et al., 2010). It is because of these distinctive features that this study elected to focus strictly on expatriate children and their families rather than combining the expatriate population with permanent immigrants to the United States.

Researchers suggest that cultural context plays an important role in the development of individuals' social characteristics and peer relationships (Chen, French, & Schneider, 2006). Consequently, children in different cultures may engage in different types of social interactions and develop different types of peer relationships. In particular, cultural norms and values become part of a foundation for the interpretation of particular behaviors, such as aggression and sociability, and for the judgment about the appropriateness of these behaviors. The cultural context, in turn, may affect how children interpret and determine whether a child is accepted or rejected by peers. Insight into these cultural perspectives may help clinicians and educators more effectively support these youth. Moreover, allowing the students and their parents a voice in educating service providers makes for a more authentic account of their transitional experience.

Hence, in this dissertation, the following research questions were examined:

1. In general, how do students characterize their experience of assimilating to life in the U.S.?

2. How do students characterize their experience of attending U.S. schools compared to their experience in Japan? Specifically,

   a. How do they experience and characterize their relationship with peers?

   b. Have they experienced bullying by peers and how do they characterize the experience?

3. What advice can students offer other expatriate students who are trying to adapt to living and attending schools in the U.S. for the first time, including establishing new peer relationships?

4. What advice can parents offer other Japanese expatriate families to help them support their children as they adapt to living and attending schools in the U.S.?

Method

Participants

Five expatriate students in grades 6 through 9 who reside and attend schools in the greater Los Angeles area were recruited to participate in the study; it is important to note that two of the participants were siblings. In this study, an "expatriate" is defined as an individual who is sent from his or her parent company to work in another country for a period of time (Lee & Vorst, 2010); expatriate students are the children of these employees. Although the term expatriate may have a number of meanings, in global corporate business, it is the term commonly used by human resources personnel to describe employees who are sent to other nations for employment purposes (e.g., Lee & Van Vorst, 2010; Osman-Gani & Rockstuhl, 2008; Van Der Zee, Ali, & Haaksma, 2007; Weeks, Weeks, & Willis-Muller, 2010).

Three schools agreed to allow the investigator to recruit potential participants from their institutions. Within those schools, approximately 20% of the students (a total of 240 students) met the expatriate criterion. In addition to the three schools, a magazine publishing company that employs expatriate families agreed to disseminate recruitment flyers. In this setting, the flyers were placed in an area where employees have access so they could pick up a copy if interested. Finally, an announcement to recruit potential participants was posted on a website, which is frequented by Japanese residing in the United States.

In addition to meeting the expatriate criterion, the following inclusion criteria were met by the students: (a) in grades 6 through 9; (b) full-time attendance in an English speaking middle or junior high school, (c) currently residing in the greater Los Angeles area, (d) first time residency in the United States, and (e) duration of U.S. residency does not exceed 3 years. Students who attend a weekend Japanese language school in addition to their full-time middle or

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junior high schools were eligible to participate in the study. On the other hand, students who only attend Japanese language schools were ineligible for the study as the investigation was interested in learning more about the cultural experience of how expatriate students make the transition to U.S. schools. Moreover, the emphasis on students in grades 6 through 9 was predicated on the research that demonstrates bullying behavior peaks during the middle school years (Nansel et al., 2001).

Participant characteristics, language preferences, and U.S. relocation information are provided in Tables 1, 2, and 3, respectively.

Table 1

Participant Characteristics

Participant	Age	Gender	Grade
P-1	12	Male	7th
P-2	12	Male	6th
P-3	14	Female	9th
P-4A	13	Female	7th
P-4B	12	Female	6th

Table 2

Language Preferences

Participant	Language spoken with parents	Language spoken with siblings	Language used for media
P-1	Mostly Japanese	Mostly Japanese	Mostly Japanese
P-2	Japanese only	Mostly Japanese	Japanese only
P-3	Mostly Japanese	Mostly Japanese	Mostly Japanese
P-4A	Japanese only	Mostly English; Some Japanese and Mandarin	Mostly English
P-4B	Japanese only	Mostly English; Some Japanese and Mandarin	English only

Table 3

U.S. Relocation Information

Participant	Year of relocation	Anticipated duration in U.S.	Reason for relocating the family	Prior experience living abroad (years in nation)
P-1	2009	5 years	To expose children to the U.S.	Great Britain (5 years)

(Table Continues)

Participant	Year of relocation	Anticipated duration in U.S.	Reason for relocating the family	Prior experience living abroad (years in nation)
P-2	2010	5 years	Desire to keep the family together	None
			To expose children to the U.S.	
P-3	2012	4-5 Years	To expose children to the U.S.	Thailand (3 years)
			Improve English Language Skills	
P-4A	2011	4-5 Years	To expose children to the U.S.	Singapore (10 years)
P-4B	2011	4-5 Years	To expose children to the U.S.	Singapore (10 years)

Instrumentation

In this study, an in-depth interview was conducted with each student (see Appendix B), a questionnaire that requests background information for the student was administered to the parents (see Appendix C), and a brief interview with the parents was conducted (see Appendix D). It is important to note that once the Pepperdine University, Graduate and Professional

Schools Institutional Review Board (GPS-IRB) approved the English versions of the interviews and questionnaire, these documents were translated into Japanese and back-translated into English (Mertens, 2005; Sidani, Guruge, Miranda, Ford-Giboe, & Varcoe, 2010; Yeh & Inman, 2007). The English versions of the documents were translated to Japanese by the investigator who is proficient in the Japanese language, the translated documents were proof read by a professional bilingual Japanese-English translator, and the Japanese translated materials were back-translated to English by still a third party who is proficient in both the Japanese and English languages.

Student interview. The interview with the students queried for the following domains of information: (a) background and overall experience of assimilating to life in the United States; (b) overall perception of experiences in U.S. schools compared to their experiences in Japan, particularly with establishing peer relationships and bullying experiences; and (c) advice to other expatriate students for adapting to living and attending schools in the United States.

Domain 1. In the first domain, information on the student's background and overall experience of living in the United States was sought. This portion of the interview focused on issues related to how well students are generally assimilating in regards to their use of media, participation in extra-curricular activities, and composition of friends. The questions in this domain provided a contextual understanding of the general experiences of these students.

Domain 2. The second domain asked questions that provide information on the overall experience of expatriate students in U.S. schools compared to their experiences in Japan. In this domain, the investigator was particularly interested in the ease or the challenges of establishing peer relationships and the relevance of culture in the process. Japan is a nation that values group conformity over individual interests (Akiba, 2004; Crystal, 1994; Lebra, 1976); therefore, to

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peacefully co-exist, Japanese students submit to group norms. In the United States, students might construe such submissive behaviors as "weak," making Japanese students a more likely target for bullying (Brockenbrough et al., 2002; McNamara & McNamara, 1997; Swearer & Cary, 2007). Moreover, in the United States, bullying is understood as a way to achieve power and dominance over another. In contrast, the Japanese concept of *ijime* is viewed as punishment for violating group norms and a method for sustaining conformity to cultural principles (e.g., Harachi et al., 1999; Morita et al., 1999). Such cultural differences might influence how students understand social experiences.

Domain 3. The investigator believes the most credible source for identifying recommendations that better serve a population is to seek the advice of those individuals who have undergone the experience. Hence, the final portion of the interview asked the students what they suggest to other students who are new to the United States and its schools, particularly in regards to establishing peer relationships.

Parent questionnaire. In order to collect information that provides a more in-depth contextual understanding of each student, the student's parent was administered a questionnaire to collect said data. In two-parent households, the parents decided whether one parent or both parents would complete the questionnaire. Information sought in the questionnaire included: (a) details about when and why the family relocated to the United States, (b) the composition of the household and extended family members in the United States, and (c) language preference between parent and child.

Parent interview. In addition to a questionnaire, the investigator conducted a brief interview with the parents to gain their perspective on their children's experiences in the United States. Obtaining the parents' perspectives served two major purposes: (a) provided an

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opportunity to triangulate the responses of the student with his or her parents' responses, and (b) took into account the multiple realities for understanding the phenomenon. Information sought in the interview included: (a) parents' perception of their family's adjustment to residing in the U.S.; (b) parents' views of how their child is adapting to living and attending school in the U.S., including establishing new peer relationships; and (c) parents' recommendations to other expatriate families whose children are undergoing the same relocation experience.

Design and Procedures

This study employed a phenomenological inquiry approach that provided Japanese expatriate youth an opportunity to share their subjective experience of navigating their new life in the United States and its schools (Creswell, 2007; Mertens, 2005). Through the collection of data from multiple cases, the intent was to gain an understanding of and insight into the peer relationship development of these youth (Stake, 1995). The benefit of collecting data from multiple cases was the ability to triangulate data sources across individuals, thereby increasing the credibility of the findings (Creswell, 2007; Mertens, 2005). Moreover, credibility was enhanced with the ability to triangulate data across data collection methods (Mertens, 2005).

When conducting a phenomenological study, methodological limitations may be raised by critics of qualitative methods. For example, some might consider the use of a nonprobability sampling procedure and the limited number of participants as threatening the credibility of the proposed study. A qualitative investigation is not intended to generate generalizable findings, but rather to give voice to multiple realities and the unique qualities of individuals. Hence, it is more important to "represent variety but necessarily representativeness" (Mertens, 2005, p. 329).

Recruitment and screening procedures. After obtaining the approval of the Pepperdine University, Graduate and Professional Schools Institutional Review Board, a recruitment flyer

was left at the schools and distributed by the teachers to their students to take home to their

parents three to five times each year (see Appendix E). At the magazine company, hard copies of

the flyer were placed in an area where employees have access so they can pick up a copy if

interested. In the flyer, a statement was included that encouraged potential participants to share

the flyer with family and friends to institute a snowball sampling procedure for increasing the

sample pool. Furthermore, the investigator posted an announcement to recruit participants on a

Japanese community website (see Appendix F), which is accessed by Japanese residents in the

U.S., including the greater Los Angeles area. The announcement remained posted until the

minimum number of families was recruited. This same announcement was also sent to a

Japanese parents' group in one of the schools approved for recruitment. Parents who expressed

interest in the study were asked to contact the investigator directly by e-mail. Parents were

informed that they could send the email in Japanese.

Upon being contacted by a parent, the investigator called the parent and conducted a

screening interview to ascertain if the study eligibility criteria were met (see Appendix G). The

same translation-back translation procedures used for translating the data collection instruments

was applied to the translation of the screening interview. Prior to beginning the screening

interview, the parent was asked his or her preferred language, and the investigator conducted the

screening interview in the language selected. If the eligibility criteria were met and the parent

accepted the invitation to participate in the study, the investigator scheduled a time to meet for

the interview and forwarded a copy of the consent and assent forms to the family to review prior

to the appointment. The family was asked to select the language in which they prefer to read the

forms. Moreover, a decision was made as to where the family would be most comfortable

meeting, i.e., their home or the West Los Angeles Graduate Campus. The option of conducting

the interview by telephone and Skype was also available but all families elected to conduct the interviews face-to-face.

Consent and assent procedures. Prior to the interview appointment, the parents were sent copies of the consent form (see Appendix H) and the assent form (see Appendix I) by mail. The forms were accompanied by a brief letter that confirmed the date, time, and location of the appointment, and reiterated the forms would be reviewed at this meeting (see Appendix J). If families had elected to participate by telephone or Skype, the parent would have been provided the option of receiving and returning the forms by U.S. mail or as email attachments and an appointment would have been scheduled to review the forms (see Appendix K). The families were also informed that they were welcome to contact the investigator with questions prior to the appointment. It is important to note that the consent and assent forms and associated scripts for reviewing the forms followed the same translation-back translation procedures used for translating the data collection instruments.

Consent. The consent form was reviewed with the parent utilizing a script (see Appendix L). The parent was asked to reconfirm his or her preferred language for reviewing the consent form. After the form was reviewed and all questions were addressed to the parent's satisfaction, he or she was invited to participate in the study and, if interested, requested to indicate their agreement by signing and dating the form.

In the event the investigator had concerns for the well-being of the student, a procedure was set up to address this need. If in the clinical judgment of the investigator such concern was raised, confidentiality would have been broken and the parents would have been informed of the concerns. The need for disclosing this information to the student's parents would first be discussed with the student, and the investigator would then meet with the family to discuss the

concerns and consider ways of handling the situation. The investigator would also review a list of agencies with the family that offers services in both Japanese and English (see Appendix M). In the event the parent requested the investigator to release information about a bullying situation to the school or to an agency with which the family elects to seek services, written permission to speak with these parties would have been obtained from the parent prior to such disclosure occurring (see Appendix N). It is important to note that these procedures were not required in conducting this study.

Whether concerns emerged during the course of the interview or not, the list of agencies was provided to all families in the event they wished to speak further with someone other than the investigator or if they decide to seek services at a later time. A copy of the consent form was given to the parent upon obtaining a signature from the parent on the form.

Assent. Upon obtaining consent from the parents, the investigator reviewed the assent form with the student, again following a script (see Appendix O). The investigator asked the student for his or her preferred language for reviewing the assent form. Once the form was reviewed, all questions addressed, and the student verbally confirmed his or her interest in participating in the study, he or she was invited to sign and date the assent form. Both the parent and the student received a copy of the signed assent form.

Research procedures. Once consent and assent were obtained, the investigator asked the parent to complete the questionnaire and conducted a brief interview before administering the interview to the student. The student was asked to bring a video game or book to occupy his or her time while the investigator met with the parent. The questionnaire took about 10 minutes for the parent to complete, and the interview with the parent took about 15 minutes. The interview with the student took about 40 minutes, on the average, to complete. Breaks and snacks were

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provided for the comfort of the participants. As a token of appreciation, the student was given a $30 gift card to Best Buy. When the investigator needed to contact the family to clarify the interview responses, a time for the follow-up appointment was arranged with the parents and conducted on the telephone. No additional remuneration was offered for follow-up appointments.

By providing either their mailing address or email address to the investigator, the parents could request a summary of the study findings, which included recommendations for helping families adjust to living in the U.S. (see Appendix P). At the completion of each appointment, the investigator took time to journal about her experience with the family, including the extent to which she felt an alliance was established with the parent and the student.

Data management procedures. All interviews were digitally recorded, and the families were informed of this procedure. Upon completion of each interview, the interview was transcribed by the investigator in Japanese and then translated to English. Each recording and transcript was assigned a randomly generated identification number that was linked to the student. Additionally, the same number was assigned to the questionnaire and the parent's interview recording and transcript. The parent's interview was also transcribed by the investigator in Japanese and translated to English. After the study was completed, the list linking the student to his or her identification number was shredded so the data and identity of the participants could no longer be associated. The research materials were securely stored in a locked file cabinet in the investigator's office, with the consent forms and the list linking the participants' names to the identification numbers stored in a separate place from the data. All data are stored on a password protected computer and the investigator is the only individual with access to the data. The data will be securely stored for at least 3 years and appropriately discarded when no longer required for research purposes.

Results

Prior to beginning the content analysis, the investigator reviewed the transcribed interview for each participant or case to identify key terms, descriptors, or concepts that appeared unusual, frequent, or stood out. Spradley's (1979) method of content analysis was then used to analyze the identified data. This model consists of the following stages: (a) *domain analysis*, (b) *taxonomic analysis*, (c) *componential analysis and analysis of contrasts*, and (d) *theme analysis*. The following steps were followed in the analysis of the interview data.

1. Domain analysis consists of organizing the identified data (*included terms*) into domains or under *cover terms* that are associated through the use of semantic relationships (strict inclusion, spatial, cause-effect, rationale, location-for-action, function, means-end, sequence, and attribution). For instance, "Difficulty travelling to school" (included term) is the reason (rationale) for "addressing transportation needs" (cover term), or "Became homesick" (included term) is a kind of (strict inclusion) "feeling[s] associated with moving to the U.S." (cover term). See Appendix Q for the results of the domain analysis.

2. Taxonomic analysis further refined the organization of data by determining whether cover terms identified by the domain analysis can be combined under a more inclusive cover term that were linked through the use of semantic relationships. For example, the domains of "addressing transportation needs" and "feelings associated with moving to the U.S." (included terms) are the result (cause-effect) of the more inclusive domain, an "adapting to relocation" (cover term). See Appendix R for the results of the domain analysis.

3. Componential analysis and the analysis of contrasts occurred together as the investigator attempted to identify the common elements of the more inclusive domains identified in

the taxonomic analysis while also comparing the elements for contrasting dimensions. To enhance the transferability of findings, an in-depth summary is offered for each case so the reader of the case can determine if there are enough similarities between the case and the context to which she or he is attempting to generalize the findings (Creswell, 2007; Mertens, 2005).

4. Out of comparing and contrasting the domains in the previous step, the overarching themes are derived, i.e., theme analysis, by triangulating across the multiple cases.

5. Finally, the identified themes underwent peer debriefing with the investigator's dissertation chairperson.

Case Summaries

The following is a description of each case. In addition to offering background information on each participant, data for each of the three major domains that emerged from the analysis are presented: (a) assimilation to host culture, (b) social inclusion, and (c) disharmony with peers.

Case P-1. Participant P-1 is a 12-year-old, 7th grade male who has lived in the U.S. since 2009. The participant and his mother agreed to the interview. He has two older sisters, one of whom has remained in Japan to attend college. Prior to residing in the U.S., the family had lived in the United Kingdom for several years; hence, the child participant has prior experience living outside of Japan. The family expects to remain in the U.S. for two more years. The family members generally converse in Japanese; English is rarely spoken. The interviews with the child participant and his mother were conducted in Japanese in their home.

This was the first family that the investigator interviewed; hence, it is important to acknowledge that her anxiety and excitement about the experience might have influenced how

the interview was conducted. It was also the first time, after living in the U.S. for a number of years, that the investigator had encountered the traditional customs of the Japanese culture so she was initially struck by the formality with which she was welcomed into the family's home. Upon arrival, the investigator was offered a pair of slippers to be worn while inside the home and she was immediately served tea and snacks. During the parent interview, the investigator initially experienced frustration with the mother as she required frequent prompts to sustain the interview and it was unclear if the mother was sincerely invested in the experience. However, as the interview progressed, the mother appeared to become more comfortable with and engaged in the experience, as demonstrated by the spontaneity of her responses to the investigator's questions.

The child participant did not speak much, spoke in a low voice, and came across, generally, as shy. Due to his initial appearance of shyness, the investigator began the interview focusing on less threatening topics such as his hobbies and interests. Moreover, the investigator found she was embellishing or completing the child participant's thoughts and asking closed-ended questions to fill the silence, which only further contributed to his limited engagement. As the investigator became more comfortable, she recognized her way of engaging the participant and corrected the pattern by allowing the silence and asking open-ended questions. As a consequence, he became more expressive and spontaneous in his responses. The interaction between the child participant and his mother was also minimal. The mother reported she was closer to her daughters than her son; she often claimed limited knowledge of how her son was adapting. She felt it was easier to talk with her daughters since they were older and "girls" so they shared more common interests.

Assimilation to host culture. The child participant relocated to the U.S. during the Christmas season, and was to commence school after the holidays. He described himself as

"bored" and "nervous;" bored because his belongings had not arrived yet and nervous since he was uncertain what to expect in a new country. He also missed his friends in Japan.

When the child participant and his mother went for an orientation to the school he would attend, they were surprised by the number of Japanese expatriate students who were waiting on campus to greet them in Japanese. The mother reported that her anxiety about adjusting to a new culture was unwarranted since they resided in an established Japanese community. Moreover, she found English was not required to conduct business in day-to-day life.

The child participant reported that he is very comfortable with his life in the U.S., particularly since the school he attends and the community in which he resides is comprised of Japanese expatriate students. His classmates in the ESL class are predominantly Japanese expatriate students, so he feels supported by them. The mother expressed concern about the lack of opportunity for her son to improve his English language skills. The decision to reside in a community that is heavily populated by Japanese expatriate families was one made by her husband. Hence, one recommendation she offered to other expatriate families was discussing such decisions as a family so more thought could be given to the type of community they wish to live and the degree of exposure they desire to different cultures. Despite her concern, she described the new living experience as "interesting" and "enjoyable." She also suggested that families new to the U.S. should be aware of differences between the U.S. and Japan. For example, she cited how U.S. supermarkets are much larger than those in Japan and the products are considerably different from those to which one is accustomed.

Academically, the child participant found the U.S. school challenging both in terms of the difficulty level of the material and quantity of assignments. He reported taking considerably longer to complete homework assignments in the U.S when compared to his school experience in

Japan. The child participant felt these observations were important for other expatriates students to know. The mother noted that the U.S. grading system is different from grading in Japan, as the quality of the student's work directly reflects on his grade and she is better able to monitor her son's academic progress. She felt the ability to carefully monitor her son's academic status has motivated him to maintain good grades. She also joined a Japanese parent association at the school, which she has found immensely helpful as a resource for school-related issues and recommends other expatriate parents join such groups.

Social inclusion. During the initial months of living in the U.S., the child participant encountered a number of English speaking students whom he wanted to befriend, but his limited English language skills made it difficult. He reported feeling embarrassed about asking questions to help him understand and did not want to interrupt the conversation. Instead, he often responded by smiling and saying "ah, ah, ah, ah" or "yes" when he was asked questions that he did not understand. Eventually, he took the initiative to ask his Japanese friends to translate for him so he could become closer to students who only spoke English. Additionally, he attended cram school[2] to further work on his English language skills.

The child participant also reported putting forth the effort to make new friends. For example, he plays sports to increase his opportunity to meet peers and attends birthday parties to maintain existing friendships. He has about 20 to 25 close friends, the majority of whom are Japanese expatriate students. He describes his experience with others as "peaceful" since the number of expatriate students is relatively small so the group remains close-knit. He

[2] "Cram school" is a commonly used translation for the Japanese term *juku*, and refers to extracurricular preparation in which most Japanese students participate to improve their academic skills, including English language skills.

acknowledges still spending more time with Japanese expatriate students since he feels that they share in common more interests.

According to the mother, although the family struggles to "branch out" from the Japanese community and immerse themselves into the "American" culture, she believes her son is adapting fairly well and has made some good friends. She suggested it is important to maintain relationships with other Japanese parents since the parents can create opportunities for their children to meet one another and establish friendships.

Disharmony with peers. The child participant defined bullying behavior as "few students attacking or teasing one student" and stated that bullying is manifested either overtly ("punching" and "verbally arguing") or covertly ("leaving a mean letter in the victim's locker" or "ignoring the victim"). He reported that it would be "tough," "terrible," and "unpleasant" if he were to be victimized. Interestingly, the child participant said if he was being victimized, he would consider "apologizing" to the perpetrator because the participant "probably did something upsetting to him [the perpetrator]." The child participant *implied* that the perpetrator's action might be justified if the victim's behavior was viewed as "lazy." Moreover, if he was the perpetrator, the participant would "regret" and "feel sorry" for inflicting harm on the victim, and, perhaps, "worry" that the victim might seek "revenge." He reported that he has never been a victim of bullying or a perpetrator of such actions. He described his school in Japan as "peaceful" but feels the school in the U.S. is even more peaceful since the class size is smaller and "everyone is very close with each other." The child participant described himself as someone who tends to be agreeable with what other desire to maintain the "peace" and avoid potential conflict. He suggests this relational strategy to other expatriate students to help them avoid discord among friends.

Case P-2. Participant P-2 is a 12-year-old, 6th grade male who has lived in the U.S. since 2010. The participant and his mother agreed to the interview. He has an older sister and a younger brother. It is the first experience of living abroad for this family. The family expects to remain in the U.S. for two and a half more years. The family members generally converse in Japanese; English is sometimes spoken among the siblings. The interviews with the child participant and his mother were conducted in Japanese in their home.

Upon arrival, the investigator was invited to the dining area where the child participant and his siblings were waiting to welcome her. The investigator felt immediately at ease interviewing both the child participant and his mother as they both were friendly and required minimal prompting to elicit responses. It was also easier to avoid asking closed-ended questions since both family members appeared fully engaged in the experience. Particularly noteworthy was the child participant's enthusiasm about participating in the study; he offered to encourage his classmates to participate in the study. In observing the interaction between the participant and his mother, it appeared they conversed openly with one another. Moreover, the mother seemed to have a good understanding of her son. For instance, the mother reported her son has entered puberty so his voice-change might make it difficult to hear him. Contrary to the mother's concern, the investigator found the child participant spoke clearly and at an appropriate volume.

Assimilation to host culture. The child participant reported, during the first few months in the U.S., he struggled communicating with others in English, which made him feel homesick for his friends in Japan. His inability to understand the teachers and his classmates resulted in him feeling frustrated and stressed, although he reported sleeping well. He was not the only student who had difficulty with the language, but rather than physically or verbally acting towards others like some of his peers, the participant played hard to alleviate his stress. He

suggested that other students use the same strategy to cope with their stress. The child participant reports his English has improved significantly with the help of translators at school and a private tutor. His mother reported that her son attended an English language class in Japan prior to the relocation, which, she believes, contributed to his comfort with asserting himself with teachers in the U.S. when he had questions.

The child participant reported his family was initially "busy" adjusting to the new living situation, which contributed to family conflicts at times. For instance, he used to enjoy riding his bicycle and using public transportation to get around in Japan, but in the U.S., he has to depend on his mother to drive him places. Hence, good behavior is a contingency for his mother's willingness to drive him places, which is not something with which he had to contend in Japan. His mother feels the benefit of driving her children was that it allows them to spend more time together and has facilitated communication among them. The child participant acknowledges he has adjusted to relying on his mother for transportation and that he has a better relationship with his mother now than he had in Japan.

The child participant was surprised by how students in the U.S. do not actively participate in class, but, instead, speak to teachers privately. He said his classmates in Japan frequently raised their hands and they were looked upon negatively by other students if they did not actively participate. The participant also found the U.S. school academically challenging in terms of the difficulty level of the material. He reported taking considerably longer to complete homework assignments in the U.S. when compared to his school experience in Japan. He stated that his parents used to offer help with his homework assignment and he frequently "stayed up all night" to complete the assignments. He reported that helping him with his academic struggles made his parents more adept at helping his younger brother when he struggled with similar academic

issues. The child participant felt these observations were important for other expatriate students to know. He said it took him a while to adjust to the customary ways things were done at school, but he likes living in the U.S. and enjoys his new school, particularly because students are not required to wear uniforms in U.S. school.

Social inclusion. The child participant reported that he initially attempted to make friends with English speaking students. The students would talk slowly to help the participant understand the conversation, but they often ended the conversation quickly and began talking with other students who had better English skills. He said his limited English skills made him angry, irritable, and motivated him to seek help from translators and tutors so that he could better communicate with those students. Although the participant worked hard to improve his English skills, he observed other expatriate students did not put forth the same effort and continued to feel frustrated by their limited language skills.

The child participant stated that he now has 20-25 friends, and they are mostly Japanese expatriate students. He stated that he converses with other students at school but feels more connected with Japanese students because they share common interests and he can more effectively "blend in" with them. According to the child participant, it was relatively easy to make friends since they attend the same school, but he did acknowledge that he puts considerable effort into maintaining his friendships by doing things with them, such as playing sports. The mother reported that her son quickly made a good number of Japanese friends, and these friends have helped her son adjust to the new culture.

While the child participant has grown closer to his friends in the U.S., he appears to have grown apart from his friends in Japan. He stated that when he visits Japan, he feels disconnected from his old friends as he no longer shares common interests or views with them. As a result, he

doesn't miss his friends in Japan as much, and upon returning to Japan in a few years, he looks forward to meeting non-Japanese friends who may share similar interests with him so that he feels a sense of belongingness.

Disharmony with peers. The child participant referred to bullying as occurring either overtly ("pushing" and "punching") or covertly ("being ignored," "having things stolen," or "giving the victim a mean look"). He reported that if he were to be victimized, he would become "sad," "alone," frustrated," and "confused." Additionally, he would feel like becoming "violent" out of frustration, but would "not say anything in class" to avoid further victimization. The child participant *implied* that the perpetrator's action might be justified if the perpetrator became jealous of the victim, and/or the victim's behavior does "not make sense." He reported that he has never been a victim of bullying or a perpetrator of such actions. However, he reported witnessing bullying behavior among students while he was in Japan. He stated that the victim appeared "clumsy" and was pushed by other students, resulting in physical injury. He also stated that the victim did not have friends in school and was often teased by other students. The child participant provided several suggestions to maintain friendships and avoid potential conflict among friends. First, he emphasized the importance of students "match[ing] everyone's rhythm" and doing what others like to do, such as playing the same sports or activities. Additionally, he suggested being light-hearted and not too "nerdy" or "goofy." Finally, he suggested it is important to be curious about other cultures and willing to learn about these cultures.

Case P-3. Participant P-3 is a 14-year-old, 9th grade female who has lived in the U.S. since 2012. The participant and her mother agreed to the interview. She has a younger sister. Prior to relocating to the U.S., the family resided in Thailand for a few years. The family expects to remain in the U.S. for four more years. The family members generally converse in Japanese;

English is occasionally spoken between the two sisters. The interviews with the child participant and her mother were conducted in Japanese in their home.

The family resides in a gated community; hence, the child participant's mother and younger sister met the investigator at the gate and guided her to their home. The investigator felt welcomed by the family. The child participant's sister expressed an interest to participate in the study, so the investigator had to explain the eligibility criteria. Although the sister understood she was ineligible to participate, she was reluctant to leave the interview area and occasionally came back to the table and joined the conversation.

The investigator felt at ease interviewing the child participant and her mother as they were both friendly. The child participant appeared timid as she spoke in a soft voice and avoided eye contact. In contrast, her mother was assertive; it was also obvious she was genuinely interested in the study, likely due to her work in the field of child psychology while in Japan. Throughout the interview, the mother sought advice on how best to facilitate the family's adjustment to residing in the U.S. culture. It is important to note that the immediate connection with the mother may have influenced the interview with the child participant. For instance, since the mother appeared actively involved in ensuring that her children adjust to the U.S., the investigator assumed the mother's efforts were appreciated by the child participant rather than explicitly corroborating this perception with her.

