

1-1-2012

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**THE EFFECTS OF TWO GROUP COUNSELING INTERVENTIONS ON ARAB-AMERICAN HIGH SCHOOL STUDENTS' PERCEPTIONS OF THEIR PRIMARY RELATIONSHIPS (PARENT, TEACHER, PEER)**

by

**NUZMEYA B. ELDER**

**DISSERTATION**

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of requirements

for the degree of

**DOCTOR OF PHILOSOPHY**

2012

MAJOR: COUNSELING

Approved by:

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Advisor

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Date

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## DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of God, Most Gracious, Most Merciful....

This dissertation is dedicated to my parents, Bader Mustafa Elder and Kay Hassan Elder, very treasured human beings who represent a disappearing breed of parents.



My research has a very special place in my heart to these very special people. I set a goal for my father in 1975 and am proud to say I have achieved it. To my mother Kay Elder, who always used a velvet glove to communicate with me, her tireless, unselfish sacrifices, and loyalty to humanity were the qualities most admired and adapted by me. Although she is no longer with us on this earth, she is constantly with me in spirit. She has left an indelible void in my life; however; it is with unimaginable gratitude that I thank her for what she gave me as her memory will forever persevere as she modeled all of her life to serve mankind in humanitarian ways. My

mother add value to my life and gave me the ability to draw back on her wisdom and our relationship when I must resort to making the most basic to the most complex decisions during our private conversations. Unfortunately, at times it has been difficult to draw on her wisdom as elements of society continue to create obstacles to that wisdom. Although both had very little formal education, I was able to draw on my parents' social and intellectual usage of logic & life experiences as they modeled on the preservation of family values. May Allah Bless the Soul of My Mother, Kay Elder and the Soul of My father, Bader Mustafa Elder.

Cousin by blood, but Uncle by the highest regard, Haj Fouad Faraj, your presence at this defense is the closest thing to my parents' presence. Thank you for your continued presence in my life, you continue to add the same value that my mother added, full of wisdom and life experience. May Allah Bless You and Give You Continued Energy to stay with us for many years to come.

I want to express my gratitude to my sister, Elizabeth Elder Abdrabboh, who has always used a more aggressive velvet glove to express her support for me. Although she sometimes forgets that we are in the 21<sup>st</sup> century, her conditional support is always evident. Special recognition to my children, Mohammad and Shehnaz, in whom I have tried to instill great values. I hope I have given you some things to pass on to your children and my beautiful, Jibril, Nuzmeya, Zaynab, Mya, Rayan, Malik, Essa, and Aamenah. God Bless your hearts 🌻. I hope you take every advantage of education and know that I expect great things from you as you are in my daily thoughts. Take advantage of the knowledge around you to make decisions based on righteous values, not expectations of those around you, as those closest to us can mislead us. Despite years of obstacles, I have tried to create an environment and culture around you promoting the importance of learning. I look forward to hearing of the defining moments in your

life and that you continue to follow the highest ethical values and goodwill that my mother instilled in me. Most of all I look forward to seeing in you in another generation that places greater priority on goodwill and humanitarian service, both here and abroad in Palestine. A special regard to my nieces and nephews, you know who you are, and to the children of Suzy Jabbar and Ali Abdrabboh (Allah Urhama) inshallah, your efforts will yield a generation of greater intellectuals among your children. Inshallha, Abdallah, your siblings and Dean Abdrabboh, you represent the start of real intellectuals who will make lives more peaceful and meaningful. My message to all my nieces, nephews, Jibril & Mya and your respective siblings is to develop yourselves by taking in knowledge through reading, think for yourself, and form your own opinions, which are in the best interest of yourself and mankind. After all, we want to move forward and help our people not inhibit them among the great tribes of yesterday.

A very special tribute to my very dear nephew, the late Ali A. Abdrabboh, who has a very special place in my heart. Had he been available during the tallying of my statistical data, he would have lent me his amazing ability to calculate mentally. Ali, if you were with us today you would be on the “special invite” list to my defense. Your million dollar smile that only few people understood is what I miss about you. Like Omar and those close to us say, “it’s like a dream” that you are not with us. I am so proud to have stayed in communication with you and grateful that I was able to witness what few others knew about you, your visits to the masjid and your goodwill efforts to take charge of your life...I did not take your energies, your amazing analytical intellect, and your savvy charm for granted. It is regretting that some around us take treasured people for granted. Amazingly, Dean, the son of Ali Abdrabboh has captured his father’s math skills, athleticism, and competitiveness. May Allah Bless You All.

Finally, a very special recognition goes to my best friend and husband, Bahaa El- Din Mohamed Redwan, who like my mother supported me in more ways than one can imagine. Like my parents, he is full of wisdom. He manages to bring the conversation back to its most meaningful focus. He, like my parents, is a rare breed; who possesses wonderful energies. They have been instrumental in making great things happen only few would imagine, and they sacrificed a lifetime of emotional energies for their children. Those who failed to respect and appreciate their energies may never cross paths with such individuals again as fewer exist like them today. Those who have been privileged to honor their social circle have been rewarded with the gift that we rarely find today. Although he failed to complete his doctoral degree, my husband prodded and encouraged me along the way so as to achieve his doctorate degree vicariously through people he loved, as his father, Dr. Mohamd Redwan did. Bahaa, I will always appreciate and respect your presence and also dedicate this dissertation to you as Dr. Redwan. Thank you for all you have given, particularly during the most trying times of my life when you were the only unyielding support, full of unselfish wisdom that can only be understood by those who had great parents like ours. Maha was right; you are not from this world as only the most privileged would understand.

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

I am deeply grateful to the students from Fordson and Edsel Ford High Schools in Dearborn, Michigan who volunteered for this research project. Your contribution will in effect make a difference in counselor education programs, as I intend to have discussions with my administration in order to pass on your sentiment in hopes of enhancing the Dearborn Public Schools Guidance & Counseling Program. It is my hope that the sentiments you shared throughout the study will become public for seekers of Arab American communities who look for ways to improve their knowledge of institutions around the world. Finally, it is my hope this project motivates students to persevere in learning and developing healthy relationships.

Special thanks to Ms. Mona Meheidli, counselor and colleague at Fordson High School, who graciously volunteered her services to this research project. Also, thanks to Mr. Philip Seymour, math/statistics instructor at Fordson High School, who graciously volunteered his math skills to assist in compiling results of the student assessments. Mr. Seymour, it would be an understatement to admit that you provided immense emotional relief from this tedious task. Finally, thank you to Anwar Alefnain, Sahar Faraj and Esraa Faraj for volunteering their time in tallying statistical information. I would have been seeing and sleeping (1, 2, 3, 4 and 4, 3, 2, 1) numbers had you not stepped in to save my eyes. Anwar, I hope one day to hear about that global experience I have tried to get you to experience. After that first one you will then become a mentor for others in your life. The best to you all at your respective schools.

To my current and former students, I want you to know that your presence in this world is priceless. As educators we don't give you enough credit for what you teach us. Many of you



know this personal message is directed to you personally, for those who may not know, the world is a better place because of the contribution of young minds.

As a guidance counselor, I understand the importance of providing direction to students. Students rely on the experience of direction as they gravitate through untested waters. Although the thesis experience was not new to me having gone through it in my master's program, the completion of a dissertation did require some guidance at defining times. Thanks to my Counselor Education major advisor, Dr. Arnold B. Coven, and committee members, Dr. Stuart G. Itzkowitz, and Dr. George P. Parris. Special thanks to an "angel", Dr. JoAnne Holbert for consulting with and assisting me on this project at a critical time; you have no idea how meaningful our last visit was; it really put things in perspective. I am sorry I had not met you prior to that meeting. Clearly your empathy and experience are precious. Thank you Dr. Coven for recommending I consult with another person. Thanks to Dr. Ariel S. Levi, from the School of Business Administration. I cannot thank you enough for being available, supportive, and providing wonderful feedback in my cognate area. I also learned the Jewish origin of your name; knowing this has inspired me to continue to seek further knowledge of my own Palestinian people in my next visit to Palestine. Thank you and God Bless You.

To the late Dr. Donald Marcotte, although I was too intimidated to invite him to join my committee, it is with great regard I thank Dr. Marcotte for representing a dying breed of educators who utilized the most basic techniques to teach statistics. His name will always be synonymous with statistics in the recent history of Wayne State University. May You Rest in Peace.

Finally, I cannot thank Dr. Daisy Ellington Dupas enough. Anyone who passed through the Master's and/or Doctoral Counselor Education programs in recent years at Wayne State University knows that Dr. Ellington's name is synonymous with "Ask Dr. E, she knows

everything.” Despite your early departure before the completion of my dissertation, you have and will always be regarded as my major advisor. Wayne State lost a wonderful instructor. Thank you for everything. I hope and pray God will continue to give you the health and safety to enable you to persevere in society as you continue to amaze people by your limitless ability to do more than many of us who have been given the gift of sight. I often question if you really are blind, as many of us have never been able to keep up with you as you whip through the keyboard and run through instructions so quickly. Although I am completing my Ph.D. program I will still be available to you and Augustine ~ the best to both of you.

To all persons who experienced challenges in relationships to please others (e.g., Steve Jobs and Ted Kennedy) yet took a lifetime to break the cycle.

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## CHAPTER I

## INTRODUCTION

According to the last published census, 15% (U. S. Census Bureau, 2000a) of America's 304 million (U. S. Census Bureau, 2011a) residents are born in other countries, the highest percentage since 1930, and largest absolute number in U.S. history. Immigration is occurring worldwide, and research on immigration is extensive, covering mainly economic, social and political analyses. However, the "human" aspects of immigration and impact of American society on the individual has come to the forefront relatively recently. Thus, in the last decade, a great deal of work has been conducted by researchers on families and youth among ethnic minority and lower income groups particularly in North America and Europe. Psychological and developmental research, a rather latecomer into the scene, has a body of knowledge to build upon in addressing individual and family dynamics and adaptability in different socio-cultural contexts (Kagitcibasi, 2003; Rudy & Grusec, 2006).

For decades, immigration has led to many challenges for tens of thousands of immigrants who left their native lands or relocated within their own countries seeking an escape from persecution, poverty, and/or political conflict for a better life. In the process, immigration has affected all aspects of society, such as workforces, schools, languages, media, family, communities, the mental health field, and beliefs and traditions held by every aspect of society. Families and individuals have in the past and present, and will continue in the future, to deal with the challenges of coping and pressures of living in communities that are increasingly pluralistic and inhabited by people of different ethnic, racial, religious, linguistic, cultural, educational, and socioeconomic backgrounds (Ghanem-Ybarra, 2002).

Political struggles have a very unique impact on populations and the health services and relief operations for victims. The implications of contemporary wars in the collective healthy status and well-being of affected populations at home or abroad go beyond the loss of life and destruction of physical infrastructure to the devastation of the social and cultural fabric of the people's history and life trajectories, and their identity and value systems. The health impact of political violence and wars has contributed to the disintegration of family and social networks which have profound implications in the health and well-being of survivors (Ghanem-Ybarra, 2002; Kagitcibasi, 2003). Thus, these political struggles may have an impact on outcome of mental health treatment as survivors have been forced to relocate in the western world.

Immigrant youth are extremely diverse, coming from many different countries, for many different reasons, with varying amounts of resources. While these youth have many of the same needs as their non-immigrant peers, they also have unique challenges and strengths. Since one in ten children enrolled in U.S. schools today is foreign born, understanding and responding to their needs is important (Henry & Biran, 2004).

According to the literature (Dwairy, Awad, & Ladhani, 2007), Arab Americans are one of the most misunderstood ethnic groups in the United States. Therapists, who want to serve with multicultural competence, need to understand the Arab American population and the communities in which they live. Many in the U.S. think of Islam as a foreign religion and typically viewed Muslims as "others" or Arabs from a faraway land from Western society. In reality, of the six million Muslims in the U.S., only 12.4% are Arab. The majority are African American (42%) with 24% being Asian, and 21% described as other. Another misunderstood perception many are not aware of is that not all Arabs are Muslim (Dwairy et al., 2007). For the purpose of clarification of Arabs and Muslims, all Arab Americans are not Muslims and not all

Muslims are Arabs (ACCESS, 2008; American-Arab Anti-Discrimination Committee, 2008; Arab American Institute, 2011).

Since parent, teacher, and peer relationships are critical factors in adolescent development, this research explores Arab adolescents' perceptions of the quality of the relationships they have with their parents, teachers, and peers, whose parents are first, second, and third generation immigrants. Schools have the potential to provide substantial support for youths and traditionally serve as the place where most immigrant youth are socialized into U.S. culture (Dwairy et al., 2007). Therefore, a study examining the effects of two group counseling approaches on Arab-American adolescents' relationships (Parent, Teacher, Peer) is warranted.

### *Immigration*

It has taken decades for generational groups to be accepted by Western culture. As a result, adjustment in America to Western culture has been difficult. Acculturation has led to marginalization, separation, assimilation and integration difficulties. Some groups have advanced in transitioning to accepting the new world by acculturation. Other groups have not been fortunate to have reached comfortable outcomes and continue to search for their level of comfort in their new society; consequently the effect of their acculturation challenges has made substantial impact on their families (Ahmed, 2002; Beck, 1997; Xu, 2003).

According to Marshall and Batten (2003), immigration affects the family relationship. Children, who are still developing, socially, and psychologically, experience internal conflict as they adjust to their new Western environment while maintaining a familial and social connection to their ethnic identity. The concept of ethnicity refers to a social-psychological sense of belongingness in which members of a group share a unique social and cultural heritage. Ethnicity overlaps with the concept of race and culture. There are many things that describe culture with

respect to populations; among them are the beliefs, values, and norms shared by membership in the group. Migration refers to movement of populations between as well as within nations. The difference between immigrants and ethnic groups is generational, and when children of first-generation immigrants settle in a country they usually maintain a membership in an ethnic group (Beck, 1997; Chang, 2000). Since affiliation with an ethnic group has wide-ranging implications on personal and social identity, particularly in multi-ethnic societies, family relationships experience emotional hardships (Marshall & Batten, 2003). Studies have found cultures which emphasize interdependence commonly use higher levels of control over children, emphasize obedience, and are more restraining during social play and feeding than are those that emphasize independence (Beck, 1997; Hynie & Richard, 2006; Rudy & Grusec, 2006). The current ethnic population shift in the United States has created a dichotomy where the historically dominant majority population will become the minority population by the year 2040. According to the U.S. definition of minorities, about one-third of the U.S. population, are expected to become a majority by 2042 and be 54% of U.S. residents by 2050. The shift will occur sooner among children, 44% of whom are minority. By 2023, more than half are expected to be minority, and by 2050, the proportion will be 62%. Hispanics, including immigrants and their descendants as well as U.S.-born residents whose American roots go back generations, are expected to account for the most growth among minorities; the most recent report is that one in six persons is expected to be of Hispanic descent (U.S. Census Bureau, 2008).

### *Challenges to Immigrant Relationships*

There are factors which affect immigrant's relationships including acculturation, ethnic identification and cultural values. Throughout the acculturation period, immigrants experience various levels of psychosocial adjustment, perceived bicultural competence, perceived group

support, and connectedness to the family and culture. These variables, in addition to the daily stresses on the life of high school students, are usually reflected in their basic characteristics, as well as their experiences in a new society, and should be important in understanding and predicting their in-group and out-group behavior and their psychological and physical state (Safdar, Lay, & Struthers, 2003).

### *Acculturation*

Since immigrants experience differences in acculturation patterns, their immigration experiences develop positive or negative mental health outcomes (Ahmed, 2002; Barnes & Bennett, 2002; Xu, 2003). Positive adaptation occurs when the individual develops a clear identity, strong self-esteem and positive mental health. Negative outcomes can include identity confusion, and anxiety. The American Arab populations have experienced very challenging yet distinctly different experiences in their move to the United States given the social, political, and cultural factors of their migration. In addition, post 911 experiences, and the backlash on Arab and Muslim Americans, have caused added stressors for the mental health community serving Arab American populations (Ahmed, 2002; Barnes & Bennett, 2002; Xu, 2003).

Research (Marshall & Batten, 2003; Pines & Zaidman, 2003; Wormaes & Olsen, 2009) suggests important links between cultural context and individual behavioral development. Given this relationship, cross-cultural research has increasingly investigated what happens to individuals who have developed in one cultural context as they attempt to reestablish their lives in another culture. The central aim of the field of cross-cultural psychology has been to demonstrate the influence that cultural factors have on the development and display of individual and group human behavior.

