

# Research in Psychological Processes of Immigration and Integration: Where are we Now and Where are we Going?

## Book of Abstracts





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## Session 1: The Multiculturalism Perspective

### **Veronica Benet-Martinez (Pompeu Fabra University, Barcelona, Spain). Multicultural Identities & Minds: Socio-cognitive, Personality, and Cultural Perspectives**

Cultural contact due to factors such as migration, globalization, and the speed of travel and communication (among others), has made cultural diversity experiences an everyday phenomenon and led to unprecedented numbers of individuals who consider themselves bicultural and multicultural. What are the psychological consequences of these acculturative and identity processes? Using a framework that integrates acculturation, social-identity theory, and individual differences approaches, and that relies on laboratory experiments, and survey and social network methodologies, this presentation will review a program of research conducted to examine how multi-cultural individuals process and respond to dual cultural information (e.g., cultural frame-switching or CFS), how they integrate their different cultural identities into a cohesive sense of self (e.g., Bicultural Identity Integration, BII), how they maintain competing loyalties between different cultural groups, and the socio-cognitive and adjustment consequences of this type of experiences and identities. These studies, which are conducted with bicultural samples varying in culture/ethnicity, age, and generational status, enclave, reveal that: (1) cultural frame-switching effects exist for a wide range of behaviors (e.g., attributions, personality self-views, ethnic identity, self-construals, values, among others); (2) individual differences in BII moderate cultural frame-switching behavior so that biculturals high on BII respond to cultural cues in culturally-congruent ways while biculturals low on BII give contrastive responses; (3) differences in bicultural identity are linked to specific demographic, acculturation, personality, social-identity, cognitive, and wellbeing variables; and (4) biculturalism (relative to other acculturation strategies) is positively linked to (psychological and socio-cultural) adjustment.

### **Colleen Ward (Victoria University of Wellington, New Zealand). What do we really know about Multiculturalism?**

Popular and political discourse about multiculturalism has proclaimed it an abysmal failure in countries like France, Germany and the United Kingdom and an apparent success in Canada, Australia and New Zealand. But what do we really know about the impacts of multiculturalism, not only on immigrants' integration and well-being, but also on their relationships with members of the receiving society and the preservation of community social cohesion? This presentation sets out to "unpack" multiculturalism by: 1) considering its core characteristics; 2) summarizing the findings of the broader social science literature on multiculturalism and its outcomes; and 3) contrasting the outcomes of multiculturalism with other approaches to diversity, including assimilation and color-blindness. Then a new psychological perspective- normative multiculturalism is introduced, which highlights the everyday experiences of diversity, the *perceptions* of a multicultural climate and the importance of socio-political context. Findings from an emerging program of research on normative multiculturalism in the United States, United Kingdom and New Zealand are described, suggestions for future research directions are presented, and policy implications are discussed.



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## **Hanna Zagefka (Royal Holloway University of London, United Kingdom). Future Directions for Multiculturalism Research**

Prof Hanna Zagefka will draw on insights from a broad program of research, spanning cross-sectional and longitudinal surveys of acculturation attitudes in different countries and with different minority and majority groups. From this will emerge three pressing priorities for future investigation. Firstly, much of acculturation research focusses on cognitive outcomes, i.e. attitudes. When and how do those attitudes translate into actual behavior? Secondly, dual identity seems to be more easily achievable for some groups and in some contexts compared to others. What are the moderating factors determining the success of a dual approach? Thirdly, the meaning of cultural adaptation differs for different types of minority groups. While for some groups adaptation of the majority culture spells economic success, for others it might spell the loss of the minority identity. How can these context-specific effects be taken into account when formulating policy recommendations on the basis of findings from acculturation research?

### **Session 2: The Values Perspective**

## **Sonia Roccas (The Open University of Israel) and Lilach Sagiv (The Hebrew University of Jerusalem, Israel). Personal Values, Tolerance and Group Diversity**

One of the fundamental societal effects of immigration is its effect on the diversity of the host society. Personal values play an important role in explaining reactions to immigrants in particular and to increased diversity in society in general, because the motivational goals at the core of many values bear directly on intra- and intergroup processes. In this presentation we will review literature relating values to a variety of emotions, attitudes and behaviors that express tolerance towards minority groups and present some examples for such relationships. Recent studies show that values exert their influence on reactions to immigration in additional, more subtle ways: They affect the way in which people represent the diversity of their groups, and moderate their reactions to changes in these representations. We will review research on values and group representation and discuss its implications for intergroup relations in a diverse society. We will present findings showing that emphasizing values that reflect the motivation to maintain the status quo and perceive the world in simple, known terms (conservation values) moderate the effect of raising the salience of group diversity on tolerance; people who emphasize conservation values are more tolerant when the group's homogeneity is made salient than when its diversity is made salient.