Assimilation to host culture. The child participant was reportedly very excited and "proud" that the family was relocating to the U.S., particularly because she wanted the opportunity to improve her English language skills. Given her enthusiasm to immerse herself into the new culture, she asked her parents to consult with the school administration to begin school a week earlier than originally scheduled. When she began attending the school, it became

apparent that her limited English language skills impeded her ability to converse with classmates, resulting in her feeling "irritated" and "stressed out" by the experience. In fact, she began to feel reluctant about going to school. But she reported joining the gymnastic club and working out reduced her distress significantly. The mother reported that her daughter was initially "bored" in school due to her limited comprehension of what was occurring in class. Moreover, she reported that the entire family struggled with adjusting to the move (e.g., her husband at work, the participant and her sister at school), which had a negative effect on their relationship with one another. However, the mother helped them regain a sense of harmony by empathetically listening to their concerns. The child participant reported that she now likes going to school as her English skills have improved, and receiving support from her teachers and classmates has been helpful in facilitating the transition. To improve her English language skills, the child participant attended a cram school and her mother reported her daughter took the initiative to speak English with others in school. To find new ways to support her daughter, the mother stays in touch with other parents so that she can obtain important information to help with her daughter's schoolwork and to remain aware of other school events.

The child participant's limited English language skills have posed academic challenges. She reported that mathematics has become her favorite subject since it is not contingent on understanding English. In contrast, she dislikes science since none of her friends who can help her overcome the language barrier are in the same lab with her, which she finds stressful. The mother corroborated her daughter's account of her academic challenges and she volunteers at the school and meets with other parents to support her daughter.

Social inclusion. The child participant initially struggled with making friends, particularly with students who only spoke English. Because of the language barrier, she tended to

keep the conversations to a minimum; therefore, the relationships remained at a "superficial" level. The inability to make friends was particularly difficult since she stated, "I used to have over 100 friends in Japan." Her mother reported that her daughter often complained that it was difficult to establish deeper rather than "superficial" relationships in the U.S. when compared to her friendships in Japan. Since then, though, the child participant has made several close friends, most of whom are Japanese expatriate and Korean American students. She has grown closer to her friends by going to karaoke on weekends and she teaches Japanese to her Korean American friends. She also stated that the Korean American friends offer support by partnering with her in classes. She feels maintaining a positive attitude, such as "smiling" and initiating conversations with others, has helped her make friends and she suggests other expatriate students try this approach to establish new relationships. The child participant believes she has developed closer relationships with her friends in Japan as she has shared her feelings about the challenges she has faced living in the U.S.; she feels the empathy expressed by her friends in Japan has helped deepen their relationship.

   Disharmony with peers. The child participant described bullying as manifested by either overt behaviors ("punching" and "tearing textbooks apart") or covert behaviors ("ignoring" and "things being hidden"). She reported that if she were victimized, she would feel "sad," "angry," and "scared." If bullied, the child participant would consider either "ignoring" the perpetrator or retaliating, although she feels the latter approach might result in further retaliations in the form of isolation by the perpetrator and others. The child participant *implied* that the perpetrator's behaviors might be justified if the victim appears "unmotivated" to participate with others or attempts to gain the favor of (i.e., "liked" by) his/her teachers. She reported that she has never been a victim of bullying or a perpetrator of such behavior.

Case P-4A. Participant 4A is a 13-year-old, 7th grade female who has lived in the U.S. since 2011. The participant and her mother agreed to the interview. She has a younger sister who also participated in the study. Prior to relocating to the U.S., the family resided in Singapore for several years. The family is expected to remain in the U.S. for four more years. The family members generally converse in Japanese; English is the predominant language spoken between the two sisters, and Japanese and Mandarin are also occasionally spoken. The interviews with the child participant and her mother were conducted in Japanese in their home.

Upon arriving at the family's home, the mother led the investigator to a room in which the child participant practices her musical instruments; the child participant and her sister were in another room studying. The investigator initially felt anxious as the siblings did not immediately come to where the investigator was seated to greet her, making the investigator question whether the child participants were interested in completing the interview. However, when the siblings came to the room, they were genuinely welcoming in their demeanor and indicated that they respectfully waited until their mother asked them to join the investigator before doing so. The investigator allowed the child participants to choose who would complete the interview first.

The child participant appeared slightly timid as she spoke softly with flat affect during the initial meeting while her sister and mother were present; however, when the investigator and child participant were left to converse privately, she became more comfortable and showed a range of affect that was congruent with the content of the conversation. The mother was open and appeared to have a positive relationship with her daughters. For example, she reported that she frequently speaks with her daughters and has considerable knowledge as to how they are adapting to the new culture.

Assimilation to host culture. Given that the child participant spent the majority of her life residing in Singapore, she noted that the weather in the U.S. is significantly colder than to what she is accustomed. Moreover, she relied on public transportation in Singapore so has found traveling by car difficult, particularly since she tends to experience carsickness. The child participant values the exposure to different cultures; she particularly enjoys visiting Chinatown, although she wishes it was closer and easier to travel there. She reports that the U.S. has allowed her the opportunity to take up new hobbies, such as surfing, that she was unable to pursue in either Japan or Singapore, and encourages other expatriate students to venture out because they may "not have a chance when they leave here [the U.S.]." Her mother also noted the benefit of her daughters having the opportunity to interact with diverse cultures as well as engaging in different activities, such as surfing and soccer.

Academically, the child participant enjoys school and feels she has adjusted well to the experience. The mother also acknowledges that her daughter works hard at school and indicated that her daughter appears more invested in her studies than making friends. Although residing in Singapore helped the child participant develop her English language skills, her English dialect is different from the English dialect found in the U.S.; therefore, although she was able to comprehend class materials and conversations with others, the child participant's classmates initially struggled understanding her. She stated that her classmates and teachers have grown accustomed to her English dialect so no longer have difficulty understanding her. The mother observed that students in the U.S. are allowed more opportunity to make choices on how to complete assignments, unlike the more structured experience with the Singaporean education system in which students were assigned worksheets. She viewed this experience positively as she felt the freedom of choice offered her daughter the opportunity to be more creative. The mother

did not express concerns about her daughter's adjustment in school, but did note how the family is "different" from the rest of the community. Unlike in Singapore where the majority of residents are of Asian descent and they "look[ed] similar" to others, the community in which they reside in the U.S. is multiethnic; therefore, they feel like "foreigners" and experience less connection to the community. Although the family did not explicitly express their feelings about their experience, she "senses" they feel somewhat marginalized. The mother encourages other expatriate families to be aware of the importance of "skin color" when living in a multicultural environment. The mother was hesitant about providing advice to other expatriate families since in her experience there are too many unknowns one can encounter living in a foreign country, although she believes maintaining openness to new experiences makes the adjustment smoother.

Social inclusion. Upon attending an orientation at school, the child participant and her family noticed other Japanese expatriate families present. She stated that she initially felt nervous about meeting new friends as she was shy, but the interaction between the parents facilitated the development of friends in school. She currently has several close friends who are Japanese expatriate and Korean American students. She engages in a number of activities with her friends, such as going to the mall, riding bikes in the neighborhood, attending parties together, and visiting the home of one another on weekends. She was surprised by the availability of her U.S. friends outside of school since her friends in Singapore had no time to "hang out" due to a stronger cultural emphasis on spending time with family outside of school. Therefore, she notes having developed deeper relationships with her U.S. friends. The child participant is close with Korean American students, in particular, since they share common interests. Her mother also notes her daughter spends more time with her friends in the U.S. and she seems to enjoy the experience.

Disharmony with peers. The child participant defined bullying as either occurring overtly ("name calling," "throwing things at the victim," "using the victim's belongings without his/her permissions," or "kicking") or covertly ("ignoring," "stealing the victim's possessions," or "secretly spreading rumors about the victim"). She further reported that if she were the victim of physical bullying, she would feel emotionally "hurt" by the experience. The child participant stated that bullying might occur if the perpetrator felt irritated by or jealous of the victim. The child participant reported neither being a victim of bullying nor involved in bullying others, but witnessed her classmate being ignored by other students. She reported that her classmate resumed her friendships with the other students after a period of time, despite being "rebuffed."

Case P-4B. Participant 4B is a 12-year-old, 6th grade female who has lived in the U.S. since 2011. The participant and her mother agreed to the interview. She has an older sister who also participated in the study. The family lived in Singapore for several years before moving to the U.S.; they are expected to reside in the U.S. for four more years. The family members generally converse in Japanese; English is spoken the majority of time between the two sisters, while Japanese and Mandarin are spoken occasionally. The interview with the child participant was conducted predominantly in Japanese and occasionally in English, while the interview with her mother was conducted in Japanese. Prior to the interview, the mother reported her daughter might prefer the English language and that she might have difficulty understanding the interview if conducted in Japanese. Based on the child participant's preference, though, the interview was conducted predominantly in Japanese with the occasional use of English when the participant asked the investigator for a translation to English. The interviews were conducted in their home.

When the investigator arrived at their home, she was invited to a small room where the child participant's sister practices her musical instruments. The child participant and her sister

were studying in another room and remained there while the investigator and the mother conversed. As previously noted in the summary for P-4A, the investigator was initially concerned about whether or not the sisters were committed to participating in the study since they did not immediately come to greet the investigator. But this concern was unwarranted since the sisters were respectfully waiting until invited to join the investigator by their mother. The investigator allowed the child participants to decide who would complete in the interview first, and P-4B volunteered. The child participant frequently smiled and appeared engaged in the interview, although her responses were often succinct. As mentioned previously in the summary for P-4A, the mother was open, appeared to have a positive relationship with her daughters, and seemed well informed as to how her daughters are adapting to the new culture.

Assimilation to host culture. The child participant relocated to the U.S. during summer break and reported that she initially felt "scared," "nervous," and "uncomfortable" since she did not know what to expect at her new school and she had not made friends yet. At the same time, she felt "happy" since she would have the opportunity to meet new people. She reported that she longed for her friends in Singapore, but her family, particularly her beloved dogs, helped her cope with the transition to a new culture; the dogs were also with the child participant and her family in Singapore. The child participant complained about the cold weather in the U.S. and found it difficult adjusting to distinct seasons. Moreover, she is frustrated that she is unable to walk or ride trains to explore her new neighborhood but rather has to rely on her parents to drive her places. The child participant reported she enjoys living in the U.S. and would like to continue living here. As previously reported in the summary for P-4A, the mother is pleased that her daughters are exposed to diverse cultures and involved in different activities, such as surfing and soccer.

The child participant feels "safe" in school since she finds her teachers are supportive and offer guidance. She frequently speaks English with her friends, including her Japanese friends. Since the participant frequently spoke English with her classmates in Singapore, she reported feeling comfortable with the language. As reported in the summary for P-4A, the mother expressed an appreciation for how U.S. schools encourage student to develop their creative potential by allowing students to make choices in how to complete their homework assignments, which was not the case in Singapore where much of the homework assignments were completing worksheets. Moreover, as previously mentioned in the summary for P-4A, the mother acknowledged that residing in a multiethnic environment might subject the family to being marginalized by others since their ethnic features distinguish them. She acknowledged being open to new experiences has enabled her cope with the transition. The mother was reluctant to offer other expatriate families advice since she believes each family has its own unique experience with assimilating so what their family experienced might be "different" from the experience of other families.

Social inclusion. The child participant describes herself as "shy" so she was initially "quiet" in class. Her teacher encouraged the other students to become acquainted with the participant, which helped hdf develop friendships. She enjoys having an opportunity to be with her U.S. friends outside of school, unlike her friends in Singapore who spent time away from school with their families. She frequently exchanges text messages with her friends and spends time with them at a local café. She currently has four good friends, composed primarily of Japanese expatriate and Chinese American students, who are very supportive of her. Her mother is delighted that her daughter spends time with her new friends.

Disharmony with peers. The child participant described bullying as manifested overtly ("getting the victim in trouble" or "name calling") or covertly ("ignoring," "excluding," "spreading rumors by a group of individuals," or "saying bad things about the victim"), and she believes bullying is different from the Japanese term *ijime*. From her perspective, *ijime* refers to "[one person] teasing another person" or "[one person] doing unpleasant thing to another person." In other words, she believes bullying is an action committed by a group of individuals while *ijime* is an individual act. Her understanding of *ijime* conflicts with the previous research that has examined the distinction between how bullying is understood in the U.S. and Japan. This divergent perception might be due to her unfamiliarity with how these concepts are understood among Japanese students, having resided in Singapore for the last 10 years. The participant reported that she has neither been a victim of bullying nor a perpetrator of such conduct. However, she reported that if she were victimized, she would ponder why others would want to victimize her, and not knowing the reason would make her "angry." She also stated that she would try not to take the victimization seriously but would attempt to avoid further victimization. The child participant believes a student who does not have many friends or who does not join others in extracurricular activities is a likely target of bullying. She also believes perpetrators of bullying behavior might do so because they are "jealous" of the victim.

Results of Cross-case Analysis

In the discussion that follows, the themes participants shared in common are presented. The findings are aligned with the research questions that were investigated. It is important to reiterate that P-4A and P-4B are siblings so the parent data were from the same source; hence, when parent data are presented, reference to this particular family is listed as P-4.

RQ1: Assimilating to U.S. life. It is important to note that all expatriate families resided in a community that was predominately Japanese; therefore, it was not necessary to speak English when conducting business in their daily lives. The overarching sentiment expressed by the child participants was the fear of the unknown (P-1, P-2, P-3, P-4B). The parents expressed less fear about the relocation, instead describing the experience as "interesting" and "enjoyable," and expressed pleasure that their children were being exposed to new extracurricular activities and had an opportunity to experience diverse cultures (P-1, P-3, P-4).

The pair of themes that tied for the second most consistent among the child participants were: (a) missing their friends from Japan or prior relocations (P-1, P-3, P-4B); and (b) the need to rely on their parents to drive them places rather than exploring their new neighborhoods by walking, riding a bicycle, or using public transportation (P-2, P-4A, P-4B). Despite these challenges, all five child participants feel they have assimilated and three of the five child participants explicitly stated they now enjoy living in the U.S. (P-1, P-2, P-4B). A less frequently cited theme was the child participants' excitement about residing in a new environment and meeting new people (P-3, P-4B).

RQ 2: Attending U.S. schools. Four of the five child participants reported their facility with the English language posed challenges for them at school, although the specific nature of the challenge differed among the four child participants. For three of the child participants, relocating to the U.S. was the first time they were required to rely on their English skills in an academic setting so they felt overwhelmed by the difficulty level of the subject matter and the quantity of homework assignments (P-1, P-2, P-3). For these three child participants, actions were taken to improve their English language skills, including attendance at cram school, the use of tutors, and seeking the support of classmates to serve as translators (P-1, P-2, P-3). Despite the

initial frustration and stress of coping with the language barrier, these three child participants felt they have improved in their ability to complete their academic work as well as communicate with others. The fourth child participant was comfortable with the English language and had no problems academically since she had previously resided in an English speaking nation prior to relocating to the U.S., but because of the dialect difference between the two nations, her classmates initially had difficulty understanding her (P-4A).

School served as the primary source for establishing friendships among the five child participants with four of the five child participants reporting that their parents facilitated the friendships through meeting other parents (P-1, P-3, P-4A, P-4B). Moreover, teachers were reported as facilitating the development of friendships by encouraging classmates to meet them (P-1, P-3, P-4B). In terms of developing and maintaining relationships, three themes were consistently reported by all five child participants: (a) they sought out activities that they shared in common with others, (b) they spent time with their friends outside of school, and (c) their friends were comprised predominately of other Japanese expatriate students and/or students of Asian descent.

In regards to discord or bullying among peers, the child participants reported not being either a victim or a perpetrator of such conduct. There was consistency among the five child participants as to what constituted bullying and the definitions and illustrations offered were consistent with how bullying is described in the scholarly literature, i.e., physical bullying (e.g., "punching," "pushing," or "kicking"), verbal bullying (e.g., "name calling" or "verbally arguing"), or relational bullying (e.g., "ignoring the victim," "leaving a mean letter to the victim's locker," or stealing or damaging the victim's possessions). Moreover, all five child participants reported they would experience negative affect if ever the subject of bullying

behavior (e.g., "terrible," "unpleasant," "sad," "frustrated," and "angry"). Although four of the child participants did not explicitly condone targeting individuals who were believed "lazy," "unmotivated," or "clumsy," it was interesting that they selected personal characteristics that may be viewed as of one's own volition rather than involuntary (P-1, P-2, P-3, P-4B); three of the child participants believed jealousy might prompt an individual to bully someone (P-2, P-4A, P-4B). Finally, three of the five child participants reported they would seek ways to avoid further victimization if they experienced bullying (P-2, P-3, P-4B). In other words, it appears the victims view themselves as responsible for the victimization rather than holding the perpetrators accountable for their conduct. Although only mentioned by one child participant, this point was well illustrated by P-1 who felt the victim might need to apologize for upsetting the perpetrator.

RQ3: Advice to expatriate students. There were two major areas for which the child participants offered advice to other expatriate students. The first piece of advice was in regards to the demands of schoolwork, both in terms of level of difficulty and the quantity of work assigned (P-1, P-2, P-3). This issue is particularly important for students who are new to the English language. Related to the academic challenges is the ability to find ways to cope with the associated stress. Two child participants suggested the importance of self-care, such as "playing hard," sleeping well, and engaging in physical exercise (P-2, P-3).

The second piece of advice was related to meeting and making new friends (P-1, P-2, P-3, P-4A). No one recommendation was endorsed by multiple child participants, but examples of the specific suggestions included: (a) participate in activities that others like to do; (b) maintain a positive attitude, be light-hearted, and maintain an agreeable demeanor; (c) do not bring undue attention to oneself, such as acting too "nerdy" or "goofy;" (d) be curious and willing to learn

about new cultures; (e) initiate conversations with others; and (f) use the networking among expatriate parents to help one meet friends.

RQ4: Advice to expatriate families. It is important to note that all parents who completed the interview were the mothers of participants. Advice offered by the mothers fell into two major areas: (a) the adaptation of the entire family with relocating and residing in the U.S., and (b) supporting the academic and personal needs of one's children (P-1, P-2, P-3, and P-4).

None of the pieces of advice were mentioned by multiple mothers, although a number of specific suggestions were offered. In regards to advice for helping the family adapt, the suggestions included: (a) decide in advance the type of cultural experience the family desires, for example, discussing whether the family prefers to immerse itself in a more diverse community or if it prefers to insulate itself by residing in a predominately Japanese speaking community since it will affect the quality and breadth of the cultural experience; (b) come to the experience fully aware that there are distinct cultural differences, even at a fairly basic level, such as shopping for groceries or how one travels; (c) understand that one's family might not feel immediately welcomed by others, perhaps even marginalized; and (d) maintain an openness to new experiences rather than clinging to what one knows.

In regards to supporting the academic and personal needs of one's children, the following specific suggestions arose: (a) network with other expatriate families to help their children meet and make new friends; (b) become involved at one's children's school by joining a Japanese parent association or volunteering time there; (c) understand the practices of schools in the U.S. are different from schools in Japan, including the grading system and the degree of freedom accorded students; and (d) use the time spent driving children places to facilitate communication between parent and child.

Discussion

Adolescence is a critical stage of development that includes establishing one's self-identity independent of family and placing higher importance on developing peer relationship to meet one's social needs (Crystal et al., 2008; Erath et al., 2010; Furman & Buhrmester, 1985; Malcolm et al., 2006; Newman et al., 2007; Osterman, 2000; Rudolph, 2010; Sullivan, 1953). Moreover, one's social and peer relationships are largely influenced by his or her cultural context and values (Chen et al., 2006). An international relocation during this critical period of time can disrupt the course of this developmental process by introducing challenges that adolescents typically do not experience, or at least not to the same degree as with domestic moves. For example, the importance placed on establishing a social network among adolescents makes the fear of having to establish new friends and blending into the social context in a new nation and different culture significant concerns (Weeks et al., 2010; Wilkinson & Singh, 2010). This study explored the experience of Japanese expatriate adolescents as they navigated their assimilation to the U.S. culture and established a new social support system. To the investigator's knowledge, this study was the first attempt to understand the complexity of the expatriate youth relocation experience from their *subjective* point of view.

Study Findings and Previous Research

Based on the interviews with the Japanese expatriate youth, the adolescents initially reacted negatively to the relocation, were homesick, and reported how much they missed their friends; these observations were not unexpected and are consistent with previous research findings (Weeks et al., 2010; Wilkinson & Singh, 2010). The participants reported facing considerable distress during the initial phase of assimilation, particularly due to the language barrier most experienced that influenced both their academic and personal well-being; the

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intersection of limited language fluency and academic challenges was observed in prior research (Weeks et al, 2010; Wilkinson & Singh, 2010). Congruent with the social needs of adolescents (Crystal et al., 2008; Furman & Buhrmester, 1985; Newman, 2007; Osterman, 2000; Rudolph, 2010; Sullivan, 1953), the participants felt their inability to fluently speak the English language limited their ability to communicate with others and make new friends with English-speaking students. But by befriending other Japanese expatriate students, the participants established a social network, which is consistent with the previous research (Erath et al., 2010; Furman & Buhrmester, 1985; Malcolm et al., 2006; Newman, 2007; Osterman, 2000; Sullivan, 1953; Weeks et al., 2010). Moreover, consistent with the development stage of this age cohort (Crystal et al., 2008; Furman & Buhrmester, 1985), it was evident the participants were accustomed to more autonomy and independence from their parents, which made the need to rely on their parents for transportation an undesirable yet necessary method for them to get to destinations.

Unlike their children, the mothers appeared to view their own adaptation to the new culture more positively, which is consistent with what Weeks et al. (2009) observed when comparing the experience of expatriate adolescents they interviewed with previous research conducted with expatriate spouses. In order for the families to more effectively navigate their assimilation process, the families tended to reside in established Japanese communities so the family could continue to speak the Japanese language in their daily existence. On the other hand, to maximize their children's opportunity to experience the new culture and learn the English language, they enrolled their children in regular U.S. schools. Hence, it seems logical that the adolescents would report experiencing more challenges than their mothers. It is important to note that the mothers appeared more sensitive to a general sense of marginalization their families experienced as outsiders.

In this study, participants' definition of bullying was consistent with the previous research; bullying occurs either directly or indirectly and is physical, verbal, or relational in form (e.g., Ando et al., 2005; Beale, 2001; Carney & Merrell, 2001; Crick & Dodge, 1996; Harachi et al., 1999; Haynie et al., 2001; Kanetsuna et al., 2006; Kawabata, 2001; Olweus, 1993; Sveinsson & Morris, 2007). There was no mention of electronic bullying among the participants, although previous research discussed its occurrence as a form in peer aggression (Keith & Martin, 2005; Kowalski & Limber, 2007; Ybarra & Mitchell, 2004); perhaps this might be due to the recentness of the phenomenon. Alternatively, since the investigator did not directly ask about the particular form of bullying or provide a vignette in which it was occurring, it might not have occurred to the participants to mention such incidents. Although some participants witnessed classmates being victimized, no participant reported personal experience with bullying behavior, either as a victim or a perpetrator. A number of reasons might explain this finding. The most obvious explanation is that this reporting is an accurate one, although it is unusual for a child to not have experienced some form of teasing. Of course, the participants may separate teasing from bullying rather than viewing teasing as a form of bullying behavior. Other potential explanations might include the unwillingness to admit to behaviors that are construed as embarrassing or not desiring to admit to culpability as a perpetrator, particularly to the investigator who is a stranger and an authority figure. Moreover, how these adolescents understand and cope with bullying might be influenced by their view of these experiences through a different cultural lens that this investigation was unable to access.

Consistent with the previous research, most of the participants believe bullies tend not to experience guilt over their behavior and instead blame the victim for necessitating the behavior (Akiba, 2004; Carney & Merrell, 2001; Harachi et al., 1999; Hilton et al., 2010). Moreover, the

participants remarked that the victims of bullying would likely internalize the experiences and attempt to avoid further victimization, which corroborates the findings from previous studies (Brockenbrough et al., 2002; Crick & Grotpeter, 1996; Graham et al., 2007; Hidaka et al., 2008; Matsui et al., 1996; Morita et al., 1999; Nansel et al., 2001; Swearer et al., 2001; Tanaka, 2001). As for describing the reasons for why someone might be bullied, it was interesting that the participants felt victims who were socially unaware or who were more invested in personal interests over the interests of the collective might be deserving of such behavior. This finding is consistent with the previous research with Japanese middle school students in which the victims were held responsible for their victimization for violating social norms and not conforming to the ethos of the group (Akiba, 2004; Kawabata, 2001; Morita et al., 1999; Naito & Gielen, 2005).

All adolescents are heavily invested in making friends and developing a social network. For Japanese expatriate adolescents, this developmental milestone is more complex since they must re-establish themselves in a new culture and often in an unfamiliar language.

Clinical Implications

One of the most important pieces of advice offered by one of the mothers was that each family has its own unique experience with relocating to new nations so what might be helpful for one family might not have the same importance to another family. But she went on to say that remaining open to new experiences was critical to assimilating. As clinicians who might be in the position of offering services to expatriate families, this mother's advice should not be undervalued; as clinicians, we must find ways to facilitate this openness, provide guidance on issues they might face as they navigate their daily existence, and offer strategies for mitigating these challenges. The following discussion offers suggestions to clinicians who may encounter Japanese expatriate families or desire to work with these families in their practice.

Research and become familiar with the culture of the family. One of the most eye opening experiences for the investigator occurred at the time of the first interview. As someone who was raised in Japan, I was familiar with the culture, but I was unprepared for the formal manner in which I was welcomed into the participant's home. I had forgotten about the practices associated with the Japanese culture when welcoming guests into one's home, for example, requiring that children wait until invited to greet visitors by their parents. There is also a heightened sense of formality when meeting people, particularly individuals one meets for the first time. For instance, the rituals for bowing when greeting others and the use of titles when addressing people are formalities to which Japanese expatriate families commonly subscribe. It became apparent that a clinician who is unfamiliar with the culture might misunderstand the family's gesture; hence, it is critical for clinicians to familiarize themselves with the culture of the family. Ways in which a clinician can gain competence in their understanding of the culture include reading literature on the culture, consulting with supervisors and/or colleagues who are intimately familiar with the culture, and seeking further education to increase their cultural competence.

Offer programs about U.S. culture and its educational system. Clinicians, in collaboration with the schools and/or the companies that have sent or plan to send employees to work in the U.S., can offer programs to familiarize expatriate families with the nuances of U.S. culture and its educational system as well as offer resources to help families manage common issues they could face in their daily existence. For example, where one might shop for Japanese grocery products, locating a physician who speaks the Japanese language, and how one goes about enrolling children in school are simple yet critical elements of day-to-day life and ways in which clinicians can support the assimilation of these families. The issue of marginalization was

raised by one of the mothers; therefore, it might be beneficial for families to have a broader knowledge of the U.S. sociopolitical climate so they are not totally unprepared for such situations.

It is important the individuals offering these programs are well informed about the Japanese and U.S. cultures so that the parallels and contrasts between the two nations are authentic. Moreover, fluency with the Japanese language is essential for clinicians, as none of the families that participated in this study were comfortable speaking in English. Alternatively, the use of a translator who understands the culture as well as fluent in the Japanese language might be an option.

Consider variables that might moderate the families' assimilation process. Variables that might moderate a family's assimilation process and of which clinicians need to be aware include the length of time the family has resided or expects to reside in the U.S. and the family's previous experience with living outside of Japan. Clearly, families who are in the initial phase of their relocation face more challenges than families who have resided in the U.S. for longer. It is important to note that most families do adjust, even families who describe the initial period of relocation as a trying experience. It would appear that families who are still overwhelmed by the experience after one school year or so into their relocation may require more extensive support to help them more effectively cope. To further support the assimilation experience of these families, when possible, recommending expatriate families reside and attend schools where a critical mass of other expatriate families reside may help them maintain some semblance of familiarity so they can experience a more gradual adaptation to U.S. living.

For families who are scheduled to return to Japan or relocate elsewhere, a program that prepares these families for the move might be warranted. For example, one of the participants

talked about his concern with having to re-establish his social network in Japan, so the opportunity to address such concerns might prevent a more difficult reentry. Moreover, it is important to not presume that families who have previous relocation experience in other English speaking nations adapt any easier to living in the U.S. than families who have not. Cultures are more than just the preferred language of the nation; it is also important to be aware of differences in English dialect that exist among English speaking nations.

Understand parent-child dynamics. Just as with any adolescent, expatriate youth place importance on their social network. Clinicians must be aware that what is typically assumed about parent-child relationships for this age group in the Western psychological literature may not characterize this specific population of youth. For example, adolescents generally do not desire their parents' involvement in developing peer relationships, but for this group of youth, they expressed an appreciation for their parents' willingness to connect with other expatriate parents to help them make friends. Moreover, these youth found themselves more reliant on the parents in general. For example, unlike in Japan where they could take public transportation, walk, or ride their bikes to get themselves places on their own, in the U.S., they had to rely on their parents to drive them to their destination. Hence, this is a situation in which these youth moved from having considerable autonomy to a situation in which they were confined. As an illustration, one of the adolescents complained that his mother withheld giving him a ride if he misbehaved, which is something he never experienced in Japan. The implication of how such an action might intersect with the child's natural developmental need for autonomy and influence how well he adapts to life in the U.S. did not appear on the mother's radar. Hence, offering expatriate parents psycho-education that focuses on the intersection of culture, development, and assimilation may strengthen parent-child relationships in ways that help their children more

effectively adapt. Such opportunities might be conducted in collaboration with the school, a school-based Japanese parent group, or perhaps through the corporate employer.

Generally speaking, a clinician is encouraged to be cautious about presenting as excessively clinical or too psychologically oriented in meeting and working with expatriate families. For instance, rather than "going to therapy" or referring to "psycho-education," "attending a seminar" or "attending a workshop" might be more agreeable descriptors when referring to the appointment. As a final point of caution, although this dissertation focused on the relocation experience of the expatriate youth, it is important to not assume all parent-child relational issues that are observed are necessarily due to this experience. To fully understand the family dynamics prior to the relocation is critical to understanding and serving the current needs of these families.

Encourage support from parents and teachers. It is important to note that the school at which a number of Japanese expatriate families have their children enrolled had a parent group specific for Japanese families. Such groups provide space for expatriate families to discuss their concerns about adapting to a new culture, exchanging ideas on effective ways to navigate the assimilation process and helping their children adapt, and remaining abreast of resources to support their children's academic and personal needs. Teachers can also play a vital role in the adaptation of expatriate students and the development of peer relationships. The presence of expatriate students in one's classroom provides an opportunity for enhancing the learning experience of all students. For example, lessons can be built around the sharing of cultural knowledge, including language, and a "buddy" system can be used to encourage cross-cultural awareness. What is key to the experience is that it is a reciprocal relationship in which the

knowledge goes both ways. A classroom that encourages opportunity for cross-cultural fertilization provides opportunity for a more welcoming experience.

