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On the Move: Transition Programs in International Schools

by

Robert P. Risch

Presented to the Graduate and Research Committee

of Lehigh University

in Candidacy for the Degree of

Doctor of Education

in

College of Education

Lehigh University

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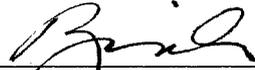
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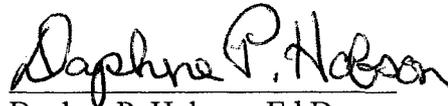
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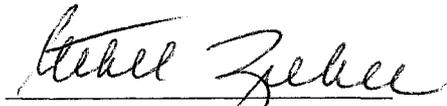
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Finally, I dedicate this document to my family: My parents, Grant and Elly Risch, who raised four successful TCKs without any transitional assistance; my wife, Patti Risch, whose love and devotion provides ongoing encouragement and strength; and our children, Lilly, Peter, and Jesse, who were the original reason I became interested and involved with the topics of TCKs and transition programs in international schools. My family has been inspirational to me throughout this process and throughout my life.

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Abstract

On the move:

Transition programs in international schools

This investigation surveyed international schools in the East Asia Regional Council of Overseas Schools (EARCOS) to determine the extent to which transition programs existed in these schools and to describe the characteristics of these programs. The literature review established a profile of characteristics common to internationally-mobile students who attend international schools world-wide. These students are referred to as Third Culture Kids (TCKs). The literature review also provided a rationale for establishing transition programs to address the transitional needs of TCKs. Finally, the literature yielded a list of components that would encompass a comprehensive transition program. A survey instrument was created from this list.

The survey was distributed to 104 schools in the EARCOS region, and 58 responses were received, representing a 56% response rate. Almost four out of five schools reported having either a formal or informal transition program. Approximately one out of every five schools had no program. Temporal reasons were the single largest constraint. Only three schools indicated that they were not aware of a need for transition programs, which represented 5% of all responding schools.

The specific components of transition programs were present in varying degrees. These programs were generally well established in easing initial adjustment to the school. A substantial majority included components to help students further integrate within the school and establish their own strategies to manage transitions.

The data generally showed a need for schools to provide more focus on components involving leave-taking, including helping students with re-entry to their home culture.

The findings have several implications for practitioners. Schools that are considering starting a transition program are advised to focus on those components aimed at facilitating the initial adjustment and integration of students. Regional associations like EARCOS can provide forums for promoting and establishing transition programs. University programs offering degrees in international school counseling and educational leadership should examine their courses so that teaching about TCKs and their identified commonalities and characteristics is included, as well as issues related to frequent transitions.

CHAPTER 1

Introduction

Over the past century the number of dependent children accompanying their parents to job-related assignments outside of their native country has grown substantially, to the point at which they exceeded an estimated one million as early as 1992 (Gerner, Perry, Moselle & Archbold, 1992). This growth has continued and will continue further as companies conduct business on a global scale and assign their employees to offices throughout the world. To serve these children, the number of international schools has increased dramatically as well, from an estimated 50 in 1964 (Bereday & Lauwerys, 1964, cited in Hayden & Thompson, 1997) to an estimated 1,000 in 1995 (Hayden & Thompson, 1997), and between 1000 and 2000 in 2002 (Heyward, 2002).

While no agreed-upon definition for what constitutes an “international” school or international education is available from the literature, “It is often associated with the related concepts of global, intercultural, multinational and multicultural education...” (Thompson, 2002, p. 5). Others have taken part in the discussion without arriving at an agreement (Al Farra, 2000; Cambridge, 2002; Gellar, 2002; Heyward, 2002; Hill, 2002; McKillop-Ostrom, 2000; Pearce, 1998; Skelton, 2002; Sylvester, 2002). For the purposes of this study, the term international schools will be used to refer to schools offering an educational program, in English, to multiple nationalities, and the representative group of international schools will be those who were part of the East Asia Regional Conference of Overseas Schools (EARCOS) as

listed in the 2007-2008 EARCOS Member Directory (EARCOS, 2007). The EARCOS constitution includes the following definition: “Overseas schools are defined as elementary and secondary schools of American and/or international character which offer an educational program using English as the primary language of instruction and which are governed by their own school boards or other competent authorities” (EARCOS, 2007, p. III).

In general, some international schools offer a challenging curriculum patterned along the lines of requirements published for schools in the United States or Great Britain and adapted to meet the needs of the multi-national student body. Others offer curricula developed over the past 40 years by international educators for international schools. The debate and recognized need of a more “international” curriculum has led to the development and rapid growth of programs offered by the International Baccalaureate Organization (IBO). The IBO originally developed curriculum to promote international understanding and world peace at the time of the creation of the United Nations, through an initiative at the International School of Geneva (Fox, 1998). Since then, the IBO has developed three programs of international curriculum for primary, middle, and secondary schools.

The major U.S. regional accrediting associations such as Middle States, New England, North Central, Southern, Northwest, and Western accredit many, though not all, international schools. These schools are also often members of regional world-wide organizations such as the European Council of International Schools, Near East South Asia Council of Overseas Schools, and East Asia Regional Council of

Overseas Schools. The most competitive institutions of higher education world-wide regularly accept graduates of these international schools.

The make-up of the student populations in these international schools is as varied as the schools themselves. Many are children of expatriates employed by international businesses and corporations, non-governmental organizations, embassies and other governmental institutions, educational institutions, and religious organizations. In general, they are the children of a multi-national expatriate community, although many international schools also include host national children, sometimes even a majority of these. Most children attending international schools come from an above-average socio-economic background. Their families place emphasis and value on high quality education, and expect their children to continue on to tertiary or higher education.

Regardless of the academic quality and reputation of international schools, studies have found that some students entering international schools can face a difficult adjustment to the culture in which they are relocated and its native language (Frederick, 1996; Langford, 1998; McKillop-Ostrom, 2000; Nathanson & Marchenko, 1995; Schaetti, 1998). Many of these students are also limited to relatively short durations within these schools, and are often faced with subsequently adjusting to another school, culture, and language when their parents move again.

This pattern of international mobility and transient education has led some authors and researchers, as well as administrators and faculty of international schools, to call for, and develop, programs aimed at facilitating the transition to and from international schools (Gerner, 1990; Langford, 1998; McKillop-Ostrom, 2000;

Pollock and Van Reken, 2001; Preston, 2003; Rader and Sittig, 2003; Risch, 2004; Schaetti, 1998, 1996b). However, few studies have focused on the pedagogical issues concerning transition programs. Thus, the purpose of this investigation was to survey international schools in the EARCOS region to determine the extent to which transition programs exist in these schools and to describe the characteristics of these programs.

Literature Review

Third Culture Kids: Definition

Useem (1993) first coined the term “Third Culture Kids” (TCKs) in the 1960s. She used it to refer to children who were living outside of their home country (first culture) in a host country (second culture). Since these children did not actually feel complete belonging to either of these cultures, they developed their own “third culture,” which blended their first and second cultures, as well as any further ones from previous host countries or from their parents’ background. Useem (1993) made field observations on expatriate communities, overseas schools, and TCKs in 76 countries during the years 1952-1985. She found a consistent pattern of lifestyles which were developed, shared and learned by these individuals who were relating their cultures to other cultures. She described common characteristics, or an emerging profile, among these individuals, regardless of their nationalities or cultural backgrounds. These characteristics, or profile, will emerge from this section of the literature review which will synthesize her work and those of other investigators.

Historically, the U.S. foreign services, military, and missionaries began to examine the effects of international mobility on their children before the post-World War II increase in international business. The findings from missionary TCKs (referred to as MKs – Missionary Kids) and military TCKs (referred to in the literature and their own circles as MBs – Military Brats) show differences in some of the areas examined, but general agreement with most findings in TCK research (Cottrell, 1993; Pollock and Van Reken, 2001). For the purposes of this study, these and any other sub-groups were considered as part of the larger TCK population.

Pollock and Van Reken (2001) extended Useem's (1993) work by developing the following definition which has become the most commonly used in the literature.

A Third Culture Kid (TCK) is a person who has spent a significant part of his or her developmental years outside the parents' culture. The TCK builds relationships to all of the cultures, while not having full ownership in any. Although elements from each culture are assimilated into the TCK's life experience, the sense of belonging is in relationship to others of similar backgrounds (Pollock & Van Reken, 2001, p. 19).

Instead of referring to TCKs, McCaig (1984) and Schaetti (2006) used the term Global Nomads. Their definition for these children is much like Pollock and Van Reken's (2001) for TCKs:

Global Nomads are individuals of any age or nationality who have spent a significant part of their developmental years living in one or more countries outside their passport country because of a parent's occupation. Global Nomads are members of a world-wide community of persons who share a unique cultural heritage. While developing some sense of belonging to both their host culture(s) and passport culture(s), they do not have a sense of total ownership in any. Elements from each culture and from the experience of international mobility are blended, creating a commonality with others of similar experience. Global Nomads of all ages and nationalities typically share similar responses to the benefits and challenges of a childhood abroad (Schaetti, 2006, p. 1).

Given the similarity of the definitions for TCKs and Global Nomads, the terms TCKs and Global Nomads will be considered as synonymous and interchangeable for the purposes of this study. This decision to view these terms as synonymous was consistent with other authors in the field, such as Langford (1998), McCaig (2001) and Zilber (2005). The term TCK will be used consistently throughout this study to represent these children.

Third Culture Kids: Research with Students Enrolled in International Schools

Several studies (Delin, 1986; Frederick, 1996; Gerner, Perry, Moselle & Archbold, 1992; Hayden, Rancic & Thompson, 2000; Hayden & Thompson, 1997) have examined TCKs while they were enrolled in international schools and found common attributes in their adjustment to living overseas and to international mobility. These attributes consist of both positive aspects (enrichments, benefits) and negative aspects (hindrances, challenges), as well as paradoxical relationships between the two. Some positive aspects of the experience include: an expanded worldview and open-mindedness, a greater tolerance and appreciation of and for cultural differences, flexibility, independence, family closeness, and the ability to converse in more than one language. Negative aspects that appear consistently are: a struggle with identity, a sense of rootlessness, and issues related to frequent changes in friendship groups.

Some authors (Cottrell, 1993; Cottrell & Useem, 1993a; Cottrell & Useem, 1993b; Delin, 1986; Fail, 1995; Frederick, 1996; Pollock and Van Reken, 2001; Useem and Downie, 1976; Useem, Useem, Cottrell & FinnJordan, 1993), both from these studies and from studies on adult TCKs (ATCKs) which will be examined in

subsequent sections of this paper, found consistent paradoxes among the positive and negative outcomes, such as: frequent changes in friendship groups cause TCKs to seek comfort and friendship within their families, resulting in a greater sense of family closeness. Similarly, the experience of losing friends frequently due to family movement also manifests itself in the positive sense by TCKs' greater independence and flexibility, as well as open-mindedness and tolerance regarding forming new friendships. The following examination of several key studies will serve to illustrate these points, as well as provide more detailed information on common characteristics attributed to TCKs.

Gerner, Perry, Moselle and Archbold (1992) surveyed 1,076 students in three secondary schools - two international schools in Egypt and Thailand, and one public high school in the United States. The authors compared the responses of U.S. adolescents who lived overseas to those from U.S. adolescents who had only lived in the United States. The overseas students consistently rated themselves as more culturally accepting, more interested in travel, more interested in learning other languages, and more interested in following an international lifestyle in the future than their counterparts in the U.S. This study reported only the positive aspects of an overseas international school experience for U.S. adolescents, and these results showed remarkable similarity to those from two European-based studies (Hayden, Rancic & Thompson, 2000; Hayden & Thompson, 1997).

Hayden, Rancic and Thompson (2000) surveyed 1,263 students from 75 nationalities in 43 international schools based in 28 countries, as well as 226 secondary teachers of 24 different nationalities to obtain their overall perceptions of

what it means to have an “international” perspective. The nature of this survey only extracted aspects of an international school experience that can be considered as positive, similar to the survey by Gerner et al (1992). The authors reported findings which show strong agreement among teachers and students in their ratings of the following items: being interested and informed about other people and parts of the world; agreeing with factors relating to open-mindedness and flexibility; having attitudes which place the cultures and views of others on a par with one’s own; showing respect for others and respecting the rights of others to hold views contrary to one’s own; and, being able to speak more than one language fluently. While the wording of the results is different from that used by Gerner et al (1992), the consistency in the general characteristics described is apparent, and further reinforced by the following study.

Hayden and Thompson (1997) surveyed 3,536 16-18 year old students from international schools based in 36 countries. Their primary purpose for this particular study was to compare results from a selected group of six international schools that were part of the group known as European Community Schools to other international schools located in Europe and to other international schools world-wide. The results from their study that pertain to this literature review showed consistent results from all three sub-groups that formed their overall sample. These results are what the authors called the set of “universals” valued by international students worldwide. These six universals are as follows: learning in class about other countries, learning in class how to consider issues from more than one perspective, being taught to be tolerant of cultures whose practices are different from one’s own, being taught that all

cultures are equally valid, mixing with students from a number of cultures within classes at school, and taking examinations acceptable for university entrance in a number of countries. The last of these is obviously pragmatic in nature, and the other five further enforce the developing pattern of positive characteristics attributable to an international school education and TCK experience.

Unlike the previous studies which presented only positive opinions about an international experience, the next two studies (Delin, 1986; Frederick, 1996) included results that addressed both positive and negative characteristics of the TCK experience. These studies were also the first to describe the paradoxes of the TCK experience.

Frederick (1996) conducted an ethnographic study with on-site interviews and observations at the Alliance Academy in Quito, Ecuador, an international school with a student population of approximately 500. She focused mostly on young TCKs in grades K-4 and found both positive characteristics, which she labeled as enrichments, and negative ones, which she called hindrances. Specifically, she identified language, leave-taking, and not fitting in as difficulties which these young TCKs felt were hindrances in their lives. At the same time, several enrichments were identified which included second language ability, travel, family closeness, friendships that will last forever, acceptance of others, and a broader worldview. Frederick (1996) found that these hindrances and enrichments developed in a paradoxical way in these young TCKs and explained this relationship in the following manner: “The theory emerging from perceived TCK hindrances is that very early in life TCKs are adept at facing difficulties and turning hardships, even hindrances, into long-range advantages in

identity development” (Frederick, 1996, p. 267). Specifically, the hindrance of language – in this case newly arrived students not knowing the Spanish language of Ecuador - turned into the enrichment of second language ability over time. Similarly, the hindrance of constant leave-taking manifested itself in developing family closeness and friendships that lasted through time and global movement. The fact that these young TCKs already saw themselves as not fitting completely into either their home or their host culture resulted in a greater acceptance of others and a broader worldview. The author summarized one of these paradoxical relationships between identified positive and negative aspects of the international school experience for these young TCKs in the following paragraph:

For the early childhood TCK, identity distinction emerges from realizing the two distinct cultures that influence their lives (U.S. and Ecuador)... Identity distinction surfaces after returning to their home culture and realizing they are not the same as others; they are not the “norm” in society. Identity distinction is established through the TCK family, not a home location. Identity distinction is enhanced by a broad worldview that allows the early childhood TCK to see divergency around them and accept others for their value, not be prejudiced by their differences. Identity perception for the early childhood TCK is perceived as “we,” first in relationship to the family, and then in relation to the third culture lifestyle rather than to either distinct culture (Frederick, 1996, p. 271).

Frederick’s (1996) study presented data on a younger population of TCKs, which is consistent with the data from the ones examined previously on older students (Gerner, Perry, Moselle & Archbold, 1992; Hayden, Rancic & Thompson, 2000; Hayden & Thompson, 1997). At the same time she also identified negative aspects, and developed an argument for a paradoxical relationship between positive and negative ones.

In a similar study at the Cairo American College, a Pre-Kindergarten to grade 12 international school of approximately 1,400 students in Egypt, Delin (1986) focused on the identity characteristics of 7th to 12th grade TCKs. She found the same family closeness, along with self-directedness - or independence - and responsibility as positive characteristics cited by both students and their teachers. In interviews and through surveys the students and their teachers also identified a high level of self-confidence and ability to adapt to change as further identifying characteristics. On the other hand, a sense of homelessness and rootlessness were often cited. Like Frederick (1996), Delin (1986) described a paradoxical relationship between characteristics that can be viewed as positive and negative. She summarized this relationship in the following manner:

The complexity of the identity characteristics of the TCK is largely the reflection of the diversity of the reference groups, and their norms. Diversities of life style and norms do not result in a structural chaos for the individuals, but a functional unity Due to the mobile nature of their space and time, uprootedness becomes rootedness. The dynamism, change and the diversity of life style are the nature of the relational identity of the TCK. Within this diversity, and its resultant homogeneity, lies the cultural norms of the TCK, where the conflicts and consensus exist together (Delin, 1986, p. 225).