## **Anat Bardi (Royal Holloway University of London, United Kingdom). The Roles of Values in Immigrants' Adjustment**

Basic personal values (e.g., security, self-direction) have effects on a wide array of individual outcomes, including adjustment to immigration. The talk will review what we know about effects of values on different aspects of adjustment to immigration, but will suggest that for each role of values there is still much to be learned. After briefly introducing values and a widely used value model (Schwartz, 1992), three broad roles of values in immigrant adjustment will be presented and future directions proposed. First,



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values have a role in initial choices of migration – both the choice to migrate and the choice of the destination country. Second, value processes are involved with psychological responses to the experience of being a migrant. These include both predicting responses (such as well-being and belief change) and changes in personal values as part of psychological reactions. Finally, values change towards assimilation with the values prevalent in the host country as part of socialization into the culture of this country. As will be evident, we are only just beginning to scrape the tip of the iceberg of the potential of basic values to help understand the adjustment of immigrants.

### **Sophie D. Walsh (Bar-Ilan University, Israel) and Eugene Tartakovsky (Tel Aviv University, Israel). A Threat-Benefit Theory of Appraisal of Immigrants by the Local Population**

Academic discourse on the attitudes of the host population toward immigrant groups has tended to stem mainly from theories of threat (Stephan & Stephan, 2000) and intergroup conflict and competition. However, research has also shown that many members of the host population also hold positive attitudes toward the incomers. In our talk, we would like to present a new Threat-Benefit Theory (TBT) in which attitudes of the host population toward immigrants can incorporate both perceptions of threat and benefit. In addition, the model suggests that a) specific immigrants will represent varying levels of differing threats (economic, physical, modernity, social cohesion) and benefits (economic, social cohesion, cultural diversity humanitarian); b) levels of threats and benefits will be related to characteristics of the individual in the host population, including their Personal Value Preferences (Schwartz, 2012) and sociodemographic factors such as gender, educational level and religiosity; and c) the attitudes that they hold will impact on behavioral and affective outcomes (e.g. support for specific policy orientations, sought contact with immigrants and levels of burnout in a professional capacity when working with immigrants). A deeper and more nuanced understanding of the attitudes that individuals in the host population hold toward immigrants from specific groups can allow development of policy and intervention focused on enhancing relationships between the groups.

### **Session 3: The Cultural Identity Perspective**

#### **Seth J. Schwartz (University of Miami, Florida, the USA). A Multidimensional Model of Acculturation: Implications for Immigrant Health and Well-Being**

This presentation outlines the multidimensional acculturation model introduced by Schwartz et al. (2010), as well as empirical work linking the model to health outcomes. Prior work on acculturation was extremely fragmented, with separate literatures on cultural practices (Smokowski, Rose, & Bacallao, 2008), in terms of cultural values such as individualism and collectivism (Ryder, Alden, & Paulhus, 2000), and in terms of ethnic and national identity (Schildkraut, 2014; Umaña-Taylor, 2011). Schwartz et al. proposed integrating these three streams of work into a single model of acculturation. See Figure 1 for an example. The three domains are not assumed to be reducible to a single latent construct. For example, immigrants may learn the language of their new country soon after arriving, but they may not identify with that country until later – and may not adopt the values characteristic of that country until much later, if at all. Empirical



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research thus far has supported this multidimensional model. Schwartz et al. (2011) found that, among a sample of first and second-generation immigrant college students in the US, heritage practices, collectivist/interdependence values, and heritage/ethnic identity were all modestly interrelated, as were US practices, individualist/independence values, and national identity. Schwartz et al. (2015) found that, among a sample of Hispanic recent-immigrant adolescents in the US, heritage and US acculturation components changed similarly within each domain (i.e., either both components increased or both components were consistent over time) across a 2½ year period. Schwartz et al. (2016) found that parent-adolescent discrepancies in all three heritage-culture components – practices, values, and identifications – predicted lower well-being, greater depressive symptoms, more externalizing problems, and greater odds of binge drinking. A latent transition analysis (Lee et al., under review) has supported the sequencing of shifts in acculturation domains – practices first, then identifications, and finally values.