Screen for students' emotional state of mind. When discussing peer victimization, the trend among the adolescents was toward internalizing the experience, and in some cases, even believing that the victim is culpable for his or her treatment, raising important cultural considerations in one's clinical work with this group of adolescents. A common theme in holding victims responsible for their victimization evolved around conduct that violated Japanese social norms, such as being more invested in one's personal interests over the interests of the group. The clinician must step carefully as what might be acceptable behavior in an individualistic-oriented nation, such as the U.S., may be viewed unfavorably in Japan. This is not to say the victimization is justified, but how the clinician approaches this clinical dilemma must take the cultural context into account, particularly since these youth will eventually reenter a collectivistic nation. Helping expatriate adolescents develop cultural-specific social skills will both facilitate making new friends and bolster their self-confidence as they assimilate.

Further complicating the issue is the internalization of the experience that may mask the depth of the distress experienced. Moreover, expatriate adolescents might not know how to express their emotional distress when asked directly about their feelings or know how to ask for help. Hence, clinicians must be vigilant about listening for less direct and more subtle signs of how adolescents might express their feelings. For example, references such as, "I will be all alone, and it's the worst thing and terrible" and "I have no one to talk to," might be more than a statement of one's loneliness, but their expression of anxiety or a way to ask for help. Parents should be consulted as they may have observed their children's distress in the home or in other

contexts. Furthermore, educating parents on identifying the signs of their children's distress and when it is critical to seek assistance is recommended.

Inquire about quality of relationships with others from multiple perspectives. Rather than simply inquiring whether the expatriate youth has friends, a better indicator of the quality of his or her social network would be to ask specifically if there is anyone with whom he or she feels comfortable discussing personal struggles. Expatriate youth appear to be exceedingly agreeable to the preferences or opinions of their peers in order to maintain stability in their relationships. Although this behavior might be congruent for individuals who approach life from a more collective perspective, it is important to further explore the motivation behind the behavior to differentiate what is culturally congruent from behavior that may be self-esteem related. Clinicians may need to help the adolescent find a balance between social conformity and allowing for the development of one's individual identity. In regards to victimizing others, it is important to keep in mind that expatriate youth might believe their actions are justified, particularly in situations in which the victim is perceived as violating the social norms of the culture. Therefore, when inquiring about whether an adolescent has engaged in such behavior, it is equally important to ask if the victim was deserving of the action and the reasons why the action is warranted.

Directions for Future Research

One of the major challenges of this dissertation was the recruitment of participants. When the study was originally designed, the U.S. and Japanese economies were stable; however, by the time recruitment formally commenced, these nations were faced with significant fiscal challenges. With the global financial crisis, Japanese corporations were less inclined to send employees to the U.S. and those employees who were already in the U.S. were instructed to

return to Japan. This dissertation confined recruitment to Southern California for two reasons. First, in the past, a substantial number of the Japanese corporations that sent employees to the U.S. were headquartered in Southern California. Southern California is no longer where many of the corporations are headquartered, for example, Nissan is now based in Tennessee. Second, informed consent, particularly in regards to mandated reporting issues, may differ between states, so recruitment was confined to the one state in which Japanese expatriate families have typically resided in significant numbers. Hence, despite the challenges, for the success of future research designed to study this specific population, a nationally-based recruitment strategy is likely necessary. Yet, the general purpose of this study remains an important one since corporations from other nations, e.g., India, are now sending employees to work in the U.S. (U.S. Department of Homeland Security, 2012). Although the findings of this study might not necessarily describe the needs of employees and their families of other nationalities, the fact remains that temporary residents in the U.S. may face challenges with the assimilation process, and, in some cases, these needs may require the support of clinicians. Hence, future research into the needs of these new waves of expatriate families appears warranted.

An area that was not specifically examined in this study was the occurrence of electronic bullying. Although none of the participants mentioned this form of bullying when asked about their experiences, this might be due to the investigator not explicitly asking the adolescent about his or her electronic experience. Given that this form of bullying is on the rise and this age cohort is particularly vulnerable as heavy users of technology, it is an important area for further examination.

When considering issues specific to the population of expatriate adolescents, it is important to not overlook the importance of variables that potentially moderate or intensify the effects of assimilation. A more thoughtful examination of the following variables might provide contextual data that were not explicitly considered in the current study: (a) previous history of academic performance in Japan, (b) relationship with peers in Japan, (c) issues related to the family system and its dynamics, and (d) prior experience with living overseas and optimal age for relocating.

One issue that was not addressed in this study was the type of student the adolescent was in Japan. One can surmise the language barrier or grading system made it difficult for students to excel in U.S. schools, but if the student has a history of struggling with particular academic subjects in his or her native language or was simply a dispassionate student, these sorts of observations have a bearing on how the investigator interprets the adolescent's current academic challenges and adaptation to U.S. schools.

Similarly, it would have been helpful to have a more comprehensive understanding of how the adolescent functioned with peers and the quality and extent of his or her social network in Japan. Although some of this information naturally arose, to explicitly inquire about the adolescent's relationship with others in Japan would have provided useful information for understanding how the quality of his or her friendships in the U.S. compared to what has historically been his or her experience.

There were a number of issues related to the family system and its dynamics that were not considered in the present study but require examination. After the relocation, adolescents often found it necessary to rely on their parents more than was their experience in Japan. For example, due to the lack of public transportation, they had to rely on their parents to take them

places. But without explicitly inquiring about the family dynamics prior to the relocation, this study was unable to discern shifts in the quality of communication between parent and child after the move. Delving more in-depth into the dynamics between parent and child prior to the relocation to compare to their relationship after moving to the U.S would have provided important knowledge on how effectively they might navigate challenges as a family. For example, some of the reported dynamics among family members appeared related to gender issues. As an illustration, one of the mothers disclosed she did not feel as close to her son as she did to her daughters, although this is atypical of traditional Japanese families in which the bond between mother and son is generally strong. Also absent from the present study was an examination of the couples subsystem, which could certainly influence how effectively the family adjusts to the relocation. One of the mothers reported she did not have a voice in decisions related to the relocation, which is not atypical for traditional Japanese families that tend to be patriarchally structured. Yet she appeared to take issue with the way decisions were made in the family, which may have implications for how her children adjusted upon relocation.

In this study, three of the four families had lived overseas prior to relocating to the U.S.; however, the investigator did not explicitly inquire how their prior experience living overseas might influence their current relocation. Moreover, for the one family, their children spent a significant portion of their lives in Singapore so their children left Japan as toddlers and may have limited awareness of Japanese culture, although this present study assumed Japan as the reference point, introducing a potential methodological limitation.

Finally, research on the optimal age range at which relocation might be least disruptive to a child is warranted. For instance, some of the participants had lived overseas at a very young age for the majority of their lives; therefore, their initial assimilation experiences might have

been considerably different than their current experiences of adapting to a new culture. Expanding the age range of the participants would facilitate to broaden the knowledge about assimilation experiences among different age groups, which in turn would suggest the optimal age to minimize the potential disruption of one's developmental trajectory.

Conclusion

In conducting this study, I re-experienced a number of emotions that I shared in common with the youth with whom I spoke. I want to end this dissertation by acknowledging that these feelings may have influenced how I elected to both relate to the participants and how I understood their reported experiences. I do not offer this admission as an apology but rather to say the journey I share with these participants afforded me the privilege of entering their subjective construction of this life experience in ways others who have not had the experience likely lack the capacity to relate. Like these youth who perceived of themselves as outsiders in the U.S., I grew up feeling similarly as a North Korean immigrant residing in Japan. North Koreans were not allowed to claim Japanese citizenship even if born in Japan; hence, my status was that of a temporary resident in the nation. Moreover, I was bullied by my middle school classmates because I was viewed as different, which like the youth in this study, made me particularly sensitive to reading the cues of others so as to avoid further victimization. Although unpleasant at the time, these challenging experiences helped me become a more resilient individual, which might have contributed to me seeing the participants similarly. When families contacted me about the study, it was obvious that they were surprised by my fluency with the Japanese language, something they did not expect from someone with a Korean surname. Although this reaction was not unexpected, it did make me recall how privileged Japanese families would express similar views toward North Koreans in Japan. But despite the momentary

unpleasant memories that occasionally arose, my identity as a mother prevailed and I know that I elected to conduct this study because I want to advocate on the behalf of children.

My emotional ties to this topic existed prior to even knowing that I would one day be completing a dissertation on the very subject. As someone who was once employed by a Japanese corporation, I had opportunity to speak with a number of corporate employees who were residing in the U.S. with their families for the first time. Their stories of how difficult the adjustment was for their children stayed with me; I could empathize with them since I have firsthand experience struggling with some of the same assimilation issues. Moreover, it struck me that these children, as newcomers to the culture, might be more vulnerable to bullying, which is an issue of considerable concern in U.S. schools these days.

The experience of the study participants in this country was not free of anxious moments, feelings of loneliness, and academic challenges. But these youth were resourceful and found ways to adapt to their surroundings and cope with their anxiety. Whether it was taking on an agreeable demeanor, finding activities that one shared in common with others, or exercising to work off one's anxious feelings, the youth in this study found ways to effectively manage their assimilation experience. In fact, one of the participants voiced concerns about reentering the Japanese culture when his family returns home.

There is a Japanese proverb that appropriately describes the resilience exhibited by these youth–"The bamboo that bends is stronger than the oak that resists." Like bamboo, these youth exhibited flexibility in approaching change in their lives. Unlike the unbending oak, they were not overcome by their relocation experience when things did not follow a familiar course.

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APPENDIX A

Tables of Literature

Definition of Bullying - Japan

Reference Citation	Research Questions/ Objectives	Sample	Instruments	Research Approach/Design	Major Findings
Akiba, M. (2004). Nature and correlates of ijime-bullying in Japanese middle school. *International Journal of Educational Research, 41*(3), 216-236. doi: 10.1016/j.ijer.2005.07.002	The concept, types, and duration of *ijime*. Reasons for their involvement in *ijime*. Factors associated with *ijime* based on students and teacher discourse.	30 9th graders (14 males) in Tokyo public middle school	Participant observation at school, student diary, and in-depth interview with the students	Qualitative study (focus group)	-Students' perception on the **definition** of *ijime*: name-calling, exclusion from one's peer group, or very serious actions such as aggravated collective assaults. **Definition** and **Types** of *ijime*: An act of collectivistic behavior (e.g., *ijime* is inflicted by a group of students rather than by one student), and the most common types of *ijime* were ostracism, verbal abuse, stealing, hiding, and damaging personal possessions. How *ijime* gets manifested: -At first, a group of two or three people started to hate one friend, it spreads to other people, and finally all the classmates got involved in *ijime* (not consistent with previous research). **Characteristics** of *ijime* victim: Selfish, persistent, and noisy students are often considered by other students as socially inept. Therefore, they are perceived as different from the others and thus stand out in the classroom or club teams (some students were victimized because they had characteristics different from what was considered normal among the students). **Socio-cultural factor influencing bullying behavior**: -Peer pressure: Japanese form their identities based on their role and responsibility in a group; due to students' limited communication with their parents compared to their friends, the importance of keeping friends is enhanced; due to their school-dominated lives, their social environments are mainly limited to homeroom and club activity.
Ando, M., Asakura, T., & Simons-Morton, B. (2005). Psychosocial influences on physical, verbal, and indirect bullying among Japanese early adolescents. *Journal of Early Adolescence, 25*(3), 268-297. doi:	Prevalence of bullying among Japanese middle school students. Relation of psychosocial factors and types of bullying.	2,923 7th-9th grades Japanese middle school students	11 items related to victimization by physical, verbal, and indirect bullying.	Survey study	**Prevalence**: -In the past 6months, 40.7% students reported being ignored and 27.6% students reported being excluded from a group, compared to 30% physical or verbal bullying victimization the highest prevalence: indirect bullying). -Whereas more boys were involved in physical and verbal bullying, no gender difference was found for indirect bullying (interdependent view of self may facilitate the prevalence of indirect bullying by both genders where the value of interpersonal conformity is encouraged in Japanese society).

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10.1177/027243160257693 3					**Characteristics of bullies**: -Japanese adolescents who bully others tend to show a lower level of trust toward others (Ando, Asakura, & Nakayama, 2004 [original source unable to locate]). Overall, more deviant peer influence, more experience of being bullied, less serious attitude in school, less self-assertive efficacy against bullying, poor self-control of aggressiveness and impulsiveness, and euphemistic thinking were commonly associated with engaging in physical, verbal, and indirect bullying. -For physical bullying, victimization by physical and verbal bullying, aggressiveness, and self-assertive efficacy against bullying were significantly associated through number of friends who bully. Impulsiveness, aggressiveness, self-assertive efficacy against bullying, and euphemistic thinking were significantly associated through serious attitude in school. -For verbal bullying, victimization by physical and verbal bullying, aggressiveness, and self-assertive efficacy against bullying were significantly associated through number of friends who bully. Impulsiveness, aggressiveness, self-assertive efficacy against bullying, and euphemistic thinking were significantly associated through less serious attitude in school. -For indirect bullying, victimization by indirect bullying, aggressiveness, and self-assertive efficacy against bullying were significantly associated through number of friends who bully. Impulsiveness, aggressiveness, self-efficacy against bullying, self-efficacy in self-control, and euphemistic thinking were significantly associated through serious attitude in school.
Crystal, D. S. (1994). Concepts of deviance in children and adolescents: The case of Japan. *Deviant Behavior*, *15*(3), 241-266. Retrieved from http://www.tandf.co.uk/jour nals/titles/01639625.asp	Literature review of deviant behavior in Japanese children.	NA	NA	Literature review	**Definition**: "The bullying in Japan today is most often not an individual but a group of individuals who, for one reason or another, decide to band together to victimize another student." -One **manifestation** of bullying that seems to resemble Japanese culture is called *shikato* (the phenomenon whereby a group of students decides to ignore and isolate another student). Approximately 25% of all bullying in Japan manifests itself in various forms of exclusion and isolation. -In collectivistic society such as Japan where the inclusion of a group membership is crucial for social survival, the ostracism inflicted by the *shikato* style of bullying is seen as a particularly mean and cruel form of punishment. Japanese use the word *inshitsu*, literally meaning the "dampness of shady place," to

					suggest the subtle and indirect cruelty characteristic of the *shikato* type of bullying. -According to Maniwa (1990) [original source unable to locate], the central concept in Japanese group dynamics lies in inclusion and exclusion. Maniwa defined inclusion as the "homogenizing" of an outsider – the bending of his/her will to conform to group norms. Inclusion in Japan seeks to eliminate individual differences and create a consensual unity. In contract, Maniwa explained exclusion as the "alienating" of an insider – the act in which a group transforms one of its own members into an alien and brands him/her as being of an essentially different nature from that of the other group members. Although the stimulus for exclusion is often only a trivial point of difference, the brutal treatment that sometimes results suggests that the victimizers completely dehumanize the victim. Because of this dehumanization, the isolated individual feels as if the central core of his/her being were degraded or lost as a result of the exclusion. (consistent with Lebra's comment that Japanese feel really alive only in groups – Banishment from the group in Japan would be equivalent to a death sentence.) From this perspective, one may begin to understand how the isolation imposed by *shikato* bullying might, under some circumstances, drive a Japanese child to suicide.
Dussich, J. P., & Maekoya, C. (2007). Physical child harm and bullying-related behaviors: A comparative study in Japan, South Africa, and the United States. *International Journal of Offender Therapy and Comparative Criminology, 51*(5), 496-509. doi: 10.1177/0306624X06298463	The relationship between physically harmed children and their bullying behavior in Japan, South Africa, and the United States.	852 college students (361 Japanese, 270 south African, and 221 American)	A 50-question survey to measure the characteristics of physical harm (age, type of offenders, type of abuse received, frequency of abuse, degrees of life threat, and types and degree of emotions) and types of bullying (shunning, name calling, slandering,	Causal Comparative	**Prevalence**: -Overall, 62.9% reported that they were involved with bullying behaviors either as a bully, victim, or bully-victim. Japanese participants were more likely to experience bullying behavior than were the South Africans and Americans. -42.9% of the Japanese participants were offender-victims (bully-victims), compared with 26.5% and 27% for South Africans and Americans, respectively. -Based on the bullies' report, slandering was the dominant method of bullying in Japan (66.8%), while name calling, slandering, and ignoring are the dominant methods in both South Africa (58.7%, 5%, and 50%, respectively) and the United States (80.3%, 70.7%, and 56%, respectively). -Based on the victims' report, slandering and shunning were the most common methods of bullying in Japan (61.7% and 52.6%, respectively), whereas name-calling and slandering were the most common methods in South Africa (63.6% and 54.2%, respectively) and in the United States (77% and 79.5%,

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					respectively).
					-57.4% of Japanese students reported that they were physically harmed by their family members while 57.1% of South African students and 68.6% of American students reported victimization by their family members. Among the U.S. participants, beating and kicking were the most prominent and significant (48.7% and 44.7%, respectively), the country that also reported the highest percentage level of physical harm as children.
Gaimusho [Ministry of Foreign Affairs] (2009). Annual report of statistics on Japanese national overseas. Retrieved from http://www.mofa.go.jp/Mofaj/toko/tokei/hojin/10/pdfs/1.pdf	Statistics of Japanese populations overseas.	NA	NA	NA	-As of 10/2008, a total of 1,131,807 Japanese live oversea. In North America alone, 437,308 Japanese reside, consisting nearly 40% of total Japanese living oversea.
					-In terms of the number of Japanese residents, North America (U.S., Canada, and Mexico) has been consistently ranked number one region for their place to live, and about 80% of them come to North America for business related reasons. The high percentage of business related relocation is mostly due to its long-standing economical relationship between the U.S. and Japan, and the number of Japanese residents has been continuously increasing (352,358 in 2001, and 437,308 in 2008: 124% increase).
					-In the United States alone, a total of 384,411 Japanese live, and of those Japanese, 263,221 are Japanese sojourners (44,677 in NY, 42,266 in Los Angeles).
					-Among children, 353 elementary school students attend full-time Japanese schools in the U.S., 8,972 students attend part-time Japanese schools in the U.S., and 6,582 students attend local schools in the U.S.
					-116 middle school students attend a full-time Japanese school in the U.S., 2,533 middle school students attend a part-time Japanese school in the U.S., and 2,937 middle school students attend U.S. local schools in 2008. In sum, over 70% Japanese sojourners attend U.S. schools and/or part-time Japanese language school.
Hilton, J. M., Anngela-Cole, L., & Walita, J. (2010). A cross-cultural comparison of factors associated with school bullying in Japan and the United States. *The Family Journal, 18*(4), 413-422.	Cultural comparison of factors related to bullying in Japan and the United States	NA	NA	Literature review	-Morita (1985) [unable to locate original source] **defines** *ijime* as a type of aggressive behavior by which someone who holds a dominant position in a group-interaction process, or by intentional or collective acts that cause mental and/or physical suffering to another inside a group.
					-**Types**: physical aggression (hitting, shoving, kicking), verbal assaults (teasing, verbal threats), indirect harassment (manipulating, excluding, ignoring).

doi: 10.1177/1066480710372919					-No standard definition of bullying exists. - Verbal aggression is the most common type of bullying found in the United States, but in Japan, indirect bullying is more common than verbal aggression. **Prevalence**: 16% of students in elementary and secondary schools were identified as bully-victims (*Monbusho*, 1994 [unable to locate the original source]). Family characteristics of bullies: Bullies typically come from a family who lacks affection, warmth, and consistent discipline towards their children. Family characteristics of victims: Victims' parents tend to have excessive parental negativism towards their children and/or overprotective of their children. Wagatsuma [unable to find the original article] indicated that a weak father-child relationship, caused by absence of the father at home due to spending excessively long hours at work, is viewed as one of the contributors for bullying victimization. Family characteristics of bully-victims: Families of bully-victims tend to have characteristics seen in bullies and victims (e.g., lack of warmth and inconsistent child rearing style)
Kawabata, N. (2001). Adolescent trauma in Japanese schools: Two case studies of ijime (bullying) and school refusal. *Journal of the American Academy of Psychoanalysis*, *29*(1), 85-103. doi:10.1521/jaap.29.1.85.17188	Two case study of Japanese middle school *ijime* victims and its implications	Two middle school students	NA	Case study	-**Definition**: *ijime* is a noun derived from a Japanese verb, *ijime-ru*, meaning intentionally giving psychological or physical pain to someone who is weaker or subordinate. **Prevalence**: -Ostracism is a typical case of *ijime*. -It is said that highly homogeneous composition of Japanese society and its low tolerance for heterogeneity are the background of this kind of phenomena. **Behavioral consequences of bullying**: school refusal (school phobia).
Lebra, T. S. (1976). *Japanese patterns of behavior*. Honolulu, HI: University of Hawaii Press.	Literature review of traditional Japanese patterns of behavior in collectivistic context.	NA	NA	Literature review	-The Japanese concern for belonging relates to the tendency towards collectivism, which is expressed by an individual's identification with the collective goal of the group to which one belongs. Collectivism thus involves cooperation and solidarity, and the sentimental desire for the warm feeling of "oneness" with fellow members of one's group is widely shared by Japanese. -The sense of identity anchored in-group belongingness is thus sustained by going along with peers. This goes with the desirability of being accepted by peers, anxiety about being left

					out, and a competitive urge for always being "in." -Japanese feel really alive only in groups – Banishment from the group in Japan would be equivalent to a death sentence
Monbusho [Ministry of Education, Culture, Sports, Science, and Technology – Japan]. (2008). [*Net jo no ijime] kara kodomotachi wo mamorou: Minaosou, Keitai, net no riyou no arikata wo – kodomo wo mamori sodateru taisei dukuri no tame no yuugisya kaigi matome.* [Protect children from Internet bullying: Re-evaluate the purpose of cell phone and Internet – A summary of meeting to establish a foundation for protecting and raising children. Retrieved from http://www.mext.go.jp/b_menu/houdou/20/06/08061612/002.htm	Statistics on *ijime* in Japan	NA	NA	Survey	Electronic bullying: 4,883 cases of electronic bullying victimization have been reported. The most common method of electronic bullying is through unofficial school site.
Morita, Y., Soeda, H., Soeda, K., & Taki, M. (1999). Japan. In P. K. Smith, Y Morita, J. Junger-Tas, D. Olweus, R. Catalano, & P. Slee (Eds.), *The nature of school bullying: A cross-national perspective* (pp. 309-323). New York, NY: Routledge.	Definition, historical and cultural background, prevalence, and influence of parents and teachers on school bullying in Japan.	NA	NA	Literature review	-**Definition**: Morita (1985) [unable to locate the original source] defines: "a type of aggressive behavior by which someone who holds a dominant position in a group-interaction process, by intentional or collective acts, causes mental and/or physical suffering to another inside a group." -Morita's definition above is most widely cited in Japanese literature. -The authors indicate that Morita's definition of bullying is different from that of Western countries because Morita emphasizes the aspect of one who "holds dominant position in a group-interaction processes" and the element of inflicting mental suffering comes before physical harm. -General population in Japan used to consider "*ijime*" as mostly occurring among girls; therefore, most types of *ijime* involve

					ignoring or social exclusion (i.e., behaving as if the victim doesn't exist or is invisible). The Japanese word *ijime* doesn't actually mean "abstract" violence, but if several boys hit one boy in order to obtain money, most Japanese wouldn't call it *ijime*. If they hit one or more boys for insulting them, most Japanese think of it as *ijime*. -**Prevalence**: Verbal (e.g., teasing and verbal threats) and indirect (e.g., social exclusion and ignoring) were much more frequent than physical bullying (e.g., hitting and kicking). -According to a national survey between 1994 and 1995 via middle school students, experience of being victim of bullying is 13.2%. Experience for being aggressors (bullies) is 20.3%. The prevalence rate peaks in junior high school. -Verbal (e.g., teasing and verbal threats) and indirect (e.g., social exclusion and ignoring) were much more frequent (42.3% and 56.6%, respectively) than physical bullying (e.g., hitting and kicking, 22.7%). -27.4% of middle school students who "are currently bullies" also experienced being victimized within the year. (bully-victims) -More than 20% bullies are "close friends" of the victim, which is unique to Japanese culture. **Behavioral consequences of Victims**: -Once a student becomes the victim of school bullying, it is difficult to change his or her reputation since the bullying is inflicted by the majority, if not all, classmates. Therefore, the victims' absenteeism increases and eventually drops out of the school or change schools. Family characteristics of bullies: Typically, parents of bullies are not aware of their children's aggression. 74% of bullies' parents didn't learn about their children's bullying behavior, and many of them found out through schoolteachers.
Naito, T., & Gielen, U. P. (2005). Bullying and ijime in Japanese schools: A sociocultural perspective. In F. Denmark, H. Krauss, R. Wesner, E. Midlarsky, & U. Gielen (Eds.), Violence in schools: Cross-national and cross-cultural perspectives	Literature review on school violence in different countries.	NA	NA	Literature review	**Definition**: -*ijime* (bullying) is in most cases a form of psychological intimidation or terror perpetrated by classmates and peers against mentally weaker, or merely different, victims. -Given the collectivistic nature of Japanese society, groups often bully persons who deviate from explicit or implicit social standards and break the harmony of the group. For example, some Japanese newspapers have described several cruel and highly manipulative cases of group bullying in schools, in which the targets of the group were called "germs" and other members of

(pp. 169-189). New York, NY: Springer Science and Business Media, inc.					classes were forbidden to interact with them. -Japanese schools place a major emphasis on group activities and the sharing of major responsibilities such as cleaning one's classroom and the school's hallways. Many of the students' activities are centered at their "homeroom" – the place where, according to Japanese studies, a major proportion of bullying activities take place, especially during class breaks. -The purpose of schools is not so much to further the students' self-actualization and sense of individuality, but to help them function successfully in a demanding society within the context of group dynamics. Consequently, when incidents of bullying and *ijime* occur, they frequently take place in a stifling atmosphere favoring the priority of group interest over individual interests. -The **prototype** of *ijime* involves bullying in order to gain some sort of advantage over others who are handicapped and stigmatized in terms of their physical characteristics, social class background, meek personality, and so on. -The **term** *ijime* tends to be seen as more indirect styles of aggression. These include strategies designed to isolate a person socially, teasing the person in a destructive way, spreading rumors and slandering victims, whispering behind a person's back, introducing subtle innuendoes, ganging up on a person, and in general, the not do gentle acts of social manipulation and intimidation. In American psychology literature, such strategies are often referred to as relational rather than physical aggression. **Prevalence**: -Morita (2001) [unable to locate the original source] conducted a comparative study in Japan, Norway, the Netherlands, and England. The most agreed-upon form of bullying was saying bad things about someone or teasing him/her. However, "calling someone names" may be done openly in the western countries but the names will be whispered behind the victim's back in Japan. -13.9% of the Japanese students, 39.4% of the English students, 27% of the Dutch students, and 20.8% of the Norwegian students answered that they were bulled during the present semester. Bullying seems to be especially observable in England, but is less common in Japan. -According to Matsuura (2001) [unable to locate the original source], 53% of the bullied students in Japan didn't want it to be known that they were bullied, and this was true especially in the

					case of parents/guardians (48%), siblings (31.6%), and friends (17.4%). The Japanese students were especially likely to hide that they were victims of bullying.
Rios-Ellis, B., Bellamy, L., & Shoji, J. (2000). An examination of specific types of within Japanese schools. *School Psychology International, 21*(3), 227. doi: 10/1177/0143034300213001	Prevalent and types of *ijime*-related behaviors among Japanese students	Government administrators, educators, psychologists, social workers, and physicians. Focus groups of 9th grade boys and *ijime* research group at a university in Tokyo.	Interview with participants	Mixed method study	**Prevalence**: -According to a national survey, 43.4% of junior high school students had participated in *ijime*-related behavior. -The most prevalent form of *ijime* is teasing/making fun of another student while the second most common form of *ijime* was physical isolation. **Culture specific:** -Verbal and physical isolation are two of the most feared forms of *ijime* as the students often loses a sense of identity when excluded from the group setting.
Ruiz, F., & Tanaka, K. (2001). The ijime phenomenon and Japan: Overarching considerations for cross-cultural studies. *Psychologia: An International Journal of Psychology in the Orient, 44,* 128-138. Retrieved from http://ci.nii.ac.jp/vol_issue/nels/AA00345187_en.html	Theories associated with *ijime* (bullying) in Japan and its prevalence.	NA	NA	Literature review	**Definition & Prevalence**: -In the Japanese concept of *ijime*, psychological pain or imposed "mental suffering" to the victim prevails over physical harm. Hence, in Japan, the most frequent form of *ijime* involves exclusion from the group or ignoring the victim (56.6%), followed by verbal (42.3%) and physical (22.7%). -Japanese socio-cultural background of child-rearing: To produce a child who will be able to accomplish the task assigned and can contribute to the harmonious functioning of a group. -Concept of inclusion (homogenizing of an outsider, the bending his or her will to conform to group norms) and exclusion (alienating of an insider, the act in which a group as a whole transforms one of its own members into an alien, and brands him or her as being of an essentially different nature from that of the other group members). -Japan's unique "credential society" status, a system whereby employers hire new graduates of universities/colleges solely on the basis of the reputations of their schools, which determine the initial labor market but also later SES status throughout the entire career. Therefore, the process of educational selection becomes severely more competitive than in other nations. -Heavy emphasis on entrance exams especially for high schools and universities. Hence, the persistent preparation for entrance

					exams has the effect of relegating middle school life to an intense, academically-focused time. Psychologists claim that in such a restrictive and competitive climate, the release of tension in schools by scapegoating others (such as *ijime*) becomes pervasive. -The Japanese overwhelming desire not to be left behind or left out might well be having more weight than the additional anxieties and potential problems the intensification of educational pressures could generate.
Tam, F. W., & Taki, M. (2007). Bullying among girls in Japan and Hong Kong: An examination of the frustration-aggression model. *Educational Research and Evaluation, 13*(4), 373-399. doi: 10.1080/138036107017028 94	Comparison of girls in Japan and Hong Kong on bullying (prevalence, types, and theory of bullying)	Japan: 334 primary and 369 secondary school students in Tokyo area. Hong Kong: 985 primary and 1,437 secondary school students.	6 items to assess the frequency and types of bullying	Causal-Comparative	-Japanese girls are experiencing less frustration and stress and have better family support than Hong Kong girls, yet they engage in a higher frequency of bullying behaviors. -**Types**: Hong Kong girls have a much higher frequency of covert bullying, such as taking or damaging victims' properties and sending defaming message through electronic means. Japanese girls have a much higher frequency of relational bullying, such as socially excluding the victims.
Tanaka, T. (2001). The identity formation of the victim of 'shunning'. *School Psychology International, 22*(4), 463-476. doi:10.1177/014303430122 4006	Definition of shunning and manifestation of shunning among students in Japan.	Two girls (no specific information provided) who were victims of school bullying in Japan	NA	Case study	**Definition:** Shunning represents the collective exclusion of an individual by his/her peers' ignoring, and it is the typical type of *ijime* (bullying) in Japan. -Some research indicates that indirect bullying is more stressful than physical or verbal bullying. -Researchers use different terms for representing these kinds of acts, e.g., social exclusion, mobbing, and indirect aggression. -Tendency for researchers to define with the various types of bullying as one phenomenon. -Typical Japanese bullying takes the form of most of the class harming a classmate by collectively ignoring, or deliberately excluding him/her solely because she/he is somewhat different (a new student from another city and/or outstanding grade, for example) from the others. **Psychological consequences of bullying:** -Feelings of rejection, isolation, and loss are the central experience of victims of this kind of bullying. -The long-term effect of victimization indicates a severe distortion

					of the self-image and identity (I'm a type of person that everyone hates, I will be rejected permanently by others). -The victim also feels helpless and hopeless about the situation and the self. (a strong impingement to emotional development for the victimized adolescents). -Shunning victimization can cause the loss of human value (sense of distrust and betrayal from close friends), country/community in which one belongs to, and the capacity to predict life events in the future (willingness and/or capacity to belong to another community in the future). -The worst case is the complete loss of the self. It's not only a devastating catastrophe but also a multiple breakdown of basic trust in the internal and external world. This state of mind allows no space for the victims to foresee any future, which means a damaged capacity to make a coherent narrative (community/ sense of belongingness).
Treml, J. N. (2001). Bullying as a social malady in contemporary Japan. *International Social Work, 44*(1), 107-117. doi: 10.1177/002087280104400 109	Discussion of bullying phenomenon in Japan	Japanese junior high school students	NA	Literature review	**Prevalence**: -Bullying in Japan peaks between 6th and 8th grades. -Bullying in Japan rarely act alone but as a group against a sole victim. -Up to 70% of bullying incidents are indirect, psychological type (This type of social isolation is a severe form of stress for any human to endure, particularly young adolescents in a group-oriented society like Japan). -Compared with the U.S., Japan has a remarkably homogeneous population, which values conformity and discourages singularity. Therefore, rather than rebel against the bullies, many Japanese think it is better to accept it, which makes bullying an even more serious problem in Japan. -Bullies in Japan rarely act alone but as a group against a sole victim.