The literature review of studies on students enrolled in international schools who exhibit a mobile lifestyle yielded a consistent emerging profile of common characteristics among them that can be viewed as positive and negative, as well as a paradoxical relationship between the two. A review of retrospective studies on adults who experienced a TCK childhood follows, and substantiates as well as expands this profile.

Third Culture Kids: Retrospective Studies of Adults

Several authors (Cottrell, 2007; Cottrell, 2002; Cottrell, 1993; Cottrell & Useem, 1993a; Cottrell & Useem 1993b; Fail, 1995; Pollock & Van Reken, 2001; Useem & Downie, 1976; Useem, Useem, Cottrell & FinnJordan, 1993) have gathered data from adults who experienced a lifestyle of international mobility as children. Fail (1995) surveyed 38 adults who graduated from international schools 20 years prior to the distribution of the survey. She reported 42% residing outside of their passport country; 97% had gone on to higher education for an average of 5.4 years; 61% had jobs with international aspects; and 84% spoke at least two languages. These findings confirmed what Gerner et al (1992) found about the perceptions of international adolescents, as well as those of Hayden, Rancic and Thompson (2000) and Hayden and Thompson (1997). Fail (1995) also addressed the issue of rootlessness, one of the consistently cited negative aspects of the TCK experience. In rating their sense of belonging to a country, geographic area, community and to particular relationships, participants consistently rated their strongest sense of belonging in terms of relationships rather than place. These results reinforced the last sentence of Pollock and Van Reken's (2001) definition of a TCK – "...the sense of belonging is in relationship to others of similar experience" (p. 19).

Following the theme of identifying with relationships more than place, Useem and Downie (1976) surveyed 150 college-age TCKs and found that not one of them preferred to pursue a career exclusively in the United States. Additionally, only 7% reported feeling "at home" with U.S. peers, while 74% said they felt most comfortable with others who had lived abroad. The results from these young adults

are consistent with the findings from surveys given to adolescents in international schools (Gerner et al, 1992).

Useem, Useem, Cottrell and FinnJordan (1993) received responses to their 24 page questionnaires from 604 American adult TCKs (ATCKs) whose child/teen years outside the U.S. were during the post WWII / Cold War period and who were living in the U.S. at the time of the study. The authors conducted several studies on the original data (Cottrell, 2007, 2002, 2000, 1993; Cottrell and Useem, 1993a; Cottrell and Useem, 1993b; Useem, 1993; Useem, Useem, Cottrell & FinnJordan, 1993).

One of these studies (Useem, Useem, Cottrell & FinnJordan, 1993) focused mostly on the education levels achieved by ATCKs. Results indicated that 81% of these ATCKs had earned at least a university bachelor's degree (compared with 21% of the population of the United States) and half of those went on to earn master's degrees and doctorates. The authors commended educators from international schools for their positive contributions to these ATCK successes. However, the ATCKs often took more time to obtain their degrees; 44% were out of synch with their age group, receiving their bachelor's degree after age 22. Additionally, 38% did not earn a degree from the first college they attended. Further analysis of the original data (Cottrell, 2007) provided the following additional information confirming the academic achievement levels of these American ATCKs: All but nine of the 604 respondents had some education after high school; 94% began post-secondary education within one year of high school graduation (84% in the same year); 81% attended no more than two institutions during undergraduate studies (note that the second institution might have been study abroad or a summer program); 81%

completed a BA (63% of those within four years, 90% within six years); 39% completed at least an MA; and 11% completed a doctoral degree (Cottrell, 2007).

Based on further data from these questionnaires, additional studies (Cottrell, 1993; Cottrell and Useem, 1993a; Cottrell and Useem, 1993b) established that: a) ATCKs are internationally experienced and continue their international involvement; b) ATCKs are adaptable and relate easily to a diversity of people; c) ATCKs are helpers and problem solvers; and d) ATCKs feel different, but not isolated.

Specifically, the finding, ATCKs are internationally experienced and continue their international involvement, is based on results from surveys in which over 90% of the respondents rated themselves as having more understanding and awareness of other people and cultures than most Americans (Cottrell, 1993). Additionally, the data showed a high level of continuing international activity such as keeping informed about international affairs, traveling, internationally-related occupations or volunteer activities, maintaining a current passport, and speaking a foreign language.

The second finding was that ATCKs are adaptable and relate easily to a diversity of people. This finding was based on survey results in which over 80% of the respondents reported that, regardless of differences such as nationalities, race, ethnicity or religion, they can relate to anyone. They also reported feeling at home everywhere (as well as nowhere, a concept that will be further examined as part of the fourth statement).

The third finding was that ATCKs are helpers and problem solvers. This result manifested itself through almost 90% of respondents' confidence that they could usually figure out a way to handle unexpected situations, as well as ATCKs reaching

out to others who appear unsure and also acting as mediators in helping to resolve conflicts.

Finally, the last finding, ATCKs feel different, but not isolated, is significant in addressing the previously mentioned negative aspects of the TCK experience related to identity formation and the feeling of rootlessness. ATCKs clearly are different from their American counterparts who have never lived overseas. They do not identify with any particular ethnic group, and nearly half of them do not feel central to any group at all. Many stressed the fact that they do not feel at home anywhere, while others reported feeling at home everywhere; often, respondents agreed with both of these statements. The most difficult adjustment for ATCKs surveyed was re-entry (which for some was really the first entry) to America; not “feeling central to any group at all” was in this case painful and isolating, and for some these feelings continued to the time they were reported in the survey. However, the majority of respondents rejected statements in the survey that addressed issues of isolation and alienation, and three-quarters of all respondents felt satisfied with the way their life had unfolded.

The combined results of studies on ATCKs (Cottrell, 2007; Cottrell, 2002; Cottrell, 2000; Cottrell, 1993; Cottrell & Useem, 1993a; Cottrell & Useem, 1993b; Fail, 1995; Pollock & Van Reken, 2001; Useem & Downie, 1976; Useem, Useem, Cottrell & FinnJordan, 1993) were quite consistent with the findings from studies in international school settings (Delin, 1986; Frederick, 1996; Gerner, Perry, Moselle & Archbold, 1992; Hayden, Rancic & Thompson, 2000; Hayden & Thompson, 1997). Although these studies found positive and negative life outcomes for TCKs, Pollock

and Van Reken (2001) summarized the relationship between them in the following manner:

The often paradoxical benefits and challenges of this profile are sometimes described as being like opposite sides of the same coin, but in reality they are more like the contrasting colored strands of thread woven together into a tapestry. As each strand crosses with a contrasting or complementary color, a picture begins to emerge, but no strand alone tells the full story. For example, the high mobility of a TCK's life often results in special relationships with people throughout the world, but it also creates sadness at the chronic loss of these relationships. That very pain, however, provides opportunity to develop a greater empathy for others (Pollock & Van Reken, 2001, p. 78).

The literature review on TCKs yields a consistent TCK profile - children and adults who have developed certain characteristics as a result of beneficial aspects of the TCK experience. The list of these includes being: independent, flexible, observant, creative, sensitive, good judges of character, high achievers, and highly educated. At the same time these individuals can also be challenged by a struggle with identity, lack of knowledge about one's own culture, feelings of rootlessness and exclusion, loneliness as friendships change, feeling out of synch, hesitancy to commit until they have had a chance to observe expected behavior, potential of quietly withdrawing rather than making fools of themselves or hurting the feelings of others.

Given this profile, the following sections will examine the rationale for considering the establishment of transition programs in international schools. These programs are aimed at helping TCKs maximize the benefits which can be gained from an internationally mobile upbringing, while helping them establish mechanisms to reap the greatest rewards possible from the associated challenges.

Rationale for Transition Programs: Introduction

The following sections will examine literature from transition studies of children who transfer within the United States and the United Kingdom, including the role of academic considerations as they relate to international schools; studies focusing on the role of the family, specifically the mother, regarding relocation to international placements; literature related to the concept of culture shock; and studies from the field of mental health on the effects of mobility and transitions on adolescent stress. Studies examining TCKs who re-enter their “home” culture, often at the university level, following an internationally mobile lifestyle will be presented. The literature within the international school community advocating for transition programs within international schools, including a specific component aimed at “transition education” will be reviewed. The section will conclude with a review of the concept of “Leave-taking” – the process of closure when moving from one location to a new one.

Rationale for Transition Programs: Studies About Students Who Transfer to Schools Within the U.S. and U.K.

Studies from the United States and the United Kingdom on the effects of frequent student mobility have established a negative correlation between frequent mobility and academic achievement (Dobson, Henthorne & Lynas, 2000; Ingersoll, Scamman & Eckerling, 1989; New York State Education Department, 1992; Paik & Phillips, 2002; Rumberger, 2002; Strand, 2002; Texas Education Agency, 2003; Thomas, 2001; Wood, Halfon, Scarlata, Newacheck & Nessim, 1993; Wright, 1999). These findings are consistent in rural as well as urban schools, and for elementary as

well as secondary students. Several authors (Ingersoll, Scamman & Eckerling, 1989; Paik & Phillips, 2002; Thomas, 2001; Wood, Halfon, Scarlata, Newacheck & Nessim, 1993) reported that in schools with high mobility rates, more grade retention of students resulted and that instruction included more review of materials.

Other authors (Dobson, Henthorne & Lynas, 2000; Rumberger, 2002; Strand, 2002; Wright, 1999) have further analyzed data from these studies, especially regarding the demographics of the mobile student population. Strand (2002) pointed out that in comparison to non-mobile students, mobile students in his research from the U.K. were more likely to be entitled to free meals, to have English as an additional language, to require higher levels of support in learning English, to have identified and more severe special educational needs, and to have higher levels of absence. He found that when the relative impact of these factors is considered, the effect of mobility on poor academic performance is greatly reduced. Rumberger (2002) analyzed several studies from the U.S., some of which took into account the characteristics of mobile students described by Strand (2002). Rumberger (2002) reported that in these studies the students displayed poor academic performance prior to their mobility, and that mobility seemed to be more of a symptom than cause of low academic performance.

Dobson, Henthorne and Lynas (2000) were commissioned by the U.K. Migration Research Unit and the University College London to "...illuminate the nature and causes of pupil mobility and the implications of high mobility for strategies to raise achievement" (Dobson, Henthorne & Lynas, 2000, p. 114). Similar to Strand (2002) they found that LEAs (Local Educational Agencies) which had

schools with high mobility rates had more students from families of low socio-economic standing, and included above average numbers of children with special educational needs and/or children not fluent in English, than LEAs with lower mobility rates. They also cited higher degrees of absenteeism in the schools with the higher mobility rates. In their final report the authors called for more study on good practices to manage the needs of mobile students. Specific ones which they identified as necessary were studies on: good practice on induction (orientation); assessment, record-keeping and measures of progress; and identification of other measures of good practice on actions necessary on arrival and departure of pupils.

Based on U.S. studies which identified mobility as a contributing factor to lower academic scores, Thomas (2001) set out to determine strategies to ease the negative effects of mobility on academic achievement. Questionnaires were distributed to a panel comprised of school administrators, teachers, social workers, and guidance counselors, as well as researchers and directors of organizations that dealt with mobile students. Employing the Delphi Technique, consensus was reached on the following recommended strategies to ease the negative effects of mobility on academic achievement: quick retrieval of complete and up-to-date student records (ranked highest by all constituencies); making students feel welcome and part of the school, including the assignment of a “buddy”; providing a packet of information for new students and families; and helping the family become familiar with the school and community, which included a tour of the facility (also for students) and a meeting with teachers. Regarding these recommendations, the author cautioned, “It should be noted that the Delphi Technique does not endeavor to produce strategies that are

statistically proven to work but rather to show the perceptions of the expert panel of the strategies that are judged to be successful” (Thomas, 2001, p. 81).

Jason, Weine, Johnson, Warren-Sohlberg, Filipelli, Turner and Lardon (1992) conducted an in-depth research project on helping transfer students. Their study involved almost 1,400 elementary-aged transfer children in the Chicago area over a four year period including 20 schools in a project known as the School Transition Project.

The authors developed a model which focused on students who were determined to be at “high risk” for academic failure based on a series of factors. The majority of the students in the study was functioning below grade level expectations and came from low socio-economic status families. Transfer students entering grades 3 and 4 were tested and randomly assigned to experimental groups or control groups. This testing measured ratings of academic achievement, self-concept, and social adjustment, which were also the areas measured after a year in the program. The experimental groups were given academic tutoring in reading, phonics, mathematics, and spelling by DePaul University undergraduate students twice a week for 40 to 60 minutes per session. The students and tutors also had the opportunity to spend several minutes per session discussing any problems or subjects initiated by the student, which could include difficulties at home or with specific teachers. The program itself was concentrated primarily on improving the students’ academic achievement. At the conclusion of the first year of the project, the authors found that a significant number of students had made academic gains, but showed no growth on measures of self-concept or social adjustment. They reported:

Despite academic gains evidenced by program children, there were no apparent “spillover” effects in social and behavioral domains. These findings informed us that a tutoring intervention alone may not be powerful enough to change high-risk transfer children’s behavior and social competence. Thus, in order to promote broader behavioral and social changes, more comprehensive interventions were needed (Jason et al, 1992, p. 183).

Throughout the course of this four year study the authors also conducted research following an experimental design on transfer students who received an orientation program and were assigned a peer “buddy” and students who were not provided with either of these. They found that the experimental group experienced significantly greater increases in peer-related self-esteem, had better first quarter conduct ratings and knew more school rules than the control group.

Additionally, during the third and fourth years of the program the authors introduced a component whereby parents of some of the students in the tutor groups were also trained in tutoring, and delivered additional tutoring sessions at home. Not surprisingly, this sub-group of students showed even greater academic gains than either the tutor group or the control group.

Conclusions that can be drawn from this comprehensive study are that orientation and buddy programs help students transition more successfully and involving parents in their children’s education can produce academic gains. An intensive tutoring program can also help increase academic success for at risk, elementary-aged students.

The overall implications from U.S. and U.K. studies on mobile students are that authors agree on the correlation between high mobility and low academic achievement, but disagree on whether mobility is the cause of the low achievement. However, the studies examined present a consistent call for components of transition

programs to facilitate adjustments for the mobile populations examined. Among these are orientation (induction) programs, peer support (buddy) systems, comprehensive and timely student record transfer, components for families in the transition, and provision of packets of information for new families.

Rationale for Transition Programs: Studies Advocating for Components Aimed at Families

Research presented earlier in this literature review (Delin, 1986; Frederick, 1996) established close family relationships as one of the distinguishing characteristics developed by the TCK experience. Schaetti (1999) described the expatriate family as the ultimate example of the typical nuclear family, since extended family members such as grandparents, aunts and uncles are usually distant and unavailable for family support and interaction. The nuclear family must look to each other for encouragement and support in facing new assignments and transitions. As such, the non-salaried spouse, usually the mother, has an important role to play. She is the one responsible for setting up and maintaining the new home, and these responsibilities often cause her to be the one to interact the most closely of all family members with the local culture. In addition, she has sometimes given up or suspended her own career to accompany her husband on the foreign assignment. It would appear that the mother's adjustment and transition to a new culture, country and language can have significant impact on other family members. The following studies substantiate this relationship with regard to the adjustments of children.

Nathanson and Marchenko (1995) undertook a study to determine the factors contributing to the success of adjustment by 174 8th grade students in five international schools in Tokyo. Their findings support the hypothesis that the most important factor of the child's sense of well-being related to a positive perception of family life; this relationship in turn was highly dependent upon the mother's (primary caregiver's) satisfaction and adjustment to the move.

Simon, Cook and Fritz (1990) conducted a study in two cities of foreign-born primary children who had been residing for an average of nine months within the U.S. They obtained their data from 47 mothers and their school-age children. They distributed questionnaires to the mothers in their native languages and conducted interviews with the students. They determined that the degree of culture shock experienced by the children was directly linked to the degree and quality of pre-departure orientation experienced by the mother; the better the preparation for the new culture, the less the degree of culture shock. They recommended the inclusion of spouses in orientation programs for students or employees going abroad, and that these orientation programs provide opportunities for interactions between the mothers and schools in order to reduce the stress of relocation on the children.