Although a vast amount of research supports interest in cross-cultural psychology, few investigations have examined the effects of social support on adolescent parent, teacher and peer relationships. Culture influences people's perception of appropriate behavior, including how and why adolescents seek supportive help.

It is the intent of this study to create a greater understanding of how schools can better support adolescents who come from 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> generation families. It is expected this study may help determine some of the most critical issues Arab American face related to acculturation. Therefore, more effective programs can be developed to deal with these issues. The findings may provide valuable information for schools serving this population whose counseling needs have been perceived to be unmet (Pines & Zaidman, 2003).

### *Cultural Values*

This most recent immigrant group of persons of Arab-Muslim descent experience unique challenges that differ from other ethnic groups in American history. Cultural differences have typically been attributed to variations in cultural values and socialization practices that are believed to impact family relationships. Early adolescence in Western societies, such as the United States, has been known to increase problem behaviors among youths (Marshall & Batten, 2003).

There seems to be greater conflict in western families than non-western families due to the distinct differences in socialization goals and practices. For example, Arab culture and practices emphasize interdependence, conformity, and collectivism, whereas western culture emphasizes interdependence and independence (Marshall & Batten, 2003). Arab Americans and those perceived to be Muslim Americans in the United States, face distinct issues different than those who reside in the Middle East. It is important to note there is a common misconception that

all Arabs are Muslim. For example, differences with regard to legal and ethical guidelines between the United States and the Middle East, has made it difficult to apply or maintain some of the traditional values in a new society. Identity is an important topic that must be addressed within the Arab American immigration experience, specifically with adolescents. Individuals who emigrated from the Middle East to the United States tend to be a numerical and cultural minority in the United States. Therefore, issues of identity may be salient and have important implications for counseling. As a result, counseling and psychotherapy studies with Arabs and Muslims continue to be a significant contribution to the mental health literature. Since very little is written about Arabs and Muslims in the mental health literature, this research could benefit the helping professional in addressing some of these gaps by providing a much-needed guide for individuals working with this cultural group (Awad & Ladhani, 2007).

The intent of this study is to better understand challenges surrounding cultural values of adolescent Arab American high school students and relationship development. This research contains activities designed to better understand challenges faced by Arab American high school students in developing and maintaining parent, teacher, and peer relationships. Therefore, a greater understanding of these challenges in relationship development may provide mental health professionals in schools and communities more effective ways to serve this population.

### *Ethnic Identification*

While the majority of people reported Arab identity, some identified themselves in terms of their country of origin or their religion, such as Arab American or Muslim American. Like other ethnic groups, Arab Americans have tried to preserve their ethnicity but, for many, that has not always been easy. The economic reality of this nationally higher average income population shapes their thinking and behaving which in turn affects their relationships. These ways of



thinking and behaving have become habits and ultimately have contributed to identity issues which have affected their academic, social, and parent relationships (Addis, 2008; Sarroub, 2007).

With an increasing number of families reporting mental health stressors and related medical conditions, more research in this area is needed. As immigration stressors in the U.S. become more prominent, it is imperative that further research be conducted examining acculturation, cultural values, and ethnic identity and mental health among Arab-Americans, including larger samples which focus on specific demographic subgroups (Muslims, family relationships, immigrants and second generation). It is hoped with more advanced techniques, a more effective model in working with Arab-Americans will result. Since adolescents are engaged in social and academic relationships in educational settings therefore, it is necessary for school counselors and mental health professionals in general to understand these influences to avoid making significant mistakes in providing mental health treatment. It is also important to understand the varying levels of student needs in schools. While these are not the only factors that place students at-risk, they are the most commonly accepted and available indicators of the challenges that many students must overcome (Sulaiman, 2008; Young, Chadwick, Heptinstall, Taylor, & Sonuga-Barke, 2005).

This study examines the effects of two group counseling interventions (Choice theory and Psychoeducational approach) on Arab American high school students. It is designed to investigate the specific factors that may be affecting relationship development and maintenance, and identify challenges faced by high school students who are Arab Americans, particularly those who practice the Muslim faith, that may require intervention, and thus enhance their primary relationships (Parent, Teacher, Peer).

*Arab Americans*

The U.S. Census (U.S. Census Bureau, 2000b) defines ancestry as ethnic origin, descent, roots, heritage, or place of birth of the person or person's ancestors. Census data is used to define the Arab population in America from responses to a census question that asks respondents to identify their ancestry or ethnic origin. At least 3.5 million Americans are of Arab descent. Arab Americans live in all 50 states, but two thirds are concentrated in 10 states and one third of the total live in California, New York, and Michigan.

The data (U.S. Census Bureau, 2011a) indicates of the 304 million people in the United States, approximately 0.05% are expected to report some kind of Arab ancestry (e.g., Lebanese, Palestinian). Almost half of the respondents who reported Arab ancestry were born in the United States. Approximately 70% of Arabs (five years and older) speak a language other than English at home compared to 18% of the general U.S. population. Of these 70%, 65% reported they spoke English very well, and represented 44% of all Arabs age five and older. A higher proportion of Jordanians (90%), more than any other Arab group, speak a language other than English at home. Persons of Lebanese decent are reported the least likely to have difficulty speaking English and the Iraqi are most likely to have difficulty speaking English. Approximately 40% of Arab descent respondents reported having at least a bachelor's degree, which is greater than the general U.S. population (24%). Of those reported in the 2000 Census as persons of Arab descent, 42% were employed in management, professional, and related occupations compared with 34% of the total population. Arab men and women earned more than men and women in the general population with the national median family income of Arab families at \$52,300 compared to the national median of \$50,000. Among the different Arab

groups, Lebanese, Syrian, and Egyptian families had higher median family incomes than other Arab groups (approximately \$60,000 per year).

The U.S. Census Bureau does not publicly track populations by religious affiliation. The literature suggests varying statistics on Muslim Americans as Islam continues to be the fastest growing religion in the world and practiced by three percent of the world population. Although Arab Americans have been part of the U.S. population since the 1890's, a large number are first, second or third generation immigrants having families born or raised in the United States. Today, there are approximately three million Arab Americans in the U.S., and over 300,000 concentrated in the Detroit metropolitan area. The Arab world is home to over 260 million people with 92% reporting Arabic as their native language. Arab Americans represent over 40% of the student population in the Dearborn school district. Although the district does not track the numbers of students by ethnicity, the estimate is stated to be approximately 60%, while the percent of English Language Learners in bilingual and/or transitional educational programs is 41% (American-Arab Anti-Discrimination Committee, 2008; Arab Community Center for Economic and Social Services [ACCESS], 2008).

### *Parent Relationships*

According to Becvar & Becvar (1996), a student's social network includes mother, father, grandparents, neighbors, teachers, etc. and other children (peers, siblings, cousins, etc). Further, relationships are defined as the students' perceptions of the quality of the behaviors that are shared between students and adults, and students and other children. For the purpose of this study, parent relationships refer to a parent or someone serving as parental figure regardless of biological relationship.

The family as a focus of methodological consistent study has only occurred in the past 30 years. Systemic frameworks have described models of principles of problem formation and problem resolution. Becvar & Becvar (1996) posit the importance in solving problems is founded in the need to understand how the problem was created and maintained. The attempted solution becomes the problem and it is this solution that must be changed if the problem is to be solved. Therapy focuses on the family as an integral whole as a system and subsystems affecting the basic family structure. Furthermore, it identifies important family dimensions characteristic for healthy functioning. Although no one family is ever likely to possess all of these dimensions, the successful families seem to have a combination that includes at least a majority of them (Becvar & Becvar, 1996). Thus, a study examining Arab parent and adolescent relationships may provide valuable solutions to developing mentally healthy and fully functioning families and add to the body of literature.

There are various theories of individual development and models of the family life cycle, especially when employed in combination that are extremely useful tools for family therapists. These theories assist in the process of understanding and assessing functioning, as well as creating therapeutic strategies and interventions. Further, these theories offer a set of guidelines for considering individual and family growth and development.

Research has also indicated individuation was a relationship property because one can have a relationship with some people and not with others. It was not seen as a property of the whole family because the quality of the relationship within a family can varied across dyads and over time (Gilani, 1999). Gilani (1999) conducted a study on the mother-daughter relationship during adolescence in Western and European cultures where individualism was stressed. On the basis of the theories of cultural variability dimension and conflict face negotiation, it was

hypothesized mothers and daughters from the two cultures would use different styles of handling disagreements/conflicts. The Pakistani group did not have conflicting relationships, were connected with their mothers, less assertive in their manner, and exhibited a collectivistic attitude toward themselves and their families. The British daughters reported relatively more conflict, had equal levels of individuality and connectedness with their mothers, and individualistic in their manners (Gilani, 1999).

Tscann, Flores, Pasch & Marin (1999) reported interparental conflict was an important indicator of children's behavior and emotional adjustment problems and had longer lasting detrimental effects on child and adolescent functioning than parental divorce. Literature suggested interparental conflict may be more detrimental to children's adjustment than other conflicts (Tscann, Flores, Pasch & Marin, 1999).

Programs that are most effective in their work with families were those reflecting key principles of family support. The literature (Witmer, 2005; Frederick & Ibrahim, 1999) suggests family support programs be based on the perceived needs of the family and designed to strengthen the family and enhance their feelings of competence. Family support should be flexible, based on the child and family's unique situation, and reflect the culture, values and social characteristics of the community of which the family is a part. Ringel, Ronell, and Getahun (2005, as cited in Michaud et al., 2001) suggest creation of a bicultural identity is an empowering experience that may improve self-concept and self-esteem with regard to social, academic, and family relationships thus promoting a more satisfied individual (Ringel et al., 2005, as cited in Michaud et al., 2001).

*Teacher Relationships*

For the purpose of this study, teacher relationships is defined as relationships with educators, including administrators, teachers, coaches, etc, or any other adults involved in education related services in the school district. Teacher-parent and school-home relationships are an integral part of the educational process. Student achievement, motivation, and concern for learning all increase when parents are actively engaged in a positive way in their children's education, (Witmer, 2005). According to the literature (Witmer, 2005) on academic relationships, it is the connections with parents, children, spouses, siblings, friends, and teachers that provide meaning and genuine learning relationships and are the foundations of effective education. Consequently, these significant relationships become a defining role in the students' social life and ultimately could contribute hugely in the student's personal satisfaction.

There are empirical findings with regard to the negative consequences of the school atmosphere in terms of individual behaviors. For example, Mesmer and Woodruff (2001) state "school discipline among students was rated by teachers and the general public as the "number one problem facing public schools" (p. 3). These authors further explained bullying, and disruptive behaviors influence stress and fear in both students and teachers, and that additional consequences of these aggressive behaviors include a negative impact on teacher morale, academic achievement of students, and school cohesiveness the impact of social relationship in schools.

Secondary prevention (Harper & Ibrahim, 1999) involves providing support and counseling for children and adolescents identified as "at-risk" in the school. Further, they posited individual and group counseling be provided for students who have been victims of violence, conflict, or exposed to ongoing or traumatic violence, such as political conflict in their native

homelands. Counselors may have to play a greater role in providing support for such issues. Harper & Ibrahim (1999) reported some schools offer an intervention such as a counseling group or personal growth group as a requirement for graduation from high school to address life issues, human relations, multicultural concerns, and psychological adjustment. Some schools incorporate such measures when they find a student is facing difficulty in daily functioning which is affecting the school setting (Harper & Ibrahim, 1999). As high schools and middle schools grow in population, a potential problem with this growth may be students and families getting lost in the shuffle and falling through educational cracks. Some high schools and middle schools have implemented various forms of teacher advisement programs to help students feel connected to the school and give parents a sense their children are not just considered a number (Harper & Ibrahim, 1999). Witmer (2005) suggests teacher/advisors with school counselor support, meet with a small group of students weekly or biweekly to develop a greater understanding of the needs of students and serve as liaisons between the families and schools.

Communities and families have a moral imperative to socialize and rear youth to become healthy and responsible adults (Harper & Ibrahim, 1999; Witmer, 2005). In addition, since the Arab American community continues to be new to the immigration community, families who receive support through the immigration and acculturation experience may be better able to meet the developmental and educational needs of their children. Teachers, administrators, and parents are all stakeholders in a child's education therefore; counselors and other school professionals have a personal and professional commitment to make a positive difference in the lives of youth. Thus, this study is designed to assist educators in serving immigrant populations.

### *Peer Relationships*

For the purpose of this study, peer relationships refer to male or female peers. The Western concept of social interest is grounded in individualism, which affirms autonomy, freedom, personal responsibility for one's behavior, and intrinsic worth of the individual (Corey & Corey, 2006; Ghanem-Ybarra, 2002). The ultimate direction is to move toward individual self-actualization. Conversely, the Eastern concept of social interest focuses on collectivism, which values preserving and enhancing the well-being of the group as the main principle guiding social actions. Collectivism emphasizes unity, integration and fusion, cooperation with one's social in-group interdependence, achievement of social and group goals and collective responsibility (Corey & Corey, 2006; Ghanem-Ybarra, 2002).

Investigations to date (Young et al., 2005) have rarely examined the quality of relationships. However, the literature clearly suggests peer relationships are important in the development of adolescents. This age group is reported to confide in their peers. Social isolation and loneliness are likely to have considerable impact on adolescent development when absorption into the peer culture is a primary goal. Psychological interventions need to specifically target the development of social skills and problem-solving skills in an attempt to overcome these problems. Youths who experienced more incongruity in their everyday life are at greater risk for stressful experiences (Young et al., 2005). Further research needs to be conducted evaluating the contribution of these relationships and their predictive effect in influencing development of social and problem solving skills (Young et al., 2005).

### *Theoretical Orientation*

Counseling theories about the experiences of ethnic minorities in social, parent, and academic settings have for the most part, failed to capture the complexity and diversity of the



experiences of these individuals (Ho, Rasheed, & Rasheed, 2004). As a result, therapists and practitioners frequently give a distorted homogenized caricature of ethnic life, which tended to be viewed as pathological as the functional and culturally indigenous adaptive behavior within these populations. At the very least, this picture reflects unfortunate negative cultural stereotypes. According to Ho et al. (2004), even with impressive advances made in the modifications of therapy models, many models still fail to conceptualize a practice approach within the larger context of Arab-American immigrants.

### *Group Counseling*

Yalom (1995) believes experienced clinicians often operate implicitly within an existential framework. Group counseling can be an appropriate vehicle to facilitate students' search for understanding. Utilizing Yalom's therapeutic factors in students' social adjustment enables the counselor to focus on achieving a guided interplay of experiences culminating in movement through group-promoted change.

According to Yalom (1995), therapeutic change is a very complex process that occurs through an intricate interplay of human experiences, referred to as therapeutic factors, which are experiences one passes through during the therapeutic process which are interdependent, yet distinct, which occur within the client and represent different parts of the change process.

An interactive group will, in time, develop into a social microcosm of the participant members (Yalom, 1995). In time, group members will begin to be their real selves. They will interact with the group members as they interact with others in their social spheres. This allows the therapist to see the members in various perspectives, such as events which trigger maladaptive behaviors and responses of other members in the group, which will allow the therapist to identify patterns (Yalom, 1995). Yalom (1995) utilized many years of research

studies to support his prototype of group therapy and offers a set of principles based on long-term group therapy that enables helpers to modify his fundamental group model to fit any specialized situation.

According to Dwairy (2004), Arab American and Muslims must be presented counseling theories and techniques in a culturally sensitive way and include examining Arab cultural values, development, personality, assessment issues, and treatment practices relating to Arabs and Muslims in the Middle East, as well as in the United States. Dwairy (2004) also suggests relations between the U.S. and Middle East, as well as their cultural and religious differences, is why therapists should develop an understanding of Islam and that failure to do so can create potential biases against Muslim clients. Therefore, addressing psychological issues pertaining to Arabs and Muslims is needed.

This study is an investigation of the effects of two approaches to group counseling on Arab American high school students' perception of their primary relationships (parent, teacher, peer). The researcher chose to use Choice theory, for this research study, because of its ease in use with diverse populations and it is usually more effective for short term use. Choice Theory groups utilize students' current and past experiences to help them develop more satisfying relationships through their behavior and thoughts. Glasser's work focuses on major relationships, all of which are in obvious need for improvement in relationship issues, including parent-child and teacher-student. Since the intervention involved student relationships, Choice Theory seemed to be a good fit for the researcher's proposed work with adolescents and their family and teacher relationships.