Definition of Bullying – U.S.

Reference Citation	Research Questions/ Objectives	Sample	Instruments	Research Approach/Design	Major Findings
Agatston, P. W., Kowalski, R., & Limber, S. (2007).	Students' understanding of	148 middle and high	Focus group interview	Qualitative study	-A majority of female students reported cyber bullying as a problem at their school, but the male students were less likely to

Students' perspectives on cyber bullying. *The Journal of Adolescent Health: Official Publication of the Society for Adolescent Medicine, 41*(6 Suppl 1), S59-60. doi:10.1016/j.jadohealth.2007.09.003	cyber bullying	school children in the U.S.			agree that this was a problem. -The students are not likely to report cyber bullying to teachers at school because it's against the school policy to have cell phone during school hours. -The students are also less likely to report to their parents about cyber bullying because they fear the loss of online privileges.
Arora, C. M. J. (1996). Defining bullying: Towards a clearer understanding and more effective intervention strategies. School Psychology International, 17(4), 317-329.	Definitions of bullying used by different groups of people.	NA	NA	Literature review	-The author maintains that the long-term effects on the victim rather than the component of repetition is a more essential feature of bullying, because a victim is likely to experience emotional trauma as a result of even one such incident.
Beale, A. V. (2001). 'Bullybusters': Using drama to empower students to take a stand against bullying behavior. *Professional School Counseling, 4*(4), 300-306. Retrieved from: http://www.schoolcounselor.org/content.asp?contentid=235	Definition and types of bullying, characteristics of bullying victims, and drama as an intervention.	NA	NA	Literature review	**Definition**: Most students think of bullying as one person threatening or actually physically assaulting another person for no apparent reason. Bullying also includes name-calling, teasing, writing hurtful statements, intentional exclusion, stealing, and defacing personal property. **Characteristics of bullies**: They tend to lack a sense of empathy for their victims. **Types** of bullying (Argenbright & Edgell, 1999 [unable to locate the original source]). -**Physical bullies**: Action-oriented. This type of bullying includes hitting or kicking the victim or taking or damaging the victim's property. This is the least sophisticated type of bullying because it is easy to identify. -**Verbal bullies**: Verbal bullies use words to hurt or humiliate another person, including name-calling, insulting, making racist comments, and constant teasing. This type of bullying is the easiest to inflict on other children. It is quick and to the point. Its effects can be more devastating in some ways than physical bullying because there are no visible scars. -**Relational bullies**: Relational/relationship bullies try to convince their peers to exclude or reject a certain person or people and cut the victims off from their social connections. This type of bullying

					is linked to verbal bullying usually occurs when children (most often girls) spread nasty rumors about others or exclude an ex-friend from the peer group. The most devastating effect with this type of bullying is the rejection by the peer group at a time when children most need their social connections. -**Reactive bullies**: Reactive victims straddle a fence of being a bully and/or victim. They are often the most difficult to identify because at first glance they seem to be targets for other bullies. However, reactive victims often taunt bullies and bully other people themselves. Most of the incidents are physical in nature. **Characteristics of bully-victims:** These victims are impulsive and react quickly to intentional and unintentional physical encounters. In some cases, reactive victims begin as victims and become bullies as they try to retaliate. **Consequences**: -Victims of bullying often suffer from one or more of the following: chronic absenteeism, reduced academic performance, increased apprehension, loneliness, feelings of abandonment, and suicidal ideation.
Boulton, M. J, & Hawker, D. S. (1997). Non-Physical forms of bullying among school pupils: A cause for concern. *Health Education.*, *97*(2), 61-64. doi:10.1108/09654289710158393	Definition and types of bullying perceived among students and teachers	138 elementary and middle school teachers, 96 elementary students, and 170 middle school students (demographic information was not mentioned)	Self-created survey	Survey study	-The results indicate that non-physical acts (i.e., social exclusion) are not regarded as bullying by students and teachers. -Students regard physical harm as being more upsetting than social exclusion.
Carney, A. G., & Merrell, K. W. (2001). Bullying in schools. *School Psychology International*, *22*(3), 364-382. doi:10.1177/0143034301223011	Terminology, background, developmental aspects and myths about bullying	NA	NA	Literature review	**Definition of bullying:** A commonly used term is "Bullying can be defined as repeatedly (not just once or twice) harming others. This can be done by physical attack or by hurting others' feelings through words, actions, or social exclusion. Bullying may be done by one person or by a group. It is an unfair match since the bully is either physically, verbally, and/or socially stronger than the victim."

					Characteristics of bullies: -Most bullies have a positive attitude toward violence, particularly as a means to solve problems or get what they want. -Bullies generally have average or above average self-esteem, have average to below average levels of anxiety and insecurity and see their behavior as a reasonable, justifiable, and even necessary action because the victim provoked them in some way. **Characteristics of Victims:** -Victims usually have an easily exploitable weakness such as lack of social or physical skills (somewhat physically immature or passive). They may be branded a loser. -Victims tend to be anxious, insecure, and tend to withdraw and/or cry when attacked by others. -They often see themselves as failures – unattractive, unintelligent, and insignificant. Because of these negative cognitions, victims may blame themselves for the consequences of being a victim. -They lack self-esteem and assertiveness to stand up for themselves and are usually not willing to report the bullying. This unwillingness to disclose their victimization may act as a signal for bullies and may cause these victims to be targeted repeatedly. **Characteristics of bully-victims:** Bully-victims are often hyperactive and have attention problems. In the classroom they tend to annoy other students and regularly cause aggravation. **Behavioral Consequences of bullies:** -A high number of bullies underachieves in school and later performs below potential in employment settings. **Behavioral Consequences of Victims:** -Low self-esteem, increased rates of depression and various psychosocial and/or psychosexual difficulties persist well beyond when the bullying stopped. -Victims fear school and are at increased risk of truancy or dropping out. -In extreme cases, former victims have carried out acts of retribution, including murder, against former bullies. Family characteristics of bullies: bullies' parents tend to use aggressive parenting styles including physical punishment.
Crick, N. R., & Dodge, K. A. (1996). Social	The differences between reactive-	624 3rd-through 6th	Self created questionnaires	Survey study	**Definition**. They view bullying as "a type of proactive aggression in which aggressive acts are employed to achieve interpersonal

information-processing mechanisms in reactive and proactive aggression. *Child Development*, *67*(3), 993-1002. doi:10.1111/1467-8624.ep9704150179	and proactive aggression among children.	grade students (9-12 YO) from 4 public schools in a large metropolitan city.	assessing reactive- and proactive-aggression.		dominance over another."
Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development, 66*(3), 710-722. doi:10.2307/1131945	-Assessing gender differences in relational aggression. -Examine relationship between relational aggression and social-psychological maladjustment.	491 3rd- through 6th-grade children in the U.S.	-Asher and Wheeler loneliness scale. -The Franke and Hymel social anxiety scale. -CDI -An adaptation of the Children's Peer Relations Scale.	Causal-comparative study	**Prevalence**: -Girls engaged in relational bullying than boys. **Psychological consequences of bullies:** -Relationally aggressive children may be at risk for serious adjustment difficulties (higher levels of loneliness, depression, and isolation relative to their nonrelationally aggressive peers).
Crick, N. R., & Grotpeter, J. K. (1996). Children's treatment by peers: Victims of relational and overt aggression. *Development and Psychopathology, 8*(3), 367-380. doi:10.1017/S095457940000 07148	-Assessment of the relation between overt and relational victimizations -Evaluation of the relation between victimization and social-psychological adjustment	474 3rd- through 6th grade students in the U.S.	-Asher and Wheeler loneliness scale -CDI -Franke and Hymel social anxiety scale	Causal-comparative study	**Prevalence**: -Of the 115 children classified as victimized in the sample, 73 of the victims (63.5%) were identified as experiencing either relational or overt victimization. -Rejected children reported more relational victimization than did all other status groups (popular, controversial, and neglected). -**Psychological consequences of victims:** Relational victimization added significantly to the prediction of loneliness, depression, social anxiety, and social avoidance. -Overt victimization added significantly to the prediction of depression, but not to the prediction of loneliness, social anxiety, and social avoidance.
Dulmus, C. N., Theriot, M. T., Sowers, K. M., & Blackburn, J. A. (2004). Student reports of peer bullying victimization in a rural school. *Stress, Trauma and Crisis: An International Journal. 7*(1), 1-16. doi:	The prevalence of bullying among children in rural schools.	192 students (grades 3 through 8) in three rural schools in Appalachia, United States (Southeastern region).	-Olweus Bully/Victim Questionnaire.	Survey study	**Prevalence**: -98 students (51%) responded that they had been bullied when asked directly in one survey question, but 158 (82.3%) students responded positively to experiencing some form of bullying when asked about the 9 specific types of bullying behaviors. -The most common and frequent **type** of bullying was being called mean names, made fun of, or teased by other students (72.8%). -The second most common form of bullying was having lies or false rumors spread (63.9%).

10.1080/154346104902810 93					-The third most frequent type of bullying was being excluded or ignored by others (47.8%)
Dussich, J. P., & Maekoya, C. (2007). (See Definition-Japan Section)					(Prevalence of bullying in the U.S.)
Fandrem, H., Strohmeier, D., & Roland, E. (2009). Bullying and victimization among Norwegian and immigrant adolescents in Norway: The role of proactive and reactive aggressiveness. *The Journal of Early Adolescence 29*(6), 898-923. doi:10.1177/027243160933 2935	Comparison of level of bullying behavior between Norwegian and immigrant adolescents living in Norway	2,938 (1,521 girls) native Norwegians and 189 (97 girls) immigrant adolescents between 8th and 10th grade.	Self-created bullying questionnaire	Survey study	**Prevalence**: -Compared with the native Norwegians, immigrant adolescents were found to be at the higher risk of bullying others.
Harachi, T. W., Catalano, R. F., & Hawkins, J. D. (1999). United States. In P. K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano, & P. Slee (Eds.), *The nature of school bullying: A cross-national perspective* (pp. 279-295). New York, NY: Routledge.	Definitions, historical background, and prevalence of school bullying in the U.S.	NA	NA	Literature review	**Definition**: -Some literature clearly specifies that bullies are a subset of aggressive children who seem to derive satisfaction from harming others, physically or psychologically, while others use the term bullying as synonymous with aggressive behavior. -Generally speaking, bullying is interpreted as both direct, physical aggression, as well as indirect behavior such as verbal threats. -While school violence has traditionally been defined as acts of assault, weapon carrying, and theft, the act of bullying was included in their definition and didn't receive much attention until school shooting incidents related to school bullying in the late 1980s and early 1990s. -The research examining bullies is encompassed within a broader focus on aggressive behavior; therefore, most researchers focus on theories of aggressive behavior rather than separating bullying behavior from other types of aggressive behaviors. **Prevalence**: -Among middle school students, 29% reported to engage in bullying behavior (teasing, name-calling, and threats of physical harm) in the past 30 days. -Boys are involved in bullying behavior more than girls. -Proactive bullying aggression: the aim is to clearly to intimidate and dominate a peer.

					-Social information-processing mechanism studies have examined cognitive mechanisms implicated in the different forms of aggressive behaviors. -**Characteristics of bullies:** Proactive aggressive children evaluated verbally and physically aggressive acts in significantly more positive ways than did non-proactively aggressive children. **Characteristics of victims:** -Victimization of a child is likely to occur when the child exhibits behaviors that attract and reinforce aggressors, and the child's social ties encourage and condone aggression. -Behavior problems (internalizing problems, externalizing problems, and physical weakness) were more strongly related to victimization when children had few friends, had friends who were incapable of fulfilling a protective function, or were rejected by peers, than when children with behavioral problems had more friends, had friends capable of defending them, or were better liked by their peers. (In this study, the results suggest that behavioral risk variables depend on social context) -Social learning theory: bullying aggression is acquired or learned through violent punishment practices as the child comes to hold positive evaluations for the victimization of others.
Haynie, D. L., Nansel, T., Eitel, P., Crump, A. D., Saylor, K., Yu, K., & Simons-Morton, B. (2001). Bullies, victims, and bully/victims:: Distinct groups of at-risk youth. *The Journal of Early Adolescence, 21*(1), 29-49. doi:10.1177/027243160102 1001002	Prevalence of bullying and characteristics related to bullies, victims, and bully-victims	4,263 middle school students (6th-8th grades, 49.1% boys) in Maryland.	-Self created questionnaires. -A subscale of the Weinberger Adjustment Inventory	Survey study	-**Definition** of bullying victimization: taking something from a student by using force or by threatening to hurt him/her, making a student do something he/she really didn't want to do, threaten to hurt a student physically but not actually hurt him/her, actually hurt a student physically. (No relational/indirect bullying included in their definition) -Bullying is considered part of problem behaviors, such as physical fighting, weapon carrying, theft, damage to property, smoking, alcohol and substance use. **Prevalence**: -24.1% students reported bullying another student at lease once during the past year, 16.7% bullying more than once and 7.4% bullying more than three times. 44.6% reported being victimized at least once during the past year, including 13.7% bullied more than once and 30.9% bullied more than three times. -Among the bullies, 53% reported being victimized more than three times during the past year. -Among the victims, 64% students reported never bullying others. **Characteristics of bullies**: The bullies had fewer depressive

					symptoms than the victims.
					Characteristics of bully-victims: -The bully-victims had poorer functioning than did bullies. **Behavioral consequences:** -Bullying and victimization were both associated with involvement in other problem behaviors such as drinking, smoking, theft, damage to property, and violations of parents' rules. -Bully-victims have more friendships with deviant groups, lack of self-control, and low social competence compared with other groups. **Psychological consequences: -**Bully-victims show higher rates of problem behavior and depressive symptoms, lower self-control and social competence, and poorer social functioning compared with other groups.
Hazler, R. J., Hoover, J. H., & Oliver, R. (1992). What kids say about bullying, *The Executive Educator*, *14*(11) 20-22. Retrieved from http://www.asbj.com/TopicsArchive/ExecutiveEducator.aspx	Prevalence of bullying and students' overall perceptions of why bullying occur at school.	204 middle and high school students in Midwest.	Self-created questionnaire	Survey study	**Definition**: "a form of aggression in which one student, or a group of students, physically or psychologically harasses a victim over a long period of time. The action is unprovoked and repeated; it is not a single act." **Prevalence**: 75% of the students reported that they were being bullied by their peers. For some kids, physical bullying is less of concern compared to verbal and relational bullying.
Hilton et al., (2010). (See Definition –Japan section)					(Prevalence of bullying in the U.S.)
Juvonen, J., Nishina, A., & Graham, S. (2000). Peer harassment, psychological adjustment, and school functioning in early adolescence. *Journal of Educational Psychology*, *92*(2), 349-359. doi:10.1037//0022-0663.92.2.349	The relationship between peer harassment, psychological adjustment, and school adjustment among middle school students in the U.S.	243 (109 boys) seventh and eighth graders from a large public middle school in Los Angeles.	-The Peer Victimization Scale. -The Harter's Self-Perception Profile for Children. -Asher and Wheeler's loneliness scale. -CDI.	Correlational study	**Definition:** Peer intimidation: name calling, social exclusion, threats, physical aggressions **Prevalence**: -The most common and most recent experiences were nasty rumors (57%). -Name-calling (48%) and public ridicule (49%) were also frequently reported. -**Psychological & behavioral consequences:** Higher self-perceived victimization from harassment (e.g., name-calling, social exclusion, threats, physical aggression) predicted poorer psychological adjustment, which in turn predicted poorer school outcomes.
Kanetsuna, T., Smith, P. K., & Morita, Y. (2006). Coping with bullying at	Cross-national comparison of middle school	61 Japanese and 60 British students	Self-created interview questionnaire	Descriptive study	**Definition**: In England, bullying behavior was characterized as one or more perpetrator who exhibits overt forms of aggression toward others.

school: Children's recommended strategies and attitudes to school-based interventions in England and Japan. *Aggressive Behavior*, *32*(6), 570-580. doi:10.1002/ab.20156	students' coping strategy on bullying victimization	between 12 and 15 years of age.			*ijime* in Japan is seen as more indirect form of aggression compared with England, often inflicted by a group of students towards a victim.
Keith, S., & Martin, M. E. (2005). Cyber-Bullying: Creating a culture of respect in a cyber world. *Reclaiming Children and Youth*, *13*(4), 224-228. Retrieved from http://reclaimingjournal.com/	Literature review of cyber-bullying	NA	NA	Literature Review	-Cyber bullying is an example of relational aggression. -It is much more difficult to identify bullies online because online screen names and e-mail address can mask a perpetrator's true identity.
Kowalski, R. M., & Limber, S. P. (2007). Electronic bullying among middle school students. *The Journal of Adolescent Health : Official Publication of the Society for Adolescent Medicine*, *41*(6 Suppl 1), S22-30. doi:10.1016/j.jadohealth.2007.08.017	The prevalence of cyber bullying among middle school students	3,767 middle school students (grades 6 through 8) in the southeastern and northwestern U.S.	The Olweus Bully/Victim Questionnaire, 23 self developed questions about cyber bullying	Survey study	-The researchers defined cyber bullying (electronic bullying) as "bullying through e-mail, instant messaging, in a chat room, on a website, or through a text message sent to a cell phone" -11% of the students were victims, 7% were bully/victims, while 4% were identified as bullies. 78% of the students did not experience cyber bullying. The most frequent method of cyber bullying was through instant messaging, followed by chat rooms, e-mail messages, and on a website. -Cyber bullying can occur anytime of the day (beyond school hours) and the bullying behavior spreads widely in a short amount of time.
Moore, K. (2011) Pew Internet & American Life Project: Teen Data Resources at Pewinternet.org. Retrieved from http://www.pewinternet.org/Commentary/2011/July/Teen-Data-Resources.aspx	Online statistics on teens and technology	NA	NA	Online statistics	-75% of teens own a cell phone, 89% teens use the Internet at home while 79% use the Internet at school. -54% teens text to each other while 92% send instant messages via social networking sites.
Nansel, T. R., Haynie, D.	The relationship	1,267 (47.1 %	Self created	Survey study	-**Definition** of bullying: "something taken by force or threats,

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L., & Simons-Morton, B. G. (2007). The association of bullying and victimization with middle school adjustment. *Journal of Applied School Psychology, 19*(2), 45-61. doi: 10.1300/5808_04	between maladaptive peer relationships, psychosocial functioning, and school adjustment among middle school students.	boys) 6th- and 7th grades students in Maryland.	measures.		been made to do something students didn't want to do, been threatened to be physically hurt, and been actually physically hurt. **Prevalence**: -21.4% students reported being victimized repeatedly (3 or more times) during their first year of middle school, 2.7% repeatedly bullying others, and 2.5% reported both repeatedly bullying others and repeatedly being victimized. 45% reported no bullying or victimization. 28.4% reported bullying and/or being victimized once or twice. -**Behavioral consequences:** Poor adjustment (doing poor on schoolwork, not getting along with classmates, not following rules, not doing homework) among victims, bullies, and bully-victims compared to no bullying related students.
Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of American Medical Association, 285*(16), 2094-2100. - Definitiondoi:10.1001/jama .285.16.2094	The prevalence of bullying among U.S. youth and the association of bullying and victimization with indicators of psychosocial adjustment (problem behavior, school adjustment, social/emotional adjustment, and parenting)	15,686 students in grades 6 through 10 in the U.S. (both private and public schools)	Self-report questionnaire of involvement in bullying and being bullied by others	Survey study	-**Definition**: "We say a student is being bullied when another student, or a group of students, say or do nasty and unpleasant things to him/her. It is also bullying when a student is teased repeatedly in a way he/she doesn't like. But it is not bullying when two students of about the same strength quarrel or fight." **Prevalence**: -29.9% of the students reported moderate or frequent involvement in bullying, as a bully (13%), a victim (10.6%), or a bully-victim (6.3%). -10.6% of the sample reported bullying others "sometimes" and 8.8% admitted to bullying others once a week or more. -8.5% reported being bullied sometimes and 8.4% bullied once a week or more. -Being bullied through belittling one's looks or speech was common for both genders. -Males reported being bullied by being hit, slapped, or pushed more frequently than did females. Females more frequently reported being bullied through rumors or sexual comments. Being bullied through negative statements about one's religion or race occurred with the lowest frequency for both genders. -Males are more likely than females to be both perpetrators and targets of bullying. -The frequency of bullying was higher among 6th- through 8th grades than among 9th- and 10th grades. -**Consequences**: Both perpetrators and victims of bullying are associated with poor psychosocial adjustment. (Ability to make friends was negatively related to being bullied and positively related to bullying, poor relationships with classmates and

					increased loneliness were associated with being bullied, increased parental involvement in school was related to being bullied, permissive parental attitude toward teen drinking was associated with bullying/being bullied for all groups except high school females).
Olweus, D. (1978). Aggression in schools: Bullies and whipping boys. Washington, DC: Hemisphere.	Literature review on bullying	NA	NA	Literature review	**Definition** of bullying: -Intentional harm (physical or psychological) -Repetition (a victim is targeted a number of times) -A power imbalance between the bully and the victim.
Olweus, D. (1993). *Bullying at school. What we know and what we can do?* Oxford, United Kingdom: Blackwell.	Literature review on bullying	NA	NA	Literature review	**Definition** of bullying: -Intentional harm (physical or psychological) -Repetition (a victim is targeted a number of times) -A power imbalance between the bully and the victim. Family characteristics of bullies: parents tend to have authoritarian parenting style where physical punishments are common.
Orpinas, P., & Horne, A. M. (2006). *Bullying prevention: Creating a positive school climate and developing social competence.* Washington, DC: American Psychological Association.	Definition, prevalence, prevention and intervention of school bullying	Elementary to high school students in the U.S.	NA	Literature review	-**Types** of bullying (Direct: physical & verbal, Indirect: relational, social exclusion, ignoring) are defined. -Bullying aggression tend to increase from elementary to middle school, with peak in 6th grade. -**Prevalence**: no universal way to measure bullying accurately, so the number fluctuates. -**Consequences of bullying victimization:** depression, anxiety, low self-esteem, somatoform, sleep disturbance, trauma, drop out, few friends/loneliness, suicide and homicide. -Many is known about student aggression and aggressive behavior, but little is known about bullying and victims of bullying.
Patchin, J. W., & Hinduja, S. (2006). Bullies move beyond the schoolyard. *Youth Violence and Juvenile Justice, 4*(2), 148-169. doi:10.1177/154120400628 6288	Prevalence of cyber bullying	384 teens under 18 year old	NA	Survey study	-11% identified as bullies, 29% as victims, and 47% as bully-victims online. -Most common method of cyber bullying: chat room, text messaging, and e-mail. -60% of victims were ignored, 50% being disrespected, 30% being called names, and 21.4% were threatened by others. -Consequences of cyber bullying victimization: 40% felt angry, 42.5% frustrated, 27% felt sad, 31.9% affected at school and 26.5% affected at home.
Ross, D. M. (2003).	The current status	NA	NA	Lit review	-Ross (2003) questions the element of repetition, maintaining that

Childhood bullying, teasing, and violence: What school personnel, other professionals, and parents can do (2nd ed.), Alexandria, VA: American Counseling Association.	and knowledge on school bullying.				a child's perception of being bullied should be considered, regardless of whether the incident occurred once or several times.
Sawyer, A. L., Bradshaw, C. P., & O'Brennan, L. M. (2008). Examining ethnic, gender, and developmental differences in the way children report being a victim of "bullying" on self-report measures. *The Journal of Adolescent Health: Official Publication of the Society for Adolescent Medicine, 43*(2), 106-114. doi:10.1016/j.jadohealth.2007.12.011	Racial/ethnic differences in children's self-reports of being a frequent victim of bullying assessed via definition-based measure and behavior-based measure.	24,345 students in grades 4-12 from 107 elementary, middle, and high schools in a large Maryland public school district.	Self-created definition-based single response measure and behavior-based multi response measure.	Survey study	**Prevalence**: -**Definition**-based (bullying as occurring when a person or groups of people repeatedly say or do mean or hurtful things to someone on purpose. Bullying includes things like teasing, hitting, threatening, name-calling, ignoring, and leaving someone out on purpose) measure: -Among MS youth, both African American boys and girls had decreased odds of reporting frequent bullying. -Among MS girls, no other racial/ethnic groups differed significantly from whites, whereas among MS boys, Asians had decreased odds. -**Behavior-based measure** (Students responded to a multi-response format question regarding the frequency with which they had experienced different forms of bullying, such as name-calling, threatening, teasing, making sexual comments or gestures, pushing/shoving, hitting/slapping/kicking, stealing, emailing/blogging, leaving out/ignoring, or spreading rumors/lies): -No statistically significant differences were found between racial/ethnic groups among MS students. -**Types** of bullying: -Among MS girls, all minority groups were more likely to experience direct physical victimization. Among MS boys, only youth characterized as Other differed from their white peers with regard to direct physical victimization. -Among MS students victimized in any form surveyed, both African American boys and girls, as well as Asian boys had decreased odds of reporting being bullied at least twice during the previous month compared to whites.
Smith, P. K., & Brain, P. (2000). Bullying in schools: Lessons from two decades of research. *Aggressive*	Literature review on the last 20 years of research on bullying	NA	NA	Literature review	Many researchers from different cultures tend to use Olweus' **definition** on school bullying in recent years.

Behavior, *26*(1), 1-9. doi:10.1002/(SICI)1098-2337(2000)26:1<1::AID-AB1>3.0.CO;2-7	worldwide.				
Sveinsson, A. V., & Morris, R. J. (2007). Conceptual and methodological issues in assessment and intervention with school bullies. In J. Zins, M. Elias, & C. Maher (Eds.), *Bullying, victimization, and peer harassment: A handbook of prevention and intervention* (pp. 9-26). doi: 10.1300/5808_02	Literature review on school bullying definition, assessment, and intervention issues.	NA	NA	Literature review	**Definition**: -Most researchers agree that bullying is intentional and unprovoked aggression that involves disparity of power between the victim and his/her perpetrator(s). -In this regard, Olweus (1993) defines bullying as a repeated exposure to negative acts by one or more students, consisting of intentional aggression repeated over time (as opposed to one incident) and within a context of a disproportionate power relationship. -"Direct: bullying refers to face-to-face physical or verbal confrontations, while "indirect" bullying is usually described as less visible harm-doing, such as spreading rumors and social exclusion. -In practice, this distinction doesn't appear to be applied when bullying is assessed in school settings. For example, the operational definition of bullying used in the Olweus Bully/Victim Questionnaire includes acts of verbal and physical aggression ranging from hitting to teasing, but doesn't include behavioral referents associated with "indirect bullying." -The distinction between direct and indirect forms of bullying doesn't appear to be intended to differentiate between the two types of bullying, but rather to justify the inclusion of less overt forms of aggression. -The authors argue that research on bullying would benefit from a more specific and restricted definition. That is, definition of bullying may not need to include behaviors that are better described by other terms, such as "peer rejection," "ostracism," and "relational aggression." -The most commonly used self-report has been a translated and/or adapted version of the Olweus Bully/Victim Questionnaire, but only a few published studies address the reliability and validity of this assessment instrument within or across various countries. This apparent lack of established and readily available information on the psychometric properties of instruments like the Olweus Bully/Victim Questionnaire limits the utility and resultant decision-making associated with this assessment instrument.