### **Gabriel Horenczyk (The Hebrew University of Jerusalem, Israel). “Conflicted Biculturalism”: the Connection Between Perceived Ethos of Conflict and Bicultural Identity Integration**

There is no doubt that the increased globalization has brought social and cultural groups together, thus enhancing intergroup contact and harmony. However, this process has also brought onto the surface tensions, as intergroup conflicts, which were previously limited to certain regions, and social groups are now becoming a global concern. In this presentation, I bring together two major constructs that may assist us in understanding the perceived relationships between cultural groups today, and the extent to which they are reflected in the internal cultural dynamics. First, I discuss perceptions of conflicts among cultural in-groups, as conceptualized and measured by the term “ethos of conflict”, and their connection with individual well-being. Second, I will examine the nature and extent to which these conflicts are represented in the manner by which the individual perceives his/her own cultures, as conceptualized and measured by the term “bicultural identity integration”. As the Israeli society is a unique laboratory for understanding such processes, I will review relevant findings from data collected by Yoav Bergman and myself in contexts of “conflicted biculturalism” – among Palestinian Arab Israelis and among Ultraorthodox Jews in Israel. I will argue that the examination of the complex relationships between ethos of conflict and bicultural identity may be important for understanding the manner by which the individual in conflictual acculturative contexts constructs both his or her internal and external representation of intergroup relationships.

### **Yoav Bergman (Ariel University, Israel). Biculturalism in a Broader Context: Cultural Generativity and Intergenerational Relationships**

Research has demonstrated the importance of personal and personality factors in the successful cultural adaptation and adjustment during and following the acculturation process. In my presentation, I will review current knowledge pertaining to the role of attachment patterns with regard to immigrants’ adjustment, both as a direct predictor and as a variable moderating the connection between acculturation factors. Furthermore, I will suggest that in order to obtain a more comprehensive understanding of this role, we need to take into account additional factors which shape one’s internalization of the two cultures



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on the one hand, and cultural expectations on the other hand. I will argue that it is important to examine a broader context of internalized intergenerational connections, and to consider the intergenerational transmission of cultural values, as represented in the term “cultural generativity”. I intend to base this argument on data collected with Prof. Gabriel Horenczyk, and present initial findings which link cultural generativity, attachment, and various aspects of biculturalism, and connect these factors with socio-cultural and psychological adaptation.

#### **Session 4: The Life Stories Perspective**

##### **Gadi BenEzer (College of Management, Israel). On Their Way: The Psychology of Children on Migration Journeys**

Research in migration and refugee studies, including the psychology of migration, deals mostly with either one side of the migration continuum or the other: that is, with processes occurring either in the migrants'/refugees' country of origin or in their country of arrival. The way in between - the journey - has not been a focus of research attention in the two fields. That is in spite of the known fact that many migrants and refugees go through a very significant journey – long, eventful, at times psychologically traumatic. In this lecture I shall try to focus on the challenge that these journeys put forward for researchers in migration psychology. Based on a particular example, I shall try to understand the experience of the journey and its meaning for those who went through such a migration journey during their childhood. This paper is part of a larger study focusing on the journey narratives of Jewish migrants who have arrived Israel from around the world in the years prior and following the establishment of the state. I interviewed of people mostly in their 70s or 80s years of life, whose journeys had originated in Afghanistan, Poland, Iraq, Argentine, China, Libya, Syria, Romania, Ukraine, Yemen, and in other countries. In this lecture I shall examine the way in which the experiences of these journeys are woven into the period of childhood and how they shape and influence the developmental and other psychological processes of the wayfarers, during that time and later in their lives. Some theoretical implications will be discussed.

##### **Maya Benish-Weisman (The University of Haifa, Israel). The Subjective Nature of Ethnic Identity**

Previous studies have stressed different aspects of ethnic identity, from simple self-identification labels (Kiang, Perreira, & Fuligni, 2011) to complex definitions stressing different aspects of identify (e.g. Umaña-Taylor, Yazedjian, & Bámaca-Gómez, 2004). As they draw on large samples, these quantitative studies can teach us about the strength or valence of identity, about identity development (e.g. Crocetti, Rubini & Meeus, 2008), and about how it relates to other variables, such as well-being (Rivas-Drake et al., 2014). However, they reveal very little about the subjective content of ethnic identity. When two people define themselves as Americans (or Israelis) do they mean the same thing? In my lecture, I will discuss various ways to tap into the subjective content of ethnic identity. I will focus on *self-attributed characteristics* (Ashmore, Deaux, & McLaughlin-Volpe, 2004; Ferdman & Horenczyk, 2000) whereby people are asked to define the characteristics of their ethnic identity in terms of personal characteristics, values, style, taste, attitudes toward life, and behavior. They are asked to rate themselves on each of these characteristics to compose an aggregate ethnic identity score. This mixed method measurement builds a



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bridge between quantitative examination of the strength and valence of ethnic identity and the unique content of a person's identity.