This theory (Glasser, 1998) promotes delivery of services from a community perspective given some of the familial issues high school students face, as children of first, second, and third

generation immigrants. Thus, student's common issues and background become an effective support for one another. An individual's cultural identity may be based on heritage as well as individual circumstances and personal choice (Ho et al., 2004). Cultural identity may be affected by such factors as race, ethnicity, age, language, country of origin, acculturation, sexual orientation, gender, socioeconomic status, religious/spiritual beliefs, physical abilities and occupation, among others. Many minority populations can find it difficult to convey their world to the counselor. In Choice theory (Glasser, 1998), there is little probing as the problem is presented in the present and teaches that clients are in control and free to lead more effective lives. Therefore, Choice theory (Glasser, 1998) group techniques provide support for the students as they balance the collectivist values they may hold with individualistic values they may consider.

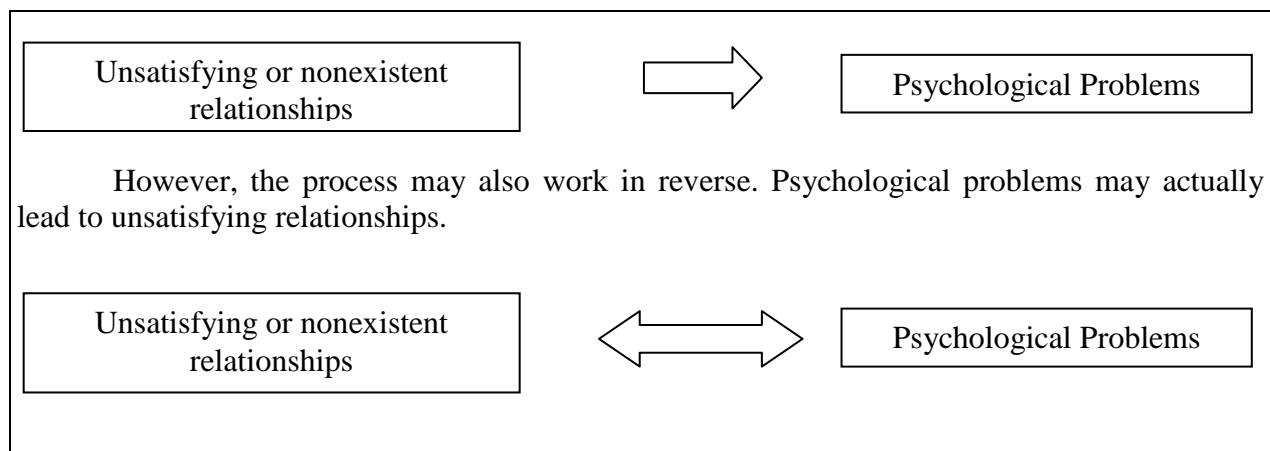
One approach used, Choice group theory (Glasser, 1998), is grounded in the reality of making choices concerning thoughts and behaviors. The Choice Theory approach (Gladding, 1998) is defined as the idea that people have mental images of their needs and behave accordingly; thus individuals are ultimately self-determining (i.e., they choose). Individuals can choose to be miserable or mentally disturbed. They may also choose to determine the course of their lives in positive ways and give up trying to control others. The other approach is the Psychoeducational approach (Gladding, 1998). Its primary purpose is to educate or instruct participants in regard to certain subjects or areas pertinent to their lives (e.g., child education group). The Psychoeducational group approach (Cummings, 1998; Wheelan, 2005) focuses on providing education and resources for understanding and changing thoughts and behaviors.

### *Choice Theory Approach*

Glasser's Choice Theory (1998) proposes we choose everything we do including, our actions and thoughts and that we are in control of our lives every day. In Choice Theory, satisfying relationships are important to a successful life. Glasser (1998) posits the social issues humans struggle with are related to unsatisfying relationships. A disconnect in satisfying relationships can be the source of mental illness, family disruptions, and school failure (Birman & Taylor-Ritzler, 2007; Glasser, 1998).

Glasser (1998) posits everything we do can be explained in terms of our attempts to satisfy our basic needs: survival, belonging, achievement, and independence. Since most of adolescent lives are engaged in primary social, familial, and school relationships, using this theory supports Glasser's position that current behavior and past events can influence how clients are behaving now. Even though problems are rooted in the past, students need to learn how to deal with them effectively in the present (Birman et al., 2007; Glasser, 1998). Therefore, this study attempts to help students enhance their perceptions of their primary relationships. Glasser's (Ridgway, 2005-2007, p. 2) approach is shown in Figure 1.

Figure 1 Glasser's Approach



Or, it may work either way in some cases. The above illustration shows how philosophical issues regarding ‘free will’ are inherent within counseling because ‘choice’ theory rests on an assumption one is free to choose (Ridgway, 2005-2007).

### *Psychoeducational Approach*

Within group counseling, an effective and short-term approach with students is the use of Psychoeducational groups (Cummings, 1998; Wheelan, 2005). This approach is a hybrid of group models with characteristics of guidance groups. Group guidance and group counseling are effective means of responding to the varying needs of students.

Psychoeducational groups are used to educate people who are facing a potential threat to understanding developmental life events or learning to cope with immediate life crises. This approach helps the client develop specific skills, understand themes or deal with life transitions. The counselor’s role is to assist participants in understanding and developing skills in addressing their relationship to the larger culture. The groups may not be problem focused but rather, have concerns and issues which are general, common, and shared. In the case of high school students, they tend to have more shared concerns and issues facing all adolescents regardless of the culture they are from (Cummings, 1998; Wheelan, 2005). The Dearborn students face life transition issues specific to them as an Arab American group in a western society, struggling to find a balance between their original ethnicity and their school identity which they share with other students (Sarroub, 2007).

### *Statement of the Problem*

Arab American high school students continue to be influenced by relationships with family, teachers, and peers at school. The focus of this study is to help Arab-American high school students improve the quality of their primary relationships with parent, teachers, and

peers. It is designed to increase their acceptance of the culture of their host society and develop a sense of comfort so they can retain some of their own culture and Arab identity without feeling they will totally lose it.

It is important that mental health professionals and counselors are also aware of the relationships which are part of the students' daily lives. It is imperative that practitioners remain cognizant of current developments in the profession in order to be better prepared to support students in their relationships. Doing so, may assist students to decrease the parent, teacher and peer conflicts and promote cohesion through a synthesis of social adjustment over generations. Thus, a study focusing on these relationships is warranted.

#### *Research Questions*

Since parent, teacher, and peer relationships are critical factors in adolescent development, this research explores Arab adolescents' perceptions of the quality of the relationships they have with their parents, teachers, and peers. The outcome variables examined in this research are the perceptions Arab-American high school students have regarding the quality of their relationships in three primary contexts (Parent, Teacher, Peer). The three research questions guiding this study are:

1. Will Arab-American high school students participating in group counseling utilizing Choice theory interventions differ significantly in their perceptions of the strength of their relationship with their parents than participants in group counseling utilizing Psychoeducational interventions?
2. Will Arab-American high school students participating in group counseling utilizing Choice theory interventions differ significantly in their perceptions of the

strength of their relationship with their teachers than participants in group counseling utilizing Psychoeducational interventions?

3. Will Arab-American high school students participating in group counseling utilizing Choice theory interventions differ significantly in their perceptions of the strength of their relationship with their peers than participants in group counseling utilizing Psychoeducational interventions?

### *Definition of Terms*

Survey research (Bhopal, 1997; Jenkins & Parron, 1995; MacKenzie & Crowcroft, 1996) in adolescent health has suffered from inconsistent definitions of race, ethnicity, and culture. The definitions are subject to debate well beyond the adolescent health literature. Therefore, for the purpose of this research, the following definitions are pertinent to this study.

#### *Arab-Americans*

Arab-American is defined as a United States citizen or resident of Arab cultural and linguistic heritage and/or identity whose ancestry traces back to any of various waves of immigrants originating from one or more of the 23 countries comprising the Arab World (from the northernmost Syria and westernmost Morocco in North Africa to the southernmost Sudan and easternmost Iraq in Southwest Asia). The overwhelming majority of Arab Americans (65%) are Christians, while only 25% are Muslims, and the remaining 10% are of other faiths, agnostics or atheists. For the purpose of clarification of Arabs and Muslims, all Arab Americans are not Muslims and not all Muslims are Arabs (ACCESS, 2008; American-Arab Anti-Discrimination Committee, 2008).

### *Immigration*

Immigration is defined as the act of entering and settling in a land where one is not native (ACCESS, 2008; American-Arab Anti-Discrimination Committee, 2008).

### *Acculturation*

For the purposes of this study, acculturation is defined as the degree to which individuals from minority cultures identify with or conform to the attitudes, lifestyles, and values of another culture (ACCESS, 2008; American-Arab Anti-Discrimination Committee, 2008).

### *Ethnic Identification*

A broad commonly held definition of ethnic identity is an enduring fundamental aspect of the self that includes membership in an ethnic group and the attitudes and feelings associated with that membership. Ethnic identity is also used to encompass meaningful groupings of people that are based on race and/or culture of origin (Phinney, 1996). For the purposes of this study, ethnic identification is the ethnic group he/she declares as their race and/or culture of origin.

### *Cultural Values*

Culture values (Phinney, 1996) are practices by each person in relationship based on the group or groups with whom he or she identifies.

### *Parent Relationships*

According to Bracken (2006), a student's social network includes mother, father, grandparents, neighbors, teachers, etc. and other children (peers, siblings, cousins, etc). Further, family relationships are the students' perceptions of the quality of the behaviors that are shared between students and parents, and students and other children. For the purpose of this study, parent relationships refer to a parent or someone serving as parental figure regardless of biological relationship.



### *Teacher Relationships*

According to Bracken (2006), teacher relationships are the student's perceptions of interactions with their teachers, administrators, coach, or other adults involved in education related services in the student's high school.

### *Peer Relationships*

According to Bracken (2006), peer relationships are defined as unique and relatively stable behavioral patterns that exist or develop between two or more peers as a result of individual and extra-individual influences. This definition emphasizes the interactive aspects of relationships, the influences of the environment, and recognizes that relations vary among individuals or groups of individuals who share common characteristics (e.g., males, females, teens).

### *Choice Theory Approach*

Choice Theory (Gladding, 1998) is defined as the idea that people have mental images of their needs and behave accordingly; thus individuals are ultimately self-determining (i.e., they choose). Individuals can choose to be miserable or mentally disturbed. They may also choose to determine the course of their lives in positive ways and give up trying to control others.

### *Psychoeducational Approach*

The Psychoeducational approach (Gladding, 1998) primary purpose is to educate or instruct participants in regard to certain subjects or areas pertinent to their lives (e.g., child education group). The Psychoeducational group approach (Cummings, 1998; Wheelan, 2005) focuses on providing education and resources for understanding and changing thoughts and behaviors.

*Assumptions of the Study*

Assumptions for this study include:

1. All Arab-American high school students participating in this research study are similar in characteristics pertaining to academic criteria, expectations necessary for graduation from high school, and exposure to similar experiences associated with traditional high school experiences.
2. That being assured anonymity, participants answered questions honestly and without bias.
3. Individual differences regarding exposure to group counseling interventions may be greatly reduced by the use of random assignment.

*Limitations of the Study*

This study considered the following limitations:

1. This study was limited to Arab-American high school students. Generalizations to other populations, nationalities or age groups should be made with caution.
2. This study was conducted with Arab-American high school students residing in a large urban metropolitan area that has the largest population of Arab-Americans in the United States. Generalizations to other geographic areas should be made with caution.
3. This study relies on self-report paper and pencil instruments, which may be reflective of socially desirable responses.
4. This study used student volunteers.
5. This intervention was conducted by one counselor (i.e., the researcher, who is also of Arab descent) and the outcome may have been partially influenced by the

researcher's personal characteristics and investment in the project. The volunteers were not clients of the counselor and had little or no contact with the counselor.

Additional factors may influence primary relationships (Parent, Teacher, Peer) not accounted for by this study.

### *Summary*

This chapter introduced the problem addressed in this study. Research variables, theoretical orientation, questions, and definitions of terms were also described. The basic assumptions and limitation of the study were presented. Chapter II presents the literature review and existing research on the differential effects of immigration, acculturation, ethnic identification, and cultural values on Arab American high school students' perceptions of their primary relationships (Parent, Teacher, Peer).

## CHAPTER II

## REVIEW OF LITERATURE

This chapter focuses on the literature and existing research pertinent to this study. A review of the literature and existing research on the differential effects two group counseling interventions on Arab American high school students are presented. The dependent variables examined in this study are the perceptions Arab-American high school students have regarding the quality of their relationships in three primary settings (Parent, Teacher, Peer). Significant findings and relevance of those findings to the current study are discussed.

*Immigration*

Arab Americans constitute an ethnicity made up of several waves of immigrants from the Arabic-speaking countries of southwestern Asia and North Africa that have settled in the United States since the 1880s. More than 80% are U.S. citizens. Descendants of earlier immigrants as well as more recent immigrants work in all sectors of society and are leaders in many professions and organizations. As a community, Arab Americans have a strong commitment to family, economic and educational achievements, and making contributions to all aspects of American life. Their Arab heritage reflects a culture that is thousands of years old and includes 22 Arab countries as diverse as Egypt, Lebanon, Morocco, Yemen, Tunisia and Palestine.

The migration experience can be stressful to any population. Parents and youth experience immigration differently. For example, parents may have made the decision to immigrate, yet their children may not have participated in this decision. The degree of voluntary choice as stressor is theorized to be related to how one copes with that stressor. Naturally, the youth must make new friends, plan for adult life, and learn to operate in the world outside of home (Chapman, Ramondt, & Smiley, 2005).

Earlier immigrants faced different challenges than persons who migrated later (Bui, 2008; Das Gupta, 1999). For example, first generation immigrants faced identity issues, racial discrimination, and lengthy lapse in time between contact with their immediate and extended families due to the limited technological availability of telecommunication, different child parenting practices and parental authority given the social acceptance of practice in the host country, as well as a lack of support by the host country. Second and third generation immigrants adjusted to similar issues yet experienced more social intrusion in their family lives due to the influence of western lifestyle. Among those areas affected were issues related to cultural identity, the family structure, dating and marriage and gender role expectations which appeared to be in conflict with western practices, and some discrimination issues (Bui, 2008; Das Gupta, 1999).

Upon migrating from their native homeland, individuals experience excitement, yet fear and anxiety at the thought of separation from their social in-group. For students, this may become a source of stress as they build new relationships at school (Bui, 2008; Das Gupta, 1999; Becvar & Becvar, 1996). Although most immigrants see their new home as an opportunity, many fear the new land will present a divergent lifestyle and threat to their native cultural and traditional values, undermining family values and the traditional roles of family relationships (Kaslow, 2001). Moving to a new country creates many challenges for the immigrant family. Although the new life can lead to a better lifestyle for the family, it also brings on psychosocial adjustments in the process of those challenges.

Literature (Amer & Hovey, 2007; Beck, 1997) cites mental health researchers in the United States have rarely included Arab-American subjects in their studies. Given the increasing number of immigrants from the Middle East to the U.S. over the past 20 years, the lack of research is of concern. The 3<sup>rd</sup> Biennial National Conference on Health Issues in the Arab

American community provided some basic mental health data on this “growing but neglected community population”. The issues included the impact of stress attributed to acculturation on young, second-generation Arab Americans and its effects on the elderly. As Arabs in the Dearborn community, particularly those who practice the Muslim faith, continue to immigrate to the United States, they are rapidly becoming a significant religious community that needs to be understood and accepted by other Americans. Without an understanding of this population, the transition on generational immigrants increases complexity within the family relationships (Amer & Hovey, 2007; Beck, 1997).