Swearer, S. M., & Cary, P. T. (2007). Perceptions and attitudes toward bullying in middle school youth: A developmental examination across the bully/victim continuum. *Journal of Applied School Psychology, 19*(2), 63-79. doi: 10/1300/5808_05	Attitudes and perceptions of middle school students about bullying.	133 6th grade, 106 7th grade, and 57 8th grade students in Midwestern schools.	Self created bully survey	Survey study	-**Definition** of bullying: "Bullying is anything from teasing, saying mean things, or leaving someone out of a group, to physical attacks (hitting, pushing, kicking) where one person or a group of people picks on another person over a long time. Bullying refers to things that happen in school, on the school grounds, or going to and from school." **Prevalence**: -Among 6th grade students, 5% reported as bullies, 39% victims, 30% bully-victims, and 26% no status (not involved in bullying). -Among 7th grade students, 6% reported as bullies, 43% as victims, 20% bully-victims, and 31% no status. -Among 8th grades, 7% reported as bullies, 40% victims, 21% bully-victims, and 32% no status. -There were no differences across status with respect to gender in all grades. -Bullying occurred most frequently in classrooms, hallways, after school, and gym or recess. **Characteristics** in general: -External attributes such as being different, being weak, and wearing certain clothes was cited across all 4 status-group as reasons for bullying. -**Characteristics:** Bullies endorsed perceived physical attributes such as the way someone talks, the clothes they wear, or being weak as reasons for bullying. Victims endorsed getting good grades, being weak, overweight, different, and wearing certain clothes as reasons for being bullied. Bully-victims endorsed the same reasons as victims for being bullied and the same reasons for being bullied as a rationale to bully others. No status students endorsed being weak, overweight, different, and wearing certain clothes as reasons for students being bullied.
Tharp-Taylor, S., Haviland, A., & D'Amico, E. J. (2009). Victimization from mental and physical bullying and substance use in early adolescence. *Addictive Behaviors, 34*(6-7), 561-567. doi:10.1016/j.addbeh.2009.03.012	The relationship between mental and physical bullying and substance abuse among middle school students in the U.S.	926 middle school students from southern California.	-Monitoring the Future and the Customary Drinking and Drug Use Record for substance abuse.	Descriptive study	**Prevalence**: -51% of the youth reported having experience mental bullying (teased and spreading rumors) and 34% reported having experienced physical bullying. 28% reported experiencing both mental and physical bullying in the last 12months. -Latino/Hispanic reporting the lowest rates of experiencing bullying, but there was no ethnic difference on physical bullying. -**Behavioral consequences:** Youth who experienced physical bullying are more likely to report current alcohol use. -Youth who reported mental bullying victimization were almost three times more likely to use cigarettes and those who reported

					physical bullying victimization were 2.5 times more likely to use cigarettes. -Mental bullying victimization was not strongly associated with marijuana use for girls compared to boys. -Physical bullying victimization was more strongly associated with marijuana use for girls than boys. -Mental bullying victimization didn't significantly differ for on inhalant use between boys and girls. Physical bullying victimization was more strongly associated with inhalant use for girls compared to boys
US Department of Health & Human Services. Cyber bullying. Retrieved from http://www.stopbullying.gov/topics/cyberbullying/	Online information on school bullying	NA	NA	NA	**-Definition:** Cyber bullying includes sending hurtful, rude, or mean comments to others via online, spreading rumors about others via e-mail or social networking sites, and creating websites or social media profiles that embarrasses, humiliate, or make fun of others.
Vervoort, M. H., Scholte, R. H., & Overbeek, G. (2010). Bullying and victimization among adolescents: The role of ethnicity and ethnic composition of school class. *Journal of Youth and Adolescence, 39*(1), 1-11. doi:10.1007/s10964-008-9355-y	Relationships between ethnicity, peer-reported bullying and victimization.	2,386 adolescents in the Netherlands	Self-created peer nominated bullying victimization.	Survey study	**Prevalence**: -Ethnic minority adolescents were less victimized, but didn't differ from the ethnic majority group members on bullying. -Victimization was more prevalent in ethnically heterogeneous classes.
Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among adolescents in the united states: Physical, verbal, relational, and cyber. *The Journal of Adolescent Health: Official Publication of the Society for Adolescent Medicine, 45*(4), 368-375. doi:10.1016/j.jadohealth.2009.03.021	Prevalence, types of bullying, and the relationship between social support (parents and friends) and bullying among adolescents in the U.S.	7,182 6-10 graders in the U.S. (47.8% male. 42.6% Caucasian Americans, 18.2% African Americans, 26.4% Hispanic Americans).	-Olweus Bully/Victim Questionnaire -Parental Bonding Instrument.	Survey study	**Definition:** Physical (hitting, kicking), verbal (name-calling, teasing), relational (social exclusion, rumor spreading) and cyber (computer or e-mail messages) **Prevalence**: -20.8% students were involved with physical bullying (bullies, bully-victims, or victims). -53.6% students were involved with verbal bullying (bullies, bully-victims, or victims). -51.4% students were involved with relational bullying (bullies, bully-victims, or victims). -13.4% students were involved with cyber bullying (bullies, bully-victims, or victims). -The two most common types of victimization were verbal (name-calling, 31.5%) and relational (rumor spreading, 31.9%).

					-The two most common types of bullying behaviors were verbal (name-calling, 35.2%) and relational (social exclusion, 24%). -For physical, verbal, and relational bullying, adolescents with more friends were more likely to be bullies, but less likely to be victims, and with the exception of physical bullying, they were also less likely to be bully-victims.
Wienke-Totura, C. M., MacKinnon-Lewis, C., Gesten, E. L., Gadd, R., Divine, K. P., Dunham, S., & Kamboukos, D. (2009). Bullying and victimization among boys and girls in middle school: The influence of perceived family and school contexts. *The Journal of Early Adolescence*, *29*(4), 571-609. doi:10.1177/027243160832 4190	The mechanisms by which students' perceptions of family and school experiences moderate the association between their emotionality and their habitual involvement in bullying and victimization	2,359 6th-8th grade students in Florida	-The Olweus Bully/Victim Questionnaire. -The Center for Epidemiological Studies Depression Scale. -The State/Trait Anxiety Inventory for Children-Trait Anxiety. -The AML Behavior Rating Scale-Revised. -The State/Trait Anger Expression Inventory for Children and Adolescent. -The Family Adaptability and Cohesion Evaluation Scales. -The School Adjustment Survey. -The Middle School/High School Student	Survey study	**Prevalence**: -161 bullies (6.8%), 295 victims (12.5%), 44 bully/victims, (1.9%) 2006 uninvolved. -**Psychological consequences:** Students categorized as bullies and bully/victims reported high levels of both internalizing and externalizing difficulties. Victims reported more internalizing than externalizing difficulties. -Female bullies reported some of the lowest levels of cohesion and adaptability of family members. -At school, bullies, victims, and bully/victims were generally bonded with school. -**Behavior consequence:** Bullies and bully/victims demonstrated lower academic performance. -Female bullies and bully/victims and male victims and bully/victims reported lower supervision and intervention at school compared with other students. -Bullies and bully/victims indicated that their learning environments were more aggressive than those of other students and were characterized by more gang activity and general student misconduct. -**Psychological consequence:** Relationships among depression, anxiety, anger, and acting-out were stronger for girls identified as victims than for boys. -Internalizing difficulties were significantly related to family functioning for girls categorized as victims but not for victimized boys. -Externalizing difficulties were negatively correlated with academic performance, school bonding, and adult monitoring at school for male bullies as well as for female victims. -**Characteristics of bullies and victims**: Increases in externalizing difficulties indicated greater likelihood of being in the bullying group, while increases in internalizing behaviors were associated with greater likelihood of being classified as a victim.

			Survey. -The Standardized Florida Comprehensive Achievement Tests.		-**Characteristics of bullies**: Externalizing behaviors corresponded with an increase in the chances of being classified as a bully for the total sample of students, with perceptions of adult monitoring at school moderating this relationship. **Characteristics of the victims:** -Both school bonding and academic performance were related to victimization with poorer sense of belonging at school and higher grades and standardized test scores associated with increased odds of being a victim. -Perceived aggressiveness of the school climate moderated the association between internalizing difficulties and classification as a victim. -As aggressiveness in the school environment increased, the association between internalizing difficulties and the likelihood of classification as a victim decreased. -Students who experienced greater levels of depression, moodiness, and anxiety and reported attending classes in schools characterized by low levels of aggressive and disorderly activity tended to be victimized more than those in highly aggressive school climates.
Ybarra, M. L., & Mitchell, K. J. (2004). Youth engaging in online harassment: Associations with caregiver-child relationships, internet use, and personal characteristics. *Journal of Adolescence*, *27*(3), 319-336. doi:10.1016/j.adolescence.2004.03.007	Online survey of prevalence of cyber bullying	1,501 ages between 10 and 17	NA	Survey study	-15% identified as online harassers while 14% identified as sending rude or nasty comments to others. -7% of the teens reported as victims of cyber bullying, and 72% of the perpetrators were unknown to the victims. 31% of the victims were also identified as victims of traditional bullying (face-to-face). -Poor parent-child relationships increase the odds of being harassers.

Characteristics: Bullies, Victims, Bully-Victims - Japan

Reference Citation	Research Questions/ Objectives	Sample	Instruments	Research Approach/Design	Major Findings
Akiba, M. (2004). (See Definition Section)					(characteristics of *ijime* victims)

Reference Citation	Research Questions/ Objectives	Sample	Instruments	Research Approach/Design	Major Findings
Ando et al., (2005). (See Definition section)					(characteristics of bullies)
Ono, T., & Hasegawa, Y. (2001). Physical stereotypes of ijime victims. *Japanese Journal of Experimental Social Psychology, 40*(2), 87-94. Retrieved from http://www.jstage.jst.go.jp/browse/jjesp/	Physical stereotypes of bullying victims	49 (27 males) university students in Hokkaido, Japan	Pictures of middle school students depicted from several year books	Descriptive study	**Characteristics of the victims**: approximately 70% of the participants chose the same picture of a student as a stereotypical victim of bullying. Many participants also chose the particular picture of a student over others because the student in the picture looked physically weak.
Sugimori, S. (1998). Bullying in Japanese schools: Cultural and social psychological perspectives. In M. W. Watts (Ed.), *Cross-cultural perspectives on youth and violence* (pp. 175-186). London, England: JAI Press.	Factors associated with bullying in Japanese schools.	NA	NA	Literature review	**Characteristics of Victims:** -Typically the victims tend to be passive in their characteristics. This lack of coping reflects Japan's interdependent culture, in which collective reinforcement of the group is more important than individual protection. In Japan, rejection within the social group is considered as devastating as physical aggression.
Yamagami. (1996). Pathology of school bullying and its social background *Acta Criminologica et Medicine Legalis Japonica/Hanzaigaku Zasshi, 62*(5), 143-150. Retrieved from http://ci.nii.ac.jp/vol_issue/nels/AN00206171_ja.html	Theory and mechanism of school bullying in Japan	-14 and 23 years old males who were victims of bullying	NA	Case study	**Socio-cultural influence**: -The most important factor is the excess of competition and the lack of the training of socialization in childhood in Japanese society. **Characteristics of bullies:** -In a closed small society, the perpetrators had a very strong influence on the victims, and artfully force the victims to keep being bullied a secret. Therefore, the bullying is unnoticeable to teachers and parents.

Personal Characteristics: Bullies, Victims, Bully-Victims – U.S.

Reference Citation	Research Questions/ Objectives	Sample	Instruments	Research Approach/Design	Major Findings
Barboza, G. E., Schiamberg, L. B.,	The relationship between multiple	7,946 middle school	NA	Survey study	-African American and Asian students are less likely to engage in bullying behaviors than White students (25% and 30% less,

Oehmke, J., Korzeniewski, S. J., Post, L. A., & Heraux, C. G. (2009). Individual characteristics and the multiple contexts of adolescent bullying: An ecological perspective. *Journal of Youth and Adolescence, 38*(1), 101-21. doi:10.1007/s10964-008-9271-1	contextual effects (individual characteristics, teacher behaviors, peer group interactions, family relationships, and media influences) and bullying in the U.S.	students (ages 11-14) nationwide through 97-98 WHO's Health Behavior in School-Aged Children Survey.			respectively). **Characteristics of bully-Victims:** -Adolescents who were previously bullies at school are more likely to be bullies. **Characteristics of bullies:** -Students who are less isolated from their friends are more likely to engage in bullying.
Boulton, M. J., & Smith, P. K. (1994). Bully/victim problems in middle-school children: Stability, self-perceived competence, peer perceptions and peer acceptance. *British Journal of Developmental Psychology, 12*, 315-329.	STUDY IN ENGLAND The relationship between victims of bullying and their mental well-being.	158 8 and 9 years old children in England	NA	Survey study	STUDY IN ENGLAND. -Victims of bullying tend to have lower self-esteem, less athletic, and more likely to be in a rejected group.
Bowers, L., Smith, P.K., & Binney, V. (1994). Perceived family relationships of bullies, victims, and bully/victims in middle childhood. *Journal of Social and Personal Relationships, 11*(2), 215-232. doi: 10.1177/026540759411200 4	Children's perceptions on family relationships	80 middle school students (20 bullies, 20 victims, 20 bully-victims, and 20 control group)	The Family Relation Test, Parenting Style Questionnaire, Family Systems Test, and Separation Anxiety Test	Survey study	-Parents of bully-victims tend to be overprotective, neglectful, and abusive towards their children.
Brockenbrough, K. K., Cornell, D. G., & Loper, A. B. (2002). Aggressive attitudes among victims of violence at school. *Education and Treatment of Children, 25*(3), 273-87.	The relationship between the victims of school violence and aggressive attitude among them.	8,273 7th, 9th, and 11th grade students at 12 middle schools and 10 high schools in Virginia.	The safe school survey	Survey study	**Characteristics of Victims:** -The majority of bullying victims, about 2/3, are passive or submissive; the remaining 1/3 appear to have aggressive attitudes. **Characteristics of bully-victim:** -30% of bullying victims had aggressive attitudes (aka bully-victims). **Behavioral consequences of victims:** -Victims are more likely than non-victims to bring weapons to school to feel safe or to retaliate, though it's more common for victims to internalize their

					problems. -Victimization has a significant positive correlation with several internalizing disorders, such as anxiety and depression.
Carney, A. G., & Merrell, K. W. (2001). (See Definition Section)					(characteristics of bullies, victims, and bully-victims)
Glew, G., Rivara, F., & Feudtner, C. (2000). Bullying: Children hurting children. *Pediatrics in Review, 21*(6), 183-190. doi:10.1542/pir.21-6-183					-Bullies have either average or lower than average levels of insecurity. -Victims also tend to be more quiet, cautious, anxious, insecure, and sensitive than most other children and have rather poor communication and problem-solving skills. **Behavior consequences:** -More than one in five middle school students said that they avoid restrooms at school out of fear of being bullied, and 20% of students are frightened during much of their school day.
Harachi et al., (1999). (See Definition section)					(characteristics of bullies and victims)
Haynie et al., (2001). (See Definition section)					(characteristics of bullies, victims, and bully-victims)
Hoover, J. H., Noll, M. J., & Olsen, G. (2003). School violence and bullying: Implications for home and school partnerships. In G. Olsen & M. L. Fuller (Eds.), *Home-school relations: Working successfully with parents and families* (pp. 342-361). Boston, MA: Pearson Education. Retrieved from http://reclaimingjournal.com/	Lit review of bullying behavior and its relation to family environment	NA	NA	Literature review	Parents of bully-victims lack parent management skills, which results in losing parental authority and control. The children in such families miss the opportunities to learn problem solving, negotiation, and conflict resolution skills effectively when interacting with their peers.
McNamara, B. E., & McNamara, F. J. (1997). *Keys to deal with bullies.* Hauppauge, NY: Barron's Educational Serious, inc.	Lit review of school bullying in the U.S. and its prevention and intervention.	NA	NA	Lit review	**Definition:** Infrequent, episodic experiences with a bully don't constitute victimization. **Characteristics of bullies:** -Bullies tend to have difficulty processing social information and often interpret others' behaviors as being antagonistic, even when they are not. **Characteristics of victims:** -Physically, victims tend to be small

					in stature, weak, and frail compared with bullies, leading to difficulty to protect themselves from bullies. **Consequences of Victims:** -At night victims may experience difficulty sleeping and have nightmares. -Because victims tend to miss many days of school, their achievement level tends to be lower than their peers and many don't achieve their academic potential. -When former victims have their own children, they may become overprotective, thus inhibiting the development of conflict resolution skills in their children, placing the children at heightened risk of becoming the next generation of victims. Family characteristics of victims: Parents' overprotection contributes the parents to fail to teach their child appropriate conflict resolution skills, which in turn result to bully victimization.
National School Safety Center. (1995). *School bullying and victimization.* Malibu, CA: Author.	National statistics of school safety	NA	NA	Survey	**Characteristics of bullies:** -Many bullies don't realize the level of their aggression. -According to NSSC, bullies are overly aggressive, destructive, and enjoy dominating other children.
O' Moore, M., & Kirkham, C. (2001). Self-Esteem and its relationship to bullying behaviour. *Aggressive Behavior*, *27*(4), 269-283. doi:10.1002/ab.1010	The relationship between bullying and self-esteem in Ireland	13,112 school children (ages 8-18 years) in Ireland.	-Olweus self-report questionnaire on school bullying. -Piers-Harris Self-Concept Scale	Survey study	**Characteristics of bullies and victims:** -Both bullies and victims tend to have poor self-esteem. **Characteristics of bully-victims:** -bully-victims view themselves as more troublesome, less intellectual, less physically attractive, more anxious, less popular, and unhappier than pure bullies. -Most bully-victims suffer from low self-esteem and have a negative self-image.
Pellegrini, A. D. (1998). Bullies and victims in school: A review and call for research. *Journal of Applied Developmental Psychology*, *19*(2), 165 - 176. doi:10.1016/S0193-3973(99)80034-3	Literature review on bullies and victims	NA	NA	Literature review	Some **bullies** tend to be popular among other aggressive children in earlier grades. Family characteristics of bullies: Children's aggressive characteristics tend to be more common in disrupted family environment, such as marital conflict.
Perry, D. G., Kusel, S. J., & Perry, L. C. (1988). Victims of peer aggression. *Developmental Psychology*,	Relationships between bullying victimization, peer acceptance, and	165 children between 3rd and 6th grades	Peer Nomination Inventory for peer	Survey study	**Bullies**: -Aggression is positively related to peer rejection.

Reference Citation	Research Questions/	Sample	Instruments	Research Approach/Design	Major Findings
24(6), 807-814. doi:10.1037/0012-1649.24.6.807	aggression		victimization and aggression		
Rigby, K. (1993). School children's perceptions of their families and parents as a function of peer relations. *Journal of Genetic Psychology, 154*(4), 501-513. Retrieved from http://www.tandf.co.uk/journals/titles/00221325.asp	Relationship between children's bullying behavior and parents.	1,012 ages between 11 and 16	Questionnaires for family functioning, attitude towards, and relationships with parents, the Olweus Bully/Victim Questionnaire	Survey study	Victimized children are exposed to a high level of negativism from their parents, such as receiving little autonomy.
Smokowski, P. R., & Kopasz, K. H. (2005). Bullying in school: An overview of types, effects, family characteristics, and intervention strategies. *Children and Schools, 27*(2), 101-110. Retrieved from http://www.naswpress.org/publications/journals/cs.html	An overview of school bullying: Bullies, victims, and bully-victims.	NA	NA	Literature review	**Characteristics of bullies:** -Interventions for victims are less common. Many of them tend to hide the fact that they are bullied by others because they feel ashamed about the victimization and fear of retaliation by bullies. **Consequences of bully-victims:** a humiliated school shooter who explodes in a burst of violence when he can no longer cope of bully victimization. **Consequences of Bully-victims:** -Bully-victims were at significant risk of drinking and substance use as adolescents. Family characteristics of bullies: Authoritarian parenting styles with the use of physical punishment is common. Family characteristics of victims: Parents tend to be overprotective and/or express negativism towards their children.
Swearer, S. M., & Cary, P. T. (2007). (See Definition-U.S. section)					(characteristics of bullies and victims)
Wienke-Totura et al., (2009). (See Definition section)					(characteristics of bullies and victims)

Psychological and Behavioral Consequences of Bullying - Japan

Reference Citation	Research Questions/	Sample	Instruments	Research Approach/Design	Major Findings

	Objectives				
Hidaka, Y., Operario, D., Takenaka, M., Omori, S., Ichikawa, S., & Shirasaka, T. (2008). Attempted suicide and associated risk factors among youth in urban Japan. *Social Psychiatry and Psychiatric Epidemiology, 43*(9), 752-757. doi:10.1007/s00127-008-0352-y	The relationship between suicide attempts and risk factors including school bullying.	2,095 (1,035 male) Japanese youth between age 15 and 24 in West Japan area (Kinki).	Self-administered survey	Survey study	**Behavioral consequences:** -9% of the sample had attempted suicide in the past (11% female, 6% male). -Their suicide attempt was associated with school bullying (14% for male and 17% for female), and the association was the second highest (the highest for male was sexual identity, 25%, and substance abuse, 25% for female).
Katsumata, Y., Matsumoto, T., Kitani, M., Akazawa, M., Hirokawa, S., & Takeshima, T. (2010). School problems and suicide in Japanese young people, *Psychiatry and Clinical Neurosciences, 64*(2), 214-215. doi:10.1111/j.1440-1819.2010.02064.x	The relationship between school problems and suicide among youth in Japan.	15 Japanese youth under the age 30 (mean age 23 years old) who died by suicide between 2007 and 2008.	Psychological autopsy and semi-structured interview with the closest person from the deceased.	Case study	**Behavioral consequences:** 11 cases of suicide had histories of school-related problems including suffering from school bullying.
Kawabata, N. (2001). (See Definition Section)					(Behavioral consequences of bullying)
Matsui, T., Kakuyama, T., Tsuzuki, Y., & Onglatco, M. L. (1996). Long-Term outcomes of early victimization by peers among Japanese male university students: Model of a vicious cycle. *Psychological Reports, 79*(3), 711-720. doi:10.2466/PR0.79.7.711-720	The relationship between self-esteem and depression in elementary school, victimization experiences during jr high school, and current self-esteem and depression for Japanese male university students	134 1st year Japanese male (mean age=19.4 yr) university undergraduates in Tokyo area.	-A Japanese version of the Texas Social Behavior Inventory, Short Form B. -A Japanese version of the Self-rating Depression Scale.	Survey study	**Psychological consequences:** -Severity of victimization is correlated negatively with both previous and current self-esteem, while it's correlated positively with both previous and current depression. **Definition**: (Physical victimization: extortion of money or property, physical violence, and damage of property. Verbal victimization: name calling, nasty rumors, social exclusion, and threats)
Matsumoto, T., Yamaguchi, A., Chiba, Y., Asami, T.,	The relationship between traumatic	201 delinquent	Self-reporting questionnaire	Causal-comparative	**Behavioral consequences:** Both wrist cutters and arm cutters reported higher incidents of being bullied in elementary or junior

Iseki, E., & Hirayasu, Y. (2004). Patterns of self-cutting: A preliminary study on differences in clinical implications between wrist- and arm-cutting using a Japanese juvenile detention center sample *Psychiatry and Clinical Neurosciences*, *58*(4), 377-382. doi: 10.1111/j.1440-1819.2004.01271.x	events, suicidality, and self-mutilating behavior (cutting) among Japanese youth who are incarcerated.	adolescents (178 males) between ages 14 and 19 (the mean age = 16.8 years).	concerning self-injurious behavior and traumatic events.		high school.
Tanaka, T. (2001). (See Definition section)					(Psychological consequences of bullying)

Psychological and Behavioral Consequences of Bullying – U.S.

Reference Citation	Research Questions/ Objectives	Sample	Instruments	Research Approach/Design	Major Findings
Brockenbrough et al., (2002). (See Personal characteristics section)					(Behavioral consequences of victims)
Crick, N. R., & Grotpeter, J. K. (1996). (See Definition section)					(psychological consequences of bullying victimization)
Graham, S., Bellmore, A., & Juvonen, J. (2007). Peer victimization in middle school: When self-and peer views diverge. *Journal of Applied School Psychology, 19(2)*, 117-137. doi: 10.1300/5808_08	Differences between victim subgroups based on self-and peer reports in terms of adjustment outcome	785 6th grade students in Los Angeles, CA.	-Peer Victimization Scale -Harter Self-Perception Profile for Children -SAS -Asher and Wheeler loneliness scale -CDI	Survey study	**Prevalence**: -25% of the students identified themselves as victims of bullying whereas 10% of the students were labeled as peer-identified victims. **Psychological consequences:** -Self-identified victims reported more psychological problems: lower self-esteem, more anxious, lonely, depressed, and bothered by physical symptoms. -Peer-identified victims consistently resembled non-victims. Those students who had reputations as victims were no more depressed, anxious, symptomatic, or low in self-esteem than their non-victimized counterparts.

			-Children's Somatization Inventory.		
Haynie et al., (2001). (See Definition section)					(consequences of bullies, victims, bully-victims related to characteristics)
Huesmann, L. R., Eron, L. D., Lefkowitz, M. M., & Walder, L. (1984). Stability of aggression over time and generations. *Developmental Psychology, 20*(1), 1120-1134. Retrieved from http://www.apa.org/pubs/journals/dev/	The relationship between childhood aggression and antisocial behavior later in life	Approximately 870 3rd graders in a semi-rural county in NY, and 427 of them were interviewed 10 and 22 years later.	The peer-nominated index of aggression, MMPI, the Straus Home Violence Questionnaire, the Wide Range Achievement Test	Correlational study	-By age 30, bullies were likely to have more criminal convictions and traffic violations than their less-aggressive peers. -Adults who were bullies as children tend to have children who become bullies.
Jantzer, A. M., Hoover, J. H., & Narloch, R. (2006). The relationship between school-aged bullying and trust, shyness and quality of friendships in young adulthood: A preliminary research note. *School Psychology International, 27*(2), 146-156. doi: 10.1177/0143034306064546	The relationship between school-aged bullying and trust, shyness and quality of friendships in young adulthood	170 students (119 females, 18 years of age or older) from two private Roman Catholic colleges.	-Bullying and Relationship Scale. -Shyness Scale. -Dyadic Trust Scale. -Relationship Assessment Scale. -Personal Views Scale Third Edition-Revised.	Correlational study	**Psychological consequences:** -Positive correlation between bullying victimization and shyness. -Negative correlation between bullying victimization and friendship satisfaction. -Negative correlation between bullying victimization and trust in current relationships. -No statistical significance between bullying victimization and romantic satisfaction.
Juvonen et al., (2000). (See Definition section)					(psychological and behavioral consequences of bullying victimization)
Kumpulainen, K., Räsänen, E., & Puura, K. (2001). Psychiatric disorders and the use of mental health services among children involved in bullying. *Aggressive Behavior, 27*(2),	The relationship between bullying and psychiatric disorders in Finland.	Children born in Finland in 1981 (N=60,007)	CDI	Mixed method study	**Psychological consequences:** -Among bullies, nearly one-third had attention-deficit disorder, 12.5% had depression, and 12.5% had oppositional-conduct disorder. -Among bully-victims, 21.5% had oppositional-conduct disorder, 17.7% had depression, and 17.7% had ADD, which were higher than the rates for these disorders in children who were bullies only.

102-110. doi:10.1002/ab.3					
Loeber, R., & Dishion, T. (1983). Early predictors of male delinquency: A review. Psychological Bulletin, 94(1), 68-99. doi: 10.1037/0033-2909.94.1.68	Lit review of variables related to the delinquency prediction.	NA	NA	Literature review	**Behavioral consequences:** Problem behaviors during young ages are related to later delinquency as adults.
Meyer-Adams, N., & Conner, B. T. (2008). School violence: Bullying behaviors and the psychosocial school environment in middle schools. *Children and Schools*, *30*(4), 211-221. Retrieved from http://www.naswpress.org/publications/journals/cs.html	The relationships among a school's psychosocial environment and the prevalence and types of bullying behaviors that either lead or result from that environment.	7,583 middle school students in Philadelphia Public School System.	-Student Victimization Survey. -The Effective School Battery Student Survey	Archival study	**Psychological consequences:** -Victimization by bullying behaviors and contributing to bullying behaviors were significant negative predictors of the psychosocial environment of the school. -The psychosocial environment of the school is a significant negative predictor of carrying a weapon for protection and avoidance behaviors to bullying.
Midlarsky, E., & Klain, H. M. (2005). A history of violence in the schools. In F. L. Denmark, H. H. Krauss, R. W. Wesner, E. Midlarsky, &U. P. Gielen. (Eds.), *Violence in schools: Cross-national and cross-cultural perspectives* (pp. 37-57). New York, NY: Springer Science and Business Media, Inc.	Historical perspective of violence and consequence of violence in school environment.	NA	NA	Literature review	**Behavioral consequences**: -An important predictor of school violence is victimization by school bullies. Being the target of bullies is a predictor of bullying others, suicidal thoughts, and suicide. **Definition**: -Bullying behaviors include taunting, destruction of personal property, and physical aggression by a powerful individual or a group. -The one factor that is present in all cases of school shootings is that the shooters had all been bullied.
Nansel et al., (2007). (See Definition-U.S. section)					(behavioral consequences of bullies and victims)
Nansel et al., (2001). (See Definition section)					(behavioral consequences of bullies, victims, and bully-victims)
Orpinas, P., & Horne, A. M. (2006). (See Definition section)					(psychological consequences of victims)
Swearer, S. M., Song, S. Y.,	Relationship	133 6th grade,	-Self created	Survey study	**Psychological consequences**: - Bully-victims and bullies were

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Cary, P. T., Eagle, J. W., & Mickelson, W. T. (2001). Psychosocial correlates in bullying and victimization. *Journal of Emotional Abuse, 2*(2), 95-121. doi:10.1300/J135v02n02_07	between bullies, victims, and bully-victims on internalizing psychopathology (depression and anxiety)	106 7th grade, and 57 8th grade students in Midwestern schools	bullying survey -CDI -The Multidimensional Anxiety Scale for Children		more likely to be depressed than victims and no status students. -Bully-victims and victims were more likely to experience anxious symptoms than bullies and no status students. -Bully-victims may be the most impaired subtype with respect to depression and anxiety.
Tharp-Taylor et al., (2009). (See Definition of bullying-U.S. section)					(behavioral consequences of victims)

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APPENDIX B

Student Interview Protocol

Student Interview Protocol

Introduction:

Before we start the interview, I want to remind you of three things. First, I have already turned on the recorder since I will be recording the interview. Second, if I ask a question and you don't want to answer it, just let me know and we will move on. And third, what you say in the interview is private. In other words, I won't share what you say with your parents. But there is one exception to this rule. If I am convinced there are risks to you or someone else and your parents might be helpful if they knew, I may need to speak with them. But I will first talk with you about my concerns before I speak with your parents. Do you understand?