### **Julia Mirsky (Ben-Gurion University of the Negev, Israel). Qualitative Research on Immigrants' Lives in Israel: Implications for Theory, Practice and Higher Education**

In the past decade, the use of qualitative research methods in the study of various psychological aspects of immigration is increasing. The unique contribution of these methods, and especially of the collection and analysis of immigrants' narratives, is the possibility to go beyond the so-called "objective" data and gain insight into the subjective experiences of immigrants. Through immigrants' narratives, it may become possible to diagnose culture-bound mental health phenomena that are not reflected in western standard classification tools. Factors that have not been hypothesized as playing a role in the psychological adjustment in migration may emerge from immigrants' spontaneous narratives. Finally, the act of telling about their experiences may serve as a healing and empowering process to the immigrants themselves. In this presentation, I will describe a research and education project focused on immigrants' narratives and will illustrate its potential contributions. Through a qualitative, seven-year follow up on immigrant families, I will demonstrate how the role of time in the psychological adjustment in migration can be clarified and how psychological conceptualizations as to the course of adjustment in migration can be refined. With the help of a narrative study on mentally ill immigrants, I will demonstrate how behaviors that would have been classified as "defensive" according to western norms, can be seen as conducive to the recovery process and informative for devising culture sensitive interventions. Finally, I will present examples for the application of immigrants' narratives in teaching and training in higher education.

### **Session 5: The Ecological Perspective**

#### **Dina Birman & Ed Trickett (University of Miami, Florida, the USA). Ecology of Acculturation in the Local and Global Context**

This paper approaches acculturation from an ecological perspective that views the acculturation process as an interaction of persons and their environments. Drawing on 25 years of research, we consider acculturation as a multidimensional process consisting of language, behavioral, and identity changes that immigrants experience as a result of coming into contact with a new culture. The ecological premise is that it is not meaningful to search for a link between acculturation and mental health in general, because the definition of successful adaptation depends on context. Acculturation can be viewed as a way of adapting to the environment, a way of accessing resources and social support, and constructing a sense of self in new contexts. In ecological theory the environment is conceptualized at various levels, including the more proximal contexts of life domains (home, school, work), as well as larger communities and neighborhoods. Our research suggests that the link between acculturation and adjustment is domain specific, dependent on the dimension of acculturation considered, and varies with co-ethnic density of other immigrants living in the same community/neighborhoods. More recently, increasing globalization requires us to consider context at a more macro, global level. In the prior century immigrants left their



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home country to resettle permanently elsewhere. Today migration is more fluid, with an increasingly diverse range of receiving countries. Today we use the term migrant (rather than immigrant) to denote the transnational nature of their experience. With increasing diversity, we must also engage with the concept of intersectionality, and consider multiple identities, not only to cultural/ethnic, but also racial, gender, and other aspects of diversity. To wrestle with these new realities, the field needs to engage in reconceptualizing the acculturation construct. To that end, qualitative research can help gain a rich understanding of the complexity of this changing process.

**Paul Vedder (Leiden University, Netherlands). Diversity in Community; Towards a Model of Growing Up in a Multicultural, Inclusive, Safe, Resilient and Sustainable society.**

For people to grow up healthy they need living spaces that are inclusive, safe, resilient, and sustainable. For social scientists to understand how people grow up and how this depends on context, they need to conceptualize the interaction between person and context. Given the depth and breadth of this challenge covering both human development and the development of society or living spaces, we momentarily lack an inspiring theory rooted in sound research. Yet such a theory is what fascinates many researchers of human immigration and integration. In psychology we have several broad, inspiring and ecological theories, the most well-known of which is Bronfenbrenner's bio-ecological model of human development. This model may be used as a template for exploring the development of individuals and groups as elements in the whole of an ecological system of actions and interactions of and between a far wider array of elements in the system. A first substantive focus of such a theory could be children's and adolescents' everyday multiculturalism. Everyday multiculturalism is presented as a process of positive interethnic contacts locally, characterized by interactions that, due to the contextualized nature of information sharing, hardly require abstract oral language skills. Everyday multiculturalism can exist even in a Zeitgeist characterized by polarized political discourses about conflictual cultural groups that are said to lack mutual respect and strive to seek dominance over each other. Creating and maintaining the positive qualities of everyday multiculturalism appears to be easier for children and adolescents than for adults. Children have a stronger motivation and better opportunities to find spaces that are less affected by ethnic divides or boundaries, e.g., in youth culture, but also in sports and schools.