McKain (1976) conducted a study of some of the effects of geographic mobility on military families. His comprehensive survey included seven rating instruments which were completed in 80 returned questionnaires from military wives. He gathered further data through 29 follow-up interviews with respondents. His findings substantiated the mother's adjustment as an important factor in the family's adjustment. McKain (1976) concluded that "...the army family likely to experience

the greatest incidence of family problems associated with geographical relocation is the family in which the wife/mother feels alienated from society and from the army community” (McKain, 1976, p. 90).

Norford and Medway (2002) examined the social adjustment patterns of adolescents in relation to their mobility histories. From an initial survey completed by 6817 students in ten high schools located in the United States, the authors created three groups of a total of 408 students representing the following categories: non-movers (152 students), moderate movers (161 students), and frequent movers (95 students). Moderate movers averaged 3.85 moves and frequent movers averaged 7.16 moves. The authors used a broad range of measures to examine the students’ adjustment patterns, including the mother’s attitude towards mobility. They reported that, “Taken as a whole, the most likely conclusion to be drawn from this and prior research is that frequent relocation, particularly if adequately handled by families, does not result in negative social outcomes...” (Norford & Medway, 2002, p. 60). However, they also found a significant correlation between mothers’ negative attitudes toward relocation and student depression, and recommended:

The finding that mothers’ negative attitudes toward mobility were positively correlated with student depression scores suggests that any school-based interventions to address relocation issues should include parents and other caregivers (Norford & Medway, 2002, p. 60).

The studies in this section suggest that in order to maximize the degree of successful transition of children in international schools, transition programs should include components aimed at the entire family, especially the mother. Schaetti (1995) stated it as follows: “Some [international schools] have begun to take an expanded

view of their responsibilities. The most insightful [international schools] now accept that they cannot educate internationally-mobile children without also addressing the impacts of that mobility on the families” (Schaetti, 1995, p. 3).

Rationale for Transition Programs: Literature on Culture Shock

Much has been written on the subject of culture shock and adjustment to overseas living (Fowler & Silberstein, 1989; Furnham & Bocher, 1986; Grinnell, 1987; Kohls, 1996; Locke & Feinsod, 1982; Pollock & Van Reken, 2001; Roman, 1993; Ross, 1985; Schaetti, 1999). “Culture shock is the term used to describe the more pronounced reactions to the psychological disorientation most people experience when they move for an extended period of time into a culture markedly different from their own” (Kohls, 1996, p. 87). Culture shock results from encountering ways of doing or valuing things differently from one’s own, which challenge, even threaten, one’s previously held beliefs and values. The typical reaction is that individuals adjusting to a new culture experience a series of phases of changing emotions (Kohls, 1996, p. 93). These stages are:

1. Initial euphoria
2. Irritability and hostility
3. Gradual adjustment
4. Adaptation or biculturalism

The literature suggested that pre-departure training and research into the culture will speed the adjustment to these phases (Fowler & Silberstein, 1989; Kohls,

1996; Roman, 1993; Ross, 1985, Schaetti, 1999). Transitions are easier when more information regarding facts, norms, and values to expect in a new international placement are provided to families ahead of the move. The implication for international schools is that a comprehensive transition program should probably provide as much information either in a pre-arrival packet or via school websites (or both) listing local resources, literature, and links to websites about the country and culture.

An additional approach to minimizing the stress of culture shock is to provide families basic information regarding the concept itself. "The helping professional can mitigate potential psychological stress by providing basic guidelines and information about culture shock. Knowledge of its usual transience is generally reassuring" (Locke & Feinsod, 1982, p. 817). Dodd and Montalvo (1987) further extended the call for providing sojourners with a full explanation of culture shock in terms of psychological and physical factors. They suggested that education could lead to ongoing development of coping strategies in social environments. This idea will be further explored in a subsequent section of this literature review under the concept of "Transition Education".

Rationale for Transition Programs: Studies on Stress and Relocation

Several authors (Aisenstein, 1987; Bullock, 1993; Cottrell, 1999; Gleason, 1969; Hagen, MacMilland & Wheaton, 1996; Haour-Knipe, 1989; Hormuth, 1990; Jason et al, 1992; McKain, 1969; Nichols & Baum, 2003; Salmon, 1987; Schaetti, 2000; Schubert, 1986; Wood, Halfon, Scarlata, Newacheck & Nessim, 1993) have examined the effects of stress caused by relocation on the identity formation of

children and adolescents. The authors of these studies were examining different populations of subjects in their research, and therefore arrived at different conclusions. U.S. based studies, for example, often involved families who were relocating due to a changing family situation, often divorce, and therefore involved additional stress factors (Hagen, MacMilland & Wheaton, 1996; Hormuth, 1990; Jason et al, 1992; Wood, Halfon, Scarlata, Newacheck & Nessim, 1993). Other studies focused on another specialized population who had been referred for counseling or psychiatric treatment (Aisenstein, 1987; Bullock, 1993; Haour-Knipe, 1989; Schubert, 1986). In these cases students were often dealing with emotional issues prior to relocation, which were then exacerbated by the move. Another set of studies (Bullock, 1993; Salmon, 1987; Schupert, 1986) focused on a sub-set of TCKs, children of missionaries referred to as Missionary Kids (MKs). These authors found greater stress and anxiety in MKs compared to the general TCK population, and Salmon (1987) hypothesized: "...it may be that third-culture-reared adults from the Missionary sponsor group have significantly higher Re-entry and Present Stress scores in part because they also had significantly more Pre Re-Entry Moves and more Pre Re-entry Years Abroad..." (Salmon, 1987, p. 162). One study in particular (Gleason, 1969) examined whether frequent relocation of international school students affected academic achievement and therefore contributed to relocation-related stress. This study determined that no significant difference was found in academic achievement for internationally mobile students compared to non-mobile students, and that concern regarding academic achievement was not a contributing factor to relocation-related stress.

When viewed as a collective body of research, these studies agreed that relocation can be the cause of stress: “To summarize, relocation is the focus of a variety of stress factors. Whether they come to bear depends on a great variety of individual and social conditions. Much attention has been on outcome studies, but there has been too little on studies of the processes of coping with change” (Hormuth, 1990, p. 161). The following specific example will serve to further clarify this statement.

Nichols and Baum (2003), in developing a “Tool Kit for Teens: A Guide for Helping Adolescents Manage Stress” for American-sponsored overseas schools for the U.S. Department of State, found that dealing with transitions – moving, leaving friends, adjusting to new friends, schools, cultures and countries – was one of six major areas of stress identified by 217 students between the ages of 11 and 18 participating in their study in the CEESA (Central and Eastern European Schools Association) region. The other five areas identified – school, relationships with friends, family issues, expectations, and time – were not areas considered specific to international school settings. The authors called for international school personnel to incorporate direct instruction to address stress-related, including transition-related, issues within the curriculum.

If we are going to improve the success and happiness of our children, and ourselves as well, we will need to include formal instruction and practice in emotional intelligence. These skills include communication, stress management, conflict management, time management, relationship building, and personal image management (Nichols & Baum, 2003, p. 4).

Rationale for Transition Programs: Reentry to “Home” (First) Culture

For a significant number of TCKs, the move to their passport country may actually be the first time they are living in their first, or home, culture. For these TCKs, as well as for those who have previously lived in their first culture and are reentering it, rather than experiencing it for the first time, this particular move can often be the most difficult of all (Bell, 1997; Drake, 1997; Gleason, 1969; Gregory, 2002; Lambiri, 2005; Piet-Pelon, 1986; Pollock & Van Reken, 2001; Rader & Sittig, 2003; Ramsey & Schaetti, 1999; Salmon, 1987; Storti, 2001). “Both experience and research has taught those of us who work in the field that reentry into one’s culture of origin is more stressful with more unexpected consequences than a transition into the unfamiliar” (Ramsey & Schaetti, 1999, p.1). As was noted earlier in this literature review, adult TCKs also rated reentry as the most difficult transition of all (Cottrell, 1993).

While internationally mobile families who relocate to foreign countries expect a degree of unfamiliarity, those returning to their home cultures are often unprepared for a similar experience. As a result, upon reentry these families often experience what authors have termed “reverse culture shock” (Drake, 1997; Gregory, 2002; La Brack, 1999; Rader & Sittig, 2003; Raschio, 1987; Salmon, 1987; Storti, 2001). Four specific factors which contribute to these unsettling feelings are: a) change in relationships, b) taken-for-granted familiarity with home culture, c) assumption that those at home will want to hear/know/learn about the TCK’s experiences, and d) finding that TCK values and norms based on international experiences can be at odds with home culture values and norms. Each of these factors will be examined further below.

The first factor, change in relations, arises from the fact that during the time TCKs were in international placements, their home culture relatives and friends have changed and evolved in their own ways. Additionally, the changes in the repatriates' thinking and behavior through the TCK experience now create dynamics quite different from previous ones. The second factor, taken-for-granted familiarity with the home culture, is a result of the perception that during the time TCKs were abroad they considered themselves members of their home culture, and expected to easily fit into it once they arrived. Instead, they often find this is not the case.

The third factor, the assumption that those at home will want to hear/know/learn about the TCK's experiences, is in fact contradicted when TCKs often find that there is very little interest in their experiences, and therefore they have no way of sharing these. "When you can't tell your stories, you are in effect obliged to remain a stranger to the people you love. The keen sense of loneliness many returnees experience upon reentry comes from this feeling that close friends and relations no longer know who they are" (Storti, 2001, pp. 21-22).

The fourth factor, TCKs often finding that values and norms based on international experiences can be at odds with home culture values and norms, was described by Pollock and Van Reken (2001) in the following manner:

...TCKs often live among cultures with strongly conflicting value systems.... Conflicting values cannot be operational at the same time, in the same place. How do TCKs decide from all they see around them what their own values will and won't be? This expanded worldview and its resulting confusion of loyalties and values can be a problem for those who return to cultures that remain relatively homogeneous (Pollock & Van Reken, 2001, p.83).

One particular sub-group of TCKs whose reentry transitions have been studied more extensively is high school seniors graduating from international schools and

entering university programs in their home culture (Eakin, 1998; Pascoe, 2006; Piet-Pelon, 1986; Useem & Downie, 1976). In addition to the reverse culture shock experienced by younger repatriating TCKs, this group of TCKs faces the additional challenges associated with living independently for the first time away from the nuclear family. For many of them these issues are more pronounced than for their non-TCK counterparts entering universities due to the increased family closeness described earlier (Delin, 1986; Frederick, 1996).

Piet-Pelon (1986) assisted faculty at Jakarta International School in developing a component of a comprehensive transition program aimed at graduating seniors entering universities in their home cultures. The program consisted of two general sessions with students, one with parents, and further follow-up sessions with school counselors for students who requested additional sessions with counselors. The overall program aimed to make students aware of reentry issues, and to provide opportunities to share practical ways of preparing for reentry. The graduating class had more than 100 members with approximately half of them American citizens. Surveys were distributed to the American students following five months at university. The students reported experiencing culture shock, although they thought that they would not. The most common descriptions they used for themselves were: having greater knowledge of the world than U.S. non-mobile peers, possessing a better understanding of human nature, eager to live overseas again, and able to make friends easily. They overwhelmingly agreed that they benefited from their overseas experience, and most reported that their closest new friend at university was someone with an international background or viewpoint. The advice that they gave for the

following year's Jakarta International School class of seniors was to be prepared that people in the U.S. who had never lived overseas do not know what it is like and may not be interested in their experiences. Further advice was to be prepared for loneliness and periods of depression, but to continue to take risks and try new things rather than withdraw. They also advised high school students to attend universities with a high percentage of international students.

These survey results confirmed the findings of Gerner et al (1992) in terms of the perceptions of internationally mobile adolescents regarding themselves. Gerner et al (1992) had found that overseas students consistently rated themselves as more culturally accepting, more interested in travel, more interested in learning other languages, and more interested in following an international lifestyle in the future than their counterparts in the U.S. Piet-Pelon's (1986) survey results also suggest the need for components of comprehensive transition programs aimed at reentry issues for graduating high school seniors entering U.S. universities.

Exchange and study-abroad programs for U.S. university students provide additional data regarding adjustment and transitions to and from foreign cultures. While most of these experiences consist of a year or less, participants experience many of the same transition issues and readjustment issues as TCKs (LaBrack, 1999; Pusch & Loewenthal, 1988; Raschio, 1987; Rohrlich & Martin, 1991; Wilson, 1988). These university programs have tended to include an orientation component, but until recently few of them included components geared towards reentry. LaBrack (1999) engaged in a 16 year longitudinal study at the University of the Pacific (UOP). This program initially substantiated the value of training prior to departure, and LaBrack

(1999) discovered the returning students' need for similar training. Over time, the UOP program developed to include components aimed at reentry; in fact, LaBrack discovered that the two components were virtually the same and reported:

The following has been a review of the overall genesis of orientation and reentry at the University of the Pacific, which has stressed the rationale for their almost symbiotic linkage and the importance of viewing the entire pre and postexperience preparations as one relatively unbroken learning process (LaBrack, 1999, p. 35).

Similarly, the research from other U.S. university exchange student and study-abroad programs (Pusch & Loewenthal, 1988; Raschio, 1987; Rohrlich & Martin, 1991; Wilson, 1988) confirmed the success of pre-orientation in easing the transition to new cultures. While the other studies examined did not contain components aimed at facilitating re-entry, the authors of those studies did join the call for including such components.

Rationale for Transition Programs: Literature from the International Schools Community

As demonstrated previously, the literature specific to academic achievement showed that TCKs' academic achievement levels are generally high (Cottrell, 2007; Cottrell, 2002; Useem, Useem, Cottrell & FinnJordan, 1993) and that their mobility does not appear to have a negative impact on academic achievement (Gleason, 1969). Furthermore, curricula in international schools tend to follow an "internationalized" American or British model, with growing numbers adopting international curricula such as programs offered by the IBO (Heyward, 2002; IBO, 2006; Langford, 1998;

McKillop-Ostrom, 2000). Educators have called for transition programs to focus on transitional needs beyond academics:

As international educators, it is essential that we understand that the psychological needs of international students are as critical to their success at school as are the academic needs. We as educators must share this understanding with others within the international school community to ensure that structures are created within the curriculum framework that enhance the experiences of these students. It is only then that these young people will be able to make long-term adjustments and fully benefit from their international upbringing (McKillop-Ostrom, 2000, p. 73).

Schaetti (1996b) considered the matter of addressing transition to be an international school imperative, in part based on the high student mobility rate, which can be as high as 30% annually in some schools. In terms of the entire school population, approximately one-third of the student population is new to a school and addressing issues related to adjustment and unfamiliarity. Another third will probably be leaving in the next year and is concerned with issues related to leaving. The remaining third will be constantly adjusting to making new friendships and forming new social groups as students come and go from the school.

Schaetti (2000) also suggested a direct teaching of the characteristics associated with being a TCK, as she has learned in her work with TCKs that once they are introduced to the term and especially the concept, it serves as a “pivotal identity development moment”. McCaig (2001) explained this identity development by saying, “For those of us who share the global nomad/TCK heritage, having this experience named, being able to say ‘I am a TCK,’ ‘I am a global nomad,’ is a powerful gift to our community” (McCaig, 2001, p. xiii). Van Reken (2001) also described exactly this same identity development moment when she first read Pollock’s description of a TCK and recognized herself in the description. McCluskey

(1994) and Smith (1996) have each edited books which include personal narratives of TCKs who describe similar moments of identity development.

Thus, international schools should develop transition programs aimed at informing students about researched-based data on TCK characteristics and common reactions to transitions and mobility. This self-awareness teaching is part of what some authors have labeled “transition education” which Schaetti (1998) described as follows:

By transition education, I mean both curriculum-based and non curriculum-based opportunities for students to increase their general knowledge about and skills managing transition. Transition education also necessarily includes students learning about stress management, management of grief and loss, conflict resolution. It includes opportunities to explore cultural identity development and the life-long impacts of an internationally-mobile childhood (Schaetti, 1998, p. 3).

Rader and Sittig (2003) also described transition education as follows:

Transition education provides children with the knowledge and skills to successfully manage transitions while affirming and celebrating their unique experiences and backgrounds. Educators have a significant influence on the lives of children and are therefore in a prime position to explore transition issues in the classroom. Through transition education, children can learn to appreciate and value the new experiences they encounter and the skills they have learned as a result of their mobility. Ultimately, transition education helps them to face change with confidence and enthusiasm (Rader & Sittig, 2003, p. xi).