Do you have any questions before we start the interview? [Answer any questions]

Okay, let's get started with the interview.

I.   Background Information/Overall Experience Living in the U.S.

First, I want to ask you some questions about you and your experience with living in the United States.

    a. How old are you?
    b. Which school do you attend?
    c. What grade are you in at school?
    d. Are you or have you ever been involved in extracurricular activities in the U.S.? [*If yes:* In what activities? *If no:* Why not?]
    e. Now I want to ask you some questions about your language preferences.
        i. What language do you prefer to speak at home?
            1. Is this the language you prefer to speak or what your parents prefer to speak?
            2. Do you have brothers and sisters? [*If yes:* In what language do you prefer to speak with them/him/her?]
        ii. What sort of media do you use? By media I mean books and magazines, television, music, video games, movies, computer and Internet access, and other electronic devices.
            1. In what language do you prefer your media?
    f. Now I want to ask you some questions about your experience with living in the United States.
        i. What were your first few weeks in the U.S. like?
        ii. What do you like most about living here?
        iii. What do you miss the most about Japan?
    g. Okay, now I want to ask you some questions about your friends in the United States.
        i. Have you had a chance to make many new friends here?

ii. How many friends would you say you have in the U.S.?
iii. Are most of these friends from school or from other places?
iv. Are most of your friends Japanese or of other ethnicities?
1. Of your Japanese friends, are they mostly from Japan like you or Japanese Americans?
2. What is the ethnicity of your non-Japanese friends?
v. Are there any problems with language, and if so, how do you handle these language differences?
vi. How has it been for you making friends at school in the U.S.?
1. How are school friendships in the U.S. similar to school friendships in Japan?
2. How are they different?

II. Comparing School Experiences in the U.S. versus Japan

Now I am going to describe some situations that I experienced when I was attending school. You might have also encountered some of these experiences at school. After you hear about each situation, I'm going to ask some questions. I'm interested in your experiences both here in the U.S. and while you attended school in Japan.

a. A student who is new to a school is invited to attend the birthday party of one of her classmates.
   i. What do you think is going on in this situation?
   ii. If you were the student, how might you feel about the situation?
   iii. Have you or someone you know experienced something similar in the U.S.? How about in Japan? [Can you tell me more?]
b. A student misses volleyball practice, and when she returns to practice the next day, the other players ignore her.
   i. What do you think is going on in this situation?
   ii. If you were the student, how might you feel about the situation?
   iii. Have you or someone you know experienced something similar in the U.S? How about in Japan? [Can you tell me more?]
c. A student is walking down a busy hallway between class periods, and another student punches him in the arm while walking by.
   i. What do you think is going on in this situation?
   ii. If you were the student, how might you feel about the situation?
   iii. Have you or someone you know experienced something similar in the U.S.? How about in Japan? [Can you tell me more?]
d. A student in class is often the first to raise his hand to answer questions asked by the teacher, and the teacher often calls on him and praises him for volunteering more than other students. Some of the other students poke fun at him.
   i. What do you think this is going on in this situation?
   ii. If you were the student, how might you feel about the situation?

iii. Have you or someone you know experienced something similar in the U.S.? How about in Japan? [Can you tell me more?]

Now I am going to ask some questions about "ijime."

a. What does "*ijime*" mean to you?
b. Have you seen this happen to anyone at school in Japan?
c. How about at school in the U.S.?

III.   Advice to Other Japanese Expatriate Students

Okay, we are almost at the end of the interview. I just have a couple of more questions.
a. If you had to offer advice to other students and their families who had to move from Japan to the U.S., like you and your family, what would you suggest to them? [Can you tell me more?]
b. Is there anything I did not ask you about that you feel I should know?

Ending Interview:

I think I have asked all the questions I need to ask. Thank you so much for taking the time to give such good answers to my questions.

If in person, say: *As a small token of my gratitude, I would like to give you a $30 gift card to Best Buy.*

If by telephone or Skype, say: *As a small token of my gratitude, I would like to send you a $30 gift card to Best Buy. I want to confirm that I should send the gift card to [insert family's address].*

Before we end our talk, what did you think about the interview? Do you have any questions for me?

Okay, let's have your parents join us now that we finished the interview.

Say to parents and student together:

We are all done now and [child's name] has received [or will be sent] [his/her] gift card. But as we discussed, after I start looking more closely at the interview, I may need to speak with [child's name] again to help clarify my understanding of what [he/she] said. If this happens, I will contact you first and let you know I need to speak with your child again. This appointment can be done over the telephone and should not take as long as our meeting today. If I should need to contact you, you will hear from me in the next 4-6 weeks. If I do need to contact you, would you prefer I contact you by telephone or email?

If **in person**, say: *Do you have any questions about the questionnaire before I collect it* [referring to parent]*?* [Answer any questions, if any, and allow extra time to complete questionnaire, if needed]

If you are interested in receiving a summary of the project findings, please complete this Summary Request Form and I will send you a copy after my work is completed. The summary will only provide the results of the overall study, not about your specific family. A summary of the recommendations offered by the families will also be shared with you. I can send the summary either by mail or email. Since there are a lot of steps involved before I complete my dissertation, the summary may not be available for 12 months or more.

If by **telephone or Skype**, say: *Do you have any questions about the questionnaire* [referring to parent]*? Are there any changes you wish to make to your answers? If so, I am happy to make the changes for you.* [Answer any questions, if any, and allow opportunity to change any of his/her answers]

As you requested, a summary of the recommendations offered by the families will be shared with you. I can send the summary either by mail or email. Since there are a lot of steps involved before I complete my dissertation, the summary may not be available for 12 months or more.[If a summary was not requested, but the family has changed their mind, arrangements can be made to forward the request form to the family]

If you have any questions after we end today, please feel free to contact me by phone or email. My contact information is on the consent form. Once again, thank you very much for your time and support of my research project.

APPENDIX C

Questionnaire for Parents

Questionnaire: Family Background and Relocation Information

Instructions for completing the questionnaire: Please respond to the following questions. Please remember that you do not need to answer any questions you prefer not to answer.

1. What **year** did your family relocate from Japan to the United States? _____

2. Approximately how long do you anticipate residing in the United States?

   ___ Less than 2 years   ___ 2-3 years   ___4-5 years   ___ More than 5 years

   ___ Don't know

3. Whose employer requested or required the relocation?

   ___ Father   ___ Mother   ___ Both parents

4. What was the primary reason for the relocation? (please check all that apply)

   ___ The company requires employees to work overseas as a term of their employment.
   ___ We voluntarily accepted an overseas assignment when the opportunity arose.
   ___ Other reasons (please specify): _____

   _____

   _____

5. While in Japan, did your children attend an "international school" where they were taught English prior to relocating to the United States?

   ___ Yes   ___ No

6. Why did you decide to bring the entire family? (please check all that apply)

   ___ We did not want the family to be separated for an extended period of time.
   ___ We thought the children would benefit from the experience of living in a new country.
   ___ We want our children to be educated in U.S. schools and eventually attend a college/university in the United States.

___ Other reasons (please specify): _____

_____

_____

7. Were you ever relocated to the United States before the current relocation?

___ Yes   ___ No

If *yes*:

What year did you relocate to the United States? _____

How long did you live in the United States?_____

8. Have you and the family relocated to other countries in the past?

___ Yes   ___ No

If *yes*:

To what other countries has your family been relocated? (please list)

Country name(s)	Years of Residence		
_____	From _____	to	_____
_____	From_____	to	_____
_____	From _____	to	_____
_____	From _____	to	_____

Was your child who is here with you today included in any of these relocations?
___ Yes   ___ No

If *yes*, to which of the other countries did your child relocate?
_____

9. Who are the members of your household?

Father: ___ Yes   ___ No
Mother: ___ Yes   ___ No
Sons: ___ No   ___ Yes
                               How many and age of each son?

_____

_____

_____

Daughters: ___ No ___ Yes

How many and age of each daughter?

_____

_____

_____

Other family members (please specify): _____

_____

10. Where does your child who is here with you today fall among his or her siblings?

___ Oldest child ___ Middle child ___ Youngest child ___ Only child

11. Do you have other family members who live in the U.S.? ___ Yes ___ No

If *yes*, do they live in the same area you reside? ___ Yes ___ No

If *yes*, do you have regular contact with these
other family members? ___ Yes ___ No

12. In which language do you prefer speaking with your children?

___ Japanese ___ English

13. Do you ever speak English with your children? ___ Yes ___ No

APPENDIX D

Parent Interview Protocol

Parent Interview Protocol

Introduction:

Before we start the interview, I want to review a few important details. First, I as you know, we agreed to record the interview so I have already turned on the recorder. Second, if I ask a question and you don't want to answer it, just let me know and we will move on to the next question. Finally, what is shared in the interview is confidential and will not be released to others without your permission. But as we discussed earlier, there are exceptions for information that I am legally obligated to report to the authorities under California law. These exceptions include the alleged or probable abuse of a child, the physical abuse of an elder or dependent adult, or if a person indicates he or she wishes to do serious harm to self, others, or property.

Do you have any questions before we begin the interview? [*Answer any questions*]

Okay, let's start the interview.

1. **Parents' Perception of Family Adjustment**
   a. Overall, how do you feel your family is adjusting to life in the U.S.? [Can you tell me more?]
   b. In what ways do you think your family has benefited from the move here?
   c. Have you noticed anything different about how your family interacts and gets along with one another since the move here?

2. **Parents' Views of Student's Adaptation to Living and Attending Schools in U.S.**
   a. From your perspective, how do you think [name of son/daughter] is doing at school? [Can you tell me more?]
   b. In what ways do you feel [*name of son/daughter*] has benefited from attending schools in the U.S.?
   c. What do you think are his/her biggest challenges at school? [Can you tell me more?]
   d. Do you feel [*name of son/daughter*] has made new friends here? [Can you tell me more?]
   e. How are your child's friendships at school similar to or different than [his/her] friendships were in Japan?

3. **Parents' Recommendations to Other Japanese Expatriate Families**
   a. If you were to offer advice to other expatriate families who are in a similar situation as your family, what would you suggest to them? [Can you tell me more?]
   b. Is there anything I did not ask that you feel I should know?

Ending Interview:

I think I have asked all the questions I need to ask. Thank you so much for taking time to speak with me. Before we end, do you have any questions for me? [Answer any questions]

If **in person**, say: *Okay, as you know, there is also a questionnaire I need to ask you to complete. While I interview [child's name], I would appreciate it if you could you complete it.* [Hand the questionnaire to the parent].

I will collect the questionnaire after I complete the interview with your [son/daughter]. But before I collect it, I will provide you an opportunity to ask any questions that came up while answering questionnaire items. If based on the answers to your questions you require more time to complete the questionnaire or change any of your responses, you will have time to do so. Do you have any questions at this point?

Okay, let's go see [child's name].

If by **telephone or Skype**, say: *Okay, I need to speak with [child's name] now. Will you please ask [him/her] to come speak with me? Thank you.*

APPENDIX E

Recruitment Flyer

Are you from Japan?
PARTICIPANTS WANTED

Hello, my name is Jin Lee. I am a graduate student at Pepperdine University and I'm looking for volunteers to participate in my college research project.

I'd like to learn about your experience adapting to life in the U.S. and how it compares to your experience in Japan. I am especially interested in what it's like making new friends here.

If you and your parents agree it is okay for you to participate in the project, I will ask you to complete an audiotaped interview with me. The interview can be conducted in person, by phone, or by Skype.

Since this is a research project, I can only include students who meet the following characteristics:

- Your father or mother was asked to work in the U.S. by his or her employer.
- You have lived in the U.S. for less than 3 years.
- This is the first time you have lived in the U.S.
- You are in grades 6 through 9.
- You are a full-time student in an English speaking school.

If you and your parents agree that the above characteristics describe you, you might be eligible to participate in the project.

I can only include the first 10 families in the project that contact and meet the above characteristics.

 A $30 Best Buy gift card will be given to students who participate in the project.

If you are interested in participating in the project, please ask your parents to email me at chinsun.lee@pepperdine.edu. It is okay to send the email in Japanese. Feel free to share this information with family and friends.

There is a letter from me to your parents on the other side of this flyer.

Dear Parents,

My name is Jin Lee, and I was born and raised in Japan. I came to the United States in 1994 to attend college and graduated from UCLA with a Bachelor's degree in psychology. After graduating from UCLA, I worked for a large Japanese recruitment company in Los Angeles for over 10 years. During this time, I also obtained a Master's degree in psychology at Pepperdine University. I am now a doctoral student in clinical psychology at Pepperdine University, Graduate School of Education and Psychology. To earn my doctoral degree, I need to complete a dissertation, on which I am currently working under the supervision of Joy Keiko Asamen, Ph.D., Professor of Psychology.

The dissertation is the reason that I sent home this flyer with your child. The title of my dissertation is "Japanese Expatriate Youth and Developing Peer Relationships in U.S. Schools." In my work with the recruitment company, I had a number of opportunities to speak with parents about the challenges their children face in trying to adjust to a new culture, a new school, and a new peer group. So when it came time for me to select a dissertation topic, I decided to use my research to find ways to better serve the needs of expatriate youth since I plan to commit some of my professional career to working with this student population.

I am seeking expatriate families to volunteer for my dissertation research. For your family to participate in the project, the following criteria must be met:
- Your employer has temporarily relocated your family from Japan to the U.S.
- Your family has resided in the U.S. for no more than 3 years
- It's the first time your child has lived in the U.S.
- Your child is in grades 6 through 9
- Your child is a full-time student in an English speaking middle or junior high school

If you choose to participate in this project, as the parent, you will be requested to complete a questionnaire and complete a brief audiotaped interview, which together should take about 35-45 minutes to complete. The interview can be conducted in person, by telephone, or by Skype. I will ask questions about the relocation experience, who resides in the household and how the family is adapting to life in the U.S., and your perceptions about how your child is adapting to school and making new friends. Your child will be asked to complete an audiotaped interview that should take about 45-75 minutes to complete. Your child will be asked about their overall experience living in the U.S. and their experience of attending U.S. schools compared to the experiences in Japan, especially in the area of making friends. Your child will receive a $30 gift card to Best Buy for his or her time.

If you know of other family or friends who are eligible for the study and may be interested, please feel free to share this information with them.

If you meet the above criteria and might be interested in participating in my project or would like to learn more information about it, please contact me at chinsun.lee@pepperdine.edu. You may also contact my dissertation supervisor, Dr. Asamen, at joy.asamen@pepperdine.edu. You may send the emails in Japanese.

I can only include the first 10 families that contact me and meet the above criteria.

Thank you very much for giving my project serious consideration. I hope to hear from you soon.

Sincerely,
Chinsun (Jin) Lee

APPENDIX F

Website Announcement

My name is Jin Lee, and I am a doctoral student in clinical psychology at Pepperdine University. I am currently working on my dissertation and need Japanese students **RESIDING IN THE GREATER LOS ANGELES AREA ONLY** to participate in my research.

The title of my dissertation is "Japanese Expatriate Youth and Developing Peer Relationships in U.S. Schools." My goal is to interview Japanese expatriate students in order to find ways to better serve the needs of these youth.

For your family to participate in the project, the following criteria must be met:
- Your family resides in the U.S. as an expatriate
- Your family currently resides in the greater Los Angeles area
- The duration of stay in the U.S. is no more than 3 years
- It's the first time your child has lived in the U.S.
- Your child is in grades 6 through 9
- Your child is a full-time student in an English speaking middle or junior high school

Participating in this project includes the following activities:
- A parent interview and questionnaire (35-45 minutes)
- Student interview (45-75 minutes)

The interviews can be conducted in person, by telephone, or by Skype. I will ask the parents questions about the relocation experience, who resides in the household and how the family is adapting to life in the U.S., and how you feel your child is adapting to school and making new friends. Your child will be asked about their overall experience living in the U.S. and their experience of attending U.S. schools compared to their experiences in Japan, especially in the area of making friends.

Your child will receive a $30 gift card to Best Buy for his or her time.

If you know of other family or friends who are eligible for the study and may be interested, please feel free to share this information with them.

If you meet the above criteria and might be interested in participating in my project or would like to learn more information about it, please contact me at chinsun.lee@pepperdine.edu. You may also contact my dissertation supervisor, Dr. Asamen, at joy.asamen@pepperdine.edu. You may send the emails in Japanese.

I can only include the first 10 families that contact me and meet the above criteria.

Thank you very much for giving my project serious consideration. I hope to hear from you soon.

Sincerely,
Chinsun (Jin) Lee

APPENDIX G

Telephone Screening Interview

Telephone Screening Interview

Hello. Thank you for contacting me about my research project [since a parent needs to initiate contact, begin with the Japanese language]. If you have the time, I would like to explain more about the project so that you can decide if you want to participate. Is this okay with you?

(*If yes, continue below. If no, say*: Thank you for contacting me. If you change your mind, please contact me again. Good-bye.)

Before we continue, do you prefer that we continue speaking in Japanese or English? [Continue with script in preferred language]

When moving from a country with which one is familiar to a new, unfamiliar country, a number of challenges are encountered. Japan has a number of companies that have asked employees to relocate to the U.S. for an extended period of time to work. Due to the lengthier stays abroad, many employees relocate to the U.S. with their entire family. Prior to being accepted into my doctoral program, I worked with the Japanese expatriate community and had opportunity to discuss the challenges these families faced, particularly their children. As I work toward becoming a psychologist, I am particularly interested in finding ways to make this transition easier for the younger members of the expatriate community, particularly youth in their early to middle teens. So for my dissertation, I elected to conduct a study that would allow me to become more familiar with the needs of these youth, and in so doing, I hope to use what I learn to develop programs and services to better meet their needs.

To familiarize myself with these youth, I plan to conduct interviews with middle or junior high age children who moved to the U.S. from Japan in the last 3 years. The interview should take 45-75 minutes of time, depending on how talkative the child. I will need to audiotape the interview so that I do not miss any details. During the interview, I will ask your child about (a) their overall experience living in the U.S., (b) their experience at school and with making friends compared to their experiences in Japan, and (c) advice they have for other expatriate students and their families. I will also need to have a parent complete two things. First is a questionnaire that asks about (a) when and why the family was relocated to the U.S., (b) who resides in the household, and (c) the language preference between parent and child. The questionnaire should take about 15 minutes to complete. Second is a brief interview about (a) your perceptions of your family's adjustment to residing in the U.S.; (b) your views of how your child is adapting to living and attending school in the U.S., including making friends; and (c) recommendations you have for other expatriate families. The interview will take about 20-30 minutes to complete.

Do you have any questions? Is this something in which you and your child might be interested?

(*If yes, continue below. If no, say*: Thank you for contacting me and taking the time to learn more about my project. If you change your mind, please contact me again. Good-bye.)

Okay, the next thing I need to do is determine if your family meets the requirements of my project. Since this is a research project, I have to make sure that every family who is interested

in participating meets these requirements, so I will need to ask you some questions. Is this okay with you?

(*If yes,* continue below. *If no, say:* Thank you for contacting me and taking the time to learn more about my project, but I have to be able to ask these questions to find out if you are eligible for the project. If you change your mind, please contact me again. Good-bye.)

I am going to read a list of questions to you. Please do not respond until after I have read all four questions. After I read all four questions, I need for you to tell me if you can answer "yes" to all five questions. Do you have any questions?

1. My family is living in the U.S. because my employer, or the employer of my spouse or partner, has sent me here to work for a period of time.
2. My family currently resides in the greater Los Angeles area.
3. We have resided in the U.S. for no more than 3 years.
4. I have a child in grades 6 through 9 who lives here with me.
5. This is the first time this child has lived in the United States.
6. This child attends an English speaking middle or junior high school.

Can you answer "yes" to all these questions?

(*If yes,* continue below. *If no, say:* Thank you for contacting me and taking the time to learn more about my project. Unfortunately, to be included in my project, the families must meet the five requirements that I just listed. Do you have any questions? Again, thank you very much for your interest. Good-bye.)

It seems that your family meets the project requirements, so I would like to set up an appointment to talk more at length with you and your child. Is this okay with you?

(*If yes,* continue below. *If no,* say: Thank you for contacting me and taking the time to learn more about my project. If you change your mind, please contact me again. Good-bye.)

Although the best way for us to meet is in person, I can also conduct the interview by telephone or Skype, if either of these options works better for you. We will need about 2 hours to meet. Which option would you prefer?

> *If **in person**, say the following:* When would be a good day and time to meet? Where would you be the most comfortable meeting? I can come to your home or we could meet at the University located in West Los Angeles. If you have another location where you would be more comfortable, please let me know. Regardless of where we meet, it is important we have privacy. Which location would work best for you? [Decide when and where to meet]
>
> Before our appointment, I will be sending you two forms to read over before we meet. These forms will provide more details about the project. Please do not sign or date these

forms since I am required to review them with you and your child in person. But it would be helpful if you and your child read over the forms ahead of time.

I can send you the forms by mail or email. How would you prefer to receive the forms? Do you prefer to read the forms in Japanese or English? May I have your contact information?

(*If yes,* complete form below. *If no,* say: Thank you for contacting me and taking the time to learn more about my project. If you change your mind, please contact me again. Good-bye.)

Thank you very much for agreeing to participate in my project. I look forward to meeting you and [*insert child's name*] on [*insert date of interview*]. If you have any questions or concerns, please call or email me. If after reading the forms, you or your child decide not to participate and wish to cancel our appointment, you may either call and leave me a message or send me a brief email letting me know that you have changed your mind. Be assured that I will respect your request and will not contact you any further.

Once again, thank you for your interest in my project. Good-bye.

*If **telephone**, say the following:* I will be sending you two forms to read over before we can conduct the interviews. These forms will provide more details about the project. Would you prefer to receive the forms by U.S. mail or email?

Please do not sign or date these forms until I have had an opportunity to speak with you about them. But it would be helpful if you and your child read over the forms ahead of time. When would be a good day and time for me to call and discuss these forms? What telephone number should I call? I will also be sending a questionnaire for you to complete. I will answer any questions you have about the questionnaire when we speak.

If you decide to accept the invitation to participate in my project, I will need for you to return a signed copy of the two forms. Would you prefer to return the forms by U.S. mail or as an email attachment? If you prefer U.S. mail, I will send you postage paid envelope in which to return the forms and questionnaire to me **after** we have had a chance to talk. [Decide when to talk]

Do you prefer to read the forms and questionnaire in Japanese or English? May I have your contact information?   (*If yes,* complete form below. *If no,* say: Thank you for contacting me and taking the time to learn more about my project. If you change your mind, please contact me again. Good-bye.)

Thank you for considering my project. I look forward to speaking with you and [*insert child's name*] on [*insert date for reviewing consent/assent forms*]. If you have any questions or concerns, please call or email me. If after reading the forms, you or your

child decide not to participate and wish to cancel our telephone appointment, you may either call and leave me a message or send me a brief email letting me know that you have changed your mind. Be assured that I will respect your request and will not contact you any further.

Once again, thank you for your interest in my project. Good-bye.

*If **Skype**, say the following:* I will be sending you two forms to read over before we can conduct the interviews. These forms will provide more details about the project. Do you prefer to receive the forms by U.S. mail or email?

Please do not sign or date these forms until I have had an opportunity to speak with you about them. But it would be helpful if you and your child read over the forms ahead of time. When would be a good day and time for us to Skype and discuss these forms? I will also be sending a questionnaire for you to complete. I will answer any questions you have about the questionnaire when we speak.

If you decide to accept the invitation to participate in my project, I will need for you to return a signed copy of the two forms and the completed questionnaire. Would you prefer to return the forms by U.S. mail or as an email attachment? If you prefer U.S. mail, I will send you postage paid envelope in which to return the forms and questionnaire to me **after** we have had a chance to talk. [Decide when to talk]

Do you prefer to read the forms and questionnaire in Japanese or English? May I have your Skype contact information?

(*If yes,* complete form below. *If no,* say: Thank you for contacting me and taking the time to learn more about my project. If you change your mind, please contact me again. Good-bye.)

Thank you for considering my project. I look forward to speaking with you and [*insert child's name*] on [*insert date for reviewing consent/assent forms*]. If you have any questions or concerns, please call or email me. If after reading the forms, you or your child decide not to participate and wish to cancel our Skype appointment, you may either call and leave me a message or send me a brief email letting me know that you have changed your mind. Be assured that I will respect your request and will not contact you any further.

Once again, thank you for your interest in my project. Good-bye.

_____   _____

Name of parent   Date of phone screening

_____

First name of child

_____

Mailing address

_____   _____   _____
Email address   Phone number   Cell phone number

_____
Skype contact information

_____
Meeting date/time/location

___ Japanese language   ___ English language

APPENDIX H

Informed Consent Form

Informed Consent for Participation in Research Activities

I, _____, authorize Chinsun (Jin) Lee, M.A., a doctoral student in clinical psychology at Pepperdine University, Graduate School of Education and Psychology, under the supervision of Joy Keiko Asamen, Ph.D., to include my child in the research project entitled, *Japanese Expatriate Youth and Developing Peer Relationships in U.S. Schools.* "Expatriate youth" are the children of parents whose employers have sent them from Japan to the U.S. to work for an extended period of time.

I have been invited to participate in this project because my family moved to the U.S. from Japan in the last 3 years and we currently reside in the greater Los Angeles area, I have a child in grades 6 through 9 who moved to the U.S. with me, it is my child's first time living in the U.S., and this child attends an English speaking middle or junior high school. The intent of this project is to learn more about how expatriate youth make the transition to a new culture, a new school, and a new peer group.

I understand my participation in this project and the participation of my child is ***strictly voluntary***. I also understand that I and/or my child have the right to refuse to participate in, or to withdraw from, this project at any time. I and/or my child also have the right to refuse to answer any questions I choose not to answer.

If I accept the invitation to participate in this project, my child will be asked to take part in an interview that may take 45-75 minutes to complete, depending on how talkative my child is. The interview will be audiotaped so the investigator does not miss any of the details that arise during the interview. The audiotaping applies whether the interview is conducted in person, by phone, or by Skype. The audiotaped interview will be transcribed by the investigator; if the interview is conducted in Japanese, the transcript will be translated into English. The investigator will ask my child about (a) his or her overall experience living in the U.S., (b) his or her experience at school and with making friends in the U.S. when compared to his or her experiences in Japan, and (c) advice he or she has for other expatriate students and their families.

I understand that I will be asked to wait in another room while my child is being interviewed and any information my child shares with the investigator will not be shared with me, unless my child asks the investigator to share the information. The one exception is in the event the investigator believes in her clinical judgment that it is in my child's best interest to share what is disclosed with me.

I will be asked to complete a questionnaire that asks about (a) when and why my family was relocated to the U.S., (b) who resides in our household, and (c) the language preference between me and my child. The questionnaire should take about 15 minutes to complete. I will also be asked to participate in a brief interview that is audiotaped and may take 20-30 minutes to complete. During the brief interview, I will be asked about (a) my perceptions of how the family is adjusting to residing in the U.S.; (b) my views of how my child is adapting to living and attending school in the U.S., including making friends; and (c) recommendations I have for other expatriate families.

After the investigator begins to look more closely at the information from the interview, she may discover the need to clarify some of the points my child and/or I made during the interview. If such a need arises, the investigator will contact me and arrange for a time to speak with me or my child by telephone within 4-6 weeks after the initial appointment.

While all attempts will be made to minimize any risks, by participating in this project, I and/or my child may feel uncomfortable during portions of the interview that ask personal questions about my child's experiences in the U.S. and at the school he or she attends. Such risk is similar to the risks encountered in daily life or in routine psychological testing. In the event I and/or my child experience any discomfort, I and/or my child may request a break, refuse to answer the question, discontinue participation in the project completely, or ask for time to discuss the feelings with the investigator. My child may also ask for time to speak with his or her parents. In the event I or my child would like to speak further with someone other than the investigator, a list of agencies that offer services in both Japanese and English is provided to assist me and my child. I also understand there might be times that the investigator believes it is in my or my child's best interest to discontinue participation in the project.

I understand that participating in this project has no direct benefits for me or my child. However, the fields of psychology and education may potentially benefit from hearing more about the experiences of expatriate youth, which may eventually lead to programs and services that specifically address their needs and help them with making the transition from a familiar culture to one that is unfamiliar with more ease.

I understand that all necessary steps to protect the confidentiality of me and my child are being taken. Moreover, I understand that no information gathered from my participation will be released to others without my permission, this includes the staff at the school my child attends. In fact, since I contacted the investigator directly about the project, the school will never know that I have agreed to participate in the project unless I tell them myself. The only exception to confidentiality is the case in which the disclosure is required by law. Under California law, an exception to the privilege of confidentiality includes, but is not limited to, the alleged or probable abuse of a child, the physical abuse of an elder or dependent adult, or if a person indicates he or she wishes to do serious harm to self, others, or property. If the investigator becomes aware of such information, she is legally obligated to report the circumstances to the authorities.

I understand that if the findings of the study are published or presented to a professional audience, no personal information, such as my name or the name of my child, will be released. The interview audiotapes, transcriptions of the interviews, and all other project materials will be kept for at least 3 years in a locked file cabinet or password protected computer to which only the investigator has access. When the materials are no longer required for research purposes, the materials will be destroyed.

I understand as a token of the investigator's appreciation, my child will receive a $30 gift card to Best Buy. If my child begins the interview and decides not to complete it or if the investigator decides it is not in my child's best interest to complete the interview, he or she will still receive

the gift card. If interested, I may request a summary of the study findings by completing the Summary Request Form.

I understand that if I have any questions regarding the study procedures, I can contact Chinsun (Jin) Lee at chinsun.lee@pepperdine.edu to get answers to my questions. If I have further questions, I may contact Joy Keiko Asamen, Ph.D., at Pepperdine University, Graduate School of Education and Psychology at joy.asamen@pepperdine.edu. If I have further questions about my rights as a research participant, I may contact Doug Leigh, Ph.D., Chairperson of the Pepperdine University Graduate and Professional Schools Institutional Review Board, at doug.leigh@pepperdine.edu. I may send the email in Japanese as the recipients are either fluent in Japanese or have access to someone who can translate the email content on their behalf.

I understand, to my satisfaction, the information provided in the consent form regarding my child's participation in the research project. All of my questions have been answered to my satisfaction. I have received a copy of this informed consent form, which I have read and understand. I hereby consent to participate in the research described above.