**Derya Güngör (Yaşar University, Turkey). Common and Specific Acculturation Processes Related to International and Internal Migration**

Internal migration is increasingly common in developing countries with important ramifications for the socio-demographic landscape and intergroup climate in these settings. Despite growing interest in psychology of migration, most research has focused on internationally mobile people, which raises the issue of the relevance of common concepts and models to psychological processes ensuing internal migration. In particular, when an acculturation framework constitutes the backdrop against which we try to understand internal immigrants, some key phenomena, such as acculturation strategies, may not readily apply. In this presentation, current literature is reviewed and synthesized to gain insight on common and specific processes involved in international and domestic migration, with a focus on those related to



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psychological acculturation. The limitations of the acculturation framework and potential contributions from work on internal immigrants are discussed.

## **Session 6: The Developmental Perspective**

**Peter F. Titzmann (Leibniz-University, Hanover, Germany) and Rainer K. Silbereisen (Friedrich-Schiller-University, Jena, Germany). Adolescents or Immigrants? A Developmental Perspective in Acculturation Research.**

Recent advancements in acculturation research have repeatedly highlighted the need to implement more concepts from developmental psychology in the study of immigrants - and particularly in the study of immigrant adolescents. Nevertheless, many models and acculturation theories are still rather static and trait-like. Our presentation will draw upon empirical research to highlight different approaches of how developmental processes and conceptualizations can be implemented in the study of adolescent immigrants. The first approach is the longitudinal assessment and differentiation of developmental and acculturation-related changes. The second approach concerns various ways how developmental and acculturation-related predictors can be combined in the study of immigrant adolescents. The focus of the third approach is on developmental and acculturation-related stages in the long-term adaptation of immigrant adolescents. All these approaches are suitable to bring acculturation research forward, because it is decisive to answer the question of whether the behavior of adolescent immigrants is better explained by developmental or acculturation theory. Depending on the answer, intervention and prevention research has to develop universal, migration-specific, or a mix of both these measures.

**Nicolas Geeraert (University of Essex, United Kingdom). An Acculturation Tale of Stress Trajectories and Cultural Norms**

Using longitudinal survey data from intercultural exchange students ( $N = 2480$ ) travelling from and to 51 different countries, we explore different acculturation questions. When people relocate to a new country do they typically experience acculturative stress (a.k.a. culture shock) on arrival or do sojourners typically go through an initial 'honeymoon' phase? There is in fact little support for a 'one-size fits all' pattern for the so-called acculturation curve. While this problem has been studied for over half a century, the development of new research methods and statistical software in recent years means that this old question can be revisited and examined in a more rigorous manner. Latent Class Growth Analysis revealed five distinct patterns of change in stress: a J-curve, a U-curve, a mild stress, a minor relief and a resilience pattern. In addition, we examined how social norms impact sojourners' adaptation. This question is examined using the framework of cultural tightness, i.e. the extent to which a culture is characterized by social norms and tolerance for deviant behaviours. We hypothesized that both the country of origin and destination impact on adaptation. Sojourners travelling to a tighter culture were expected to be less adapted than those that go to loose cultures. In contrast, individuals who have been socialized in tighter cultures were expected to be more adapted than those in loose cultures, due to an awareness of the strength and importance of social norms. Further, the effect of cultural tightness was expected to be moderated by



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personality. How do social norms impact sojourners' adaptation? This question is examined using the framework of cultural tightness, i.e. the extent to which a culture is characterized by social norms and tolerance for deviant behaviors. Both the country of origin and destination may impact on adaptation. Sojourners travelling to a tighter culture were expected to be less adapted than those that go to loose cultures. In contrast, individuals who have been socialized in tighter cultures were expected to be more adapted than those in loose cultures, due to an awareness of the strength and importance of social norms. Further, the effect of cultural tightness was expected to be moderated by personality. We analyzed longitudinal data from intercultural exchange students (N = 2480) travelling from and to 50 different countries. The impact of tightness was examined in participants for which home and host country tightness scores were available (N = 889).

### **Elena Makarova (University of Applied Sciences and Arts Northwestern Switzerland (FHNW) and University of Basel, Switzerland). School Culture – Cultures of School: Acculturation and Adjustment of Minority Youth in the School Context**

Following the eco-developmental framework of human development (Bronfenbrenner, 1977) and the notion that the relationship between acculturation and adjustment is shaped by the surrounding context (Birman & Simon, 2014; Trickett & Birman, 2005), I will argue that research on acculturation of minority youth needs to consider the school context as one of the most influential in the process of ethnic minorities' psychological and socio-cultural adjustment. Based on a review of a large body of empirical research on acculturation, I will demonstrate how characteristics of the educational system and its culture as well as of the teaching and learning environment can support or inhibit the adjustment of ethnic minority youth. I will subsequently draw conclusions for further research on the acculturation and adjustment of minority youth in the school context by proposing a conceptual framework for the analysis of the school context as an immediate context of minority youth acculturation. Finally, I will highlight some challenges for research on youth acculturation and adjustment in a multicultural school environment.