Adolescents’ developmental challenges are exacerbated by immigration, especially with regards to identity and self-concept issues as well as conflict with their parents (Birman et al., 2007). As they undergo their own acculturation experiences, immigrant parents may be less able to provide their developing teens with a sense of support which may be needed in their development from adolescence to adulthood. Parent-child relationship changes may occur as children adapt a Western way of relating to education, authority, and culture and as parents experience a decline in their traditional authority over their children. For example, typically, traditional Vietnamese-born children feel pressured to perform well in school by their parents. They are also likely to experience a high level of conflict with parents as a result of questioning parents’ authority and expectations. This becomes quite difficult for children adapting to new environments because they experience the freedom and opportunities that Western cultures provide in wanting to “be American,” yet they struggle with wanting to please their parents, consequently may lead to stress in family relationships (Birman et al., 2007).

Psychological acculturation, or the ways in which individuals undergoing cultural transitions have incorporated the new and old cultures in their lives, has become an important

area of investigation in understanding adaptation of immigrants. However, according to Birman et al. (2007), the findings are contradictory, suggesting acculturation has positive, negative, or curvilinear effects on psychological adjustment. One possible explanation for the contradictory nature of these findings is that the relationship between acculturation and adjustment may be mediated by contextual factors. One important potential mediator is the family context, particularly the degree to which family relationships are supportive, cohesive, and satisfying. The family context may be particularly important for adolescent well-being in light of research showing that acculturation unfolds at different rates for immigrant parents and children, thus resulting in acculturation gaps between immigrant parents and their children.

According to Moradi & Hasan (2004), the literature is replete with suggestions that daily experiences of challenges and stressful life events are related to mental health difficulties. As Arab Americans thrive in American society, they are also subject to the effects of world events. Reports of prejudice and discrimination against Arab Americans have increased since the events of September 11, 2001. Perceived prejudice events are recognized as stressors that are linked to lowered mental health for those who experience such events. A study (Moradi & Hasan, 2004) of 108 Arab Americans examined: (a) the relationship of reported discrimination experiences to self-esteem and psychological distress, and (b) the mediating role of sense of personal control in this relationship. Consistent with their hypotheses, results of path analyses indicated that sense of personal control mediated fully the link of reported discrimination experiences to self-esteem and mediated partially the link of reported discrimination experiences to psychological distress. The path models accounted for 47%–48% of the variance in self-esteem and 33% of the variance in psychological distress (Moradi & Hasan, 2004).

There have been some attempts to study (ACCESS, 2008; Abi-Hasem, 2008; Nassar-McMillan & Hakim-Larson, 2003) the issues prevalent among the Arab American youth population and immigration. This limited research has served to shed some light on issues relevant among Arab American youth. It is imperative that professionals determine the most critical mental health concerns among this population.

### *Challenges to Immigrant Relationships*

There are factors which affect immigrant relationships including acculturation, ethnic identification and cultural values. Throughout the acculturation period, immigrants experience various levels of psychosocial adjustment, perceived bicultural competence, perceived group support, and connectedness to the family and culture. These variables, in addition to the daily stresses on the life of high school students, are usually reflected in their basic characteristics, as well as their experiences in a new society, and should be important in understanding and predicting their in-group and out-group behavior and their psychological and physical state (Safdar, Lay, & Struthers, 2003).

### *Acculturation*

Ethnic groups and immigrants are exposed to the same stressful experiences such as major life events and daily hassles as members of other groups. However, due to the process of migration and their minority status, they experience acculturative stressors that are unique to them.

Intergenerational conflict increases between parents and their children because parents usually maintain traditional family values while their children tend to adopt Western values and lifestyles. According to the literature, children of immigrants frequently challenge parental



authority, and their parents may believe that they are not accorded the respect and obedience they instilled in their children prior to the Western influence (Birman et al., 2007).

The *Multigenerational Interconnectedness Scale* (Bracken, 2006) was administered to 2,893 Arab adolescents in eight Arab societies. Results showed adolescent-family connectedness differs significantly across the Arab societies. Arabs scored higher in emotional, financial, functional, and total connectedness than Americans. Female adolescents were more connected than male adolescents in all three kinds of connectedness (Dwairy et al., 2006).

In addition, there may be other differences that affect the impact of the acculturation process on the parent-child relationship. It is common for defined and/or dominant roles in Eastern cultures. For example, Vietnamese and Arab parents may place a higher degree of responsibility on the male role than the female role which is perceived by Western culture as a male dominated society. Traditionally more role differences are found in other areas such as male young adults working to offer financial support while the female takes on more domestic role at home. These roles change as the length of the acculturation process increases (Birman et al., 2007).

Acculturation and mental health research is a relatively recent trend. Since the 1980s, John Berry and other theorists have argued biculturalism is the healthiest adaptive strategy, whereas marginalization is a risk factor for greater mental health distress. Researchers (Baker, 1997; Dwairy, Achoui, Abouserie, & Farah, 2006; Greenberger & Chen, 1996; Marshall & Batten, 2003) have found acculturative stressors correlate with anxiety, depression, and family dysfunction. Arab-American mental health research is even more recent, and has thus far consisted primarily of small-sample interview and case studies with immigrants. Little to no previous research has examined the validity of acculturation and mental health theories for the

Arab-American population, particularly for second and later generations. A study (Awad, 2007) conducted three months after the September 11, 2001 World Trade Center attacks, examined family values, religion, acculturation, family functioning, and depression in a total of 120 second-generation and earlier Arab-American immigrants. Significant differences in acculturation and mental health patterns were not found among respondents based on age, sex, or location of residence. Consistent with previous research (Jamil et al., 2005) with Arab-Americans, however, there were significant differences based on religious affiliation. Christian respondents reported significantly greater assimilation into American culture; whereas Muslims endorsed significantly higher levels of Arab ethnic practices and Islamic values intertwined with cultural values and separation from mainstream American culture. Those endorsing high levels of Arab ethnic values and practices reported greater levels of acculturative stress. This stress was correlated with family problems and depression. Christian respondents who were separated from American society reported greater levels of depression related to stress and those who were marginalized from both Arab and American culture reported greater family dysfunction (Jamil et al., 2005).

A study (Amer & Hovey, 2007) examined socio-demographic differences in acculturation patterns among early immigrant and second-generation Arab Americans using data from a web-based study. Respondents, who were female and those who were married, reported greater Arab ethnic identity and religiosity. Significant differences were found based on religious affiliation. Christian patterns of acculturation and mental health were consistent with acculturation theory. For Muslims however, integration was not associated with better mental health, and religiosity was predictive of better family functioning and less depression. Results from Muslim participants were not as consistent with previous theory and research, suggesting a

single acculturation experience for Muslim Arab-Americans. Similar to Christians, marginalized Muslims reported greater family dysfunction. However, separation was not related to increased stress and mental health problems, and there was a slight relationship between integration and acculturative stress. Although Arab ethnic practices correlated with acculturative stress, Arab religious and family values did not; rather it was related to better family functioning. For both Muslims and Christians, acculturative stress was related to family dysfunction and family dysfunction was related to depression (Jamil et al., 2005).

There are also contradictions in the literature. Dogra (2004) investigated the relationship between intergeneration value discrepancies and psychological adaptation among adolescents. Results from two cohort groups (parents and their children) of immigrant and host-national families indicated that, on the whole, immigrant adolescents were not different from their host-national peers either with respect to psychological adaptation or value discrepancies. The author indicated psychological problems should not be seen as an automatic outcome following acculturation. Dogra (2004) anticipated adolescents with an immigrant background would report poorer psychological adaptation than their host-nation peers. Further, Dogra (2004) questioned whether acculturation has been used too readily to account for psychological maladaptation among adolescents with an immigrant background. Perhaps, these problems might simply be part of a normal developmental process undergone by all adolescents.

With an increasing number of Arab-Americans reporting mental health stressors and related medical conditions, research in this area has become vital. It is imperative that further research be conducted examining acculturation and mental health among Arab-Americans, including larger samples which focus on specific demographic subgroups (Muslims, immigrant

Arab Americans). It is hoped with more advanced techniques, a more effective model in working with Arab-Americans will result.

Clients' problems are usually merged with cultural issues. Sometimes cultural issues become the most important issues. Such cultural issues are related to value systems and value conflict, and to the differences in lifestyles, goals for life and daily life practices. Such problems become very intense when mixed with a generation gap. In many cases, parents hold tightly to their revered cultural values, while the younger generation, to some degree or another, adapts to varying degrees, the life styles or values of the host culture. Youth learn many things from their peers in school, from their friends, from television, and from other sources. They are conflicted at times between the old and the new. In addition, they may also experience psychological and physiological changes or needs that they do not know how to deal with causing families to become distressed and unhappy when their children violate parents' ethical, cultural, and religious beliefs (Jamil et al., 2005).

Many professionals (Marshall & Batten, 2003; Pines & Zaidman, 2003; Wormaes & Olsen, 2009) working in this field have concluded there is now substantial evidence to document the outcomes of these culture-behavior relationships. Individuals generally act in ways that correspond to cultural influences and expectations. There are two areas of obvious interest to helping professionals (i.e., psychologists, counselors, social workers) stemming from the demonstration of such relationships between culture and behavior. One is to seek ways which this knowledge may be applied to individuals, who have developed in one cultural context, when they live in a new cultural context (Pines & Zaidman, 2003). Thus, with the increasing number of mental and physical health issues in the Arab American community (Jamil et al., 2005), one could assume that ultimately pressures may impact relationships in all areas of adolescents' lives.

Understanding acculturation and the effects on generational Arab Americans can better serve future research and support efforts for improved mental health service. Such improvements may have considerable potential for application in areas of school counseling in supporting the large immigration presence in Dearborn Public Schools and the Arab American population. In the 2000 census, Arab Americans comprised 30% of Dearborn's population. More Iraqi immigrants have arrived due to the political conflict in their countries. The majority of more recent Arab immigrants are Muslims, in contrast to the predominately Christian Arabs who immigrated to Metro Detroit in the first half of the twentieth century. Lebanese Americans remain the largest proportion of Arab Americans in Dearborn (Sarroub, 2007).

### *Ethnic Identification*

With the increasing immigrant ethnic diversity in many regions of the United States, this presents valuable opportunities to better understand the processes and psychological changes in groups across cultural contexts. Yet mainstream American psychology has not dealt extensively with the ethnic identification issues of current immigration populations, specifically the Arab American population. Unlike past immigration patterns, recent immigrants differ to the extent they show positive outcomes development. It is important for theory development as well as for practical purposes to understand similarities and difference in family processes that are consequential for conflict in adolescence across a variety of ethnic contexts. Conflict due to generational immigration is common. Researchers often ignore generational status, which has implications for stressors such as language difficulties, value conflicts between generations, and the differences that exist within ethnic lines and disregard potential differences among families of different origins (Choi & Harachi, 2008).

The junior high and high school years have been associated with important aspects of developing an identity and establishing independence from one's family. These developmental tasks pose particular challenges for children of immigrant families as each generation of youths try to adapt to a new cultural setting outside of their familial setting. For example, developing a coherent sense of self may seem difficult when one must learn to negotiate and adapt one's identities according to multiple role expectations across competing cultures. Moreover, establishing independence from one's parents may be especially challenging because Arab culture prioritizes strong connectedness with family ties (Dwairy et al., 2006).

A study (Dwairy et al., 2006) examining the influence of parenting on Arab adolescent-family connectedness and adolescent's mental health, found adolescents favored authoritarian parenting, and no relationship was found between authoritarian parenting and various measures of mental health. According to the study, it was determined authoritarianism within the Arab society is not necessarily associated with children feeling oppressed. In the study, the majority reported they followed their parents' directions in all areas of life, such as social behavior, interpersonal relationships, marriage, occupational preference, and political attitudes. Recent studies (Dwairy, 2004; Dwairy et al., 2006) conducted among Palestinian-Arab adolescents in Israel showed authoritative parenting was associated with better self-concept, self-esteem and with less anxiety, depression, conduct disorder, and identity disorder. The authoritarian parenting style however was not associated with any of these measures of mental health, suggesting it has no negative influences on Arab adolescents' mental health. These findings are not exceptions to the Western conceptualization of authoritarian parenting but rather suggest substantial qualitative and conceptual cross-cultural differences in parenting.

Individuals who emigrate from the Middle East to the United States tend to be a cultural minority in the United States consequently issues of identity may be hidden yet significant in their lives. Along with Arabs and Muslims from the Middle East, there are also groups who immigrate to the United States who may not adopt either the Arab or Muslim labels (e.g., Persians, Coptic). Since religion plays an important role in value system of Arab culture and traditional practices, a larger percentage of the Arab world practices Islam, which can overlap among Arab and Muslim. Consequently, students who socialize in schools may experience various acculturation issues. Muslim traditions and values are often upheld by Muslim and Christian Arab Americans, however; Muslims have had a more difficult time assimilating into mainstream society in the United States than their Christian counterparts. Similarly, levels of religious involvement and education have also influenced individuals' ability to assimilate.

According to Abi-Hashem (2008, as cited in Wong & Wong, 2006), religious identity is an important ingredient in the fabric of Arab American societies and mentalities. One's religious sect or affiliation is written on their personal identification cards in most countries and provinces. It is also characteristic of Arab American families to have a strong family bond; a strong sense of community and belongingness; and a strong identity; although, Arab American students in the West are experiencing identity issues as they participate in more western activities.

Dwairy et al. (2006) suggest autonomy and relatedness should be looked at as being compatible and that societies vary in the extent to which they try to meet these two basic human needs. It was further proposed the term "autonomous-related self" to understand people in changing collectivistic societies. According to this model, people in different cultures are not either autonomous or related but rather may be spread in a two-dimensional space: autonomy-heteronomy and separation relatedness. To characterize and describe the changing family in the

world, three prototypes of family systems are identified: “emotional and material interdependence” that is common among traditional families, “emotional and material independence” that is common in individualistic societies, and “material independence but psychological interdependence” between generations. The third family prototype is common among societies that are passing through a process of modernization where parents and children are no longer materially interdependent although they continue to be psychologically dependent. Parents in these families instill both relatedness and autonomy.

Georgas, Mylonas, and Bafiti (2001) studied the psychological and functional closeness between students and their nuclear and extended families in 16 Western and non-Western countries. They found a significant effect of culture on closeness between individuals, father, siblings, grandparents, uncles, aunts, and cousins. Nevertheless, they found a picture of universality in the patterns of closeness across the different relatives.

It seems patterns of closeness do not differ systematically across cultures. As compared to the West, the Arab societies, in general, tend to be collective and authoritarian. It was further suggested most Arabs tend to fit the heteronymous related-self typology and live in emotional and material interdependence. Socialization of children is relatively authoritarian, disobedience to the parents' wishes is not allowed. As a result, Arab adolescents continue to be psychologically undifferentiated from their family and do not achieve individual autonomy because loyalty is to the family (Dwairy et al., 2006).

Authors (Birman et al., 2007) have noted the importance of parenting and family relationships for adjustment of immigrants. Studies have demonstrated the negative impact of the acculturation gap not only on family relationships, but on the psychological adjustment of the adolescent, as well as in their academic and social relationships. They suggested families who



differed in acculturation beliefs reported lower self-esteem and higher anxiety. Similarly, another study (Dwairy, 2006) found children who adopted the same acculturation style as their parents scored significantly higher on social competence than did children whose acculturation style differed from their parents. Thus, family relationships may play a significant role in psychological adjustment of immigrant children and adolescents. This summary supports the need to investigate the significance familial relationships have on high school students.

Previous practices have described the particular and unique mental health concerns of immigrant youths but do not adequately address those of the Arab American mental health needs. Given this, further research is warranted for as the current study could have strong implications in research, training, and programming in counseling the Arab American community, particularly in a school setting. Specifically, understanding the familial factors contributing to mental health symptoms will help educators, administrators, and counselors to better serve these groups through direct services, program development, and counselor training as such contributions may help develop culturally appropriate services.

### *Cultural Values*

The influence of cultural factors in our lives is inevitable. Children encounter them everywhere: on television, in books, in schools and through their relationships with others (Becvar & Becvar, 1996; LeFrancois, 2001). Cultural identity influences the definition of family, family life-cycle phases, emphasis placed on various traditions, occupational choice, characteristic problems, and logical solutions (Becvar & Becvar, 1996; LeFrancois, 2001).