_____   _____
Name of Parent (Please print)   Name of child (Please print)

The participant is a minor (age: _____).

_____   _____
Parent signature   Date

Relationship to minor: ___ Mother   ___ Father

I have explained and described in detail the research procedure in which the participant has consented to participate. Having explained this form and answered any questions, I am cosigning this form and accepting this person's consent.

_____   _____
Principal Investigator Signature   Date

APPENDIX I

Assent Form

Moving from Japan to the United States and Getting Used to a New Country, a New School, and Making New Friends

Assent Form

My name is Jin Lee, and I am a doctoral student in clinical psychology at Pepperdine University, Graduate School of Education and Psychology. Your parents have given me permission to speak with you about a project that I am conducting on how students who move from Japan to the U.S. adapt to being in a new country, being in a new school, and making new friends. I would like to invite you to participate in this project. Before I tell you more about the project, it is important that you understand the choice to participate in this project is completely up to you. No one is going to force you to do something that you are not interested in doing. Even if you start the project and later decide you are no longer interested in continuing, just let me know and we will stop the project.

If you decide to participate in the project, I will interview you. The interview will be audiotaped so I don't forget what you tell me. The interview will be audiotaped whether I complete the interview in person, by telephone, or by Skype. After the interview, I will listen to the audiotape and write down what you say. If we do the interview in Japanese, I will write down what you say in English. The interview will take 45-75 minutes, depending on how much you have to say to me. During the interview, I will ask you questions about your experience living in the U.S., your experience at school and with making friends in the U.S. compared to your experience in Japan, and any advice you might offer other students and their families who move from Japan to the United States. After looking more closely at the information you provide in the interview, I may need to speak with you again to follow up on some of the things you told me. If this should be necessary, I will contact your parents and arrange a time to speak with you by telephone.

If you need a break, let me know so we can take one. If you decide you don't want to answer a particular question, let me know, and we will move on to the next question. If you feel bothered by anything that comes up during the interview, let me know so we can discuss it, or if you prefer, you can ask your parents to join us. Most of the time, what you tell me will not be shared with your parents unless you want me to do so. The only exception would be if I am convinced your parents might be helpful to you if they knew what was going on with you. If I believe they should know something that you tell me, I will talk with you about it first before speaking with your parents.

Your participation in this project may not provide information that is helpful to you, but it is hoped that what I discover may be of help to other students like you who have had to make a big move and experience changes in their lives like you did.

If the information I learn from this project is published or presented to psychologists and educators, your name or the name of your family will not be revealed.

To thank you for your time, you will receive a $30 gift card to Best Buy after we finish the interview. If you completed the interview by telephone or Skype, the gift card will be mailed to you. If after starting the interview you decide not to finish it or if I decide it is best to not finish

it, you will still receive the gift card. If I need to follow up with you by telephone, there will be no additional gift card offered.

If you have questions after our meeting, you may contact me by email me at chinsun.lee@pepperdine.edu and we can arrange a time to speak by phone. If you prefer, the email can be sent in Japanese.

If all your questions about the project have been answered and you are interested in participating in the project, please sign and date the form below. You may keep a copy of this form, if you wish. I will also be giving your parent a copy of this form.

_____
Your name (Please print)

_____   _____
Student signature   Date

_____   _____
Investigator signature   Date

APPENDIX J

Letter to Parents – In Person Appointment

Dear _____,

It was a pleasure speaking with you by telephone. Thank you for your interest in my research project.

As I mentioned over the telephone, [*enclosed/attached*] are the two forms I said that I would forward. The longer consent form is for you to read and the briefer assent form is for [*insert child's name*] to read. I would appreciate it if you and [*insert child's name*] would take a few minutes to review these forms before our appointment. Please do not sign or date these forms since I am required to review them with you and your child in person.

To summarize, the following are the details of our appointment:

Date: [*insert date*]
Time: [*insert time*]
Place: [*insert location*]

If you have any questions or concerns before our meeting, my email address is provided below. You are welcome to send the email in Japanese. If after reading the forms, you or your child decide not to participate and wish to cancel our appointment, you may send me a brief email letting me know that you have changed your mind. Be assured that I will respect your request and will not contact you any further if you decide not to participate.

I will either call or send an email the day before our scheduled meeting as a friendly reminder of our appointment.

I look forward to meeting you and [*insert child's name*].

Sincerely,

Jin Lee, M.A.
Pepperdine University
Graduate School of Education and Psychology
chinsun.lee@pepperdine.edu

APPENDIX K

Letter to Parents – Telephone or Skype Appointment

Dear _____,

It was a pleasure speaking with you by telephone. Thank you for your interest in my research project.

As I mentioned over the telephone, [*enclosed /attached*] are the two forms I said that I would forward. The longer consent form is for you to read and the briefer assent form is for [*insert child's name*] to read. I would appreciate it if you and [*insert child's name*] would take a few minutes to review these forms before our next appointment.

I have also [*enclosed/attached*] two additional documents. The first document is a questionnaire that requests information about your child[ren]. Please do not complete the questionnaire until after we have talked in more detail about the project.

The second document, the Summary Request Form, is a form you will need to complete if you are interested in receiving a summary of the project findings. The summary will only provide the results of the overall study, not results for your specific family. A summary of the recommendations offered by the families will also be shared with you. I can send the summary either by mail or email. Since there are a lot of steps involved before I complete my dissertation, the summary may not be available for 12 months or more.

If you decide to accept my invitation to participate in my project, you will have to sign and date the consent and assent forms and return one copy to me. [*Since you elected to return the forms by email, I need to ask you to scan the signed forms and send the pdf files back to me as email attachments. Please complete and return the questionnaire, and if interested, the Summary Request Form as well.* **OR** *Since you elected to return the materials by U.S. mail, I have enclosed* [or *will forward*] *a postage paid envelope addressed to me in which you will return one copy of the consent and assent forms, the questionnaire, and the Summary Request Form once we have had an opportunity to discuss everything*]. **Please do not sign, complete, or return anything to me until we have had a chance to talk about the documents.**

To summarize, the following are the details of our next appointment:

Date: [*insert date*]
Time: [*insert time*]
Telephone or Skype contact: [*insert number or Skype contact information*]

If you have any questions or concerns before our meeting, my email address is provided below. You are welcome to send the email in Japanese. If after reading the forms, you or your child decide not to participate and wish to cancel our next appointment, you may send me a brief email letting me know that you have changed your mind. Be assured that I will respect your request and will not contact you any further if you decide not to participate.

I will either call or send an email the day before our scheduled meeting as a friendly reminder of our next appointment.

I look forward to speaking with you and [*insert child's name*].

Sincerely,

Jin Lee, M.A.
Pepperdine University
Graduate School of Education and Psychology
chinsun.lee@pepperdine.edu

APPENDIX L

Script for Reviewing Consent Form

Script for Reviewing Consent Form

Hello. Thank you for your interest in participating in my research project, "Japanese Expatriate Youth and Developing Peer Relationships in U.S. Schools."

The first thing we need to do, today, is to review the longer form that is entitled, *Informed Consent for Participation in Research Activities*. After reviewing this form together, I will ask you if you approve of [*insert child's name*] participating in the project. You will indicate your approval by signing and dating the form. If you do not approve, we will end our appointment at that point. If you do allow me to interview your [*son/daughter*], I will then review the other form with [*insert child's name*]. If [*he/she*] also agrees to participate, I will ask [*him/her*] to sign the form. If [*insert child's name*] decides that [*he/she*] is not interested, we will end our meeting. It is important that you both agree to participate in the project. Do you have any questions?

As you read along, I would like to begin by highlighting the important areas of each paragraph of the informed consent form for you to consider before deciding whether or not to allow your child to participate in the interview with me. At any time during our conversation, if you decide not to participate, please do not hesitate to let me know.

The first paragraph informs you that I am currently a doctoral student at Pepperdine University in the clinical psychology program. One of my professors, Dr. Joy Keiko Asamen, is supervising my research project. This paragraph also defines what I mean by an "expatriate youth." Do you have any questions about what I mean by an expatriate youth or why your child would be considered an expatriate youth?

The second paragraph tells you why I invited your family to participate in the project. If you recall, I asked you about these characteristics when we talked by phone. The paragraph also informs you that I hope to learn about how your child has made the transition to a new culture, a new school, and a new group of friends.

The third paragraph is an important one since it informs you that participation in this project is strictly voluntary. This means it is completely up to you and [*insert child's name*] as to whether you decide to participate in the project. It is also important to know that even after you agree to participate, you or [*insert child's name*] can discontinue participation at any point by simply letting me know. Finally, you and [*insert child's name*] do not have to answer any questions you prefer not to answer. Do you have any questions about these important rights?

In the fourth, fifth, sixth, and seventh paragraphs, what I will ask you and your child to do are described, including the time it will take to complete these tasks and the types of questions I will ask. There are three important points I want to highlight in these four paragraphs.
- First, I will need to audiotape the interview with you and your child so I don't miss or confuse any of the details of what was shared during the interview. I will audiotape the interview whether we meet in person, by telephone, or by Skype.
- Second, I will conduct the interview in private with your [*son/daughter*] and I will not share what [*insert child's name*] says to me, unless [*he/she*] asks me to do so or [*he/she*]

voluntarily does so. In my experience with working with youth, I find that it works out better if we keep our conversation private. But it is also important for you to know that in the event I believe it is in your child's best interest for you to be informed about something [*he/she*] says to me, I will share the information with you. Just as the interview with [*son/*daughter] is private, so is my interview with you.

- And third, after I begin to look more closely at the interview material, I might discover the need to ask additional questions to help clarify my understanding of some of the things you and/or [*insert child's name*] tell me. If this should become necessary, I will contact you and ask to set up a telephone appointment with you and/or your [son/daughter] to ask my questions.

Do you have any questions about what you will be asked to do or any of these important points?

The eighth paragraph describes any potential risks that you and/or your child may experience. Since I will be asking you and your child about your child's personal experiences, either or both of you might feel uneasy by some of the conversation. If this happens, both of you have the following options: (a) request a brief break, (b) refuse to answer the question, (c) ask for time to discuss these feelings with me, or (d) ask to discontinue participating in the project. For [*insert child's name*], [*he/she*] may ask for time to speak with you. In case you or [*insert child's name*] would like to speak more at length about your or [*his/her*] experiences, I have included a list of agencies where services are available in both Japanese and English. Do you have any questions about the potential of feeling uncomfortable and the options for handling this feeling?

The ninth paragraph tells you about the potential benefit of participating in this study. Since this is a research project, you or your child will not directly benefit from the experience, but I do hope what I learn from your family and the other participating families will help psychologists and educators plan programs that make it easier for youth to make the transition from one culture to a new, unfamiliar culture.

The tenth paragraph covers important information about who will have access to what you share with me. The school or others will not know you are participating in this project unless you tell them yourself, and no information will be given to the school or others without your permission. However, there are some exceptions to your privacy. Under California law, I am required to contact the proper authority if there is the suspected abuse of a child, an elder, or dependent adult, or if your child wishes to cause serious harm to self, someone else, or someone's property. Do you have questions about your right to privacy and the exceptions to this right?

The next paragraph provides more details about how your information will be protected and kept private. This is a research project, so it is possible that at some point, I may wish to share the findings from my project. If I do publish or present the findings to professional audiences, no information about your family, such as your names, will be released. The project materials will be kept in a locked file cabinet and on a password protected computer to which only I will have access. Do you have any questions about the privacy of your information?

The twelfth paragraph informs you that your child will receive a $30 gift card to Best Buy as a gesture of my gratitude for [*his/her*] time. Your child will receive this gift card whether [*he/she*]

completes the entire interview or not. You may also request a summary of the project findings and recommendations from other families who are in a similar situation as your family

Finally, there is a paragraph that provides contact information for me, my supervisor, Dr. Asamen, and the chairperson of the Institutional Review Board, Dr. Leigh. It is important to note that if you send an email in Japanese, the recipients are either fluent in the language or have access to someone who can translate the email for them.

Now that we have reviewed the informed consent form, are there any additional questions that I can answer for you that I didn't address yet?

> Meeting *in person*: Now that you know the details of the research project, are you interested in participating in the project? [*If yes,* have parent execute two copies of consent form; give one copy to parent and keep one copy. *If no,* thank parent and child for meeting with you and end meeting.]

> Meeting by *telephone or Skype*: Now that you know the details of the research project, are you interested in participating in the project?
> [*If yes and opted for returning by email,* have parent execute consent form, scan signed copy of consent form, and send pdf file of form as an email attachment; **OR**
> *If yes and opted for U.S. mail,* have parent execute two copies of consent form; ask parent to place one copy in the stamped, addressed envelope and keep the other copy.
> *If no,* thank parent and child for meeting with you and end meeting.]

> Do you have any questions about the questionnaire that I forwarded? [Answer questions; invite parent to complete questionnaire and return as an attachment or mail it back in the same envelope with the consent form]

> Remember, if you are interested in receiving a summary of the study results, please complete the Summary Request Form and return it [*as an attachment/in the same envelope*].

APPENDIX M

List of Referrals

List of Referrals

If you would like to seek additional support, below is a list of resources available in your community. These agencies provide services in both Japanese and English.

1. South Bay Children's Health Center - South Bay Youth Project
   410 South Camino Real Redondo Beach, CA 90277
   Tel: 310-316-0183
   Email: info@sbchc.com

2. Gelbert & Associates – Asako Kudo-Markert, MFT
   24050 Madison St. #205 Torrance, CA 90505
   Tel: 310-956-4607

3. Kugaya Medical
   24050 Madison St. #113 Torrance, CA 90505
   Tel: 424-247-9642

APPENDIX N

Permission to Release Information

Consent to Release Information to Another Person or Organization

I, _____, hereby authorize Chinsun (Jin) Lee to release information

pertaining to the bullying experience disclosed by my child to her as part of a research project to:

_____ for the purpose of _____

_____.

I understand the authorization shall remain in effect from the date of my signature below and

end on: _____. After this date, no information can be released to the person or

organization above without a new authorization like this one.

I may cancel this authorization by written communication to Ms. Lee. The cancellation of

authorization will prevent any disclosures after the date Ms. Lee receives the communication but

will not change the fact that some information may have already been shared before this date.

I certify that this form has been fully explained to me and that I understand its contents.

_____   _____
Parent's Signature   Date

APPENDIX O

Script for Reviewing Assent Form

Script for Assent Form

Hello. Now that your [*mother/father*] has given me permission to speak with you about the project, I want to start by reviewing the assent form with you. Just to let you know, before I can speak with anyone under the age of 18 about my project, I have to first get the permission of your parent. It is important for you to know that even if your [*mother/father*] has said it is okay for you to participate, you still have a choice in deciding whether this is something you want to do. After we review this form together, you can let me know if you would like to participate in my project. Do you have any questions so far?

We will be reviewing the form paragraph by paragraph. As we go through each paragraph, I will first ask you to read the paragraph to yourself. After you finish reading the paragraph, I will ask you a question about what you read. Okay, are you ready to begin?

Please read the first paragraph. After you have read it, please look at me so I know you are finished reading it.

Okay, my first question is: Now that your [*mother/father*] has said you can participate in my project, do you have to do it, or is it okay to decide not to do it?

Please read the second paragraph. Remember to look at me so I know you are finished reading it.

I have three questions for this paragraph:
1. Will I audiotape the interview?
2. Can you tell me a couple of things that I will ask you about?
3. Might I need to talk with you by phone after our interview to follow up on things you said during the interview?

Okay, please read the third paragraph and look at me when you are finished reading it.

Here are my questions for this paragraph:
1. Can you ask for a break?
2. Do you have to answer a question if you don't feel like it?
3. Will our talk be private, or will I tell your [*mother/father*] everything we discuss?
4. Is there ever a reason that I might feel a need to tell your [*mother/father*] about what we discuss?

Please read the next paragraph.

Will participating in the research project help you in any way?

Go ahead and read the next paragraph.

If I ever publish or present what I find out from speaking with you and other students, will I give out your name?

Okay, please read the next paragraph.

These are the last two questions:
1. Can you tell me what you will receive for helping me with this project?
2. Will you receive the gift card if you decide not to finish the interview after starting it?

In this paragraph [*point to 7th paragraph*], I have given you my email address if you think of something you want to ask after you leave today. You may send the email in Japanese. If necessary, we can also arrange to speak on the telephone.

Now that we've gone through the form, do you have any questions you want to ask?

>Meeting ***in person***: Now that you know more about the project, are you interested in participating in my project? [*If yes,* have child execute **three** copies of assent form – one copy to child, one copy to the parent, and keep one copy – and continue to interview. *If no,* thank parent and child for meeting with you and end meeting.]

>Meeting by ***telephone or Skype***: Now that you know more about the project, are you interested in my project?
>[*If yes and opted for returning by email,* have child execute assent form, ask parent to scan signed copy of assent form, and send pdf file of form as an email attachment; **OR** *If yes and opted for U.S. mail,* have child execute **three** copies of assent form; ask parent to place one copy in postage paid, addressed envelope, parent keeps one copy, and child keeps one copy.
> *If no,* thank parent and child for meeting with you and end meeting.]

>Please [*send the attachments/place the envelope in the mail*] as soon as possible since I must receive these documents before I can conduct the interviews.

>Let's go ahead and schedule a time to conduct the interviews now that you have both agreed to participate in the project. We need about 2 hours of time. When would be a good day and time to schedule the interviews? [Decide when to meet, allowing time to receive the consent/assent forms]

>It is important that we speak in a place that is private and free of distractions. It is also important that I speak to each of you alone and not with one another present. Do you have any questions?

>Thank you very much for agreeing to participate in my project. I look forward to speaking with you and [*insert child's name*] on [*insert date of interview*]. If you have any questions or concerns, please call or email me. If after giving the project more thought, you or your child decide not to participate and wish to cancel our appointment, you may either call and leave me a message or send me a brief email letting me know that you

have changed your mind. Be assured that I will respect your request and will not contact you any further.

Once again, thank you for your interest in my project. Good-bye.

APPENDIX P

Summary Request Form

Summary Request Form

I would like to receive a summary of the findings after the project is completed.

Please send the project summary to either the mailing address or the email address below:

_____
Name

_____
Address

_____
City   State   Zip Code

_____
Email address

Please note that the project summary may not be available for 12 months or longer.

APPENDIX Q

Results of Domain Analysis

P-1

<u>**Cover Term or Y:**</u> **<Feelings associated with moving to the U.S.>**
<u>**Semantic Relationship:**</u> Strict Inclusion (Kind of)
-Boredom ("I was bored because most of my stuff was not here yet….)
-Nervous ("I was nervous about going to an American school.)
-Longing for [friends in Japan] ("I **miss** my **friends** in Japan…I have less things in common and don't know what to talk about at times.")

-Interesting ("…Mundane things can be interesting.")
-Concern [about children's English skills] ("I'm a little concerned as to how much my children's English skills would improve before we go back to our country…")

<u>**Cover Term or Y:**</u> **<Managing new living situation>**
<u>**Semantic Relationship:**</u> Means-end (Way to)
-Discussing where [to live] and kind of lifestyle [in a more Japanese community or American community] ("…it's important to discuss among family members as to which area and what kind of lifestyle [in a more Japanese community or American community] family wants to have…For our family, my husband is mostly concerned about safety… [as my husband is] conservative [rather than adventurous]…")
-Leaving some children in Japan ("…the oldest daughter remained in Japan when we moved here….they don't miss her too much, but when she visits us twice a year, they look forward to seeing her.")

<u>**Cover Term or Y:**</u> **<Addressing academic challenges>**
<u>**Semantic Relationship:**</u> Rationale (Reason for)
-The study materials are harder ("the parents can tell their children that the study materials are harder")
-There is more homework ("more homework assignments are given compared to Japan…")
-There are many big projects that take a long time ("…Rather than the quantity of the assignment, there are many projects I have to do. In Japan, there were many small assignments, but here, there are several big projects, so it's cumbersome and takes long time.")

*-Grade is a direct reflection of child's work ("….Grading [system] is different here [U.S.]….it's good that his hard work is rewarded immediately. On the other hand, if **he doesn't put much effort, then it is reflected in his grade** as well. I think it's easier to know than in Japan.")*

<u>**Cover Term or Y:**</u> **<Establishing supportive academic environment>**
<u>**Semantic Relationship:**</u> Means-end (Way to)
-Having Japanese friends ("He has Japanese friends in school…his friends are mainly Japanese.")
-Students and teachers welcomed us ("For my son's school, I expected that there would be only a few Japanese students in school…but when we went to school the first day, Japanese students and teachers welcomed us.")

Cover Term of Y: <Reactions to not understanding English>
Semantic Relationship: Strict Inclusion (Kind of)
-Smiling ("Especially in the beginning…I just smiled.")
-Said "ah, ah, ah, ah" to answer questions ("…Like if someone says something, I would say 'ah, ah, ah, ah'…")
-Said "yes" to answer [any] questions ("…I would say 'yes [to answer any questions being asked].'")

Cover Term or Y: <Support from others to improve English>
Semantic Relationship: Strict inclusion (Kind of)
-Learning from friends ("I learned English from my friends…")
-Asking others to translate ("…Like 'XX is saying XYZ but I don't understand what's been said, so can you translate?….'")

Cover Term or Y: <Personal strategies for improving English>
Semantic Relationship: Strict inclusion (Kind of)
-Attending cram school ("…I attend cram school…")

-Speaking only English ("I thought that I have to survive in America by speaking only English.")
-Branching out from Japanese community ("I struggle to branch out from the [Japanese] group, and I'm not even sure if it's necessary to branch out…..but I was hoping [my children] to improve English before we came here, so as long as we stay within the Japanese community, we won't have much opportunity to utilize English.")

Cover Term or Y: <Activities shared with other students>
Semantic Relationship: Strict Inclusion (Kind of)
-Talking ("Mostly we talk about what we did during lunch break and after school….")
-Playing sports ("Most of them are playing some sort of sports…..Many play soccer….but I play ball with them during lunch break. I made about 20 Japanese friends….and some Japanese through tennis**.** They are mostly like me (expatriate family). There are Americans, but I tend to communicate better with Asians….like Koreans…like I hang out with Japanese friends during lunch time, sometimes Korean students join us to play basketball….")
-Attending friend's birthday party ("But recently I **went to** a café for **my friend's birthday party**, and it was fun.")

-Playing tennis ("…He is pretty stable in terms of expanding his friendship network beyond Japanese students…Since he plays tennis, he has some American friends. I think he can probably communicate [speak] a little with his American classmates.")

Cover Term or Y: <Fitting in with others>
Semantic Relationship: Means-end (Way to)
-[Keeping] Peace [with others] ("We have fewer number of Japanese students in [U.S. school] class [compared to Japan]…American school is even more peaceful [everyone gets along with one another]…")
-Befriending classmates ("For the new student, she is happy….I think this **classmate probably wants to be friends with her**….")

Cover Term or Y: <Feelings of victimized peer>
Semantic Relationship: Strict Inclusion (Kind of)
-Tough ("I would be really tough [emotionally difficult to tolerate]")
-Lack of enjoyment ("I wouldn't enjoy volleyball [practice]… I would want to skip the practice again and may even leave [quit] the club all together.")
-Terrible ("If I were the student [who was punched], that would be terrible.")
-Unpleasant ("the student who was punched may feel unpleasant about being punched")
-Apologetic to perpetrator ("wonder why he was punched and maybe think about apologizing to the student who punched")

Cover Term or Y: <Reactions of bullies>
Semantic Relationship: Strict Inclusion (Kind of)
-Regret ("but I think he [perpetrator] regrets it")
-Worrying about revenge ("He [the perpetrator] might be worrying that the other student may revenge him")
-Feeling sorry ("feels sorry for the other student [who was punched]")

Cover Term or Y: <Blaming the victim>
Semantic Relationship: Rationale (Reason for)
-Anger ("I think the student was very angry towards the one whom he punched…that's why he punched this guy)
-He [the victim] is lazy ("The volleyball practice was getting hard, and other students thought that he [the victim] is just lazy.")

Cover Term or Y: <Overtly expressing aggression>
Semantic Relationship: Means-end (Way to)
-A few students attacking or teasing one student ("a few students attack or tease one student…like saying 'stupid' and tease him/her…")
-Punching ("…Punching the student to hurt him/her.")
-[Verbal] argument ("I think girls' bullying is more harsh…I hear they [girls] argue a lot…")

Cover Term or Y: <Covertly expressing aggression>
Semantic Relationship: Means-end (Way to)
-Leaving a mean letter ("I haven't, but there are students who secretly bully others….An awkward letter was **left in someone's locker** at school, but we later found out that it was just benign teasing [joking]…the **letter said things like…'stupid'**…we heard from the person who wrote it….he asked, 'did you get it?' [while laughing]")
-Others not talking [to victim] ("I wouldn't have anyone to talk to…")

P-2

Cover Term or Y: <Feelings associated with moving to the U.S.>
Semantic Relationship: Strict Inclusion (Kind of)
-Stressed out ("Both of my parents were also stressed out.")
-Became homesick ("Become homesick…I would wish to go back to Japan…")
-Like living here ("I actually like living here [the U.S.].")
-Tough [to get used to a new living environment] ("It was tough [to get used to a new living when I first came to the U.S.].")
-Busy [getting used to living in the U.S.] ("I was rather busy [focusing only on] getting used to living here [the U.S. when I first came and couldn't think about any other things].")

Cover Term or Y: <Addressing transportation needs>
Semantic Relationship: Rationale (Reason for)
-Difficulty traveling to school ("There are many hills in this area, so it's very difficulty to go to school [on a bicycle] with so much heavy stuff with me.")
-Friends do not live nearby [in the U.S.] ("It's **far** [to walk to visit my friends]…Even if my friends are living nearby [in the U.S.], I can't walk there alone…")

*-Inability to use other modes of transportation ("Among family members….my children….my daughter was in middle school in Japan, so she was pretty independent and **going to many places using trains, but she can't do that anymore here** [in the U.S.], so if the communication between the children and parents is not good, then they [the children] can't go anywhere, so we have been communicating a lot more than we used to…We tend to talk in car…We go out on weekends more now [in the U.S.]")*

Cover Term or Y: <Coping with frustration>
Semantic Relationship: Means-end (Way to)
-Sleeping ("When I'm stressed, I sleep…[because] when I sleep, I feel very good.")
-Hitting a teacher ("He [the student] hit a new teacher, and he was scolded.")
-[Verbal] aggression [toward others] ("There are some students who came here, and within a month or two of living here, they became aggressive [verbally towards others in school] due to stress.")
-Playing hard ("Sleep and play hard, like soccer.")

Cover Term or Y: <School customs>
Semantic Relationship: Strict Inclusion (Kind of)
-Not required to raise hand [in U.S.] ("Everyone raised his/her hands [during classes] in Japan… If you don't raise your hands, then they [the other students] will think **'don't you know it?"**)
-Not encouraged to participate [in U.S.] ("Everyone is encouraged to participate [in Japan].")
-[U.S. students] love talking ("American students love talking, but they don't raise their hands.")
-[U.S. students] like to express their opinions privately to teachers ("They [American students] like to express their opinions, but only privately to teachers, not in front of others.")
-Not required to wear uniform ("One thing I like about being here is that there is no school uniform…I don't like uniform.")

Cover Term or Y: <Academic challenges>
Semantic Relationship: Strict inclusion (Kind of)
-Science is more advanced ("Science is more advanced here [the U.S.] than it is in Japan, so I had no idea what's written and then there were a bunch of words I've never heard of, like minerals, so my parents were up till late at night for us…")
-Vocabulary in language arts is more advanced ("Science became more complicated, and vocabularies in language art became a lot more advanced [in middle school].")

Cover Term or Y: <Dealing with expat students' limited English >
Semantic Relationship: Means-end (Way to)
-End the conversation ("My vocabulary was limited…Even if American classmates began talking to me, I couldn't understand what they are saying, so they would just end the conversation.")
-Talk to other students [who understand English] ("They start talking to other students [who understand English] because I couldn't reciprocate the conversation.")
-Talk slowly ("They [American students] have been talking to me pretty slowly…")

Cover Term or Y: <Support from others to improve English>
Semantic Relationship: Strict inclusion (Kind of)
-Translators to help me ("…Teachers have asked for translators to help me.")
-Having a tutor ("I thought I wanted to study English more…I had a tutor…He came about 3-4 times per week… They [tutors] helped me with homework…We are tested [by a tutor] on vocabulary constantly to maintain and improve them… They [tutors] provide some counseling.")")

Cover Term or Y: <Personal strategies for improving English>
Semantic Relationship: Strict inclusion (Kind of)
-*Be assertive ("I'm not sure how he is communicating with others with such a limited English, but he seems to be assertive and asking his teachers, so he says.")*
-*Asking teachers (" I asked him how he asked questions to his teachers, and he says that he just said some words without thinking about grammar…I don't think he is very shy.")*
-*Attending English class ("I spent a lot of money to send my children English class.")*

Cover Term or Y: <Reactions to not understanding English>
Semantic Relationship: Strict Inclusion (Kind of)
-Becoming irritable and angry ("They [expat students] become irritable and easily become angry [for not understanding English].")
-Whispering their frustration ("…They [the expat students] whisper their frustrations to themselves…Or with other students [in class]…For example, [expat] students say, 'if we were in Japan, we would understand what's being said'")
-Blaming selves for limited language skills ("They tend to blame themselves for lack of language skills and become irritable.")
-Experiencing school as hard [difficult] ("At school, I didn't understand what the teachers were saying…and I couldn't read what was written. It was very hard [difficult] for me.")

Cover Term or Y: <Activities shared with other students>
Semantic Relationship: Strict Inclusion (Kind of)
-Attending school ("[I made] About 20-25 Japanese friends from **middle school and [a weekend] Japanese language school**… Japanese friends are mostly expatriate like me…Chinese, Korean, and some from Spain in school…they are all good friends… I also have about 3 Japanese-American friends.")
-Talking ("American friends are easier to talk to, like they seem to understand what I'm saying…Most of my non-Japanese friends are Americans.")
-Playing soccer ("I have noticed that a lot of students here like to play soccer, so through soccer, I began to know their names and became close with them.")
-Being invited to a party ("A Japanese student invited me [to a party], and he had lived here for a long time, so there were a lot of American students too. I struggled to blend in…It took me about a year [to blend in].")