### **Session 7: The Inter-Group Relations Perspective**

#### **Chan-Hoong Leong (National University of Singapore). “What does it take to be one of us?” Social Markers of Acculturation as a Framework for Intercultural Relations and Adaptation**

The transnational influx of immigrants is an enduring political conundrum for many developed economies. While many recipient societies have flourished due to the new arrivals, it has also triggered a broad range of social fractures linked to cultural identity and contestations. This fault line is not just divisive, but it has in recent years fueled an intense debate on what it means to be a member of the host society, what should be the socio-demographic contour of the nation (e.g., mono- or multiculturalism) and what should immigrants do to be accepted as a full fledged member in the host country (e.g., what language, customs and norms to adopt). While there are numerous theoretical and methodological frameworks on cultural identity and intercultural relations, the measurement and operationalization of these constructs offer limited insights on specific attributes that are important to acculturation and immigration policy. With this



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limitation in mind, an alternate approach using social markers of acculturation was proposed by Leong (2014). The markers are socially constructed indicators of inclusion (e.g., language, behaviours) for host nationals to benchmark against immigrants. An immigrant is accepted as a member of the host society if the former satisfies the key acculturation criteria. These quantifiable markers collectively reflect the degree of social inclusiveness, and it addresses specific areas that matter most for immigrants and recipient nationals. In essence, it aims to find out what are the important markers, the ease of acquiring the markers, and the gaps where host and immigrants hold divergent opinions.

### **Richard Y. Bourhis (Université du Québec à Montréal, Canada). Group Vitality and Migration Issues**

An emerging feature of the Interactive Acculturation Model (IAM) is the vitality of the minorities and majorities that compete to shape the integration and language policies regulating relations between contrasting ethnolinguistic communities (Bourhis & Montreuil, 2017). *Group vitality* is defined as that which makes a group likely to behave as a distinctive and collective entity within multiethnic settings (Bourhis & Landry, 2012). Group vitality is made-up of three basic socio-structural components: demographic strength, institutional control and social status. The more vitality an ethnolinguistic group has, the more likely that it will act and thrive as a strong collective entity. Conversely, ethnolinguistic groups that have weak vitality are vulnerable and more likely to assimilate within the dominant majority. Most minority and majority communities have an enduring desire to bolster their group vitality and to maintain and transmit their language and culture for future generations. *Exo-vitality* refers to individual subjective perceptions of the strong/weak vitality of ingroup vs outgroup communities. *Ego vitality* refers to group members' desire to mobilize or not to maintain and improve ingroup vs outgroup vitality. In divided societies, receiving communities tend to be more welcoming and favourably disposed towards migrant minorities seen to improve their own group vitality than towards other migrant groups seen to integrate within rival host communities. French/English case studies in Canada illustrate how receiving communities favour internal and international migrants contributing to their own group vitality rather than migrants contributing to competing host communities.

### **Dagmar Strohmeier (University of Applied Sciences Upper Austria, Austria). Promoting Positive Peer Relations in Multicultural Schools**

Being integrated in a community and having supportive relationships is a key for positive youth development. Successful integration influences psychological and socio-cultural adaptation, such as personal well-being and academic achievement. For immigrant youth, peer context provides a major acculturative arena. There is compelling evidence that relationships with peers play a large role in the development of children's cognitions, emotions, and behaviors. Despite increasing cultural diversity in schools, friendships between adolescents with same-cultural backgrounds are still more common than cross-cultural friendships. This preference for same-cultural friends is not only a result of personal choices but is also determined by the availability of same-cultural peers in schools and the friendship potential of a contact situation in multicultural classes. At the same time, bullying among students has emerged as a



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major concern for both researchers and practitioners countries all over the world. The main goal of this talk is twofold. The *scientific* goal was to integrate aspects of multiculturalism and migration into studies on positive and negative peer relations; the *societal* goal was to develop, apply and evaluate a national strategy and an evidence-based-program to improve the situation in (multicultural) schools. First, a conceptual model was developed by combining the main ideas of acculturation theory (Berry 1997, 2006) and the socio-ecological model (Bronfenbrenner 1979) and by applying a developmental perspective. Based on this conceptual model a series of empirical studies have been conducted to better understand (a) intercultural friendships and (b) bully-victim relationships in multicultural schools. Second, a national strategy to prevent violence in schools has been developed. As part of this strategy, the ViSC program has been nationally implemented in Austrians secondary schools. Both the national strategy and the ViSC program have been evaluated applying rigorous methodological standards. In this talk I will summarize the main results of the empirical studies; I will give a short introduction of the preventive approach developed in Austria to foster intercultural friendships and to combat bullying in schools; and I will share many of the lessons learned during this process.

