

Features

3 Immigrant and Refugee Youth: Migration Journeys and Cultural Values

By Rowena Fong, Ed.D.

Professionals working with immigrant and refugee youth are better equipped to offer culturally appropriate intervention and prevention strategies when they understand their clients' migration journeys and legal statuses. They are further benefitted when they build on the strengths and protective factors present in the youth's traditional cultural values. This article explores these important factors.

6 A Cultural- Ecological Model of Migration and Development: Focusing on Latino Immigrant Youth

By Krista M. Perreira, Ph.D., and Luke Smith, M.D.

Adolescent development can only be understood in context. For immigrant youth, both the contexts of migration and settlement must be incorporated into prevention and intervention strategies. This article provides a cultural-ecological model for understanding the experiences and social identities of immigrant youth, especially Latino immigrant youth.

10 Understanding and Responding to the Needs of Newcomer Immigrant Youth and Families

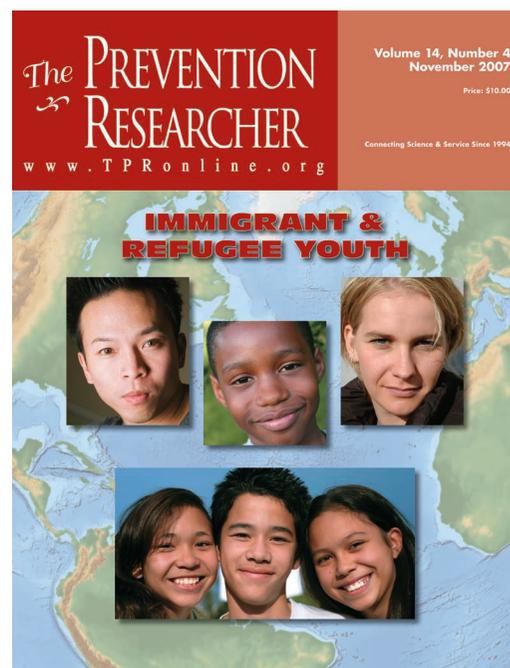
By Francisco X. Gaytán, M.S.W., Ed. M., Avary Carhill, M.A., and Carola Suárez-Orozco, Ph.D.

This article presents findings from a five-year longitudinal study of newcomer immigrant youth. Three areas of importance for educators and practitioners are highlighted: the significance of separations and reunifications among immigrant youth and families, conflict within immigrant families resulting from the stresses of migration and acculturation, and language and cultural challenges for immigrant youth and parents.

14 Immigrant Youth in U.S. Schools: Opportunities for Prevention

By Dina Birman, Ph.D., Traci Weinstein, M.A., Wing Yi Chan, B.S., and Sarah Beehler, B.A.

Many of the acculturative struggles of immigrant youth unfold within the school environment. This article advocates for restructuring educational programming and involving immigrant parents to promote the mental health and positive adjustment of immigrant children.



18 Promising Practices in Positive Youth Development With Immigrants and Refugees

By Lyn Morland, M.S.W., M.A.

Immigrant and refugee youth benefit from community-based and after-school programs for many of the same reasons as their non-immigrant counterparts. However, their unique strengths and needs are important for programs to consider when targeting these youth or including them in their services. This article addresses these considerations and provides "promising practices" from across the country.

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The Prevention Researcher is a quarterly journal with the mission of connecting service professionals to the latest research. Established in 1994, each single-theme issue of *The Prevention Researcher* focuses on an "at-risk" youth topic from a prevention standpoint. *The Prevention Researcher* is indexed in CINAHL, PsycEXTRA, and Education Index.

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From the Editor's PC

Dear Colleagues,

One in 10 children enrolled in U.S. schools is foreign born. These youth are extremely diverse: they come from many different countries, for many different reasons, with varying amounts of resources when they arrive. This issue of *The Prevention Researcher* takes a look at youth who are immigrants and refugees. Our issue examines their strengths and needs from an ecological perspective—including families, schools, and communities.

Our first article, by Dr. Rowena Fong, sets the stage by explaining the terms used to define immigrant youth's legal status within the U.S. Additionally, she explores how the journey to the U.S. and youth's traditional cultural values can shape prevention and intervention strategies. This is followed by an article by Drs. Krista Perreira and Luke Smith which provides a cultural-ecological model for examining how migration, acculturation, and ethnic identification affect development for young immigrants.

Families are critical in adolescents' lives. In our third article, Mr. Francisco Gaytán and colleagues examine the role that immigrant youth's families play, ranging from the struggles of youth who are separated from their families during migration, to family conflict, and the challenges for youth whose parents are not proficient English speakers.

Next, Dr. Dina Birman and colleagues explore the role of schools, which have traditionally served as the place where most immigrant youth are socialized into U.S. culture. The authors provide school-based suggestions for prevention and intervention strategies. In our last article, Ms. Lyn Morland examines the role of community-based programs to promote the positive development of immigrant and refugee youth. Based on the experiences and successes of over 60 programs, she highlights seven guiding principles and provides promising practices for all.

With such a culturally rich and diverse group of youth immigrating to the U.S., our goal for this issue is to provide readers with an understanding of how immigration affects youth. We hope this information will help you assist these youth in making a successful transition.

Finally, I would like to thank Ms. Adena Young for acting as a guest reviewer for this issue.

All the best,



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