Their book gives practical suggestions and lesson plans for classroom teachers on how to use readily available children’s literature to address and facilitate discussion on common transition issues. The authors grouped these into the following categories: a) the common experience of mobility, b) the process of transition, c) personal and cultural identity, d) friendships and relationships, e) problem-solving skills, and f) moving back. Previously examined literature on the topic of culture shock (Dodd &

Montalvo, 1987) advocated for education in some of these same topics. Literature reviewed in the areas of stress and relocation (Nichols & Baum, 2003) also called for direct instruction to students in international schools on some of these same areas.

Recently, the annual European Council of International Schools (ECIS) conferences featured approximately 30 workshops (out of a total of 300) grouped under the heading of “Cross-Culture” that included aspects of multi-cultural education and transition programming within international schools. Additional topics were grouped under “Guidance” which also addressed the needs of internationally mobile students (ECIS, 2004; ECIS, 2003; ECIS 2002). The number of workshops devoted to the topics of TCKs and transition programs attests to the importance these topics are gaining. They also can be viewed as a call for international educators to do more on this issue. The introductory pages of the 2004 conference program featured an article calling for transition programs in general and incorporating specific aspects of transition education into the curriculum.

Emphasis should be placed on student activities that address mental health experiences across cultures. Transition programs, supportive teacher/counselor interventions and peer support programs can certainly ease student adjustment. A universal culturally sensitive approach to building resiliency through the curriculum can promote protective factors and school success in the entire school community (Cushing, 2004, p. 16).

Others in the international community such as Peterson and Peppas (1988) have called for peer support programs. These authors conducted an empirical study with 84 high school students at the American Community School of Athens, in which they demonstrated that new students who received direct peer support “...showed significant improvement in self-concept and adjustment compared with the control-group...” and “...a decrease in the amount and intensity of worry over self-perceived

problems” (Peterson & Peppas, 1998, pp. 70-71). Similarly, previously examined U.S.-based studies (Jason et al, 1992; Thomas, 2001) also concluded that peer support programs were an effective strategy to help new students in transition.

Rationale for Transition Programs: Literature Examining Leave-Taking

The subject of “leave-taking” has been referred to several times throughout this literature review. Frederick (1996) described it as one of the “hindrances” to the TCK experience as identified by young TCKs in Ecuador. Pollock and Van Reken (2001) referred to the sadness created by the chronic loss of friends. Cottrell (1993) described feelings of isolation as a result of frequent mobility from ATCK surveys.

McCaig (1994) called closure “good good-byes”, a critical part of the journey. She wrote further that “...when one’s sense of loss is unacknowledged, a natural emotion process is thwarted. Repeated often enough, it can kick back in the form of diffused depression, anger or another dysfunctional expression” (McCaig, 1994, p. 5). Pollock and Van Reken (2001) have also found that the greatest cause of unresolved grief in TCKs and ATCKs was due to incomplete good-byes or lack of closure at the time the loss occurred. They have developed a model for leave-taking, which they refer to as building a RAFT: Reconciliation, Affirmation, Farewells, and Thinking Destination.

Reconciliation is the process of acknowledging any unresolved issues either with people or events from the current location, addressing these, and bringing them to closure. Affirmation is the process of reflecting on the experiences at the current location; celebrating the friendships formed, remembering the positive events, as well

as acknowledging the times that were more difficult. Farewells are the process which includes the opportunity for good-byes to people, places, pets, and possessions at the current location. Thinking Destination is the process of looking ahead to the new location, and beginning to gather information about the new place.

Summary of Literature Review: Providing Rationale for Transition Programs

The previous sections of this literature review have provided a rationale for specific components and features of comprehensive transition programs, as advocated by U.S. and U.K. based transition studies. These sections have described studies on the effect of the family's, especially the mother's, adjustment to the success of children's adjustments; studies from the field of mental health in relation to relocation, mobility, and stress; studies on the concept and phases of culture shock as well as reverse culture shock upon reentry; studies from the international education community, including concepts of personal and cultural identity, peer support programs, and direct instruction of transition-related issues and strategies; and studies on the topic of leave-taking. These specific components will serve as the basis for the next section, an examination of the characteristics of transition programs.

Characteristics of Transition Programs

Preston (2003) established a transition program at the Bavarian International School in Germany for students in the Lower School division. She included components grouped into the following categories: welcoming, adjusting and settling, and good-byes and leave-taking. Welcoming consisted of contacting families prior to

arrival, providing information about culture shock and transitions, selecting a buddy for the new student, and establishing a school welcoming ritual. Adjusting and settling included strategies for allowing opportunities for the new student to provide personal and cultural information about their background, using literature to address specific areas of transition education such as common reactions during transitions and stress reduction, providing emotional support for parents, and providing library resources for parents and students. Good-byes and leave-taking included conducting a school good-bye ritual, providing a good-bye book or similar memento for the departing student, using all four components of Pollock and Van Reken's (2001) model for building a RAFT, using literature on leaving with all students, and providing family support and literature.

Ota (2007) is chair of the Transition Program Team at the American School of The Hague. This team has established a comprehensive transition program which includes components in providing information about the school and community to families prior to arrival and via the school website, scheduling orientation sessions for new students and families, establishing welcoming rituals for new students, and providing peer support for new students. Specific components of this comprehensive transition program are aimed at providing further support to the families of new students in transition. Teachers and counselors conduct specific sessions in which issues of transition education are addressed with students, such as strategies to manage transition related stress, and discussions of common characteristics of TCKs, in order to help students develop their individual sense of identity and culture. Finally, this comprehensive transition program includes activities to facilitate the

students' leave-taking from the American School of The Hague, and re-entry to their home cultures.

In a study similar to the current one, Langford (1997) surveyed teachers and administrators in 41 international schools on a variety of topics related to TCKs and what these schools felt they were doing to address their needs. She found three areas in which these educators rated their schools as successful: a) orienting new students upon arrival, b) acknowledging the needs of internationally mobile students in their mission and philosophy statements, and c) creating or adopting a curriculum that serves internationally mobile students. At the same time, the educators at these international schools identified seven areas in need of greater attention: a) pupil counseling; b) in-service training for teachers; c) the development and maintenance of a "profiling" portfolio (containing records, samples of work, test results, teacher comments, assessments, etc.) that can accompany the internationally mobile pupil in order to facilitate placement; d) incorporating classroom activities that facilitate the arrival of new pupils; e) parent counseling; f) providing the family with practical local information (e.g. doctors, housing, community support services); and g) incorporating classroom activities that facilitate the departure of pupils (Langford, 1998). Data gathered for the current study will build upon the findings of Langford (1997) and help determine if the needs identified in her study are still similar, or have changed.

A consolidation of the components of a comprehensive transition program for international schools, as proposed by authors, researchers and educators, establishes the following categories:

1. Pre-Arrival
2. Orientation (Induction)
3. Student Records
4. Welcoming Rituals
5. Peer Support
6. Parent/Family Support
7. Counseling/Stress Management
8. Personal and Cultural Identity
9. Transition Education
10. Leave-Taking
11. Re-Entry

These key elements of transitions programs, along with the research which supports each element, can be consolidated into the following table.

Table 1

Key Elements of Transition Programs

Elements	Supporting Literature
Pre-Arrival	LaBrack, 1999; Preston, 2003; Pusch and Loewenthal, 1988; Ota, 2007; Rader and Sittig, 2003; Raschio, 1987; Rohrlich and Martin, 1991; Simon, Cook and Fritz, 1990; Thomas, 2001; Wilson, 1988
Orientation (Induction)	Dobson, Henthorne and Lynas, 2000; Jason, Weine, Johnson, Warren-Sohlberg, Filipelli, Turner & Lardon, 1992; Langford, 1997; Ota, 2007; Thomas, 2001

Student Records	Dobson, Henthorne and Lynas, 2000; Langford, 1997; Thomas, 2001
Welcoming Rituals	Dobson, Henthorne and Lynas, 2000; Langford, 1997; McKillop-Ostrom, 2000; Ota, 2007; Preston, 2003; Rader and Sittig, 2003; Thomas, 2001
Peer Support	Cushing, 2004; Jason, Weine, Johnson, Warren-Sohlberg, Filipelli, Turner & Lardon, 1992; Ota, 2007; Peterson and Peppas, 1998; Preston, 2003; Thomas, 2001
Parent/Family Support	Langford, 1997; McKain, 1976; Nathanson and Marchenko, 1995; Norford and Medway, 2002; Ota, 2007; Preston, 2003; Schaetti, 1995; Simon, Cook and Fritz, 1990; Thomas, 2001
Counseling/Stress Management	Cushing, 2004; Dodd and Montalvo, 1987; Hormuth, 1990; Langford, 1997; Locke and Feinsod, 1982; McKillop-Ostrom, 2000; Nichols and Baum, 2003; Ota, 2007; Preston, 2003; Rader and Sittig, 2003; Salmon, 1987; Schaetti, 1998
Personal and Cultural Identity	Cottrell, 2007; Cottrell, 2000; Cottrell, 1993; Cottrell and Useem, 1993a; Cottrell and Useem 1993b; Delin, 1986; Fail, 1995; Frederick, 1996; Gerner, Perry, Moselle & Archbold, 1992; Hayden, Rancic & Thompson, 2000; Hayden and Thompson, 1997; McCaig, 2001; Nichols and Baum, 2003; Ota, 2007; Pollock and Van Reken, 2001; Preston, 2003; Rader and Sittig, 2003; Schaetti, 2000; Schaetti, 1998; Useem and Downie, 1976; Useem, Useem, Cottrell & FinnJordan, 1993
Transition Education	Cushing, 2004; McKillop-Ostrom, 2000; Ota, 2007; Preston, 2003; Rader and Sittig, 2003; Schaetti, 1998
Leave-Taking	Cottrell, 1993; Dobson, Henthorne and Lynas, 2000; Frederick, 1996; Langford, 1997; McCaig, 1994; Ota, 2007; Pollock and Van Reken, 2001; Preston, 2003; Rader and Sittig, 2003

Pre-Arrival information provided to families regarding the school, culture and logistical information can help ease the transition to a new international school.

Supporting literature (LaBrack, 1999; Pusch & Loewenthal, 1988; Raschio, 1987; Rohrllich & Martin, 1991; Wilson, 1988) from university study-abroad programs has demonstrated the effectiveness of this component. This component was also identified as important for U.S. school transitions (Thomas, 2001), and international school transitions (Ota, 2007; Preston, 2003; Rader & Sittig, 2003); as well as in supporting mothers of relocating students (Simon, Cook & Fritz, 1990).

An orientation or induction program for students can also help them make the adjustment to a new international school easier. Jason et al (1992), in their U.S.-based study, found that transfer students who received an orientation program and were assigned a peer “buddy” experienced significantly greater increases in peer-related self-esteem, had better first quarter conduct ratings and knew more school rules than transfer students who were not provided with these two support structures. Dobson, Henthorne and Lynas (2000) called for an orientation component to a transition program in their U.K.-based study, as did Thomas (2001) for U.S. school transfers and Ota (2007) for international schools. Langford (1997) identified this component as one which international schools surveyed in her study felt they were already doing well.

The timely and complete transfer of student records can help the school gain a more thorough understanding of the student's academic background, as well as social or emotional background to consider in designing an appropriate program or placement for the student. Dobson, Henthorne and Lynas (2000) identified this component as an area in need of addressing in their U.K.-based study, as did Thomas (2001) for U.S. school transfers, and Langford (1997) concerning international school transfers.

Welcoming rituals can help new students' transitions by recognizing them as individuals, and extending them an invitation to join their new community. Dobson, Henthorne and Lynas (2000) and Thomas (2001) identified this component as a need for transfer students in their respective U.K. and U.S. studies. Langford (1997), McKillop-Ostrom (2000), Ota (2007), Preston (2003), and Rader and Sittig (2003) advocated for this component to be a part of a transition program for international schools.

Peer support programs can allow new students to gain a more thorough and quicker understanding of routines and expectations in their new school. Jason et al (1992) demonstrated the effectiveness of a peer support program in their U.S.-based study, as did Peterson and Peppas (1998) in their study at an international school. Thomas (2001) identified this component as a necessary one for U.S. school transfers. Ota (2007), Preston (2003), and Cushing (2004) called for international schools to establish peer support programs to help new students in transition.

Providing parent support in a transition can help new students because well-adjusted parents are better able to support their children through the phases of

adjustment. McKain (1976), Nathanson and Marchenko (1995), Norford and Medway (2002), and Simon, Cook and Fritz (1990) demonstrated relationships between the successful adjustments of mothers to the successful adjustments of students during relocations. Thomas (2001) identified the component of providing family support in transitions as necessary for success of U.S. transfer students. Langford (1997), Ota (2007), Preston (2003), and Schaetti (1995) called on international schools to include components aimed at the family in order to help students adjust easier to relocation.

Strategies and counseling to address stress related to relocation can help students establish life-long coping skills to deal with this issue. Dodd and Montalvo (1987), Hormuth (1990), Locke and Feinsod (1982), and Nichols and Baum (2003) identified stress related to relocation as an important factor in need of addressing for students in transitions. Cushing (2004), Langford (1997), McKillop-Ostrom (2000), Ota (2007), Preston (2003), Rader and Sittig (2003), Salmon (1987), and Schaetti (1998) called on international schools to include direct instruction to students on strategies to successfully address stress related to relocation.

Providing opportunities for students to identify, establish and discuss their personal and cultural identities can help students in transition to develop these important aspects of their identity. Delin (1986), Frederick (1996), Gerner et al (1992), Hayden, Rancic and Thompson (2000), and Hayden and Thompson (1997) conducted research with students in international schools which identified common characteristics of an internationally-mobile lifestyle among these students. Cottrell (2007), Cottrell (2002), Cottrell (1993), Cottrell and Useem (1993a), Cottrell and Useem (1993b), Fail (1995), McCaig (2001), Pollock and Van Reken (2001), Useem

and Downie (1976), and Useem, Useem, Cottrell & FinnJordan (1993) also described common characteristics in adults who had experienced an internationally-mobile lifestyle as children. Nichols and Baum (2003), Ota (2007), Preston (2003), Rader and Sittig (2003), Schaetti (2000), and Schaetti (1998) advocated for international schools to include components to help students identify these common characteristics and develop their individual sense of personal and cultural identities.

Transition Education is a concept that calls on international schools to provide direct instruction to students on issues related to transitions. Such issues include stress management, as well as teaching students the concept and term “TCKs” which also involves self-awareness teaching of the common characteristics formed by internationally-mobile students as identified in the literature. Further areas which can be addressed through transition education are common reactions to transitions, including the concept and stages of culture shock, and problem-solving skills including friendship issues and leave-taking strategies. Cushing (2004), McKillop-Ostrom (2000), Ota (2007), Preston (2003), Rader and Sittig (2003), and Schaetti (1998) described the need for transition education and provided suggestions for how international schools could address this component in comprehensive transition programs.

Cottrell (1993), Dobson, Henthorne and Lynas (2000), Frederick (1996), McCaig (1994), and Pollock and Van Reken (2001) identified the topic of Leave-Taking as a potential source of grief, which, if unresolved, could develop into a major issue for TCKs in later life. Pollock and Van Reken (2001) developed a model to follow and Langford (1997), Ota (2007), Preston (2003), and Rader and Sittig (2003)

advocated for international schools to follow this model, or a similar one, with leaving students.

LaBrack (1999), Piet-Pelon (1986), Pollock and Van Reken (2001), Ramsey and Schaetti (1999), and Storti (2001) identified the reverse culture shock experienced by students re-entering their passport country as perhaps the most difficult transition of all. Along with Ota (2007), and Rader and Sittig (2003), they identified the need to address this component, as well as strategies that international schools could use in including this component in a transition program.

The previous section has presented a summary of the components of a comprehensive transition program for international schools, as proposed by authors, researchers and educators, and based on the literature review of the preceding sections. The literature review and the components identified for a comprehensive transition program were used to state the rationale for the current study, as well as to form the basis for the research questions.

Statement of the Problem and Research Questions

The purpose of this study was to survey the international schools drawn from the Member Directory 2007-2008 East Asia Regional Council of Overseas Schools (EARCOS, 2007) in order to determine the extent to which transition programs exist in these international schools and to describe the characteristics of these programs. Specifically, the following research questions formed the basis for developing the survey questionnaire.