Historically, immigrants abandoned their cultural beliefs and took on the beliefs and behaviors of the host culture. Research in the psychology of immigration suggests that successful adaptation does not require a loss of one's previous cultural identity, but rather the change is

gradual, often taking generations until the immigrants fully adjust and embrace their new cultural environments. In doing so, the research indicates that by adjusting to the new cultural environment, the individuals embraced their old norms and values as well (Hynie & Richard, 2006). As new behaviors are adapted, pressure for change is experienced initially toward public behaviors, such as those required for work and school. Traditional behaviors in the private realm which are practiced at home, are commonly retained, specifically norms that are most closely tied to family traditions, authority, and family honor. Consistent with this, immigrant children perceive that they embrace the values of the receiving culture more and the value of the culture of origin less than their parents (Hynie & Richard, 2006). Children of immigrant parents are able to adapt to two sets of cultural norms and values because environmental cues activate only those beliefs relevant to the cultural setting (Hynie & Richard, 2006). Thus, one must consider these cultural factors and their effect on all adolescent relationships.

According to Becvar & Becvar (1996), awareness of cultural variation changes one's own view of therapy. The client's orientation to the process of help seeking and the fit between traditional paradigms and those used by providers may be critical to successful clinical process and treatment outcomes. Historically, family services have been underutilized with high dropout rates of ethnic minority clients. A wide gap exists between the unmet needs of ethnic minority clients and families and the therapists' effectiveness.

Therapy must also reflect a caring attitude versus an oppositional approach to human encounters; respect for the subjective world views, differences, and values held by self and others, or the ability to agree to disagree versus authoritarianism; belief in complexity and the ability to be flexible versus rigidity in approach to the world at large, and flexibility structures characterized by a strong parental/marital coalition with clear individual generational boundaries,

an absence of internal or external coalitions, and high levels of reciprocity, cooperation, and negotiation (Ho et al., 2004; Sue, Bingham, Porche-Burke, & Vasquez, 1999). Therefore, professionals must consider the therapy process in the context of structural and cultural relativity.

### *Arab Americans*

As the world becomes more global, populations become increasingly interrelated. Political, social, and economic factors in the world continue to create hardships in the world. Middle East and Muslim nations have experienced tremendous political unrest due to regional and international causes. The United States, being a world power and leader has become a haven for some of those global populations creating a population shift toward the West. This world shift will place some strain on the mental health profession expecting the mental health care worker to be competent in delivering effective services (Jamil et al., 2005).

Arab Americans have a unique position in society and in their families. Those who emigrate to the U.S. at a young age carry some memory of their mother land. Those whose parents were born in their mother land or whose parent(s) were the first generation to be raised in the U.S. have some memory of their native land either through a personal experience having lived in the homeland or vicariously through their parents or grandparents. This experience produced some internal connection to the individuals' ethnic roots and identity. This unique population has had to work through their loyal connection to their identification, their love for their religious connection, their loyalty to their family values, and a separation process from their homeland and acculturation to American societal norms (Henry, Stiles, & Biran, 2005; Nobles & Sciarra, 2000).

Mental health researchers in the United States have rarely included Arab-American subjects in their studies. Given the increasing number of immigrants from the Middle East to the United States during the last 20 years, the lack of research is of concern.

The Arab-American population in southeast Michigan comprises the largest Arab community in North America and second largest outside the Middle East. Arab-Americans share a common cultural and linguistic heritage, and possibly some ethnically linked risk factors and disease patterns, levels of health awareness and appropriate health-seeking behaviors are largely influenced by socioeconomic and educational factors. This population faces a number of cultural, social, and educational problems in adapting to the norms and practices of American society.

The primarily immigrant nature and characteristics of Arab culture create barriers, preventing Arab-Americans from finding available, accessible, acceptable, and affordable physical and mental health care. The responsibility is therefore on the community at large to provide them with this fundamental human right in the form of culturally sensitive physical and mental health care.

### *Relationships*

Many of the challenges facing children now are a function of the changing times due to emigration, political violence, and changing family structures. Risk factors are individual or environmental hazards that increase children's vulnerability to negative developmental outcomes (Chandler & Tsai, 2001; Engle, Castle, & Menon, 1996). These risk factors come into play when the interaction between the child and the environment produces stresses that result in new limitations or difficulties, new threats to homeostasis and to integration, new obstacles to learning, and increased difficulties in mastering anxiety or negative expectancies. Ecological theory (Chandler & Tsai, 2001) suggests there are several levels of interaction that are important

to distinguish in understanding risk factors. The first is between the child and his/her immediate family, and the second is between the various social systems in the child's environment that give meaning and significant to a child's experience, such as schools. This level becomes increasingly significant as a child passes into the school-aged years.

A third level of the social system is represented by the larger forces, such as institutional control, cultural values, or legal systems that define the climate of the child's environment. It has been noted in spite of difficult circumstances, some children manage to grow and apparently prosper, whereas others in similar situations seem to follow the path described by vulnerability research. For example, some children manage to come through situations of multiple risks apparently unscathed by the experiences (Chandler & Tsai, 2001; Engle et al., 1996).

There may be some areas of immigrant children's lives, where norms and values adapted by the two cultures and the behaviors they consequently demand are widely divergent and even contradictory. For example, any behavior that falls simultaneously within both the public and the private realm. In these cases, the conflict between the two cultures may become apparent and children of immigrant families may confront a difficult and painful dilemma, as which cultural norms they should follow (Hong, Benet-Martinez, Chiu, & Morris, 2003; Hynie & Richard, 2006).

The following sections focus on the three primary settings (Parent, Teacher, Peer) being investigated by this study. Acculturation, ethnic identify, and cultural values and their effects on the perceptions Arab American adolescents hold of the strength of these relationships are of particular importance. Also, the mental health issues faced by this population are explored.

### *Parent Relationships*

In a study by Dekovic, Wissink, & Meijer (2004) examining parent–adolescent relationships and adolescent antisocial behavior of ethnic minorities, it was expected cross-ethnic variations would result in stronger relations between parent-child relations and adolescent behavior for two reasons. Dekovic et al. (2004) reported family loyalty and a strong sense of obligation to meet family expectations that exists in these ethnic groups suggests the quality of the parent–adolescent relationship might be more strongly related to adolescent adjustment than in Western culture, where parents expect that children develop independence from the family at an early age. Additionally, there was evidence that immigration increases distance between values of parents and the values of adolescents, especially for values dealing with conformity, tradition, and openness to change (Dekovic, Wissink, & Meijer, 2004). This intergenerational conflict due to migration may result in greater family upheaval and a consequent increase in adolescent problem behavior. For both of these reasons, a stronger association between parent–adolescent relationships and adolescent antisocial behavior might be expected for ethnic minorities.

A study (Bui, 2008) examining delinquent behavior among schoolchildren in a nationally representative sample from the U.S. sought an understanding of the factors contributing to variances in delinquency across immigration generations. Data analysis indicated the levels of self-reported substance use, property delinquency, and violent delinquency among first generation students were significantly lower than those among students from later immigration generations. The study suggests the differences are explained in part by family relationships and school bonding, particularly parent-child conflicts and school troubles that increased with later immigration generations. The study also suggests there are negative effects of acculturation on

family and school relationships, which in turn affect delinquency. Figure 2 (Bui, 2008, p. 12) illustrates the sample characteristics based on generational status.

Figure 2 Sample Characteristics based on Generational Status

	First Generation	Second Generation	Third Generation
	(n = 962)	(n = 1,952)	(n = 9,954)
Substance use T1***	3.66	4.34	4.57
Substance use T2***	3.81	4.63	4.91
Property offense T1**	7.01	7.66	7.33
Property offense T2**	6.77	7.23	6.95
Violent offense T1**	5.63	5.95	5.98
Violent offense T2***	5.31	5.69	5.57
Age***	16.13	15.48	15.53
Male	47.5%	50.2%	50.4%
White***	36.6%	58.7%	78.3%
Black***	4.7%	8.7%	17.9%
Asian***	36.2%	10.5%	0.8%
Hispanic***	54.2%	44.6%	5.7%
Father's college degree*	16.0%	17.1%	18.6%
Mother's college degree*	15.3%	16.6%	18.2%
Family income in thousands***	30.99	43.23	45.92
Concentrated disadvantages	0.18	0.17	0.18
Concentrated affluence	0.08	0.09	0.09
Neighborhood problems*	4.28	4.59	4.64
Two-parent family*	64.6%	58.6%	52.8%
Arguing with dad*	21.3%	23.9%	27.3%
Arguing with mom**	24.3%	34.9%	34.2%
Close to dad	4.05	4.12	4.07
Close to mom	4.50	4.51	4.55
Attachment to the family	15.57	15.27	15.24
Parental control*	2.28	2.18	1.97
Grade point average	2.96	2.83	2.84
Attachment to school***	19.07	18.23	18.60
Commitment to school	8.52	8.50	8.55
Trouble at school***	3.18	4.03	4.36

Note: Means are shown except where percentages are indicated. T1 = Wave I of the National Longitudinal Study of Adolescent Health (Add Health); T2 = Wave II of Add Health.

\* $p \leq .05$ . \*\* $p \leq .01$ . \*\*\* $p \leq .001$ .

An area that has caused much conflict in families is dating and marriage (Das Gupta, 1999; Hynie & Richard, 2006). Attitudes and beliefs are strongly tied to the family's values and beliefs of the culture in which they live. Some cultures are highly collective, such as some Asians, view marriage in terms of the well-being of the family, where the parents play a significant role in selecting and/or accepting their future spouse. Conversely, Western cultures typically promote individual views of marriage where the person seeks out qualities or



characteristics of his/her future spouse without regard to the opinion of the respective families. Since family relationships are so important to individuals from individualistic cultures, it may be more accurate to say that young adults in individualist cultures strive to achieve both personal fulfillment and parental approval when seeking a romantic partner. Thus, children from collectivist families growing up in individualistic cultures may be more likely to find themselves caught between the desire to fulfill strong family expectations and maintain family and the individualist belief that marriage is engaged in for love and the love is the ultimate route to personal fulfillment (Dion & Dion, 1996).

According to the literature, cultural differences in marriage have been the result of differences between individualism and collectivism. Although some cultures typically have both collectivist and individualist tendencies, some cultures can be viewed as endorsing one worldview stronger than another. Individuals growing up in collectivist cultures are believed to develop a strong psychological sense of collectivist, which has been labeled interdependence or all centrism. In contrast, individualist cultures prioritize autonomy and independence where individual goals take precedence over the goals of the in-group (Gilani, 1999; Hynie & Richard, 2006).

According to the literature (Shek, 1997), when the parent–adolescent relationship is characterized by negativity, adolescents are less likely to internalize parental values and norms. When parents provide support for conventional behavior and sanctions against behavioral issues, a positive relationship with parents may function as a protection against antisocial behavior and delinquency. Moreover, adolescents who have a positive relationship with their parents are more likely to communicate with their parents and share what is happening in their daily lives. Findings suggested adolescent disclosure was the strongest predictor of parental knowledge

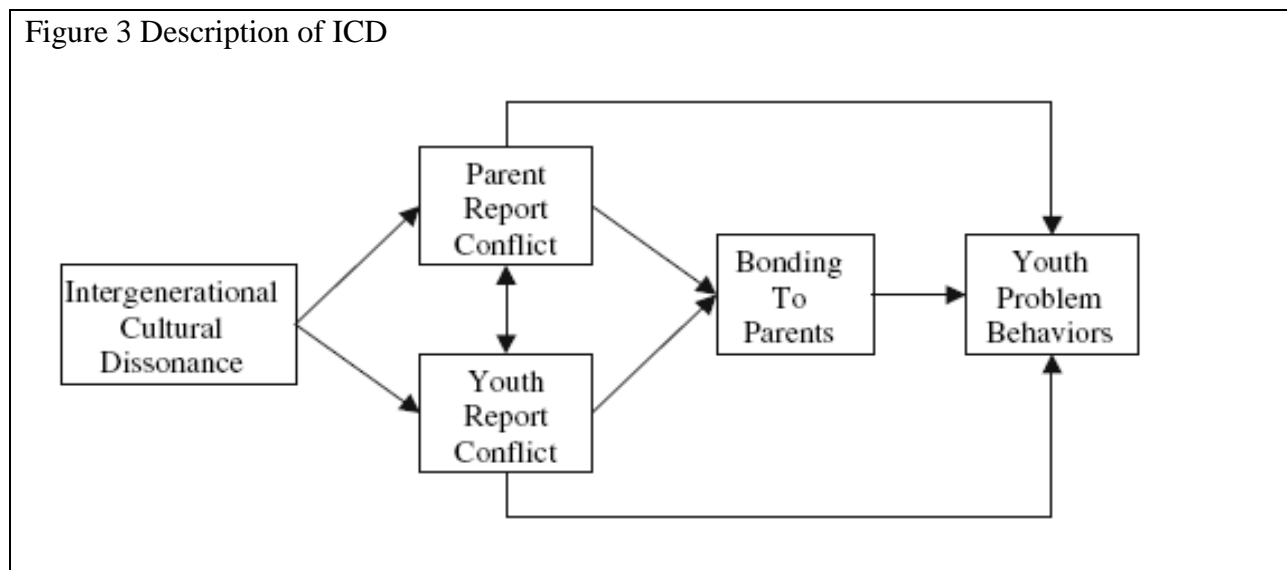
about their adolescent's whereabouts and parental knowledge has been consistently linked to a lower level of antisocial behavior. Conversely, poor communication with parents appeared to be an important predictor of adolescent delinquency whereas higher levels of adolescent disclosure were found to correspond to lower levels of behaviors against familial norms (Shek, 1997).

According to the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (USHHS, SAMHSA, 2008), there is a lack of assessment instruments that are culturally relevant and/or translated into Arabic. They also suggested parents think that if they isolate their children from the culture around them, they will be protecting them from social influences. However, Arab American children felt it does not work since they have their own friends who influence them (Jamil, 2005).

With regard to the culture, religion, and integration, a common belief among the youth attending a summit to promote the well-being of Arab American and Muslim children believe their elders confuse culture with religion. According to a roundtable discussion (USHHS, SAMHSA, 2008), the youth reported they did not want to be the one to disrespect elders. However, they believed if you are trying to teach someone about Islam and the elders start talking about culture, it is too confusing. Further, they felt their parents were biased toward their culture and mixed it up with Islam.

Researchers (Choi et. al, 2008; Shek, 2007; Yeh & Inose, 2003) have suggested an indirect effect of Intergenerational Cultural Dissonance (ICD), in which ICD disrupts family processes and complicates the typical generation gap during adolescent years by increasing misunderstandings and miscommunications. The generational gap may eventually result in arguments and disagreements between parents and adolescent children. However, studies are limited that explicitly investigate this mechanism. In a study (Choi & Harachi, 2008; Shek, 2007;

Yeh & Inose, 2003) of ICD in Mexican Americans, it was suggested a high level of acculturation among youth increased deviant behaviors, mediated by high levels of conflict and lack of secure bonding between parent and child. The underlying assumption was the high level of acculturation among youth would likely produce cultural conflict between parents and children. The difficulty with this assumption is discrepancy in cultural values was not specifically tested. A description of the process of ICD is shown in Figure 3 (Choi & Harachi, 2008; Shek, 2007; Yeh & Inose, 2003).



According to the description, it is impossible to identify parents' level of acculturation. Parents may in fact be as acculturated as their children and hence the high level of acculturation of youth will not necessarily lead to dissonance (Choi & Harachi, 2008; Shek, 2007; Yeh & Inose, 2003).

Although the current study is not focused on family group interventions, family theory is consistent with many of the interventions used both in psychoeducational and choice theory group counseling. Surprisingly, emphasis on cultural diversity in group work is relatively new, only since the 1990s have professionals and associations set standards and competencies for

multicultural issues. A majority of publications have acknowledged the error of approaching the family problems of ethnic minority families using the white middle class American family as a conceptual frame of reference hence the caution to therapists' Eurocentric, class and culture bound family therapy models and techniques (Ho et al., 2004).

“It takes a village to raise a child,” goes the old African proverb, reflecting that in tribal African communities, the use of multiple caregivers is common. However, in the United States, it is believed it takes a family to raise a child, or at least one or two caregivers. In the United States as in most of the world's societies, the family and cultures in which families operate have changed greatly and continue to change. For example, not long ago the typical American family was the nuclear family, mother, father, and children as opposed to the extended family, which is far more common throughout the world. Now families might be one or two-parent, intact or blended, they may be white, African, Hispanic, or some other mix, they may be gay or lesbian (LeFrancois, 2001). Not only is the family difficult to define, it is also very private and highly dynamic rather than static. The family is dynamic in that it changes with the addition of new members or the loss of old ones, as well as in response to both external and internal pressures (LeFrancois, 2001). Thus, considering these varied concepts are important to professionals in the mental health field.