## Session 8: The Family Perspective

### **Elma Lorenzo-Blanco (University of South California, the USA). Cultural Stress among Recent Immigrant Latino Families in the U.S.: Links with Family Functioning, Emotional and Behavioral Well-Being**

Latino immigrant families in the United States (U.S.) can experience cultural stressors related to navigating multiple cultural contexts and belonging to an ethnic-minority and stigmatized group (Conger et al., 2011; Tran, 2014). Cultural stressors can include acculturative stress, perceived discrimination, and a negative context of reception (Cano et al., 2015; Lorenzo-Blanco et al., 2016). Importantly, these cultural stressors can negatively affect the emotional and behavioral well-being of Latino parents and their adolescents. They can also negatively influence family relationships (e.g., Lorenzo-Blanco et al., 2016). In my talk, I will discuss three interrelated research studies on how parents' and adolescents' experiences with cultural stress can impact family relationships, parents' well-being, and the well-being of their adolescent children. Data for my research comes from a six-wave longitudinal study with 302 recently immigrated (<5 years in the U.S.) Latino parents (74% mothers,  $M_{age} = 41.09$  years) and their adolescent children (47% female,  $M_{age} = 14.51$  years). About half of the families lived in Los Angeles, California ( $N = 150$ ) and about half of the families lived in Miami, Florida ( $N = 152$ ). I will present research findings, discuss implications for preventive interventions, and also ways future research on cultural stress among immigrant families can be strengthened.

### **Robert S. Weisskirch (California State University, Monterey Bay, the USA). Cultural Differences in Language Brokering among Immigrant Families**

Language brokering is when children and youth from immigrant families translate, on behalf of parents or other adults, from their heritage language to the host language. Given that children often acquire



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linguistic skills in the host language at a faster pace than adults, it is not surprising that language brokering is a common and longstanding practice in immigrant communities. Recently, there has been study of the psychological, emotional, cognitive, and familial-relational outcomes of engaging in language brokering for children, youth, emerging adults, and adults. There is now a body of research representing different immigrant and cultural groups from various countries that have yielded disparate and complementary outcomes. To date, there has not been a cultural comparison of the findings, collectively. The disparate and complementary findings in the language brokering research may be rooted in cultural differences of the receiving countries and acculturative experiences of immigrant groups. With the mass migrations taking place globally, it may be useful to understand under what circumstances and how language brokering experiences contribute to positive and deleterious outcomes for children from immigrant families. Research findings may produce opportunities for creating assets-based, developmentally-appropriate interventions targeting immigrant families, which may enhance positive outcomes, minimize deleterious outcomes, and foster successful acculturation.

**Steven M. Kogan (The University of Georgia, the USA). Translating Research on Immigrant and Minority Youth into Family-Centered Prevention: Lessons from the Strong African American Families program.**

Considerable progress has been made in elucidating the effects of immigration on youths' development and adjustment. Immigration and acculturation-related stressors, including trauma, family disruption, economic distress, community disorder, and discrimination, take a toll on youth development. These stressors restrict youths' opportunities for success and undermine their development of emotion regulation, behavior regulation, and adaptive racial and ethnic identities. Accumulating evidence indicates that powerful factors that protect adolescents from immigration and minority-related stressors originate in the family environment, particularly in parents' caregiving practices. For many immigrant populations, reliance on family and extended kin networks is central to navigating life's challenges, and attachment to parents, parental monitoring, and family communication may be especially protective. Evidence indicates that youth exposed to protective parenting processes develop self- and emotion regulation, maintain engagement with school, and develop a positive ethnic identity despite multiple challenges. Consistent with these findings, evidence of the efficacy of family-centered prevention programs is mounting. Studies suggest that family-centered programs may yield more lasting changes than do individually oriented programs, particularly among minority and immigrant populations. Programs that target parenting also may have salubrious effects on parents' and siblings' mental health and well-being. In this presentation, core components and findings from the Strong African American Families (SAAF) program are presented as a heuristic model for = family-centered interventions with immigrant youth. In addition, recent findings from a pilot study to adapt SAAF to Ethiopian immigrant families in Israel are described. The challenges of adapting an evidence based program are discussed with a focus on commonalities and differences related to family norms, dissonant acculturation, youth identity, and the experience of discrimination. Recommendations for rapid, community-informed program development protocols are described to address the need for cultural and ecological specificity in program development.