1. Do international schools have in place formal or informal programs that help students transition to and from their school?

2. Who participates in these programs?
 - 2a. students at the Lower (Elementary, Junior) School (ages 5-11)
 - 2b. students at the Middle School (ages 12-14)
 - 2c. students at the Upper (High, Senior) School (ages 15-18)
 - 2d. parents of students in transition (at any level)

3. If an international school reports having a transition program, what are the components of these programs? Do they include:
 - 3a. contact and information prior to arrival
 - 3b. orientation session for students
 - 3c. timely and complete transfer of student records
 - 3d. welcoming rituals
 - 3e. peer support program
 - 3f. parent support
 - 3g. counseling/stress management
 - 3h. activities to help students in identifying/forming personal and cultural identity
 - 3i. “transition education” (direct instruction of strategies to address transition-related issues – see also question #4)
 - 3j. leave-taking rituals

3k. counseling for re-entry to home, or passport, culture

3l. any additional components

4. If there is a specific component of the transition program aimed at “transition education” what are the characteristics included in this? Does the program include:
 - 4a. opportunities to gain general knowledge about and skills managing transition
 - 4b. stress management
 - 4c. management of grief and loss
 - 4d. conflict resolution
 - 4e. opportunities to explore personal and cultural identity development
 - 4f. opportunities to develop strategies to prepare for leaving
 - 4g. any other components
5. Is there any follow-up or method to determine whether the students in transition benefited from the program?
6. If the international school has a transition program, what are the perceived benefits for having one?
7. If the international school has a transition program, what are the perceived most important components?

8. If the international school does not have such a program, why not?

8a. pedagogical reasons

8b. financial reasons

8c. temporal reasons

8d. community-related reasons

8e. other reasons

Description of Terms

The following list describes and defines terms as they are used in this study.

Delphi Technique:

The Delphi method is a systematic interactive forecasting method for obtaining forecasts from a panel of independent experts. The carefully selected experts answer questionnaires in two or more rounds. After each round, a facilitator provides an anonymous summary of the experts' forecasts from the previous round as well as the reasons they provided for their judgments. Thus, participants are encouraged to revise their earlier answers in light of the replies of other members of the group. It is believed that during this process the range of the answers will decrease and the group will converge towards the "correct" answer. Finally, the process is stopped after a pre-defined stop criterion (e.g. number of rounds, achievement of consensus, stability of results) and the mean or median scores of the final rounds determine the results (Rowe, G. & Wright, G., 1999, cited in Wikipedia, 2008).

Formal Transition Program:

A formal transition program is a clearly articulated and labeled transition program that provides activities and events to help students and families transition to, within, and from international schools. Such programs also provide them with strategies to manage their transitions (Author's definition).

Global Nomads:

Global Nomads are individuals of any age or nationality who have spent a significant part of their developmental years living in one or more countries outside their passport country because of a parent's occupation. Global Nomads are members of a world-wide community of persons who share a

unique cultural heritage. While developing some sense of belonging to both their host culture(s) and passport culture(s), they do not have a sense of total ownership in any. Elements from each culture and from the experience of international mobility are blended, creating a commonality with others of similar experience. Global Nomads of all ages and nationalities typically share similar responses to the benefits and challenges of a childhood abroad (Schaetti, 2006, p. 1).

Informal Transition Program:

An informal transition program contains certain activities and/or events to help students and/or families in their transitions to and from international schools (Author's definition).

International Baccalaureate Organization (IBO):

The International Baccalaureate (IB), formerly the International Baccalaureate Organisation (the name and logo were changed in 2007) is an international non-profit educational foundation, founded in 1968 in Geneva, Switzerland. The organisation administers three programmes for elementary, middle, and high schools which provide the schools with an international curriculum intended to be acceptable to universities around the world (Wikipedia, 2008).

Third Culture Kid (TCK):

A Third Culture Kid (TCK) is a person who has spent a significant part of his or her developmental years outside the parents' culture. The TCK builds relationships to all of the cultures, while not having full ownership in any. Although elements from each culture are assimilated into the TCK's life experience, the sense of belonging is in relationship to others of similar backgrounds (Pollock & Van Reken, 2001, p. 19).

Transition Education:

Transition education means both curriculum-based and non curriculum-based opportunities for students to increase their general knowledge about and skills managing transition. Transition education necessarily includes students learning about stress management, management of grief and loss, conflict resolution. It includes opportunities to explore cultural identity development and the life-long impacts of an internationally-mobile childhood (Schaetti, 1998, p. 3).

Transition education provides children with the knowledge and skills to successfully manage transitions while affirming and celebrating their unique experiences and backgrounds. Educators have a significant influence on the lives of children and are therefore in a prime position to explore transition issues in the classroom. Through transition education, children can learn to appreciate and value the new experiences they encounter and the skills they have learned as a result of their mobility. Ultimately, transition education

helps them to face change with confidence and enthusiasm (Rader & Sittig, 2003, p. xi).

CHAPTER 2

METHOD

This study presents the results in terms of percentages of responding schools that had formal, informal, or no transition programs. Data were analyzed to determine if patterns emerged related to the size of the school, or in relation to the percentage of TCKs who attended each school. Data from schools that responded as having either formal or informal transition programs were further analyzed to determine which components of transition programs were present.

Population and Sample

The participants for this study were Heads of International Schools, or their designees, who were members of the East Asia Regional Conference of Overseas Schools – EARCOS, as listed in the Member Directory 2007-2008 East Asia Regional Conference of Overseas Schools (EARCOS, 2007a). The EARCOS By-Laws include the following “Membership Standards”:

EARCOS membership is intended for schools whose primary purpose is to provide an American/international style educational program for an international student body. It is not intended for schools whose students are predominantly host country nationals. The following standards of Membership describe the kind of school that EARCOS believes it can serve and that, in turn, can benefit from the EARCOS community. Because of the diversity in the EARCOS membership and the corresponding variation in philosophy, program, procedures and style, these standards focus on elements that should be common to all good overseas schools. Among these tenets is the commitment to the highest possible quality in a school’s program, and both the learning and teaching integral to it. Of equivalent importance is the recognition of, and respect for, diversity and pluralism in international education. Finally, it is believed that the ultimate test of a school’s quality is the measure of how well the school does what it purports to do, represented by the degree of congruence between the school’s stated mission and actual program, as well as between its purposes and results.

- A. The school shall be governed by its own school board or other competent authority.
- B. The school shall provide a program of instruction across subject areas as is appropriate for the ages, needs, and abilities of the students enrolled in the school.
- C. The governing body shall generate necessary resources for providing and maintaining staff, facilities, equipment, and materials to support the school's stated mission.
- D. The school shall maintain facilities and equipment so as to meet applicable health, fire, safety, and sanitary regulations.
- E. There shall be full public disclosure of the school's mission, policies, programs, and practices.
- F. There shall be a high degree of congruence between the stated mission of the school and the actual programs and practices of the school.
- G. The school shall be accredited by an accrediting organization recognized by the EARCOS Board of Directors (EARCOS, 2007a, pp. V-VI).

The fact that EARCOS does not accept schools that cater mostly to host country nationals, as well as the fact that EARCOS requires schools to be accredited, made the representative sample group for this survey particularly appropriate for the purposes of this study.

The EARCOS Member Directory for 2007-2008 listed 105 schools in 15 countries. The researcher is currently Headmaster at one of these schools, and as a result this school's data were not solicited. Therefore, a total of 104 schools were targeted for survey completion. Initial requests were sent to Heads of these schools. However, some schools' data were received from principals, counselors, and admission personnel. In all cases, the efforts were coordinated via the Head of school, and only one set of data for each school was provided.

Of the 104 schools contacted, 58 (55.8% of the targeted population) returned usable survey instruments. A comparison was made of those schools that responded and those that did not. The first area examined was by countries represented in the EARCOS region. The results are presented in Table 2.

Table 2

Comparison of Responding Schools by Country ($n=104$)

Country	EARCOS Schools	Responses	Percent Responding
Cambodia	2	1	50.0
China	21	10	47.6
Guam, Laos, Mongolia, Myanmar	4	2	50.0
Indonesia	14	9	64.3
Japan	20	13	65.0
Korea	9	4	44.4
Malaysia	4	2	50.0
Philippines	6	4	66.7
Singapore	3	3	100.0
Taiwan	5	2	40.0
Thailand	13	6	46.2
Vietnam	3	2	66.7
Total	104	58	55.8

Note: Only one school each for Guam, Laos, Mongolia, and Myanmar.

The small numbers of schools represented in many of these countries make the percentages subject to wide fluctuations. In general, the results by countries do not reveal a pattern of responses by countries. The greater than average rate of return for Japan may be attributable to the researcher's position in an international school in Japan and therefore having more contacts in schools in Japan. However, the

percentage completion for schools in Indonesia, the Philippines, and Vietnam is similar to that for Japan. Also, all three schools in Singapore responded.

The next area examined was the response rate by schools in which the Head of school was in attendance at the EARCOS Administrators' Conference in November 2007. The significance of this conference to the survey is explained in the Procedure section of this chapter.

According to the EARCOS Administrators' Conference program (EARCOS, 2007b), 72 Heads of schools were present at the conference in November 2007. Of these schools, 50 (69.4%) eventually submitted responses to the survey, while 22 (30.6%) did not. Thirty-two schools' Head of school did not attend the conference. Only eight (25%) of these schools submitted completed surveys, while 24 (75%) of these schools did not submit responses to the survey. This difference could be due to having heard the Executive Director's appeal during the annual general conference (explained in the Procedure section of this chapter), or due to the researcher having established personal contacts during the conference, or a combination of these factors. Alternatively, the Heads of school who attended might be more active within the organization in general, and therefore more likely to have responded to the surveys.

The 58 schools responding to the survey represented the distribution listed in the second column of Table 3 according to their student enrollment. These figures were compared with non-responding schools and total EARCOS schools in terms of student enrollment numbers. The results are presented in Table 3.

Table 3

Student Enrollment in Responding Schools Compared with Non-Respondents and Total EARCOS Schools with these Enrollments ($n=104$)

Student Numbers	Respondents Frequency	Non-Respondents Frequency	Total EARCOS Frequency	Percent of Sample	Percent Response Rate
< 100	4	3	7	6.7	57.1
100-250	10	11	21	20.2	47.6
251-500	15	18	33	31.7	45.5
501-1000	13	8	21	20.2	61.9
1001-2000	10	5	15	14.4	66.7
> 2000	6	1	7	6.7	85.7
Total	58	56	104	99.9*	55.8

*: *Actual total percentage equals 100%.*

It appears that in general, the larger the school, the higher the response rate. This is not a consistent pattern, however, with schools listing an enrollment of less than 100 students also responding at a relatively high (57.1%) rate. The lowest response rate (45.5%) came from schools with an enrollment between 251 and 500 students.

These figures were compared with the types of programs – formal, informal, no transition program – in place at different size schools. The results are represented in Table 4.

Table 4

Comparison of Enrollment to Type of Transition Program (Questions #1, 27) (*n*=58)

Student Numbers	Frequency	Formal (Percent of Respondents)	Informal (Percent of Respondents)	No program (Percent of Respondents)
Less than 100	4	0 (0.0%)	4 (100.0%)	0 (0.0%)
100-250	10	1 (10.0%)	4 (40.0%)	5 (50.0%)
251-500	15	1 (6.7%)	9 (60.0%)	5 (33.3%)
501-1000	13	2 (15.4%)	10 (76.9%)	1 (7.7%)
1001-2000	10	2 (20.0%)	7 (70.0%)	1 (10.0%)
More than 2000	6	4 (66.7%)	2 (33.3%)	0 (0.0%)

The results from this comparison show that the type of program offered by schools seems to be related to size of enrollment, though not in a linear fashion. Larger schools have a higher percentage of formal transition programs while smaller schools have fewer transition programs.

Instrument Development

The survey instrument was an on-line survey called “Transition Programs in International Schools” located on the website of SurveyMonkey.com (Appendix A). It was developed based upon the components of comprehensive transition programs as identified in the literature described in Chapter 1 according to the following categories:

1. Pre-Arrival

2. Orientation (Induction)
3. Student Records
4. Welcoming Rituals
5. Peer Support
6. Parent/Family Support
7. Counseling/Stress Management
8. Personal and Cultural Identity
9. Transition Education
10. Leave-Taking
11. Re-Entry

The survey included Pollock's (2001) definition of a TCK, in order to ensure that respondents unfamiliar with the term gained a basic understanding of its meaning. The survey also included Schaetti's (1998) description of "Transition Education," again, in order to ensure that respondents unfamiliar with this term gained a basic understanding of its meaning. The inclusion of both of these definitions was aimed at increasing the accuracy of the responses.

A pilot version of the survey was sent electronically to four Heads of international schools who were asked to respond to the survey to determine the average length of time needed to respond to all items, to verify the clarity of the questions and ease of responding, and to provide feedback on the accompanying e-mail. The e-mail soliciting participation in the pilot survey is included as Appendix B. Following return of these four pilot surveys, revisions were made to the survey as well as the introductory letter requesting invitation to participate.

Changes that were made to the survey following the pilot study included adding Pollock's (2001) definition of TCKs in Question #2, as well as the question itself to determine the approximate percentage of TCKs in attendance at each school. Also, Schaetti's (1998) description of transition education was added in Question #20. The current Question #3 was moved to this location from a position much later in the survey. Changes in wording were made in Questions #3, 22, 23, and 24 from "the international school" to "your school" or to "you". A phrase that was repeated in all questions from #4 to 19 pertaining to components of transition programs was eliminated.

Changes in the introductory letter included making a few minor wording revisions, and adding a sentence explaining that the survey could be re-accessed if the person taking the survey was interrupted in the process. The revised introductory letter is included as Appendix C.

The responses for the survey were as follows. Some survey questions were in "yes/no" format, while others were "multiple-choice" items, including multiple-choice in which respondents chose "all that apply". Space for optional additional comments was provided for all questions as appropriate. Three "open-ended" questions were also included, which were aimed at gathering data on: a) follow-up with students to determine any benefit of the transition program to them; b) any perceived benefits to having a transition program; and c) the school's perception of the most important components for a successful transition program. The survey is included as Appendix A.

From the 58 returned surveys, 96 open-ended responses were recorded. Of these, 21 concerned follow-up with students; 38 responses were offered on perceived benefits of having transition programs; and 37 gave an opinion about the most important components for a successful transition program. For each question, two raters independently grouped the responses according to similarity of content. The resulting inter-rater reliability was 94.7 percent agreement. Any disagreements were discussed and all were resolved.

Procedure

Contact with the EARCOS Executive Director, Dr. Richard Krajczar, and the EARCOS Associate Executive Director, Linda Sills, was initiated by the researcher's committee chair, Dr. Roland Yoshida, to pursue EARCOS endorsement and sponsorship of the survey. After reading the proposal, both agreed to support the study by promoting it to EARCOS member schools. The Executive Director initially distributed surveys electronically to e-mail addresses of Heads of EARCOS schools on October 23, 2007, using the EARCOS mail list for this group, along with a request urging member schools to participate on behalf of research projects in the EARCOS region. The message from the Executive Director is included in Appendix D. The body of the e-mail from the researcher distributed with this mailing included a statement of the purpose of the survey, a description of the importance of the survey and potential value to the respondent, a specific date by which to respond, a guarantee of confidentiality, a statement that participation was voluntary, a statement that by participating the respondent was giving his or her consent, and an offer to send the

respondent a summary of the findings (Appendix C). A database of responses and respondents was created using resources available via SurveyMonkey.com. All identifiable information about the respondents was deleted after the dissertation committee accepted the document.

This initial request yielded twelve responses. At the EARCOS annual administrators' conference held on November 3-6, 2007, the EARCOS Executive Director made a second request to Heads of EARCOS schools during the annual general meeting. The researcher distributed fifty hardcopies of the survey at the conclusion of this meeting, along with an additional cover letter (Appendix E). Three completed hardcopy surveys were returned during the conference.

Following the EARCOS conference a third request was sent by the researcher on November 18 and 19, 2007 to individual e-mail addresses of Heads of EARCOS schools who had not yet responded to the survey. Principals and counselors were copied in this third request in cases in which the researcher had also established contacts during the conference, as well as from prior knowledge of key personnel in these schools (Appendix F). Thirty more responses were received following this mailing, bringing the total to 45.