Becvar & Becvar (1996) identified important family dimensions characteristic to healthy functioning. Although no one family is ever likely to possess all of these dimensions, the successful families seem to have a combination that includes at least a majority of them. They identified the following dimensions:

- A legitimate source of authority established and supported over time.
- A stable rule system established and consistently acted upon.

- Stable and consistent nurturing behavior.
- Effective childrearing and marriage-maintenance practices.
- A set of goals toward which the family and each individual works.
- Sufficient flexibility and adaptability to accommodate normal developmental challenges as well as unexpected crises.

These dimensions also must reflect a caring attitude versus an oppositional approach to human encounters; respect for the subjective world views, differences, and values held by self and others, or the ability to agree to disagree versus authoritarianism; the ability to be flexible versus rigidity in approach to the world at large, and flexibility structures characterized by a strong parental/marital coalition with clear individual generational boundaries, an absence of internal or external coalitions, and high levels of reciprocity, cooperation, and negotiation.

Also important to immigrant families is the observance of shared rituals and tradition (Becvar & Becvar, 1996). Rituals tend to enhance group identity and allow members to accept growth, change, and loss while maintaining their basic continuity. The ritual acknowledges not only tangible but also intangible realities inasmuch as it involves both content and process. Thus it may help to strengthen the whole family or relationships within, encourage and or acknowledge role performance, and influence the structure, rules and boundaries, characterizing the family.

In Arab homes it is common to find that individuals continue to be enmeshed in their families (Dwairy et al., 2006). The concept of self is collectivistic and not different from the familial self and identity and that the self in collective society is not autonomous but is connected to the in-group and toward achieving group rather than personal goals. The behavior of the individual is more situational and contextual than dispositional and controlled by external factors

that emphasize roles and norms. Priority is given to interpersonal responsibilities rather than to justice and individual rights. Members of such societies experience more focused emotions such as sympathy and shame rather than ego-focused qualities where psychological interdependence is a characteristic used to describe the changing generations, found in 2<sup>nd</sup> and 3<sup>rd</sup> generations and later. This family type is common among societies that are passing through a process of modernization where parents and children are not as materially interdependent although they continue to be psychologically dependent. Parents in these families instill both relatedness and autonomy (Dwairy et al., 2006).

Recent research on ethnic minority parenting has found ethnic minority families may use a set of adaptive parenting styles that differs from those practiced by mainstream-culture families. Figure 4 (Yasui & Dishion, 2007, p. 145) illustrates the literature about protective parenting practices for the major groups of minority families in the United States, and includes characteristics of the majority European American population.

Figure 4 Cultural Influences by Ethnicity

	European	African American	Latino American	Asian American	Native American
Self-regulatory patterns	White racial identity	Ethnic/racial identity Bicultural competence	Ethnic identity Bicultural competence Level of acculturation	Ethnic identity Bicultural competence Level of acculturation	Ethnic identity Bicultural competence Level of acculturation
Parenting	Authoritative parenting More egalitarian family structure	Authoritarian parenting No-nonsense parenting Unilateral parent decision making Egalitarian family structure	Authoritarian parenting Patriarchal family structure High expression of parental warmth	Authoritarian parenting <i>Guan</i> <i>Chiao shun</i> Structural & managerial parental involvement Patriarchal family structure	Permissive, lax parenting Patriarchal and matriarchal family structures
US contextual issues	White privilege	History of slavery Institutional discrimination	Immigration	Immigration to the US Internment of Japanese Americans Minority model	History of cultural genocide
Ethnic/ racial socialization	Direct, verbal communication	Transmission of: Cultural values Cultural history Cultural practices Minority experience Mainstream experience Direct verbal communication	Transmission of: Cultural values Cultural history Cultural practices Fulfillment of family expectations & obligations	Transmission of: Cultural values Cultural history Cultural practices Fulfillment of family expectations & obligations Nonverbal & indirect communication Collectivism	Transmission of: Cultural values Cultural history Cultural practices Storytelling of legends & cultural traditions Oral transmission of culture Indirect communication (e.g., use of storytelling)
Cultural values of importance	Independence Autonomy Individualism	Communalism Individualism Importance of kinship relations Unity Creativity Cooperation Authenticity	Collectivism Interdependence <i>Familism</i> <i>Respeto</i> <i>Personalismo</i> <i>Machismo</i> <i>Marianismo</i> <i>Hijo de crianza</i> <i>Confianza</i>	Collectivism Interdependence Filial piety <i>Guan</i> <i>Chiao shun</i> <i>Amae</i> Conformity Obedience Face (avoiding loss of face) Humility/modesty	Collectivism Interdependence Nature Harmony Balance Extended family Respecting elders Cooperation Sharing
Spiritual/ religious influences	Christianity	Christianity Muslim African spirituality	Catholicism	Confucianism Hinduism Buddhism Ancestor worship	Spirituality Interconnectedness with nature

Authoritarian parenting has been associated with a variety of negative outcomes for middle-class children of European background. A study (Gilani, 1999) investigated the correlates of authoritarian parenting in individualist and collectivist cultural groups to assess the impact of authoritarianism and those potential correlates on children's self-esteem. It was found in collectivist groups, individuals must learn to inhibit the expression of their own wants and needs and to attend to the needs others in the in-group, an outcome achieved through the use of more authoritarian parenting practices. Deference to authority is also valued by more collectivist cultures. Authoritarian parenting, which requires obedience from children without expression of their own point of view, may promote the development of these qualities. Thus, in collectivist groups, authoritarian parenting may be appropriate for the outcomes valued by the particular cultural groups (Gilani, 1999; Marshall & Batten, 2003; Rudy & Grusec, 2006).

Literature (Sue & Sue, 2003; Yasui & Dishion, 2007) examining child development suggests inconsistent, erratic, and harsh parenting practices, excessive levels of parental control, and parent-child conflict are parental factors that lead to the development of problem behavior and depressive symptoms. For example, family conflict has been related to adolescent problems such as, aggression, antisocial behavior, conduct problems, depression, anxiety, and low self-esteem.

Research (Baker et al., 1997; Hardway & Fuligni, 2006; Safdar et al., 2003) suggests the high vulnerability of adolescents from refugee families, results in a high rate of family problems. For example, a study (Baker et al., 1997) explored difficulties of Canadian adolescent immigrants and included families from more than 35 nations who had been in the country for more than three years. Among the many findings was the quality of parent-child relationships among refugees is closely associated with adolescent mental health. The level of family abuse



and other forms of mistreatment was similar to that found in a female London community sample with a high rate of depression. One out of five adolescents reported at least one instance of experiencing severe physical violence. A high level of control manifested either through very strict supervision or strong discipline in 17% compared to 5% in a population of the same age. Favoritism of siblings by parents was present in 17% of the sample. Role reversal where the child took on parent responsibilities occurred 13% with almost 33% of the families experiencing some discord within the familial relationships. With respect to refugee immigrants, it was determined living in camps had a long term effect on the individual child due to such factors as hunger or bad treatment. Children in the camps had 50% more diagnoses than those from families who had not been in the camps (Baker et al., 1997).

The problems of the refugees are not completely solved after their arrival in a safe country. Since many refugees are from Third World countries, their socioeconomic integration into the host country has produced difficult challenges. Eighty five percent of refugee families used the home country language almost exclusively in parent-child communications. These suggestions indicate the least adapted students were those caught between a traditionalist family and rejection from the dominant culture. The most vulnerable adolescents were those who were unable to negotiate conflict with their parents when the family concurrently was stressed by tensions from the host society (Baker et al., 1997).

Major issues and trends have been articulated into multidimensional roles that psychologists are likely to play in the 21<sup>st</sup> century (Kaslow, 2001). There has been a shift in the 20<sup>th</sup> century from a focus on the individual to include an emphasis on the family. This shift encompasses the larger socioeconomic and political contexts, but more so it will be reflected in research and therapeutic practice. The challenges and opportunities, the strengths and resilience

patients possess must receive as much attention as their weaknesses, fears, problems, and challenges of working with and for families in creating a healthier, more peaceful, less violent world for all. It is important to share and exchange information with psychologists across national borders to augment our knowledge base and enhance our intervention skills (Kaslow, 2001).

Given the reality of the so called “melting pot” society as well as the current context of change, awareness of different family forms is essential to fully understand family process. A single model perspective of the family no longer provides sufficient information but rather must be enhanced by models that include tasks faced by different types of families. For example, those experiencing the challenge of single parenthood must deal with the issues such as; the resolution of loss of marital partners, acceptance of new roles and responsibilities, transformation of relationships with ex-spouses. On the other hand, the necessary tasks for achievement of integration from the “old world into a new world” include: mourning losses of the old world, development of new traditions, formation of new relationships, and satisfactory movement between cultural worlds (Becvar & Becvar, 1996).

For many youth, the support of significant others is a foundation from which personal and academic success may be built (Sands & Plunkett, 2005). Educational resiliency research suggests that supportive relationships, especially positive encouragement from parents and school personnel, may serve as key protective factors for school achievement (Prelow & Loukas, 2003; Rutter, 1979). Thus, a study investigating adolescents’ perception of the strength of their relationship with their parents may provide the foundation for adaptation to other areas of mental health work.

*Teacher Relationships*

Students from intergenerational families can experience relationship conflicts in schools. The literature (Baker, 1997; Birman et al., 2007; Bui, 2008; Hardway & Fuligni, 2006; Safdar et al., 2003; Yasui & Dishion, 2007) is replete with suggestions that adjustment to the dominant culture can be painful and difficult, and found to cause stress and low self-esteem.

There is substantial evidence that parent involvement improves student achievement. Parental involvement produces students who perform better than programs that are identical but do not involve parents. In addition, schools that have strong relationships with parents have the potential for positive effects on learning and behavioral adjustment of children. Literature posits family is the cornerstone on which adolescents' identity is based. Given this, it is safe to expect that guidance from parents is the first step in providing congruence and continuity for the adolescent in developing the attachments which produce positive social bonds. Peer groups in schools can spend more of their social time among each other than with family members out of school (Bodner-Johnson & Sass-Lehrer, 1999; Markowitz, 1994).

Bodner-Johnson & Sass-Lehrer (1999) posit it is commonly agreed the more families know and understand about their child's schooling, the better able they are to provide nurturing and substantive support to learning at home. Further, an important mechanism for facilitating family involvement in the child's education is the family-school relationship. Researchers and teachers, in general, indicate the nature and characteristics of the family-school relationship influence schooling outcomes.

There are multiple ways parents and teachers can interact around the child's school experiences; however, the foundation for developing effective school practice to encourage family involvement lies in supporting empowering and collaborative parent-teacher partnerships

(Bodner-Johnson & Sass-Lehrer, 1999; Markowitz, 1994). When teachers collaborate with parents, for example, to work on issues related to the child's achievement and they develop problem-solving strategies based on shared expertise, both the family and school are strengthened and so is the child's self-efficacy. Despite—or as a consequence of—dramatic changes in the structure and function of the American family and increased complexity in type and focus of educational programs, the family-school relationship continues to be a primary resource for support to the family and the child.

To explore the significance of social integration in the educational system, a study (Crosnoe, Kirkpatrick-Johnson, & Elder, Jr., 2004) examined whether student-teacher relationships predicted two important student behavioral outcomes (academic achievement and disciplinary problems); whether these within-school intergenerational relationships were predicted by the structural, compositional, and climate-related characteristics of schools; and how the behavioral and contextual correlates of student-teacher relationships varied by race-ethnicity. The findings indicated stronger intergenerational bonding in school was associated with higher academic achievement, especially for Hispanic American girls, and a lower likelihood of disciplinary problems, especially for white girls. Moreover, the intergenerational bonds were stronger in schools with several characteristics (i.e., private sector, greater racial-ethnic interaction between minority students and the student body, greater perceived safety, and lower socioeconomic status), although these associations also differed by race-ethnicity. This study (Crosnoe et al., 2004) could suggest student relationships with peers and school staff promotes academic and social growth through the school experience.

There is growing evidence that providing mental health services in inner-city schools improved access and removed barriers to treatment for inner-city populations. Health workers

collaboratively working with school personnel and families significantly improved the academic functioning of the children, families, and relationships between parents and schools. Collaborations between non-traditional mental health delivery settings such as schools and mental health service researchers can result in programs that are evidence-based, effective and utilized by ethnic minority children and their families.

### *Peer Relationships*

Adolescence is a period of personal and cultural identity formation. This stage of life is thought to be more problematic for those coming from immigrant families. Prediction of successful adaptation is related to a combination of factors, including the attitude toward integration nurtured in the family and the host society reaction to the group.

Whereas race and ethnicity are determined by birth, culture is determined by setting and personal choice (Sue & Sue, 2003; Yasui & Dishion, 2007). As adolescents develop, their identity also develops. Culture is subject to change with the student at both individually and social levels. Adolescents therefore confront changing cultural contexts even as they strive to make individual choices between the cultures of parents and peers.

Therapeutic factors are a major issue in understanding child group processes (Shechtman, 2002). In adult literature, a consensus across different group interventions regarding the set of therapeutic factors present in adult groups has been established. However, a study in adolescent group therapeutic factors found only two factors (catharsis and interpersonal learning) together with a third factor (social skill learning) that is rarely found in adult groups (Shechtman, Bar-el, & Hadar, 1997). Social skills are more important to adolescents because they are very concerned with friendship relationships.

There is growing interest in the study of adolescent health and behavior in different cultures, both within and between countries. It is driven primarily by the ongoing search (Bodner-Johnson & Sass-Lehrer, 1999; Markowitz, 1994) for social factors that protect youth, impose risk, or explain health-related behavior. The effort to reach adolescents broadly while maintaining cultural sensitivity led researchers and program leaders to involve adolescents of different backgrounds in the planning of studies and programs (Bodner-Johnson & Sass-Lehrer, 1999; Markowitz, 1994).

Adolescents who engage in delinquent behaviors are reported as more likely to live with families identified as having lower levels of parental monitoring and parental warmth and higher levels of parent-child conflict, inconsistent discipline, and higher levels of parental psychological control (Sue & Sue, 2003; Yasui & Dishion, 2007). Negative parenting practices such as these are reported to be highly associated with high levels of stress. Yet, the absence of negative parenting practices in the family, however, does not necessarily translate into growth in positive child behavior and abilities. A growing body of literature suggests that a child's development of self-regulation, psychosocial adjustment is a critical step toward prosocial behavior and psychosocial adjustment in home and school through childhood and adolescence (Sue & Sue, 2003; Yasui & Dishion, 2007).

A study of marijuana use by adolescents in Zimbabwe showed increasing youth exposure to an international drug culture was associated with higher rates of peer use and acceptance of use in Zimbabwe. However, adolescents who upheld their parents' traditional values had much lower rates of use than did those who adopted the new values that were highly publicized by local media reports. The issue becomes even more complicated for adolescents whose parents differ in their ethnicities or cultural practices. In this study, it was determined multiculturalism at

the individual level is closely linked with the prevalence of cultural sub-groups within a population. Most developed countries consist of a majority and several minority populations. Minorities may share the ethnic origins of the majority (i.e., Caucasian migration within Europe) or may differ from the majority in both ethnicity and culture (Michaud, Blum, & Slap, 2001).

The determinants of problem behavior are not limited to the family. As children approach adolescence, they spend increasing amounts of time with their peers which can become the most important reference group for adolescents. An aspect of peer relations that has emerged as the most prominent predictor of several kinds of problem behavior is the association with deviant peers. Research findings (Hong et al., 2003; Hynie & Richard, 2006) showed adolescents who are involved with deviant peers exhibit more behaviors against familial norms, including antisocial behavior, substance, and school problems including relationships. An explanation offered in these findings is that deviant peers provide opportunities to engage in antisocial behavior and supply the adolescents with attitudes, motivation, and rationalization to support such behavior.