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## **Session 9: The Mental Health and Psychological Well-Being Perspective**

### **Gonneke W.J.M. Stevens (Utrecht University, Netherlands). Immigration and Child Mental Health: Directions for Future Research**

Considering the large and growing percentage of immigrants throughout Europe, investigating the possible impact of immigration on child and adolescent mental health is of great importance. In line with the contradictory risk and resilience perspectives on immigration and mental health, previous studies have shown higher, equally high or lower average levels of mental health problems in immigrant compared to non-immigrant youths. In this presentation, I will discuss the most important theoretical notions concerning the impact of immigration on child mental health and provide a brief overview of the scientific literature. Based on this analysis, I will discuss several directions for future research focusing on two topics, and illustrate these with a number of empirical examples from the Health Behaviour in School-aged Children study. 1) Research on the relevance of characteristics of the receiving and sending country in understanding the impact of immigration on child mental health and 2) research exploring new explanatory mechanisms in the immigration-child mental health link, by not only focusing on stress and vulnerability but also on (the lack of) future perspectives.

### **Michal Tannenbaum (Tel Aviv University, Israel). Promoting Multilingualism: Emotional and Educational Aspects**

The immigration experience tends to involve various language dilemmas. Given the well-known greater emotional loading of L1 as compared to later-acquired languages, and the strong links between language and identity, linguistic patterns might be expected to have an impact on various individual and intergenerational emotional factors; as such, issues of language shift and language loss among immigrants deserve special attention. My talk will address two large scale projects. The first explored linguistic patterns and a range of emotional dimensions amongst immigrants who have come from various countries to Israel (including 1<sup>st</sup>, 1.5 and 2<sup>nd</sup> generations). Results point to significant relationships between language aspects and psychological features, including overall well-being and sense of family cohesion, with indications of an impact on the second generation as well. Apart from the relevance of these findings to a deeper understanding of the theoretical links between language and the emotional realm, these findings also relate to the other area I will address in this talk, namely the implications of such findings for the promotion of multilingualism in the educational system. I will present current findings of an ongoing large scale national project that aims to promote multilingualism in the Israeli educational system (funded by the Ministry of Education, conducted together with Prof. Shohamy). Multilingual education appears to be a novel way of addressing the requirements of an increasingly transnational, and linguistically diverse world, and have special relevance to immigrants and their descendants. Basing ourselves on research findings, theoretical models and current ideologies, we aim to promote expanded language repertoires, language rights, and tolerance, while replacing the 'one nation-one language' models, which have in the past dominated language policies, and are no longer appropriate. The effect of maintain immigrant languages on emotional well-being (as emerging from the first study presented), contributes further



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justification for the promotion of such policies by endorsing such languages and elevating their visibility in the educational system.

**Brit Oppedal (Norwegian Institute of Public Health, Norway). Is culture competence a valuable construct in the study of psychological adjustment among immigrant children and youth?**

Immigration, whether forced or volunteer, involves many changes and processes that increase the risk for psychological adjustment problems particularly among children and youth. Nevertheless, during the last decade, there has been a strong call for studies that focus on the resources of immigrant background children and youth that can contribute to positive developmental outcomes among them. At the same time, scholars have continuously pointed to the lack of culture in acculturation research and a need to better understand the relation between acculturation and developmental psychology. In response to all this we have suggested a new psychological construct of culture competence, based on social-cognitive theory and empirical findings. According to these, self-perceived competence and efficacy are associated with self-regulatory processes, and contribute substantially to lowering the levels of depression and anxiety. In particular, perceiving oneself to be competent in tasks that are highly valued and personally significant, has a strong link to individuals' mental health. For children growing up in multi-cultural contexts, gaining culture competence within both the heritage and the majority culture is necessary for them to succeed within and feel a sense of belongingness to both cultural domains. Culture competence involves knowledge and skills about verbal and non-verbal communication and patterns of interpersonal behavior, and the values underlying these. The aim of this presentation is to further our understanding of child development in acculturation context. We first discuss the potential of culture competence as a developmental task for children growing up in bi- or multi-cultural contexts. Next, we use data from a representative population based sample of 918 unaccompanied minor asylum-seekers, to show age and length of stay variation in culture competence, in addition to the relation between culture competence and mental health outcomes.