A fourth and final request was sent to 16 targeted individuals on November 26 and 27 (Appendix G) and another 13 responses were received bringing the final total in the sample to 58.

CHAPTER 3

RESULTS

The results from the completed survey responses will be reported in four sections: type of transition program, who participates in them, components of transition programs, and follow-up/benefits/most important components of transition programs.

Type of Transition Program (Survey Questions #1, 24, 28)

Of the 58 responses to Question #1, 46 reported that their schools had a transition program (79.3%), and 12 reported having no transition program (20.7%). The results from the 46 schools with transition programs showed that 10 of these schools had a formal transition program (17.2% of the total responding) and 36 had an informal transition program (62.1%). Comments for this question were received from 12 schools. Of these, six referred to plans and efforts to move to more formalized programs: one from no transition program to a formal or informal one, four from an informal program to a formal one, and one to refining their already existing formal program. For example, one school in its planning to change from an informal to a formal program stated, “We probably need a much more formal programme given the changing student demographics over the past three years.” The additional six comments received for this question provided further detail on their programs, most of which were reinforced in other questions later in the survey.

Question #28 provided schools the opportunity to submit any additional comments; twenty-five schools did so. Seven schools asked to see the compiled results and nine comments commented on how the survey helped the respondents focus on the issue of providing a transition program as follows:

The questionnaire has given us much to think about here, so thank you for that.

Thanks for helping us identify opportunities.

Our program is only bare bones. We need to do more. You have inspired me to move this up on our list of 'To Do s'.

Thank you for the opportunity to contribute. By participating we learned just how deficient we are in this regard and that there is much work to do. Thank you.

Thanks for provoking thought about the possibilities. Simply from some of the information on the survey I can see ways that we can do a better job immediately for kids transitioning.

Great survey. I have a keen interest in this area and would like to be part of a SE Asia network of people to raise the profile of the TCK issues.

Respondents were asked to skip to Question #24 if they responded that they had no transition program at all, neither formal nor informal. In total, 14 schools responded to this question, including the 12 that indicated they had no transition program at all. The multiple-choice options for this response, along with the number (in parentheses) responding to each option were: pedagogical reasons (0), financial reasons (1), temporal reasons (5), community-related reasons (1), and other reasons (9). The total number of responses was 16 because one school with no transition program responded with more than one answer and three schools with informal transition programs also responded to this question. A possible explanation for these latter three schools responding is that their comments pertained to why they had not

formalized their transition program. The additional comments elaborated on the reasons for no transition programs and were grouped by category. The results are presented in Table 5.

Table 5

Comments on Reasons for Not Having a Transition Program (Question #24) ($n=12$)

Category/Comment

Lack of Resources ($n=2$)

We are a very small school with limited resources and material.

We would likely need a counselor to lead this initiative. (This response was from a school with an informal transition program.)

Temporal ($n=3$)

We have not got around to it at this point in time. There have been other more pressing issues to deal with in our school.

This is a very important area, we fully understand, however there are so many other issues that are being dealt with that we have not been able to address these issues in any concerted manner. It is an area that we would like to develop for our students' sake.

We are a relatively new school (ten years) and the school has struggled to keep up with growth. This has not been a priority given the other immediate needs. This will / is changing.

Other Comments ($n=3$)

I'm new this year and I have adopted what was done in the past. We hope to start a more formalized program in the future because of this tremendous need. Many of the organizations that send kids to our school already have programs for TCKs, too.

We have a small student population with a nurturing, caring culture. Ours is a small school where friends are easily made and cliques are minimum. Students naturally take to making new students feel at home right from the offset. Our PTA seeks out parents new to the community and integrates them as much as possible. Our Dean of Students is assigned to the task of pastoral care of our student community and does very well at helping children integrate and leave our school. (This response was from a school with an informal transition program.)

As a large percentage of students transfer to the school from the local community and most have been at the school their whole life, we have tended to ignore those who are coming from beyond our own city and have not given enough thought to how much harder it is to be transient when the majority of the other students are not. Because our counselors do a good 'reactive' job when students have problems with transition we have not been overly 'proactive' about the issues involved. (This response was from a school with an informal transition program.)

No Need or Awareness of Need for Transition Programs ($n=3$)

In fact it is lack of awareness to this need.

No great need for one appears to exist. I didn't inherit one when I arrived in 2006. I have not experienced such a programme in any of the three previous international schools in which I have worked. I guess it simply isn't a priority.

We have not assessed a need for a "formal" programme of transition. It is a factor considered with each enrolment but as almost all students are English speaking, coming into our English learning environment, the transition is not so traumatic for them. Hence individuals are carefully monitored for the first few weeks by their classroom teachers after arrival and intervention applied if and when a case requires it; but we do not see the need for a formal programme at this stage.

The results from schools with no transition programs indicated that the most frequent reason for not having one is due to time constraints. Seven of the 12 responses to this question from schools with no transition programs fell into this category. Only three comments (5.2% of all responding schools) were made in which respondents stated they did not feel there was a need, or awareness of a need, for transition programs.

Who Participates in the Transition Programs (Questions #2 and 3)

Of the 46 schools with either formal or informal transition programs, six only enrolled students in grades K-8, while one only enrolled students in grades 6-12. Thus, 45 schools had students attending in elementary school, 46 had students attending in middle school, and 40 had students attending in high school. The following data were received in response to Question #3, regarding the frequency of schools enrolling students in transition programs at the three levels. Table 6 also includes the frequency of schools offering programs for parents regardless of level.

Table 6

Participants in Transition Programs (Question #3) (*n*=46)

Participants	Frequency Offering Transition Programs	Schools Enrolling this Age Group	Percent
Students in elementary school	34	45	75.6
Students in middle school	43	46	93.5
Students in high school	40	40	100.0
Parents	33	46	71.7

The data indicated that 100.0% of schools enrolling high school students had components/activities of their transition programs in which these students were included, while 75.6% of schools with elementary school students provided components/activities specific for this age group. The pattern indicated that the older the group of students, the more frequently they were included in the school's

transition program. Thirty-three schools reported including parents in their transition program representing a total of 71.7% of the 46 schools with either formal or informal transition programs.

Table 7 presents the frequency and percentages of schools that had formal, informal, or no transition program at differing levels of the proportion of TCKs in their schools. Twelve schools of the 58 that completed the survey reported that they did not have a transition program. For these respondents, the survey asked them to skip the question concerning the percentage of TCKs in their schools. However, three of these schools responded. Their responses are included in Table 7. Two of these three schools listed the percentage of attending students classified as TCKs in the 76-100 percent band, while the third listed the percentage of attending students classified as TCKs between 26-50 percent. The results do not establish a pattern in terms of the type of transition program compared to the percentage of attending TCKs.

Table 7

Percentage of TCKs in School and Whether Transition Program Offered (Questions #1 and 2) (*n*=39)

Percentage of TCKs	Formal	Informal	No Program
0-25	0	5	NA
26-50	3	8	1
51-75	4	9	NA
76-100	3	14	2
Total	10	36	3 ¹

¹Twelve school reported no program; however, only three responded to this question.

Components of Transition Programs (Survey Questions #4-20)

The surveyed components of transition programs, whether formal or informal, offered to students and their parents were those identified from the literature review. Table 8 presents the frequency and percentage of each component as reported by the 46 schools with transition programs.

Table 8

Components of Transition Programs (Questions #4-20) ($n=46$)

Component	Frequency	Percent
Pre-Arrival	46	100.0
Orientation/Induction	46	100.0
Student Records	46	100.0
Peer Support	39	84.8
Parent/Family Support	36	78.3
Welcoming Rituals	34	73.9
Transition Education	33	71.7
Leave-Taking	30	65.2
Personal/Cultural Identity	25	54.3
Stress Management	22	47.8
Re-Entry	14	30.4

The overall results showed that components aimed at supporting students and their families in their initial transition to a new school (Pre-Arrival, Orientation, Student

Records, Peer Support, Family Support, Welcoming Rituals) were focus areas for schools' transition programs to a greater degree than those components aimed at helping students and families transition when leaving a school (Leave-Taking, Re-Entry). Components aimed at helping students manage their transitions (Transition Education, Personal/Cultural Identity, Stress Management) were also not as prevalent as those aimed at their initial adjustment. A brief examination of the specific activities offered within each component area follows.

Pre-Arrival (Question #4). Of the 46 schools, all provided information to families prior to their arrival. All but one school (97.8%) had a website which provided new families with information; 32 (69.6%) used e-mail contact prior to arrival to help families transition; and 32 (69.6%) provided information about their communities in advance of arrival. In addition, 20 (43.5%) also provided families with information about cultural norms and values prior to their arrival at the school.

Orientation/Induction (Question #5). All schools with transition programs provided information about their schools during an orientation process to new students upon arrival. All but one school (97.8%) included a tour of their facilities. Thirty-seven schools (80.4%) designated a day or part of a day specifically for new student orientation, 34 (73.9%) provided information about the community, and 34 (73.9%) included an opportunity to meet with teachers during orientation. In addition, 23 (50.0%) used the orientation/induction process to provide information about cultural norms and values to new students and their families.

Student Records Required (Questions #6 and 7). All schools required student report cards, 34 (73.9%) asked for standardized test scores, and 24 (52.2%) required a

teacher letter of recommendation. Eleven (23.9%) reported that they required transcripts and health records. Twenty-five (54.3%) were satisfied with the records they received while 21 (45.7%) indicated they would like further records. All of these 21 schools obtained the further records they needed by conducting interviews and/or administering the schools' own entrance tests to determine English proficiency and, less often, mathematics skill level.

Welcoming Rituals (Questions #8 and 9). Thirty-four schools (73.9%) conducted activities to welcome new students that varied greatly by age groups/divisions and the size of the school. The most common welcoming rituals were as follows: 24 of these 34 responding schools (73.5%) introduced new students at an assembly; 16 (47.1%) placed an announcement to welcome them in the school newsletter or bulletin; 12 (35.3%) displayed their photos on a bulletin board, poster, or world map; and 11 (32.4%) gave them a welcome gift or token, such as a "Welcome to School" pencil.

Peer Support (Questions #10 and 11). Thirty-nine schools (84.8%) had a peer support system, of which 21 (53.8%) indicated that they trained or coached the students who provided this support to new students. Twelve additional comments for the peer support component were made, most of which indicated that the specific roles and duties of the peer mentors were generally not clearly defined.

Parent/Family Support (Questions #12 and 13). Regarding components of transition programs specific for parents, 36 schools (78.3%) addressed this need. The most frequently mentioned activity was a welcoming social event, which all 36 schools provided. Thirty (83.3%) included parents in a student orientation day.

Twenty (55.6%) provided community orientation for parents on shops, doctors, laws, and other local services; 19 (52.8%) provided contacts for parents in their native language. In addition, 16 (44.4%) provided parents with education regarding phases of culture shock and adjusting, and 13 (36.1%) also provided parents with education regarding TCK characteristics.

Stress Management (Question #14). Twenty-two schools (47.8%) indicated that they addressed issues to help students with stress management. Ten of these 22 schools (45.5%) addressed stress issues only as needed, or on an individual basis while nine (40.9%) indicated that stress management was incorporated into support sessions for students in groups, or as part of class instruction.

Personal/Cultural Identity (Question #15). Twenty-five schools (54.3%) provided programs, events, or activities to celebrate the wide range of cultures represented in their schools. These schools did so in three different ways. Nine (36.8%) set aside a single day, or week-long event, such as an international or cultural fair, or UN Day celebration; eight (31.6%) scheduled informal, on-going events; and, eight (31.6%) offered specific courses, units, or programs in which the issues were addressed.

Leave-taking (Questions #16 and 17). Thirty schools (65.2%) included activities to address this component. Of these 30 schools, 25 (83.3%) held class parties to say good-bye to leaving students; 22 (73.3%) made an announcement in an assembly or other group gathering to recognize departing students; and 16 (53.3%) gave them a farewell gift or remembrance, such as a booklet or card signed by their classmates.

Re-Entry (Questions #18 and 19). Only 14 schools (30.4%) specifically addressed the component of re-entry, and the related concept of reverse culture shock. This component was by far the least practiced of the transition programs.

Transition Education (Question #20). Question #20 asked for information specific to the concept of “Transition Education.” This question somewhat overlapped the question on stress management (Question #14), as well as the question on personal and cultural identity development (Question #15.) However, this question asked respondents to consider whether they provided a broader range of educational opportunities within their curricula to address aspects of managing transition related issues. Thirty-three schools (71.7%) responded to Question #20. The results from this question are presented in Table 9.

Table 9

Transition Education (Question #20) (*n*=33)

Activity/Topic	Frequency	Percent
Opportunities to gain knowledge/skills to manage transitions	19	57.6
Education regarding phases of culture shock/adjusting	19	57.6
Education regarding TCK/Global Nomad characteristics	18	54.5
Stress Management	17	51.5
Opportunities to develop strategies to prepare for leaving	16	48.5
Conflict resolution	16	48.5
Management of grief and loss	14	42.4

Opportunities to explore personal and cultural identity development	12	36.4
Any other topics	1	3.0

Note: Percentages do not add to 100 because multiple answers were possible.

The additional topic addressed in one school was managing finances, dating, and campus life for departing seniors. The results for this component showed that a wide range of topics was addressed in these transition programs, with no single topic prevalent to a significantly greater degree than others.

Benefits/Most Important Features of Transition Program (Survey Questions #21-23)

In Question #21, schools were asked to comment on whether they used any follow-up or method to determine if students in the transition program benefited from the experience. Only 21 schools (45.7%) responded to this question. These results were grouped into four categories, depending on how systematically the schools conducted their follow up procedures. The results showed that 11 (52.4%) surveyed their departing students and/or families within one year of leaving. Four (19.0%) followed up with students on an individual basis in supporting their transitions. Three (14.3%) reported that they gathered anecdotal evidence from graduates or alumni on an ad hoc basis, while 4 (19.0%) reported no follow up at all. Table 10 presents some illustrative examples of the responses for each category except for no follow-up.

Table 10

Follow-up to Determine Benefit of Transition Program (Question #21) (n=21)

Category/Example Comments

Group Follow-up

We e-mail graduates and ask what has been most helpful. Their feedback helps us plan for the next year.

Our HS does a follow up survey with graduating seniors the fall after they leave school. This information is incorporated into the programs with Gr. 12 seniors on transition. They also have a "college panel" of students who meet with Gr. 12 students in May where the new college students can tell what college life is like.

Students write a letter to themselves including an opportunity for response to how the TCK predeparture seminar and "Disorientation" helped them and how it could be improved.

Survey sent to all parents and students one year after they have left our school.

Currently we send out a leavers survey to all families who have left our school. We also send a separate one to our graduates to specifically enquire about how successful they are in school.

Survey at end of Senior Transition Retreat. Survey graduates 5 months after graduation. Emails to alumni database. (Care packages to college freshmen.)

Individual Follow-up

No formal follow-up method, although our counselors and teachers are in regular correspondence regarding students who may be having a more difficult time than others. The counselors assist these students on an individual basis, with/without the parents involved as needed.

Ad Hoc Follow-up

This is usually gained by anecdotal evidence collected from graduates who either return for a visit and are interviewed with this topic in mind specifically, or via other contacts with alums.

A total of 38 schools (82.6%) responded to Question #22, which asked for opinions on the major benefits of having a transition program. These 38 responses were grouped into six categories. Most of the responses consisted of wording that fell into more than one category. Twenty-six responses (68.4% of the 38 total) addressed the area of initial adjustment and settling as a major benefit. Twenty-three (60.5%) included comments pertaining to the benefits of transition programs in addressing social issues and providing support in general. Eleven (28.9%) commented on identity formation, and 8 (21.1%) mentioned developing skills in managing transitions. Seven (18.4%) made reference to closure and resolving grief when leaving. Table 11 presents some illustrative comments for each category.

Table 11

Major Benefits for Having a Transition Program (Question #22) (*n*=38)

Category/Example Comments
<p>Adjustment/Settling</p> <p>Helps considerably with the first 6 weeks at a new school, which are usually by far the hardest.</p> <p>Provides quick adaptation to the school culture and community.</p> <p>Students and parents get adjusted to new environment faster and more easily.</p>
<p>Address Social Issues/Support in General</p> <p>Social, health and academic reasons.</p> <p>The obvious benefit is to better prepare a student emotionally and socially to engage in learning.</p>

Identity/Sense of Self Formation

Allows students to have a strong sense of self.