A comparison study (Dekovic et al., 2004) of four ethnic groups examined four theories about the development of antisocial behavior during adolescence. Historically, dominant theories were based almost entirely on research conducted with mainstream, white, middle-class adolescents. The comparison study addressed a significant gap in the literature by examining whether the same model of family and peer influence on antisocial behavior is applicable to adolescents belonging to different ethnic groups. The sample included 603 adolescents (318 females and 285 males) from four ethnic groups: 68% of adolescents were Dutch, 11% were Moroccan, 13% were Turkish and 8% were Surinamese. The questionnaires assessing antisocial behavior, quality of parent-adolescent relationships and involvement with deviant peers were

completed by adolescents individually at schools. Results show few ethnic differences in the mean level of the assessed constructs. For example, adolescents from different ethnic groups show similar levels of antisocial behavior are to a similar degree satisfied with their relationships with parents, disclose as much information to them, and do not differ in their involvement with deviant peers.

In the study by Dekovic et al. (2004), the examination of specific ethnic group differences in mean levels of antisocial behaviors, role of family and peers in adolescents' perception of the quality of the parent-adolescent relationships, and involvement with deviant peers in four ethnic groups is a first step. The next question focuses on a more complex and interesting issue, whether the same theoretical model of parent and peer influence on problem behavior is applicable to different ethnic groups. Such an approach can increase our understanding of how social relationships affect developmental outcomes in different cultural settings. This next step has been recommended by several researchers (Garcia-Coll, Akerman, & Cicchetti, 2000; Greenberger, Chen, Beam, Whang, & Dong, 2000; Rowe, Vazsonyi, & Flannery, 1994).

Additionally, studies (Bradley & Corwyn, 2004; Diener et al., 1999; Gilani, 1999) also suggest happiness emerges as basic needs are satisfied. In modern, individualistic societies where basic needs are met for the majority of citizens, life satisfaction becomes increasingly connected to the attainment of goals beyond basic needs. In effect, life satisfaction reflects both the extent to which basic needs are met and the extent to which a variety of other goals are viewed as attainable, with basic needs fulfillment being more central for individuals living in less advantaged circumstances. There is reason to believe life satisfaction becomes a significant psychological variable prior to adulthood, specifically during adolescence (Bradley & Corwyn,



2004; Diener et al., 1999; Gilani, 1999). This period is generally considered a time of increasingly sensitivity and at a time when goals are reformed and ideas regarding the pursuit of goals are reevaluated, a time when there is increased likelihood of transition-linked turning points in the life course, a time when more cognitively complex judgments are being made regarding one's current status and one's newly emerging desires and goals (Bradley & Corwyn, 2004; Diener et al., 1999).

Life satisfaction is likely to emerge as meaningful during adolescence as advancing cognitive abilities enable adolescents to more accurately appraise and forecast how well their basic needs will be met (Bradley & Corwyn, 2004; Diener et al., 1999). For minority group adolescents, life satisfaction may become quite central to decisions made about relationships, continued education, and work in that many minority group adolescents live in a bicultural context where they must negotiate between competing goals and values. Given this, they must cope not only with the age typical challenges connected to the transition to adulthood but also the conflicts that can arise from living simultaneously in their own minority cultural context and the dominant American culture (Bradley & Corwyn, 2004; Diener et al., 1999).

Current assessment and intervention practices that focus on adolescent issues with respect to the cultural issues are sparse. Dwairy et al. (2006) proposed and empirically supported adaptive and tailored interventions for adolescent issues should be optimal for serving multicultural children and families. To empower such interventions to better serve children and families, it is essential that assessments that guide the adaptation and tailoring process include culturally salient dynamics such as ethnic identity, racial socialization in schools and among peers, and culturally informed parenting practices.

In summary, parents, teachers and peers play major roles in explanations of adolescents' relationships. However, the dominant theories about the nature and impact of these relationships are based almost entirely on studies conducted with white, Western, middleclass adolescents from the dominant culture (Jenkins & Parron, 1995; Kulwicky, Miller, & Schim, 2000; Nassar-McMillan & Hakim-Larson, 2003). Thus, a study examining Arab American adolescents' perceptions of the quality of their relationships in three primary settings (Parent, Teacher, Peer) may lead to development of interventions specifically designed for this population. Subsequently, this may allow for enhancement of counselor competency in multicultural interventions with adolescents.

#### *Theoretical Orientation*

With the increasing ethnic diversity of many regions in the United States, it is important for theory development as well as for practical purposes to understand similarities and differences in family processes that are consequential for conflict in adolescents across a variety of ethnic contexts. Conflict due to generational immigration is common. Researchers (Dugsin, 2001; Kang & Kwak, 2003) often ignore generational status, which has implications for stressors such as language difficulties, value conflicts between generations, and disregard potential differences among families of different origins. The 21<sup>st</sup> century saw the United States witness increasingly numbers of ethnic minorities. As these groups begin to represent a larger percentage of the population, there will be a corresponding increase in the demand for mental health services to these populations. Currently, there is no single integrated therapy practice model that counselors can use. However, there are many treatments models and theories to solve social, parent, and academic problems with important common themes among theories and therapies,

particularly those used in family therapy with ethnic minorities (Franklin & Jordan, 1999; Ho et al., 2004; Marshall & Batten, 2003).

Socialization and enculturation are processes by which individuals identify with the values and norms of their social groups. Enculturation is described by Berry (2005) and Dugsin (2001) as the indirect absorption of norms and values through exposure and observation and occur within the major cultural institutions which individuals, families, and cultural groups. Children of immigrant parents may find this to be a complex situation as these socializing groups may promote conflicting values and norms that they were raised in. These children find the need to negotiate between the differing cultural beliefs of family, school and peer groups to be in conflict with their immigrant parents requiring them to choose between values and identities of their family and those of the host culture (Berry, 2005; Dugsin, 2001).

Numerous studies evaluating culturally adapted interventions exist. A meta analytic methodology study by Griner and Smith (2006) summarized data for 76 studies. The resulting random effects weighted average effect size was  $d = .45$ , indicating a moderately strong benefit of culturally adapted interventions. Interventions targeted to a specific cultural group were four times more effective than interventions provided to groups consisting of clients from a variety of cultural backgrounds. Interventions conducted in clients' native language (if other than English) were twice as effective as interventions conducted in English (Griner & Smith, 2006).

### *Choice Theory Approach*

The researcher chose to use Choice theory, for this research study, because of its ease in use with diverse populations. This theory (Glasser, 1998) promotes delivery of services from a community perspective given some of the familial issues high school students face, as children of first, second, and third generation immigrants. Thus, student's common issues and background

become an effective support for one another. An individual's cultural identity may be based on heritage as well as individual circumstances and personal choice (Ho et al., 2004). Cultural identity may be affected by such factors as race, ethnicity, age, language, country of origin, acculturation, sexual orientation, gender, socioeconomic status, religious/spiritual beliefs, physical abilities and occupation, among others. Many minority populations can find it difficult to convey their world to the counselor. In Choice theory (Glasser, 1998), there is little probing as the problem is presented in the present and teaches that clients are in control and free to lead more effective lives. It is usually more effective for short term use.

According to the review of literature (Pumariega & Rothe, 2003) and given the cultural diversity that exists in America, a patient-therapist cross-cultural dyad now constitutes the modal unit. It has been proposed the role of the therapist is to explore the style of social interactions between the patient and the therapist. It is the therapist's initial respect for the patient's cultural background that allows for the common universal themes and defenses to begin to emerge. Child and adolescent psychiatrists are at the forefront of these changes and should be familiar with the cultural changes in American society to provide sensitive and effective interventions to patients and their families. This is most important when faced with mental health crises with culturally diverse patients (Pumariega & Rothe, 2003).

Glasser (1998) also focuses on four major relationships all of which are in obvious need of improvement in relationship issues. They are husband-wife, parent-child, teacher-student, and manager-worker. Research (Glasser, 1998) strongly supports the theory, including the need that adolescents need good parent-child and teacher-student relationships if they are to avoid self-destructive behaviors. The more one experiences difficulty in moving from one culture to the other, the more resistance and frustration occurs. With Arab-American students, these two

opposites are the culture and expectations associated with their Eastern world which may be opposed by the Western world. Subsequently, conflicts in adapting socially to this new host society may occur. As long as the individual wants both worlds, there is no escaping from the conflicts. The severity of the conflict is proportionate to the strength of the opposing worlds. Thus, the more the student wants to gravitate toward the Western world, the more present are the conflicts in social relationships such as parent, teacher, and peer (Glasser, 1998).

Group counseling becomes a realistic option for many. The interventions can be framed to enable the conflicted person to move in the direction of a reality solution (Glasser, 1998). According to Glasser (1998), much can be accomplished in ten sessions or less which makes this theory a good match for use in the school setting. Students need short term solutions rather than long term counseling. There is no need to probe at length for the problem as it is almost always an unsatisfying present relationship. Since each student brings his/her own issues, a group setting can be quite effective as many will share similar experiences and be able to support the goals of Glasser's short-term therapy.

A study (Kim, 2008) examined the effect of internet addiction on students' internet addiction level and self-esteem using reality group (R/T) counseling program derived from Choice theory. Participants in the treatment group attended the R/T group counseling program, whereas participants in the control group received no treatment. The findings indicated the reality group counseling effectively reduced addiction level and increased self-esteem of internet addicted students (Kim, 2008).

A study by Veach and Gladding (2007) posited creative group work techniques may be potent in working with adolescents. Creative group counseling techniques are appealing to teens and adolescents enjoy working in groups. Often high school students are engaged in activities

that involve the creative arts such as music, movement, drawing, drama, play, and humor. Therefore, coupling group work with creative techniques is a relatively easy, attractive, and familiar format for adolescents. Groups in high schools that use creative techniques help adolescents express their emotions appropriately, behave differently, and gain insight into themselves and others (Veach & Gladding, 2007).

In addition, creative group procedures are effective in promoting cohesiveness and in helping group members gain insight in multiple ways (Gladding, 1997). Therefore, there is a strong rationale for employing such measures in high school groups regardless of the intervention format. Thus, a group approach using creative techniques could be developed stressing the Choice Theory (Glasser, 1997) principles of personal freedom in relationship building, and behavior choice.

#### *Psychoeducational Approach*

Psychoeducational approaches can be useful with children and families as they utilize resources and educational approaches to learning and do not focus on the depth of sharing as other counseling approaches. Through integrative psychoeducational groups, participants learn to identify and differentiate the range of stress reactions to traumatic events, varying from normal to pathological.

A meta-analytic review (Gerrity & Delucia-Waack, 2007), on the effectiveness of psychoeducational and counseling groups in the schools found support for groups in the schools, specifically some psychoeducational groups and classroom interventions. There is also support for the use of group interventions that are both short in session length and overall time. Research reflects the importance of adjusting content to the population and maturity level of group members as well. Gerrity and Delucia-Waack (2007) suggest future research should more clearly

identify the type of group intervention and goals used as well as reflect collaborations between researchers and school counselors.

Phillips and Phillips (1992) reviewed a school district's model of offering structured developmental support. The groups utilizing a model focused on personal concerns of students. Groups of 8-16 met for one class period a week over 10 weeks during the school year. All groups were co-ed, with teachers serving as co-leaders with counselors and other mental health staff. During the sessions, the group leaders used basic group counseling skills, such as reflecting content and feeling, clarifying messages, helping members recognize their own strengths and outcome resources, and encouraging members to take actions that may help them resolve their own situations. During each session, in order to make the group process flow freely, students were reminded of group rules but were allowed to talk without restraint about their personal concerns. The outcome effects of the group interventions were personal growth and development (Phillips et al., 1992).

Teaching coping skills can support children growing with developmental stress as well as situational stress such as, having divorced parents or even having a parent who might be dying. How they cope with the stress depends on many factors such as their coping mechanisms and how their parents cope. Because of the many stresses the parents have to deal with in their own lives during these times, it is possible their children's needs might go unmet. Since group counseling families is an emerging field with limited research, group counseling interventions could be helpful to children.

According to the literature (Abi-Hashem, 2008; Ahmed, 2002; Dwairy et al., 2006; Sulaiman, 2008), Arab Americans reflect multiple generations and backgrounds from the traditional and rural lifestyles of modern and complex urban lifestyles and have roots in all

Middle Eastern countries. More than any other period in recent history, the rapid globalization and social trends, the increase of travel and relocations, the shift of populations, demographics, the complex blend of cultures, and the mentalities and traditions all necessitate a serious appraisal of therapists and counselors' theories, therapies and strategies, and interventions. Effective therapy with Arab Americans must incorporate a broad view and a balanced sociocultural approach with the various strategies, therapies, practice theories, and techniques. Regardless of one's orientation, counseling with this population should have a cross cultural dimension with a strong focus on the relationship. Using a group counseling approach could be effective with this population since they represent several generations of clients on a continuum of acceptance to seeking counseling services and sharing with others.

According to Sulaiman (2008), there are many challenges facing Arab American youth. Some of these challenges are related to discrimination after 911. However, many are related to immigration and acculturation. Immigration challenges include psychological stress and loss. Among acculturation issues, first generation immigrants grieve losses while adjusting to a new country as second generation immigrants face experiences of turmoil and family acculturation levels. Parental trauma makes parents emotionally unavailable to their children; negatively impacting the child, consequently adding to the child's already complicated adjustment. Typically, Arab American youth receiving services from ACCESS are diagnosed with Anxiety (30%), Attention Deficit Hyperactivity (28%), Depression (23%), Obsessive Compulsive/Conduct (13%), and Adjustment (6%) disorders (Sulaiman, 2008). Some of the recommendations made by ACCESS's mental health division are:

- 1) Early identification and treatment of "at risk" youth is needed,
- 2) Promote cultural competency workshops and resources to schools,



- 3) Promote and support public policies that recognize and address the psychological needs of Arab Americans,
- 4) More research on the population is needed to support youth at all levels and adjustments in their lives (Sulaiman, 2008).

This researcher chose to use the Psychoeducational approach for this study. Since this study is conducted in an educational setting with high school students, it was determined it would be an effective approach for a group setting. Also, individuals who would not otherwise seek treatment may find this approach safe and nonthreatening in a group setting because of the non-stigmatizing format. Finally, its effectiveness has been tested with special populations (Cuijpers, 2008).

Counseling competency has been a legitimate and debatable concern by practitioners and clients for over a decade. Sensitivity for the unique values and cultural cues held by various populations has led to much writing. Despite the advancement of psychotherapy and counseling education in teaching competent cross-cultural strategies, the understanding of underlying social cultural dynamics and use of these strategies remains somewhat underutilized in the therapy process (Marshall & Batten, 2003).

Despite the efforts of the mental health profession to become more ethnically competent to work with individuals and groups from diverse cultures, helpers continue to lack the necessary skills and knowledge. Fortunately literature on empirically based research of Arab Americans continues to grow. Essential support continues to be necessary to better assist diverse clients who struggle with family conflicts, identity issues in cultural and religion, struggle between two worlds, and social pressures in trying to find fluid relationships in their social world (Nobles & Sciarra, 2000).

*Summary*

Chapter II focused on the literature and existing research pertinent to this study relating to the differential effects of two group counseling approaches on the perceptions Arab American high school students have of the quality of their primary relationships (Parent, Teacher, Peer) were detailed. Pertinent literature and research on the two group approaches to be utilized in this study were presented. Significant findings and relevance of those findings to the current study were discussed. Chapter III describes the methodology to be utilized in this study

### CHAPTER III

#### METHODOLOGY

This chapter presents the methodology to be used in this study. The research design, variables, setting, assignment of participants, and procedure for evaluating the differential effects of two group counseling approaches on the perceptions Arab-American high school students have regarding the quality of their relationships in three primary settings (Parent, Teacher, Peer) is provided.

The dependent variables examined in this study are the perceptions Arab-American high school students have regarding the quality of their relationships in three primary settings (Parent, Teacher, Peer). There were two different approaches of group counseling interventions used. Experimental Group 1 received group counseling based on Choice theory (Glasser, 1998) interventions and Experimental Group 2 received group counseling based on Psycho-educational interventions. Choice Theory (Gladding, 1998) is defined as the idea that people have mental images of their needs and behave accordingly; thus individuals are ultimately self-determining (i.e., they choose). Individuals can choose to be miserable or mentally disturbed. They may also choose to determine the course of their lives in positive ways and give up trying to control others. Psychoeducational's (Gladding, 1998) primary purpose is to educate or instruct participants in regard to certain subjects or areas pertinent to their lives (e.g., child education group). Psychoeducational group interventions (Cummings, 1998; Wheelan, 2005) focused on providing education and resources for understanding and changing thoughts and behaviors. Both Experimental Groups participated in eight (two times per week) group counseling sessions. A pre-test was used to establish baseline information for the perceptions Arab-American high school students' have regarding the quality of their relationships in three primary contexts

(Parent, Teacher, Peer). A post-test was used to determine the effects of the group counseling interventions on the dependent variables. It was anticipated at the completion of the study, the participants in Experimental Group 1 receiving Choice theory group counseling interventions would report increased positive perceptions of the quality of their relationships in the three primary contexts (Parent, Teacher, Peer) than participants in Experimental Group 2 Psychoeducational group counseling interventions.