*-Attending a local school ("…The school he **attends is a local school**, but there are many Japanese students there. So I think he tends to hang out with Japanese children")*

Cover Term or Y: <Fitting in with others>
Semantic Relationship: Means-end (Way to)
-Matching everyone's rhythm [find ways to relate to others] ("It's important to match everyone's rhythm. For instance, if everyone likes playing basketball, and I like playing soccer. I will learn how to play basketball.")
-Doing what everyone likes to do ("You do what everyone likes to do.")
-Being light-hearted ("Everywhere you go, try to match their interest and be light-hearted.")
-Not being too nerdy ("…You can't be too nerdy.")
-Not being too goofy ("But if you are goofy too much, then you will be scolded. For instance, not getting any jokes.")
-Being curious about other cultures ("Everyone was curious to know about other cultures, including myself. So I naturally made friends who were interested in knowing more about Japanese culture. We [Tutors and I] talk mostly about what's happening among Americans…because I'm curious to know about them [American students] to get closer [to be friends with them].")
-Being introduced to others through other expat students ("…The student's [who invited me] father and my father works at the same company.")

-Sharing the same interests ("they all have the same interests and hobbies like soccer, games and card games.")
-Support from Japanese children ("Children are also supported by other Japanese children, so I think their transition is smooth.")

Cover Term or Y: <Broadening personal views>
Semantic Relationship: Cause-effect (Result of)
-Developing different ways of thinking ("If Japanese [is the one who invited to a party], then I only know new stuff, and everyone else knows old stuff, so I feel like we might have different ways of thinking.")
-Not getting along with friends in Japan ("I went back [to Japan] a year ago, and everyone [friends in Japan] was like, 'what's that gag [joke]?' They didn't get it…They said they don't really understand [my joke]. So I thought that I don't get along with my friends there [when I visit back to Japan].
-Learning how to befriend non-Japanese classmates ("I want to go to a private school in Japan [when I move back to Japan in the future] and have **classmates who are Americans or people like me who used to live oversea** [expats] so that I feel like I **get along**.")

Cover Term or Y: <Feelings of victimized peer>
Semantic Relationship: Strict Inclusion (Kind of)
-Stressed out ("If the student kept being ignored, then he is more likely to get stressed out.")
-Sad ("I will be sad .")
-Alone ("I'm all alone.")
-Confused ("I think I would be confused by the situation…Like…'what did I do?'")

Cover Term or Y: <Behaviors of victimized peer>
Semantic Relationship: Strict Inclusion (Kind of)
-Become violent ("He [the victimized peer] will become violent.")
-Not say anything ("I would ignore the situation and not say anything…If I say [my thoughts and opinions to others], it will be dangerous.")

Cover Term or Y: <Blaming the victim>
Semantic Relationship: Rationale (Reason for)
-[The student is] Clumsy ("[The student who was pushed by other students and fell down stairs is] clumsy.")
-[The student's] Behavior not making sense ("I would **think why** the student skipped the practice.")
-Jealousy ("They are jealous of the student who raises his hand.")

Cover Term or Y: <Overtly expressing aggression>
Semantic Relationship: Means-end (Way to)
-Pushing ("A student was walking the hallway, and other students pushed him, and he fell down stairs.")
-Punching ("Punching in the hallway is bullying/ harassment.")

Cover Term or Y: <Covertly expressing aggression>
Semantic Relationship: Means-end (Way to)
-Being ignored ("Being ignored is a type of bullying. A student was ignored…among Japanese expat students…")
-Stealing from ("Having things stolen.")
-Looking at the victim [in a mean manner] ("The student raised his hand, and other students [Japanese] **gave him this look**, as if they are saying 'again?'")

P-3

Cover Term or Y: <Feelings associated with moving to the U.S.>
Semantic Relationship: Strict Inclusion (Kind of)
-Excitement and nervousness ("I was curious as to who would be talking to me [in U.S. school] and had mixed feelings of excitement and nervousness.")

-*Stress among family ("…There was a lot of stress among us for not being able to do things in addition to not understanding the language, and my children didn't want to go to school…facial expressions and conversations, there seemed to be stress in the environment, such as there was no warmth in the way we spoke and no laughter")*

Cover Term or Y: <Coping with stress>
Semantic Relationship: Means-end (Way to)
-Exercising ("…So I go **work out during gymnastics** and I feel better.")
-Keep going to school ("…I didn't want to go to school but didn't skip school [U.S. school]...")

Cover Term or Y: <Developing close relationships>
Semantic Relationship: Sequence (Step in)
-Having mixed feelings [about the closeness of the relationship] ("…I would be confused [to be invited to a party], like 'is it ok to be that close with the student?'…Of course I'm glad but I don't know this person that well, so I would have mixed feelings [about the closeness of the relationship].")
-Deepened relationships ("…The relationships with my Japanese friends became deepened [since I came to the U.S.]…They contact me for counseling…I can say things I wouldn't be able to say directly…")

Cover Term or Y: <Addressing academic challenges>
Semantic Relationship: Rationale (Reason for)
-Not knowing the subjects ("…Math is not really related to English because it's just numbers. But I didn't know any other subjects, like…science lab…")

-*Hard [difficult/challenging] schoolwork ("School is very challenging [in the U.S.]. The schoolwork seems to be hard with more homework assignment and advanced levels of education...")*

Cover Term or Y: <Establishing supportive academic environment>
Semantic Relationship: Means-end (Way to)
-*Parents volunteering at school ("...I try my best to participate in volunteer activities at [my children's] school...")*
-*Parents creating opportunities to meet other students ("...We [parents] have to make more opportunities to meet the local [American] students [to help our children make American friends].")*

Cover Term or Y: <Personal strategies for improving English>
Semantic Relationship: Strict Inclusion (Kind of)
-Asking a friend to translate ("I'm typically with this Korean friend during PE class, and another friend of mine is Korean but speaks Japanese. So I ask her to translate sometimes.")

-*Taking initiative to speak ("...She [my daughter] has taken initiative to speak up and now is able to converse in English like others, that's a major success... she's become more assertive regarding speaking English")*
-*Attending cram school ("...We did some research about good [cram] schools in this area before we came. She can't keep up if she doesn't go to cram school. The cram school has Japanese students, and there are some people who already graduated from college there [in the U.S.], and mostly there are young women, so they seem to support my daughter well.")*
-*Speaking English all day ("...We absorb English skills much faster [in the U.S.] than in Japan. I'm glad that we are in the environment where we speak English all day long, and we can learn a lot of things.")*

Cover Term or Y: <Support from others to improve English>
Semantic Relationship: Strict Inclusion (Kind of)
-*Attention from teachers ("...Some teachers are aware that my daughter is not from here [the U.S.], so they pay more attention to her... teachers spend time with my daughter during lunch time and teach her, which is unthinkable in Japan.")*
-*Seeking information from school [to help children with language issues] ("I try my best to seek the information and knowledge [for children] that are only available through school so that I can share with my children... her [my daughter's] classmate is a boy who also attends the same cram school, and even through the children don't have much in common, I meet up with those moms, about 4-5 of us monthly and exchange information, which is helpful.")*

Cover Term or Y: <Reactions to not understanding English>
Semantic Relationship: Strict Inclusion (Kind of)
-Struggling ("When I first came, I was proud of being here [in the U.S.] and improving English more than my friends in Japan… But I struggled a bit with the environment because of language barrier.")
-Irritated and stressed ("Because of language difference, I don't think I'm communicating everything I want to…I feel irritated… and become stressful.")

-*Struggling (", she [my daughter] is struggling with communicating with local [American] friends mainly due to language issues...,Communicating with friends from other countries tends to be superficial... The relationship is not as intimate with the local kids, so I think it's difficult for her.")*
-*Boredom ("The older child said that... she is bored because she doesn't understand the language and what's been said by her teacher.")*

Cover Term or Y: <Activities shared with other students>
Semantic Relationship: Strict Inclusion (Kind of)
-Attending school ("I have…Japanese and Koreans [as my friends] at school. I'm friends with Koreans the most…I have American acquaintances.")

-Attending school ("She [my daughter] made some Japanese friends through school…")
-e-mailing ("There is a Korean friend neighbor who exchanges e-mails, but the content of conversation is more like about homework assignment, something superficial, and not much private conversation.")

Cover Term or Y: <Fitting in with others>
Semantic Relationship: Means-end (Way to)
-Going to karaoke ("I went to karaoke with them.")
-Finding someone to work with in class ("…Like during science lab [in U.S. school], I was asked to find a partner…")
-Always smiling and not showing boredom ("…Always smile and not show boredom.")
-Initiating conversations ("Also what I've been doing is to initiate conversation even though I only know a few words in English words…I made friends thanks to my behavior.")

-Teaching Japanese [to others] ("I hear a lot more about the conversations she [my daughter] has had with her friends, including her teaching awkward Japanese to her friends.")
-Taking the initiative to meet peers ("…It seems necessary to initiate own actions in order to broaden peer relationships.")
-Having conversations and sharing activities ("Others are more like acquaintances who exchange conversation and share some activities. She [my daughter] has difficulty spending time with her friends due to lack of commonalities. She says she can't talk [with them] because there is nothing to talk about.")

Cover Term or Y: <Feelings of victimized peer>
Semantic Relationship: Strict Inclusion (Kind of)
-Sad and angry ("I would feel sad, but also angry, thinking 'why.'")
-Scared ("It feels scary.")
-Afraid of being ignored and alone ("If I were the student, I won't raise my hands anymore….I'm afraid of consequences. I would be ignored by other students and be alone.")

Cover Term or Y: <Behaviors of victimized peer>
Semantic Relationship: Strict Inclusion (Kind of)
-Ignoring perpetrators ("I must ignore them. If I were to punch back, I can get more from others.")
-Punching back ("…if the student [perpetrator] is alone, then I would punch back to the student.")

Cover Term or Y: <Blaming the victim>

Semantic Relationship: Rationale (Reason for)

-Not motivated ("I think the student skipped practice because he wasn't motivated, so the person was excluded from the group.")

-[The victim] wants to be liked by the teacher ("From others' perspective, this student [victim] wants to be liked by the teacher, so others want to tease the student…the student has a sly personality….")

Cover Term or Y: <Covertly expressing aggression>

Semantic Relationship: Means-end (Way to)

-Being ignored by others ("…The person keeps getting ignored by others…")

-Things being hidden ("…the situation can escalate and things can be hidden too.")

Cover Term or Y: <Overtly expressing aggression>

Semantic Relationship: Means-end (Way to)

-Being punched ("…if there was a group of students who punched, then I would think it's bullying.")

-Tearing textbooks apart ("… [The victim's] Textbooks being torn apart…")

P-4A

Cover Term or Y: <Addressing transportation needs>
Semantic Relationship: Rationale (Reason for)
-Inability to travel by walking ("For example, there are no trains or buses [in the U.S.]. I like public transportations. But here, everything is done by car, and I don't like cars. I used to like walking to go to different places, but here things in walking distance are limited.")
-Difficulty traveling to another part of town ("Chinatown is very far here [in the U.S.], and I have to travel that far to be exposed to different cultures. So I miss those.")

Cover Term or Y: <Broadening personal experiences>
Semantic Relationship: Means-end (Way to)
-Having opportunities to try new things ("Like, I can surf without any difficulties [in the U.S.]. If I were in Japan, it's far and expensive so **I wouldn't have much opportunity, but here it's easy**. People try out doing things even if they want to try it for just a little bit while they are in America. I think it's good to be assertive because they may not have a chance when they leave America.")

-Exposure to diverse cultures ("I think it's that my children have opportunities to be exposed to children from other countries [in the U.S.].
-Being exposed to many extracurricular activities ("Be exposed to many experiences, like soccer and surfing, not necessarily school related, but activities they can engage in. There is a sense of freedom here [in the U.S.].")

Cover Term or Y: <Not fitting in at school>
Semantic Relationship: Rationale (Reason for)
-Not speaking a U.S. English dialect ("…English accent is different here [in the U.S], dialect too…I used British English in Singapore…It was more challenging for others to understand me [at school].")

-Perceiving self as a foreigner ("…There were no Japanese (in Singapore), but they completely assimilated with other Asians there. But since we moved here [in the U.S.], there are segregated groups of Koreans, Japanese, Chinese, and Europeans, and I think…it's a bad word, but I think they [my children] assume a foreigner status here [in U.S. school].")[3]

Cover Term or Y: <School customs>
Semantic Relationship: Strict Inclusion (Kind of)
-Academic rather than relation focused [in U.S.] ("I think, the older daughter is getting used to the academics here [in the U.S.]. There are some friends, but she focuses mainly on studying, like she goes to school to study [rather than to make friends].")
-Choices in how to do homework assignments ("Even with their homework assignment, they get to choose their own theme…")

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[3] P-4A and P-4B are siblings – this included term was reported by the parent as applying to both siblings.

Cover Term or Y: \<Activities shared with other students>
Semantic Relationship: Strict Inclusion (Kind of)
-Going to the mall ("We go to the mall…")
-Riding bikes ("…Ride bikes…")
-Visiting friends' houses ("**…**Visit my friends' houses.")
-Going to a party ("I would feel happy, so I would like to go [to the party].")

-Attending school ("There are many Korean and other Asians, including Japanese friends in school.")

Cover Term or Y: \<Fitting in with others>
Semantic Relationship: Means-end (Way to)
-Having friends who are kind ("There are some Japanese, but mostly Koreans. They are all kind and both expats and immigrants.")
-Through my parents' interaction with other parents ("…When we went to orientation meeting at school [in the U.S.], there was a couple of Japanese there. Then **the parents started talking with each other**, and I made some friends through the interaction.")
-Having time to hang out with peers ("Friends here hang out with each other, but in Singapore, mothers were strict and had no time to hang out with my friends because they were focusing on studying. But since I came here [in the U.S.], I have time to hang out with my friends…")

-Having time to play with peers ("Well, the friends who play and spend time with them [in the U.S.], which didn't happen before. In Singapore, they spent time with their friends at school, but after that, they never spent time with them, not even on weekends. Chinese people value family, and they focus on cram schools. Compared to that, they have time to play here and do stuff together here, and the have friends to talk about even trivial things.")

Cover Term or Y: \<Behaviors of victimized peer>
Semantic Relationship: Strict Inclusion (Kind of)
-Disliking teacher's favoritism ("I would dislike the teacher. Because if the teacher doesn't praise just me then I won't be teased by other students. And I don't like favoritism, so I would dislike the teacher.")
-Refraining from raising hands ("…I would refrain myself from raising my hands.")

Cover Term or Y: \<Feelings of victimized peer>
Semantic Relationship: Strict Inclusion (Kind of)
-Hurt [about being punched] ("I wouldn't think about it too much, I would just think it hurts.")
-Rebuffed ("…There was a student who used to have lunch with me, and the student had waited for me by the locker, but she stopped waiting for me. So I went to the place where we used to eat, but she wasn't there, so I thought she changed her mind. So I went to the other student's place for lunch, and we never had lunch together again…I was surprised [by what happened to me]…")

Cover Term or Y: <Blaming the victim>
Semantic Relationship: Rationale (Reason for)
-Irritated [by the victim] ("…The puncher is irritated [by the victim]…The student was in a bad mood.")
-Jealous ("…The other students are jealous of this student [the victim]. The teacher is showing favoritism to the student….")

Cover Term or Y: <Overtly expressing aggression>
Semantic Relationship: Means-end (Way to)
-Name calling ("…Like name calling…")
-Throwing things ("…Throwing things…")
-Using the person's belongings without permission ("…Using the person's belongings without permission…")
-Kicking ("When I hear bullying, it sounds more harsh, like kicking.")

Cover Term or Y: <Covertly expressing aggression>
Semantic Relationship: Means-end (Way to)
-Being ignored ("The student is being ignored, so I think he is being bullied.")
-Stealing ("….stealing.")
-Secretly spreading rumors ("…Like secretly spreading rumors.")

P-4B

Cover Term or Y: <Feelings associated with living in the U.S.>
Semantic Relationship: Strict Inclusion (Kind of)
-Scared ("It was during summer, so the school hadn't started yet. I had no friends, and it was a bit scary. Even when I went to school, I didn't have any friends there.")
-Nervous ("I was nervous about the uncertainty about how things would turn out.")
-Happy ("…be happy.")
-Uncomfortable (…Uncomfortable.")
-Longing for old friends ("I miss them [my friends in Singapore].")

Cover Term or Y: <Addressing transportation needs>
Semantic Relationship: Rationale (Reason for)
-Fewer modes of transportation ("There are **no trains** and **buses** here, only **cars**. In Singapore, I could go to school and other places alone because of public transportations.")
-Inability to walk places ("…I also liked walking, but I can't do that here [in the U.S.]")

Cover Term or Y: <Broadening personal experiences>
Semantic Relationship: Means-end (Way to)
-*Exposure to diverse cultures ("I think it's that my children have opportunities to be **exposed to children from other countries** [in the U.S.].*
-*Being exposed to many extracurricular activities ("**Be exposed to many experiences**, like soccer and surfing, not necessarily school related, but activities they can engage in. There is a sense of freedom here [in the U.S.].")*

Cover Term or Y: <School customs>
Semantic Relationship: Strict Inclusion (Kind of)
-Talking to teachers for help ("Even if you are anxious and being bullied, talk to teachers because here they are nice and willing to help you. So you can feel safe here.")

-*Choices in how to do homework assignments ("Even with their homework assignment, they get to choose their own theme. In Singapore, they were just completed a printed-out assignment.")*

Cover Term or Y: <Not fitting in at school>
Semantic Relationship: Rationale (Reason for)
-Inability to speak Japanese with Japanese students ("I speak English [rather than Japanese] when I talk with my Japanese students…They speak English fluently….")

-*Perceiving self as a foreigner ("…There were no Japanese (in Singapore), but they completely assimilated with other Asians there. But since we moved here [in the U.S.], there are segregated groups of Koreans, Japanese, Chinese, and Europeans, and I think…it's a bad word, but I think they [my children] assume a foreigner status here [i U.S. school].")[4]*

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[4] P-4A and P-4B are siblings – this included term was reported by the parent as applying to both siblings.

Cover Term or Y: <Activities shared with other students>
Semantic Relationship: Strict Inclusion (Kind of)
-Attending school ("I have friends who are Japanese, Koreans, and American in school. Most of them are expats, but there is one Japanese immigrant….There are also Chinese, but they were born here, so they are Chinese American.")

-*Attending school ("There are many Korean and other Asians, including Japanese [in school]. The younger one is getting used to school since she is together with her friends.")*

Cover Term or Y: <Fitting in with others>
Semantic Relationship: Means-end (Way to)
-Spending time with peers everyday ("Well, they [my friends in the U.S.] are easy to get along to since they are nice and getting used to being friends by spending time with each other everyday.")
-Going to a tea shop and talking ("Friends in Singapore are all about studying and academics, so I rarely played with them, but here [the U.S.], my friends seem to be available all the time. We all like Boba, so on weekends, we go to drink Boba and talk there as well.")
-Teacher's help ("Well, I'm pretty quiet and rather don't talk at all, so the teacher said that 'I'm a new student so be friends with her, ' and that's how I made a lot of friends [in the U.S.].")

-*Having time to play with peers ("Well, the friends who play and spend time with them [in the U.S.], which didn't happen before. In Singapore, they spent time with their friends at school, but after that, they never spent time with them, not even on weekends. Chinese people value family, and they focus on cram schools. Compared to that, they have time to play here and do stuff together here, and the have friends to talk about even trivial things.")*

Cover Term or Y: <Feelings of victimized peer>
Semantic Relationship: Strict Inclusion (Kind of)
-Wondering why ignored ("[If I were ignored by other students], I would think, what happened?")
-Angry ("I would become angry not knowing why it happened.")

Cover Term or Y: <Behaviors of victimized peer>
Semantic Relationship: Strict Inclusion (Kind of)
-Not caring ("I wouldn't really care because I don't mind about my classmates.")
-Not wanting to raising hands ("…no one wants to raise hand…")

Cover Term or Y: <Overtly expressing aggression>
Semantic Relationship: Means-end (Way to)
-Getting the victim in trouble ("…**Bully says something bad about a teacher pretending it's the victim who is saying it**, and the teacher scold the victim for saying bad things.")
-Name calling ("I imagine name calling…")

Cover term or Y: \<Covertly expressing aggression\>
Semantic Relationship: Means-end (Way to)
-Ignoring ("…the students are ignoring her [the victim].")
-Excluding (…they are excluding her [the victim]")
-Spreading rumors by a group of individuals ("…Bullying sounds more like **spreading rumor by a group of individuals**…")
-Saying bad things about the victim (…"Saying bad things about someone [the victim].")

Cover Term or Y: \<Blaming the victim\>
Semantic Relationship: Rationale (Reason for)
-Ditching the lesson ("…The student who skipped the lesson….she ditched the lesson, so everyone didn't want to be with her, that's why they ignored her.")
-Not having friends ("The student who was walking [the victim] didn't have any friends, and the student who punched was bullying or picking on this student (who got punched) because he doesn't have friends.")
-Being disliked ("Maybe… [the victim is] disliked [by bullies].")
-Others feeling jealous ("The student is being praised by the teacher, and classmates are jealous of her [the victim]…")

Cover Term or Y: \<*Ijime*\>
Semantic Relationship: Means-end (Way to)
-[One person] Teasing another person ("I think it's about teasing by one person…")
-Violence by one person toward another person ("…Violence by one person…")
-[One person] Doing something unpleasant or bad to another person ("…Doing something unpleasant or bad by one person.")

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APPENDIX R

Results of Taxonomic Analysis

P-1

Master Cover Term: <u><Adapting to relocation></u>
Semantic Relationship: Cause-effect (Result of)
-Feelings associated with moving to the U.S.
-Managing new living situation

Master Cover Term: <u><Adapting to U.S. school></u>
Semantic Relationship: Means-end (Way to)
-Addressing academic challenges
-Establishing supportive academic environment

Master Cover Term: <u><Coping with language barrier ></u>
Semantic Relationship: Means-end (Way to)
-Reactions to not understanding English
-Support from others to improve English
-Personal strategies for improving English

Master Cover Term: <u><Making new friends></u>
Semantic Relationship: Means-end (Way to)
-Activities shared with other students
-Fitting in with others

Master Cover Term: <u><Discord among students></u>
Semantic Relationship: Cause-effect (Result of)
-Feelings of victimized peer
-Behaviors of victimized peer
-Reactions of bullies

Master Cover Term: <u><Conveying discord></u>
Semantic Relationship: Means-end (Way to)
-Overtly expressing aggression
-Covertly expressing aggression
-Blaming the victim

P-2

Master Cover Term: <Adapting to relocation>
Semantic Relationship: Cause-effect (Result of)
-Feelings associated with moving to the U.S.
-Addressing transportation needs
-Coping with frustration

Master Cover Term: <Adaptation to U.S. school>
Semantic Relationship: Strict inclusion (Kind of)
-School customs
-Academic challenges

Master Cover Term: <Coping with language barrier>
Semantic Relationship: Means-end (Way to)
-Dealing with expat students' limited English
-Support from others to improve English
-Personal strategies for improving English
-Reactions to not understanding English

Master Cover Term: <Making new friends>
Semantic Relationship: Means-end (Way to)
-Activities shared with other students
-Fitting in with others
-Broadening personal views

Master Cover Term: <Discord among students>
Semantic Relationship: Cause-effect (Result of)
-Feelings of victimized peer
-Behaviors of victimized peer

Master Cover Term: <Conveying discord>
Semantic Relationship: Means-end (Way to)
-Blaming the victim
-Overtly expressing aggression
-Covertly expressing aggression

P-3

Master Cover Term: <Adapting to relocation>
Semantic Relationship: Cause-effect (Result of)
-Feelings associated with moving to the U.S.
-Coping with stress
-Developing close relationships

Master Cover Term: <Adapting to U.S. school>
Semantic Relationship: Means-end (Way to)
-Addressing academic challenges
-Establishing supportive academic environment

Master Cover Term: <Coping with language barrier>
Semantic Relationship: Means-end (Way to)
-Personal strategies for improving English
-Support from others to improve English
-Reactions to not understanding English

Master Cover Term: <Making new friends>
Semantic Relationship: Means-end (Way to)
-Activities shared with other students
-Fitting in with others

Master Cover Term: <Discord among students>
Semantic Relationship: Cause-effect (Result of)
-Feelings of victimized peer
-Behaviors of victimized peer

Master Cover Term: <Conveying discord>
Semantic Relationship: Means-end (Way to)
-Blaming the victim
-Covertly expressing aggression
-Overtly expressing aggression

P-4A

Master Cover Term: <Adapting to relocation>
Semantic Relationship: Cause-effect (Result of)
-Addressing transportation needs
-Broadening personal experiences

Master Cover Term: <Challenges with attending a new school>
Semantic Relationship: Strict Inclusion (Kind of)
-Not fitting in at school
-School customs

Master Cover Term: <Making new friends>
Semantic Relationship: Means-end (Way to)
-Activities shared with other students
-Fitting in with others

Master Cover Term: <Discord among students>
Semantic Relationship: Cause-effect (Result of)
-Behaviors of victimized peer
-Feelings of victimized peer

Master Cover Term: <Conveying discord>
Semantic Relationship: Means-end (Way to)
-Overtly expressing aggression
-Covertly expressing aggression
-Blaming the victim

P-4B

Master Cover Term: <Adapting to relocation>
Semantic Relationship: Cause-effect (Result of)
-Feelings associated with living in the U.S.
-Addressing transportation needs
-Broadening personal experiences

Master Cover Term: <Challenges with attending a new school>
Semantic Relationship: Strict Inclusion (Kind of)
-Not fitting in at school
-School customs

Master Cover Term: <Making new friends>
Semantic Relationship: Means-end (Way to)
-Activities shared with other students
-Fitting in with others

Master Cover Term: <Discord among students>
Semantic Relationship: Cause-effect (Result of)
-Feelings of victimized peer
-Behaviors of victimized peer

Master Cover Term: <Conveying discord>
Semantic Relationship: Means-end (Way to)
-Overtly expressing aggression
-Covertly expressing aggression
-Blaming the victim
-*Ijime*

Taxonomic Analysis Across Cases

Assimilation to host culture
-Adapting to relocation (1, 2, 3, 4A, 4B)
-Adapting to U.S. school (1, 3)
-Adaptation to U.S. school (2)
-Challenges with attending a new school (4A, 4B)

Social inclusion
-Coping with language barrier (1, 2, 3)
-Making new friends (1, 2, 3, 4A, 4B)

Disharmony with peers
-Discord among students (1, 2, 3, 4A, 4B)
-Conveying discord (1, 2, 3, 4A, 4B)

APPENDIX S

IRB Approval Notice

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

December 20, 2011

Chinsun Lee
8810 Hewitt Pl #28
Garden Grove, CA 92844

Protocol #: P1011D12
Project Title: *Japanese Expatriate Youth and Developing Peer Relationships in U.S. Schools: Is Bullying Part of Their Subjective Experience?*

Dear Ms. Lee:

Thank you for submitting your revised IRB application, *Japanese Expatriate Youth and Developing Peer Relationships in U.S. Schools: Is Bullying Part of Their Subjective Experience?,* to Pepperdine's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB has reviewed your revised submitted IRB application and all ancillary materials. As the nature of the research met the requirements for expedited review under provision Title 45 CFR 46.110 (research category 7) of the federal Protection of Human Subjects Act, the IRB conducted a formal, but expedited, review of your application materials.

I am pleased to inform you that your application for your study was granted **Full Approval.** The IRB approval begins today, **December 20, 2011** and terminates on **December 19, 2012**.

Your research documents: recruitment flyer, research consent and assent form, and permission to release information, have been stamped the IRB to indicate the expiration date of study approval. One copy of these documents is enclosed with this letter and one copy will be retained for our records**. You may only use copies of the research documents that have been stamped with the GPS IRB expiration date.**

Please note that your research must be conducted according to the proposal that was submitted to the GPS IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For *any* proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Please be aware that changes to your protocol may prevent the research from qualifying for expedited review and require submission of a new IRB application or other materials to the GPS IRB. If contact with subjects will extend beyond **December 19, 2012**, a **Continuation or Completion of Review Form** must be submitted at least **one month prior** to the expiration date of study approval to avoid a lapse in approval. These forms can be found on the IRB website at http://services.pepperdine.edu/irb/irbforms/#Apps.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Jean Kang, CIP
Manager, GPS IRB & Dissertation Support
Pepperdine University
Graduate School of Education & Psychology
6100 Center Dr. 5th Floor
Los Angeles, CA 90045
jean.kang@pepperdine.edu
W: 310-568-5753
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Cc: Dr. Lee Kats, Associate Provost for Research & Assistant Dean of Research, Seaver College
        Ms. Alexandra Roosa, Director Research and Sponsored Programs
        Dr. Yuying Tsong, Interim Chair, Graduate and Professional Schools IRB
        Ms. Jean Kang, Manager, Graduate and Professional Schools IRB
        Dr. Joy Asamen
        Ms. Cheryl Saunders

Encl:

1. Recruitment Flyer
2. Informed Consent form
3. Permission to Release Information
4. Assent Form

APPENDIX T

IRB Renewal Notice

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

November 13, 2012

Chinsun Lee
8810 Hewitt Pl #28
Garden Grove, CA 92844

Protocol #: P1011D12
Project Title: *Japanese Expatriate Youth and Developing Peer Relationships in U.S. Schools: Is Bullying Part of Their Subjective Experience?*

Dear Ms. Lee:

Thank you for submitting your application for continuing review to the Pepperdine Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work required for completion of the application. Upon review, the GPS IRB has granted a continuation of your prior IRB approval. The new approval shall commence on **November 13, 2012** terminate on **November 12, 2013**

In addition, the GPS IRB has received your Request for Modification Form requesting permission to modify your currently approved procedure, informed consent and add a recruitment site for your study. Your Request for Modification for your study has been approved and you may proceed with your study.

Please note that your research must continue to be conducted according to the proposal that was submitted originally to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification** form to the GPS IRB. Please be aware that changes to your protocol may require submission of a new IRB application or other materials to the GPS IRB. If contact with subjects will extend beyond **November 12, 2013**, a **Continuation or Completion of Review Form** must be submitted at least one month prior to the expiration date of study approval to avoid a lapse in approval.

Your revised research documents have been stamped with the new expiration date of study approval. One copy of the stamped documents is enclosed with this letter and one copy will be retained for our records. You can only use copies of the stamped documents for your study.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. If notified, we will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event.

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you continued success in this scholarly pursuit.

Sincerely,

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