Transition Skills Formation/Life-long Application

I believe that well adjusted students managing transition should be the outcome expected.

Closure/Resolving Grief

All parties sensitive to issues of leavers and left students - Preparation for adjustment needs - Closure for community.

When students say good-bye well it helps them to transition into their new community/culture.

As mentioned previously, most of the responses included comments that fell into multiple categories. Several additional examples illustrate these responses:

Ensuring that each student is aware of some of the hurdles before them, and for exiting students a re-inforcement [sic] of the local cultural values that they learnt makes them more broad-minded and worldly, which is what being an international student is all about.

Helping students to accept who they are, where they are and how they will be happy and healthy. Helping others understand who they are and how they can assist with this. Developing a culture where transitions are seen as opportunities, both for those who are welcoming and farewelling [sic] and those moving.

It's a preventative model that helps give students an understanding of why they feel the way they do (gives it a name: TCK), provides a sense of identity, a sense of belonging and helps resolve grief from the previous move.

Transition programs provide: Parents and students with understanding of school and host-country culture - Greater connection at earlier stages to the community than without transition programs - Greater success for students and happier family experiences than with no transition program.

The answers cover a broad spectrum of benefits, with initial adjustment to the school ranked highest of these.

Question #23 aimed to determine which components of transition programs schools deemed the most essential. In total, 37 schools (80.4%) responded to this question. Ten categories appear to cover the wide range of responses. Six categories were a consolidation of the eleven components of transition programs identified earlier in the literature review. (The component of student records was not mentioned in any of the responses.) The other four categories were created based on the responses.

Thirteen responses (35.1% of the 37 total) fell into the category of transition education, including stress management and personal and cultural identity formation. Twelve (32.4%) commented that the area of peer support was one of the most important components. Eleven comments (29.7%) stated that one of the most important components to a successful transition program was ensuring that the schools had dedicated and informed personnel to deliver and support the programs. The components of family support and pre-arrival/orientation were both mentioned in 10 responses (27.0% each). Nine (24.3%) commented that a structured program was needed for success. Seven (18.9%) included the component of welcoming rituals as one of the most important features, and 7 others (18.9%) commented that empathy, compassion, and an understanding of the issues involved were important. Finally, the component of leave-taking/re-entry, and an individualized program were each mentioned in comments from 4 schools (10.8%). Table 12 provides illustrative examples of comments for each category.

Table 12

Perceived Most Important Components of Successful Transition Programs (Question #23) (*n*=37)

Category/Example Comments

Transition Education

Awareness of re-entry stress. Global Nomad characteristics. Specific skills for living on one's own with parents MILES away. Talking about what to do in emergencies; credit cards; calling home; keeping in touch with friends, etc.

TCK characteristics' education, leaving well training, bringing these issues to awareness (especially for Asian parents).

TCK information, Cultural self-identity information, School orientation.

Direct involvement in an intentional program with their peers that helps them to acknowledge the issues they are going through or anticipate what they will be going through...being prepared is half the battle.

Peer Support

Involve students in welcoming new students, involve parents in welcoming new parents.

Buddy system, follow-up after the first month or so, cultural information on outside of school activities, parent information meetings/coffees.

Personnel-related

Acknowledging that there are issues, warm and welcoming students and school adults (teachers, counselors, administrators) as key, visible participants in the program.

An explicit communication from the Head of School down that transition matters, Time devoted to understanding of the issues TCKs face and transition for students, teachers and parents, The creation of rituals that celebrate transition, Time and staffing dedicated to the above.

Pre-Arrival/Orientation

Initial and follow-up information about the school and community. Peer support to make friends.

Student/peer involvement, Pre-entrance information - helping them to feel as well prepared as possible.

To let the students know that they are not the only ones going through hard times. Communication, providing them with information of the school, the culture, the community as much as possible.

Family Support

Connection and familiarity -- need for buddies for both students and parents, Orientation and direction -- needed when they arrive and settle in, On-going education and support -- necessary following the initial stages of culture shock, enculturation, etc.

Regularly reviewing it and involving the parents more than what we have done in the past.

Structured Program

A structured approach where you have some dedicated staff to make sure it happens.

Having a clear structure in place with delineated responsibilities for counsellors, teachers and students.

Empathy/Compassion/Understanding of the Issues Involved

Knowledge of what it means to be in transition, empathy and thus understanding...teachers who care, who are willing to take the time to work with students in transition.

Welcoming Rituals

Those which make a student and parent feel part of the new community without losing a sense of their own identity; thus all those elements which make adjustments as smooth as possible eg assemblies, having a fellow student be available, providing information about the culture of the host country and school.

We need to create a more established program to include: Welcoming routines, Curriculum - transitions, adjustments, pros/cons of being a global

citizen/nomad, Formalize the leaving process with unified process (besides song and parties).

Leave-Taking/Re-Entry

When leaving, the RAFT-Reconciliation, Affirmation, Forgiveness, Think destination.

Individualization

Tailoring each transition to the individual student's needs.

CHAPTER 4

DISCUSSION

Main Findings

Almost four out of five schools responding to the survey reported having either a formal or informal transition program. Based on these results, it would appear that a large majority of schools in the EARCOS region are beginning to address the overall needs of the internationally-mobile students who attend these schools, in regards to their transitional needs. Many of the additional open-ended comments submitted referred to either starting or strengthening transition programs, which further supports this conclusion. Also, respondents stated that they were eager for more information and ideas about transition programs. The survey itself provided ideas for enhancing existing programs and has also generated interest for further work in this area at these EARCOS schools.

The open-ended responses demonstrated that many schools have a broad understanding of the benefits to having a transition program for internationally-mobile students and their families, as well as a solid understanding of the most important components within a transition program. While only 22% of schools with transition programs considered their programs as formal, those with informal programs also demonstrated considerable knowledge and understanding of components necessary in order to provide a comprehensive transition program, as well as the benefits of having such a program.

Approximately one out of every five schools in the EARCOS region responding to the survey did not have any transition program. As already mentioned, comments received from some of these schools indicated an interest and desire to begin such a program. The responses further indicated that temporal reasons, such as balancing the needs of a growing school population and offering new curricula with establishing a transition program, were the single largest constraint. Several schools also cited a lack of resources such as not having a counselor to lead the initiative to start a transition program. Only three schools indicated that they were not aware of a need for transition programs, or that they did not need one. These three schools represented only 5% of all responding schools.

Larger schools in general had transition programs at their schools to a higher degree than smaller schools. Perhaps the more intimate environment in smaller schools was perceived as lending itself more to supporting transitioning students without the need for a transition program. Several comments from smaller schools supported this conclusion. An example from a school with an informal transition program illustrates this point: “We are a small school, and will generally integrate students naturally.”

Schools with transition programs provided components and activities for students at all grade levels, although the pattern revealed that programs for older students were available more often than for younger students. Almost 80% of all schools also had components and activities specific to helping parents in their transitions.

The percentage of TCKs in attendance did not influence whether or not a school had a formal, informal, or no transition program at all. This finding was somewhat of a surprise. It was logical to assume that schools with higher percentages of attending TCKs would be more likely to have developed transition programs in general, as well as more formal programs. However, the percentage of TCKs was not related to whether or not a school had a formal, informal, or no transition program. This finding seems to reinforce the finding that time and resources devoted to a program are more important factors than the percentage of TCKs in attendance.

Comparison with the Literature

The data from this study demonstrated a very positive response to the literature that advocated for international schools to establish transition programs for internationally-mobile students and families (Cushing, 2004; Langford, 1998; Langford, 1997; McCaig, 1996; McKillop-Ostrom, 2002; McKillop-Ostrom, 2000; Ota, 2007; Pollock & Van Reken, 2001; Pollock, 1999; Preston, 2003; Rader & Sittig, 2003; Schaetti, 1998; Schaetti, 1996b; Wentworth & Schaetti, 1998). Almost 80% of responding schools had established transition programs, and 95% of respondents recognized the need for these programs.

Regarding the components of transition programs identified from the literature review, the responses indicated that a high percentage of schools focused on those components aimed at facilitating initial adjustment of students and families upon arrival. These components were: providing information prior to arrival, conducting an orientation/induction process, including activities to welcome new students, providing

peer support, and providing parent support. The additional comments from schools regarding which components they viewed as most important, as well as the perceived benefits of having a transition program, further reinforced the conclusion that many respondents regarded the areas aimed at facilitating the initial adjustment of students and families as most important and essential to their programs.

All responding EARCOS schools with transition programs included pre-arrival information, which supported the literature that suggested the effectiveness of this component (LaBrack, 1999; Langford, 1998; Ota, 2007; Preston, 2003; Pusch & Loewenthal, 1988; Rader & Sittig, 2003; Raschio, 1987; Rohrlich & Martin, 1991; Simon, Cook & Fritz, 1990; Thomas, 2001; Wilson, 1988). Likewise, all EARCOS schools with transition programs included an orientation program, which reinforced the findings regarding this component from the literature review (Dobson, Henthorne & Lynas, 2000; Jason et al, 1992; Langford, 1997; Ota, 2007; Thomas; 2001).

The literature review suggested that welcoming rituals can help new students' transitions by recognizing them as individuals, and extending them an invitation to join their new community (Dobson, Henthorne & Lynas, 2000; Langford, 1997; McKillop-Ostrom, 2000; Ota, 2007; Preston, 2003; Rader & Sittig, 2003; Thomas, 2001). The results from this study showed that almost three quarters of responding schools with transition programs included this component, which indicates general agreement within EARCOS schools of this component's importance in the transition process.

Almost 85% of EARCOS schools with transition programs included a peer support component, reinforcing the findings in the literature. The literature review

suggested that peer support programs can allow new students to gain a more thorough and quicker understanding of routines and expectations in their new school (Cushing, 2004; Jason et al, 1992; Ota, 2007; Peterson & Peppas, 1998; Preston, 2003; Thomas, 2001).

The literature review found that providing parent support in a transition can help new students because well-adjusted parents are better able to support their children through the phases of adjustment (Langford, 1997; McKain, 1976; Nathanson & Marchenko, 1995; Norford & Medway, 2002; Ota, 2007; Preston, 2003; Schaetti, 1995; Simon, Cook & Fritz, 1990; Thomas, 2001). In this study, almost four out of every five EARCOS schools included components aimed at families, which demonstrates the importance of this component.

Components aimed at helping students manage their transitions, including stress management, helping students in developing their personal and cultural identities, and transition education in general were components that were present in varying degrees in many of the schools' transition programs. These components have the best chances to become more widespread because several responses in this study suggested that such components were important and in need of further development.

The literature review argued that strategies and counseling to address stress related to relocation can help students establish life-long coping skills to deal with this issue (Cushing, 2004; Dodd & Montalvo, 1987; Hormuth, 1990; Langford, 1997; Locke & Feinsod, 1982; McKillop-Ostrom, 2000; Nichols & Baum, 2003; Rader & Sittig, 2003; Salmon, 1987; Schaetti, 1998). The data from this study showed that this area continues to be in need of further development in EARCOS schools. Less than

half of the schools with transition programs included this component. A possible positive explanation for this could be that the initial transitions for students and families were so successful, that stress was greatly reduced, as suggested by the following response from the survey.

[A major benefit for having a transition program is that it] helps acclimate students much quicker to the school thus allowing teachers and students to focus on their educational program. [This is a] proactive approach to reduce larger social issues in the long run.

The literature review suggested that providing opportunities for students to identify, establish and discuss their personal and cultural identities can help them to develop these important aspects of their identity (Delin, 1986; Frederick, 1996; McCaig, 2001; Nichols & Baum, 2003; Ota, 2007; Pollock & Van Reken, 2001; Preston, 2003; Rader & Sittig, 2003; Schaetti, 2000; Schaetti, 1998). The results from this study indicated that only slightly more than half (54.2%) of EARCOS schools with transition programs included components aimed at helping students in identifying their personal and cultural identities, and this therefore remains an area in need of further development.

Transition Education includes stress management, as well as teaching students the concept and term “TCKs” and their common characteristics identified in the literature (Cottrell, 2007; Cottrell, 2002; Cottrell, 1993; Cottrell & Useem, 1993a; Cottrell & Useem, 1993b; Delin, 1986; Fail, 1995; Frederick, 1996; Gerner et al, 1992; Hayden, Rancic & Thompson, 2000; Hayden & Thompson, 1997; McCaig, 2001; Pollock & Van Reken, 2001; Useem & Downie, 1976; Useem, Useem, Cottrell & FinnJordan,1993). Further areas that can be addressed through transition education are common reactions to transitions, including the concept and stages of culture

shock, and problem-solving skills including friendship issues and leave-taking strategies (Cushing, 2004; McKillop-Ostrom, 2000; Ota, 2007; Preston, 2003; Rader & Sittig, 2003; Schaetti, 1998). Almost 72% of EARCOS schools with transition programs reported that they addressed certain aspects of transition education, although comments from schools also clearly identified this as an area that needs more comprehensive attention.

These components are present in parts of various presentations given at different grade levels.

A brief coverage of all of the above. Of course we could do more but resources, curriculum time and staff expertise limits the opportunities.

We do not do this in a comprehensive way.

Responding schools focused less on components aimed at facilitating the process of leaving their schools, and less than a third of the schools included a component focused on students' re-entry to their home culture. While it makes sense that schools devote time and efforts to helping students in their initial adjustment, previous research established the need and importance of focusing on closure when leaving a school (Cottrell, 1993; Dobson, Henthorne & Lynas, 2000; Frederick, 1996; Langford, 1997; McCaig, 1994; Ota, 2007; Pollock & Van Reken, 2001; Preston, 2003; Rader & Sittig, 2003). Results from this study showed that 65.2% of EARCOS schools with transition programs included this component, which leaves room for improvement.

Research in the literature review also identified the difficulties associated with re-entry to one's home culture. LaBrack (1999), Piet-Pelon (1986), Pollock and Van Reken (2001), Ramsey and Schaetti (1999), and Storti (2001) identified the reverse

culture shock experienced by students re-entering their passport country as perhaps the most difficult transition of all. Therefore, schools looking to expand their transition programs should give serious consideration to including these two components – leave-taking and re-entry – which continue to be areas that need further development.

The responses regarding the component of receiving complete student records in facilitating transitions for students did not support the need for this component that was identified in the literature review. Dobson, Henthorne and Lynas (2000) identified this component as an area in need of addressing in their U.K.-based study, as did Thomas (2001) for U.S. school transfers, and Langford (1997) concerning international school transfers. While only about half of the responding schools in the EARCOS region were satisfied with the records they received, the majority of schools acquired the additional information they needed in deciding acceptance and placement of students through their own entrance tests, or by conducting interviews or requesting writing samples. The conclusion that can be drawn from these data is that the majority of schools in the EARCOS region address the matter of obtaining student records independently. Including the component of student records as part of a transition program does not appear necessary.

Recommendations for Further Research

The open-ended responses showed that the educators completing the survey had a broad understanding of the benefits to having a transition program for internationally-mobile students and their families, as well as a solid understanding of

the most important components within a transition program. However, this study did not seek specific information on how complete this knowledge is among teachers and administrators in general in the EARCOS region. It is possible that respondents themselves were informed because they are responsible for the program. However, many other educators in these schools may not share their level of understanding. A topic for future investigation should determine the level of understanding of transition programs in schools within the EARCOS region by personnel who are responsible for administering and delivering various components of transition programs. Such information will help staff developers determine the extent to which they will need to design staff development to further promote these programs. Another reason for developing these programs is that the rate of turn-over for many educators at these schools is often similar to the turn-over of the TCKs themselves. Continuing education for new personnel regarding the transition program is important to address. Similarly, programs to facilitate transitions for the teachers themselves would seem to be an important topic, and future research could focus on whether, or to what degree, such programs exist.

The results from this study suggest several further areas for inquiry. For example, a future study could aim to identify if a correlation exists between the head of school's commitment to whether the school has a transition program, and to the type of program, as suggested by several comments. Also, several other comments referred to sponsoring organizations of these schools that had established their own transition programs for TCKs and new company personnel. Schools can collaborate

with these organizations in developing comprehensive programs for all family members, including students.

This study focused on the EARCOS region of international schools. A subsequent study could determine to what extent these results are generalizable to other regions. For example, international schools in regions such as Europe may generally feel less of a need for transition programs. Administrators in those schools may perceive that the similarities in European cultures to North American cultures may make transitions easier for students and families in international schools. The EARCOS region encompasses a range of cultures that might be perceived as significantly different from North America, thereby creating more impetus for international schools to develop transition programs.

Responses showed that only a few schools had established a process to follow-up with students after they participated in transition programs to determine the effectiveness of the program. Fewer of these schools did so in a formalized manner. With limited time and resources, this type of “program evaluation” would most likely only develop in schools once they had well-established, formalized transition programs. This conclusion is supported by comments from schools that had developed a formalized survey for students, alumni and parents. These schools indicated that the feedback from the surveys was used to adjust and strengthen the program for future years. A future study could investigate the effectiveness of transition programs in general, as well as seek to determine if certain components have a greater or longer-lasting impact on participants than others.

Finally, this study found that larger schools were generally more likely to have transition programs than smaller schools. As mentioned, this finding may be due to administrators' perceptions that the more intimate environment in smaller schools lends itself more to supporting transitioning students without the need for a transition program. A topic for further investigation could be to examine models of transition programs in small schools to determine efficient and successful methods of establishing transition programs with limited time and resources.

Recommendations for Practitioners

With almost four out of every five schools in the EARCOS region that responded to the survey reporting that they provide a transition program for internationally-mobile students and families, the establishment of transition programs is indeed "on the move." The EARCOS Mission states that, "EARCOS inspires adult and student learning through its leadership and service and fosters intercultural understanding, global citizenship and exceptional educational practices within our learning community" (EARCOS, 2007a, p. x). "Vision" statements in this document further elaborate upon the specific support role that EARCOS could play in promoting the development and strengthening of transition programs in member schools. For example, "Conduct and communicate research and archive relevant data to identify and enhance exceptional educational practices" (EARCOS, 2007a, p. x). A future researcher or the EARCOS organization itself could ask schools with well-developed, formalized transition programs to voluntarily share their programs so that the communities can engage in continuous self-improvement. The researcher will be

presenting findings from this study at the November 2008 EARCOS Administrators' Conference, in the hopes of contributing to the promotion and development of transition programs in international schools within the region.

A further conclusion from this study is that when schools consider starting a transition program, administrators and staff would be advised to focus on those components aimed at facilitating the initial adjustment and integration of students and families – providing pre-arrival information, conducting orientation sessions, including welcoming activities, and providing peer and parental support. These were the most prevalent components, and were identified most frequently as the most important and most beneficial.

As mentioned, turn-over of school personnel is often similar to the rate of transitioning of internationally-mobile students. Schools should find ways to institutionalize their transition programs, in order to ensure that they are not dependent on specific personnel who may leave the school in the future. They should incorporate on-going in-service regarding characteristics of TCKs for new personnel, and provide in-service sessions regarding the school's transition program as well.

Finally, university programs offering degrees in international school counseling and educational leadership should examine their courses in order to include teaching about TCKs and their identified commonalities and characteristics, as well as issues related to frequent transitions. As a leader in the field, the Lehigh University Master's Degree program for international counselors could provide an ideal opportunity in this regard.

Conclusions

The 56% response rate in this study established that almost 80% of EARCOS schools had either formal or informal transition programs for internationally-mobile students and their families. These programs were generally well established in terms of easing initial adjustment to the school. They included varying degrees of components to help students further integrate within the school and establish their own strategies to manage transitions. The data generally showed a need for schools to provide more focus on components involving leave-taking, including helping students with re-entry to their home culture. The overall results indicate a positive improvement in addressing transitional needs of students over previous studies, and at the same time identify areas in need of more attention. It is hoped that this study will help researchers and practitioners alike continue to “move on” in developing comprehensive transition programs in international schools.

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Appendix A

Transition Programs in International Schools

1. This survey will seek information on "Transition Programs" aimed at facilitating the arrival, integration, and departure of internationally-mobile students.

Do you consider your school to have a formal transition program (as defined by one which is clearly articulated and labeled as such), informal transition program (with certain activities and/or events to help students and/or families in their transition to your school), or no transition program at all?

Formal transition program

Informal transition program

No transition program [skip to Question #24]

Comments:

2. Internationally-mobile students in our international schools are often referred to as "Global Nomads" and "Third Culture Kids", or TCKs. Dr. David Pollock developed the following definition of a TCK, based on the pioneering work in this field by Dr. Ruth Useem: "A Third Culture Kid (TCK) is a person who has spent a significant part of his or her developmental years outside the parents' culture. The TCK builds relationships to all of the cultures, while not having full ownership in any. Although elements from each culture are assimilated into the TCK's life experience, the sense of belonging is in relationship to others of similar backgrounds."

Please estimate the percentage of TCKs in your school.

0-25

26-50

51-75

76-100

3. Who participates in your school's formal or informal transition program? Please check all that apply:

students at the Lower (Elem., Junior) School (ages 5-11)

students at the Middle School (ages 12-14)

students at the Upper (High, Senior) School (ages 15-18)

parents of students in transition (at any level)

Comments (please indicate here if your school does not have attending students from all of these age groups):

4. Components of Transition Program - (NOTE: Questions #4 to #20 will all gather information on Components of Transition Programs.)

Pre-Arrival – please check all that apply:

- e-mail contact prior to arrival
- information (sent/website) about school
- information (sent/website) about community
- information (sent/website) about cultural norms and values
- other information (please specify in Comments)
- Comments:

5. Components of Transition Program - Continued

Orientation (Induction) - including information (if not already provided prior to arrival, OR, in addition to information already sent prior to arrival) (please check all that apply)

- information about school
- information about community
- information about cultural norms and values
- other information (please specify in Comments)
- tour of school
- meeting with teachers
- designated day/part of day specifically for new students
- other (please specify in Comments)
- Comments:

6. Components of Transition Program - Continued

Student Records

Do you require the following before accepting students (please check all that apply):

- teacher letter(s) of recommendation from previous school
- report card(s)
- standardized test scores
- Other (please specify)

7. Components of Transition Program - Continued

Student Records - Continued

Do you consider the records you receive sufficient for placement?

- yes
- no (If no, what additional records would you want?)
- Comments, or additional records desired:

8. Components of Transition Program - Continued

Welcoming Rituals

Are there specific activities and/or events to welcome each individual new student?

yes

no (if no, skip to Question #10)

9. Components of Transition Program - Continued

Welcoming Rituals

If yes, do they include (please check all that apply):

introduction at an assembly

welcome gift/token, such as "welcome to school" pencil

group/school/division welcome with specific "welcome song"

bulletin board/poster/world map with photos of new students

announcement in school newsletter or daily bulletin

other (please specify in Comments)

Comments:

10. Components of Transition Program - Continued

Peer Support

In order to help new students integrate into your school, is there a system of peer support (often referred to as "buddy" system)?

yes

no (if no, skip to Question #12)

11. Components of Transition Program - Continued

Peer Support

If yes, are the peers trained or coached as to their specific roles and responsibilities?

yes

no

Comments:

12. Components of Transition Program - Continued

Parent/Family Support

Do you specifically involve parents in your school's formal or informal transition program?

yes

no (if no, skip to Question #14)

13. Components of Transition Program - Continued

Parent/Family Support

If yes, does the support for parents include (please check all that apply):

parents included on student orientation day (if applicable)

welcome coffee, or similar social event

community orientation (shops, doctors, laws, etc)

for non-English speakers, contact in native language

education regarding phases of culture shock/adjusting

education regarding TCK/Global Nomad characteristics

other activities (please describe)

Comments:

14. Components of Transition Program - Continued

Counseling/Stress Management

Are there specific activities/programs/events/strategies aimed at counseling students regarding the potential stress related to relocation?

yes

no

If yes, please briefly describe these:

15. Components of Transition Program - Continued

Personal and Cultural Identity

Are there specific activities/programs/events/strategies aimed at celebrating individual students' cultures and helping them in their search for identity?

yes

no

If yes, please briefly highlight those you feel are most significant:

16. Components of Transition Program - Continued

Leave-Taking

Are there specific events or activities to help students in their leave-taking from your school?

yes

no (if no, skip to Question #18)

17. Components of Transition Program - Continued

Leave-Taking

If yes, do they include (please check all that apply):

- class parties
- announcement at assembly or other group gathering
- announcement in school newsletter or daily bulletin
- farewell song by group/school/division
- farewell/good-bye booklet or similar gift/remembrance
- other (please specify in Comments)

Comments:

18. Components of Transition Program - Continued

Re-Entry

Is there any specific counseling for students re-entering "home" (or passport) culture?

- yes
- no (if no, skip to Question #20)

19. Components of Transition Program - Continued

Re-Entry

If yes, does this include any specific counseling regarding the concept of "Reverse Culture Shock"?

- yes
 - no
- Comments

20. "Transition Education" consists of direct instruction of self-awareness teaching which Dr. Barbara Schaetti described as: "... both curriculum-based and non curriculum-based opportunities for students to increase their general knowledge about and skills managing transition. Transition education also necessarily includes students learning about stress management, management of grief and loss, conflict resolution. It includes opportunities to explore cultural identity development and the life-long impacts of an internationally-mobile childhood."

If there is a specific component of the transition program aimed at "transition education" what are the characteristics included in this? (Please include the areas of Stress Management as well as Personal and Cultural Identity even if these were already addressed in earlier questions.) Does your transition education component include (please check all that apply):

- opportunities to gain knowledge/skills to manage transition

education regarding phases of culture shock/adjusting
stress management
management of grief and loss
conflict resolution
opportunities to explore personal and cultural identity development
education regarding TCK/Global Nomad characteristics
opportunities to develop strategies to prepare for leaving
any other components (please describe in Comments)
Comments:

21. Is there any follow-up or method to determine whether the students in transition benefited from the program?

Please comment:

22. What do you think are the major benefits for having a transition program?

Please comment:

23. What do you think are the most important components for a transition program to be successful at addressing the needs of students and families?

Please comment:

24. If your school does not have either a formal or informal transition program, why not? (please check all that apply):

pedagogical reasons
financial reasons
temporal reasons
community-related reasons
other reasons (please describe in Comments)

Comments:

25. Name of School (This is for data gathering purposes only, and will be kept strictly confidential.)

26. Name of Head of School (This is for data gathering purposes only, and will be kept strictly confidential.)

27. Numbers of Students:

less than 100
100-250

251-500
501-1000
1001-2000
more than 2000

28. Thank you very much for completing this survey!

Please feel free to add any additional comments.

The actual survey can be viewed at:

https://www.surveymonkey.com/s.aspx?sm=n3GFGMHrCup395y8zGJfGg_3d_3d

Appendix B

E-mail Letter to Heads of School Taking Pilot Survey

Dear Colleagues,

Thank you for agreeing to take this pilot survey. I have just completed putting it on line. You can access it at [Link to Survey].

Before you do, please read the attached letter, which will be sent along with the request to participate.

To clarify, the purpose of having 4 Heads of School (yourself included) pilot this survey is to gain the following information:

- to determine the average length of time needed to respond to all items
- to verify the clarity of the questions and ease of responding, and
- to provide feedback on the accompanying letter.

Thank you so much for doing this!

Rob

Appendix C

E-mail Letter to Accompany Survey

Dear Colleagues,

Greetings! My name is Rob Risch and I am the new Headmaster of Nagoya International School in Japan. I am also enrolled in a doctoral program at Lehigh University in Pennsylvania, USA. I am conducting a survey to determine the extent to which international schools have developed either formal or informal Transition Programs to ease the movement to and from our international schools for our internationally-mobile students. This research project is also endorsed by the East Asia Regional Conference of Overseas Schools (EARCOS).

Studies have found that some students entering international schools can face a difficult adjustment to the culture in which they are relocated and its native language. Many of these students are also limited to relatively short durations within our schools, and are often faced with subsequently adjusting to another school, culture, and language when their parents move again. This pattern of international mobility and transient education has led some authors and researchers, as well as administrators and faculty of international schools to call for, and develop, programs aimed at facilitating the transition to and from international schools for these students (often called TCKs or Global Nomads).

The purpose of this study will be to determine the extent to which Transition Programs exist in international schools world-wide and to describe the characteristics of these programs.

The survey instrument has been pilot-tested by four of our colleagues – Heads of International Schools listed in the current ISS Directory. It has taken them an average of less than 20 (19.25) minutes to complete, with a range from 15 minutes to 30 minutes. [I would greatly appreciate if you could complete the survey by (Date – 2 weeks from when it was sent). Thank you!]

I hope that the survey itself will help raise awareness of this topic, as well as possibly providing some of you with ideas for your own schools. Additionally, the data from the combined responses will provide guidance to colleagues from international schools who are looking to develop, or further develop, Transition Programs.

The name of your school, as well as your name and any other potentially identifying information will be kept in strictest confidence, and is being requested only for data gathering and organizing purposes. Data will be reported in the aggregate only and individual-level data will not be released.

Please note that participation in this survey is voluntary, and that by clicking on the link below you are giving your consent to take the survey.

If you are interrupted, or otherwise unable to complete the survey in one session, you can re-access it via the link below.

I thank you in advance for taking the time to complete the survey, and will gladly share the combined results with you once these are available.

Regards,
Rob Risch
Headmaster
Nagoya International School

[Link to survey]

Appendix D

E-mail from EARCOS Executive Director to Heads of Schools Requesting Participation in Survey

Please go to the site above to fill out Rob's survey for his dissertation. He can share his findings at our next EARCOS Administrative conference in Kota Kinabalu... Help a colleague!!!! EARCOS care! One of our Strategic initiatives is to promote research in our region!

Dick Krajczar
Executive Director

Appendix E

Cover Letter Distributed with Hardcopy of Survey

(Second Request to Participate)

November 2, 2007

Dear Colleagues,

Please find attached a hardcopy of the survey and explanatory letter that was recently sent to all heads of EARCOS international schools. If you have already completed the survey on-line – thank you very much!

If you have not been able to do so yet, may I please ask you to take a few moments during the EARCOS Administrators Conference to fill it in and return it to me.

Since this is now a hardcopy, I have added space for additional comments, should you wish to use these.

Thank you!

Rob Risch
Headmaster
Nagoya International School

Appendix F

Third Request to Participate

Greetings [Name of Head of School],

It was good to see you again recently in KL. Thank you for your offer to follow up on an initial request to provide information on transition programs in schools who are part of EARCOS, or designating someone at [Name of School] to do so. If you have already completed and sent the hardcopy - thank you! If not, I am including the original letter below, with a link to a short survey. If the link does not work directly, you can copy and paste the link into your web browser.

Many thanks for your time!

Rob

Original Letter: (Appendix C)

Appendix G

Fourth Request to Participate

Hi [Name],

At the risk of being a nuisance, I am checking once more to see if it will be possible to get this data from [Name of School]. I certainly understand the demands on your time and other priorities, so if not, no worries.

Thanks,
Rob

Followed by third request (Appendix F) which included original letter (Appendix C).

Curriculum Vita

Robert Peter Risch was born in Belgrade, Yugoslavia. His parents are Elly Risch (born: Nitsch) and Grant Risch. In addition to Yugoslavia, Rob's family, including his three brothers, lived in Austria, Lebanon, Turkey, and Germany before moving to the USA when Rob was 13 years old.

Education and Certification

M.Ed. Educational Leadership	University of Vermont	1996
K-12 Principal Certification	State of Vermont	1996
B.A. Biology	Middlebury College	1976
K-6 Teaching Certification	State of Vermont	1976

Professional Experience

Headmaster	Nagoya International School, Japan	2007-present
Lower School Principal	Zurich International School, Switzerland	2002-2007
Elem/Middle Sch. Principal	American Community Sch., Amman, Jordan	2000-2002
Elementary Sch. Principal	International School of Islamabad, Pakistan	1998-2000
Director	International School of Cartagena, Spain	1996-1998
Teaching Principal	Ripton Elementary School, Vermont, USA	1989-1996
Teaching Principal	Ripton Hollow School, Vermont, USA	1983-1989
Grade 6 Teacher	College Street Sch., Middlebury, VT, USA	1978-1983
Grade 3 Teacher	Mary Hogan Sch., Middlebury, VT, USA	1976-1978

Honors and Positions

- 1989 Vermont Outstanding Teacher of the Year Award Univ. of Vermont
- 2002-2007 Swiss Group of International Schools (SGIS) – Executive Board
positions: Treasurer, Co-Chair, Chair

Publication

- 2004 What's a TCK Anyway? *Mothering matters: Parenting in Switzerland*,
11(5), 10-13.