#### *Research Design*

This is a quasi-experimental pretest/posttest design. Pre-treatment information, post-treatment information, comparison of post-treatment information between groups (Between Groups), and within subjects in groups (Within Groups), comparison of pre-to-post changes between groups (Between-Subjects), and group equivalence information is yielded by this design. This study determined pre-and-post experimental information which was compared between the two groups studied (Between Groups) as well as, between members within each group (Within Groups). Figure 5 details the research design.

Figure 5 Research Design

Research Group	Pretest	Experiment	Posttest
Experimental Group 1 (Arab American High School Students participating in Choice theory group counseling interventions)	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
Experimental Group 2 (Arab American High School Students participating in Psychoeducational group counseling interventions)	O <sub>3</sub>	X <sub>2</sub>	O <sub>4</sub>

*Variables*

*Independent Variable*

The independent variable for this study was random assignment of participants to either the Experimental Group 1 (Arab American High School Students participating in Choice theory group counseling interventions) or Experimental Group 2 (Arab American High School Students participating in Psychoeducational group counseling interventions).

*Dependent Variables*

The dependent variables were the perceptions Arab-American high school students have regarding the quality of their relationships in three primary settings (Parent, Teacher, Peer). The pre-and-post outcomes were compared using results of the Parent, Teacher, and Peer subscale scores on the *Clinical Assessments of Interpersonal Relationships (CAIR, Bracken, 2006)* at the conclusion of the study.

### *Setting*

Group counseling sessions were conducted at two locations in Dearborn, Michigan. The groups included students from Edsel Ford and Fordson High Schools in the Dearborn Public Schools district. Fordson students participated in group counseling sessions at their high school located in their neighborhood. Figure 6 describes the community environment demographics for Dearborn Public School District, as well as the State of Michigan (Council of Chief State School Officers [CCSSO], 2009a).

Figure 6 Community Environment Demographics, Dearborn Public School District & State of Michigan

<b>Demographics</b>	<b>Dearborn Public School's District 2008</b>	<b>State of Michigan 2008</b>
<b>Household Characteristics</b>		
Number of Households	38,275	3,885,472
Single-Parent Households with Children (%)	7.6	11.0
Adults with at Least a High School Diploma (%)	84.7	88.3
Adults with at Least a Bachelor's Degree (%)	28.1	25.3
<b>Household Income Distribution (%)</b>		
Less than \$15,000	11.5	10.3
\$15,000-\$29,999	15.7	14.7
\$30,000-\$49,999	18.6	19.8
\$50,000-\$74,999	19.0	19.6
\$75,000-\$99,999	12.6	13.3
\$100,000-\$149,999	13.7	13.9
\$150,000 or More	9.0	8.4
<b>Population</b>		
Population	102,671	10,036,217
Population Density	3,856	173
Median Age	36	37
<b>Population Distribution by Age (%)</b>		
4 Years or Younger	7.4	6.4
5-19 Years	20.0	19.0
20-44 Years	33.1	34.9
45-64 Years	24.4	26.8
65 Years or Older	15.2	13.0

Figures 7 and 8 present the school environment statistics by school, district and state (Council of Chief State School Officers [CCSSO], 2009d, e).

Figure 7 School Environment Statistics, Edsel Ford High School

<b>Edsel Ford High School, Michigan</b>	<b>This School</b>	<b>District</b>	<b>State</b>
<b>Enrollment of Racial/Ethnic Groups</b>	<b>2008</b>	<b>2008</b>	<b>2008</b>
White (%)	89.0	92.4	71.1
Black (%)	6.1	4.3	19.9
Hispanic (%)	2.6	2.2	4.7
Asian/Pacific Islander (%)	1.2	0.8	2.5
American Indian/Alaska Native (%)	1.0	0.3	0.9
Multi-Racial (%)	0.1	0.1	0.8
<b>Enrollment of Students with Special Needs</b>			
Economically Disadvantaged (%)	43.3	57.5	36.9
Receiving Free Lunch (%)	37.4	51.3	30.5
Receiving Reduced-Price Lunch (%)	5.9	6.2	6.4
<b>Enrollment Distribution by Gender</b>			
Female (%)	46.0	47.3	48.6
Male (%)	54.0	52.7	51.4
<b>Enrollment Distribution by Grade</b>			
Kindergarten (%)	0.0	7.1	7.6
Grade 1 (%)	0.0	7.2	7.3
Grade 2 (%)	0.0	7.3	7.2
Grade 3 (%)	0.0	7.3	7.2
Grade 4 (%)	0.0	7.1	7.2
Grade 5 (%)	0.0	7.4	7.2
Grade 6 (%)	0.0	7.3	7.3
Grade 7 (%)	0.0	7.7	7.6
Grade 8 (%)	0.0	7.7	7.6
Grade 9 (%)	26.9	8.8	9.0
Grade 10 (%)	30.5	8.2	8.7
Grade 11 (%)	21.9	7.2	7.9
Grade 12 (%)	20.7	7.1	7.6
Ungraded (%)	n.a.	0.3	5.4

Figure 8 School Environment Statistics, Fordson High School

<b>Fordson High School, Michigan</b>	<b>This School</b>	<b>District</b>	<b>State</b>
Enrollment of Racial/Ethnic Groups	2008	2008	2008
White (%)	95.4	92.4	71.1
Black (%)	2.9	4.3	19.9
Hispanic (%)	1.1	2.2	4.7
Asian/Pacific Islander (%)	0.6	0.8	2.5
American Indian/Alaska Native (%)	0.0	0.3	0.9
Multi-Racial (%)	0.0	0.1	0.8
Enrollment of Students with Special Needs			
Economically Disadvantaged (%)	63.7	57.5	36.9
Receiving Free Lunch (%)	57.3	51.3	30.5
Receiving Reduced-Price Lunch (%)	6.3	6.2	6.4
Enrollment Distribution by Gender			
Female (%)	46.1	47.3	48.6
Male (%)	53.9	52.7	51.4
Enrollment Distribution by Grade			
Kindergarten (%)	0.0	7.1	7.6
Grade 1 (%)	0.0	7.2	7.3
Grade 2 (%)	0.0	7.3	7.2
Grade 3 (%)	0.0	7.3	7.2
Grade 4 (%)	0.0	7.1	7.2
Grade 5 (%)	0.0	7.4	7.2
Grade 6 (%)	0.0	7.3	7.3
Grade 7 (%)	0.0	7.7	7.6
Grade 8 (%)	0.0	7.7	7.6
Grade 9 (%)	28.6	8.8	9.0
Grade 10 (%)	25.2	8.2	8.7
Grade 11 (%)	24.0	7.2	7.9
Grade 12 (%)	22.2	7.1	7.6
Ungraded (%)	n.a.	0.3	5.4

### *Participants*

Arab American high school students were recruited from Edsel Ford and Fordson High Schools located in Dearborn, Michigan. Edsel Ford High School's enrollment was 1506 students (Council of Chief State School Officers [CCSSO], 2009b). Edsel Ford students participated in group counseling sessions at the Arab Yemeni Women's Association community center located in their neighborhood. Fordson High School's enrollment was 2438 students (Council of Chief



State School Officers [CCSSO], 2009c). Fordson students participated in group counseling sessions at their high school located in their neighborhood. This decision was made to allow the students to remain in their own neighborhood, since they are bussed out of their neighborhood to attend high school.

Fifty-four high school students (grades 9-12) of Arab descent were recruited from the two schools for this study. A recruitment flyer gave an invitation to parents and students of Arab descent to attend a pre-study informational meeting. There were a total of six counseling groups of approximately 8-12 high school students in each group. To ensure anonymity and maintain confidentiality, students were asked to choose a personal four-digit identifying number such as, four digits of a phone number, family birth date, etc. They were instructed to record this number on all the pre and post instruments. This number was used throughout the study for the purpose of data identification. For the purposes of analyzing data for this research study, participants' demographic characteristics by school location were obtained utilizing the *Demographic Information Form* (Elder, 2009).

#### *Group Facilitators*

The group sessions at Edsel Ford High School were conducted by the researcher, a doctoral candidate in the Counseling Program at Wayne State University, Detroit, Michigan. The researcher is a certified School Counselor since 1996. The researcher has been employed by another high school in the Dearborn, Michigan school district for ten years. The group sessions at Fordson High School were conducted by Mona Meheidli, a certified School Counselor. This facilitator has worked as a school counselor at Fordson High School for two years. This individual assisted in the recruitment process. Licensed and certified professional counselors

conducting the group sessions were bound by ethical guidelines of the American Counseling Association's Code of Ethics and cautioned to apply these ethical standards at all times.

### *Preliminary Procedures*

A recruitment flyer was distributed at a parent/teacher conference at each high school. The flyer was an invitation to parents and students of Arab descent to attend a pre-study informational meeting. The flyer briefly described the study. The principal investigator conducted the pre-study informational meeting. This pre-study informational meeting presented the topic of the research, time commitment required, the basic methods and procedures, risks and benefits, and an explanation that the study was a research project.

Students were told their participation was voluntary. The interested parents and students of Arab descent were asked to read and sign the parental informed consent document and adolescent assent statement. The documents were furnished to parents/guardians in both English and Arabic. At the end of this informational meeting, parents and students were told when their first group meeting would begin.

After the parents/guardians signed the informed consent document and students signed the adolescent assent forms, all participants drew a numbered ticket (1 or 2) from a container to determine their random assignment to one of the two experimental groups. Experimental Group 1 were Arab American High School Students participating in Choice theory group counseling interventions and Experimental Group 2 were Arab American High School Students participating in Psychoeducational group counseling interventions. Parents and students were informed at that each meeting time as to the date and time of their first group meeting.

*Experimental Procedures*

Every attempt was made to ensure participant's psychological well-being. In order to provide a therapeutic environment, the group sessions were held after school hours in a private room away from the general school population. Participants were cautioned to maintain and preserve a confidential environment. Every attempt was made to maintain a professional and confidential environment during the group sessions to preserve the participant's beliefs, values, and parent, teacher, and peer relationships. Appropriate resources (i.e., referral for additional support services, e.g. individual and/or family counseling) were available to any participant or family member by request. Further, licensed and certified staff conducted the group sessions. The confidentiality of mental health records collected by this research is protected by Federal law and regulations. All data collected did not contain personal identifying information and was coded numerically with a number of each participant's choosing.

At the beginning of the first group counseling session all participants completed the *Demographic Questionnaire* (Elder, 2009) and *Clinical Assessments of Interpersonal Relationships* (CAIR, Bracken, 2006) instruments. Participants were asked to choose a personal four digit identifying number such as four digits of a phone number, family birth date, etc. This number was used throughout the study for purposes of data identification. Participants were instructed to remember and record this number on all of the pre-and-post-instruments. There was no cross listing of name and numbers. This process provided anonymity and maintained confidentiality.

After the instruments were completed, the initial group counseling session began based on either Choice theory or Psychoeducational group counseling interventions appropriate to each (See Appendix E for detailed narrative of group sessions). Choice Theory (Gladding, 1998) is

postulated as the idea people have mental images of their needs and behavior accordingly; thus individuals are ultimately self-determining (i.e., they choose). Individuals can choose to be miserable or mentally disturbed. They may also choose to determine the course of their lives in positive ways and give up trying to control others. Psychoeducational's (Gladding, 1998) primary purpose is to educate or instruct participants in regard to certain subjects or areas pertinent to their lives (e.g., child education group). Psychoeducational group interventions (Cummings, 1998; Wheelan, 2005) focus on providing education and resources for understanding and changing thoughts and behaviors. Activities to provide a foundation of trust and faith to facilitate sharing of personal and common life experiences as high school students were utilized. Some of these activities were in the form of "ice breakers", specifically, one activity identified each person's preferred nickname and participants shared the story of where the nickname originated. Also, during the first group session, participants established group rules and learned about the meaning of group process.

Subsequent group counseling sessions were conducted by the facilitators and focused on topics related to the research study. These topics included acculturation, ethnic identification, cultural values, social, parent, and academic relationships. Techniques related to the two group counseling treatment models were used to explain and understand these concepts. Group participants were assisted in identifying coping resources that may be helpful in dealing with their life situations surrounding these concepts.

At the conclusion of the eighth and final group counseling session, participants completed the posttest criterion instruments to provide post-treatment data. At the conclusion of the study, participants drew numbers to determine the recipient of the \$50.00 gift card. Only one participant from each group received a gift card. The gift card did not contain participant's

identifying information. Each participant received a signed certificate of participation. To insure confidentiality of each participant's identifying information, each participant was instructed to insert their name in the appropriate area of their certificate.

### *Criterion Instruments*

This study used the *Demographic Information Form* (Elder, 2009) to describe the personal characteristics of the Arab American high school students. The Parent, Teacher and Peers subscale scores on the *Clinical Assessments of Interpersonal Relationships* (CAIR, Bracken, 2006) were used to determine the differential effects on the Arab American high school students' perceptions of the quality of their relationships in three primary contexts (Parent, Teacher, Peer).

#### *Demographic Information Form* (Elder, 2009)

All study participants completed the *Demographic Form* (Elder, 2009) developed for this study. This questionnaire was used to collect data describing the Arab American high school students' demographic characteristics including age, gender, school, grade level, adolescent immigrant's generation, parent's dominant language spoken in home, adolescent's dominant language, and group counseling assignment.

Adolescent immigrant generation is determined by both the youth's and parents' country of birth. Respondents are classified as first, second, or third generation. First-generation immigrants are adolescents who were born abroad (and not a U.S. citizen). Second generation adolescents are those who have at least one parent of foreign birth, but who themselves were either born in the United States or in a foreign country as a U.S. citizen. Finally, all adolescents who were born in the United States to parents who were also born in the United States are classified as third generation (Keller & Tillman, 2008).

*Clinical Assessments of Interpersonal Relationships (CAIR, Bracken, 2006)*

This study used the *Clinical Assessment of Interpersonal Relationships (CAIR)*, (Bracken, 2006) to operationalize the perception of the quality of the youth's interpersonal relationships. The *CAIR* (Bracken, 2006) is a psychometrically sound instrument based on Bracken's multidimensional, context-dependent model of adjustment. It helps with the early identification and remediation of a youth's relationship difficulties and assists with the identification of Emotional Disturbance (ED) by assessing the quality of the youth's primary relationships. Additionally, the *CAIR* (Bracken, 2006) items reflect the 15 specific aspects of relationships that are commonly reported in the literature, thereby helping clinicians to identify the specific relationship qualities that may be deficient and that may require intervention.

The *CAIR* (Bracken, 2006) is designed to measure the perceptions that youths between the ages of 9 to 19 years (i.e., Grades 5 to 12) have regarding the quality of their relationships with the most important individuals in three primary contexts (Parent, Teacher, Peer) of their lives--mother, father, male and female peers, and teachers. Additionally, the *CAIR* (Bracken, 2006) has a Total Relationship Index (TRI), which is moderately correlated with each of the five scales. The TRI is considered the best representation of the examinee's global, or overall, level of interpersonal relations.

The *CAIR* (Bracken, 2006) uses a 4-point Likert scale ranging from 4, "Very Significant Relationship Strength", to 1, "Very Significant Relationship Weakness", with some of the items reversed scored. The *CAIR* (Bracken, 2006) is composed of 35 items, all of which appear on each of five scales (i.e., Mother scale, Father scale, Male Peers scale, Female Peers scale, Teachers scale). All or a select number of scales may be administered; this study utilized all of the scales. The *CAIR* (Bracken, 2006) Rating Form is hand scored to determine raw scores that

can then be converted to *T* scores, percentile ranks, confidence intervals, and qualitative classifications.

The instrument demonstrates exceptional technical adequacy (Bracken, 2006), with reliabilities well above .90 for each of the five scales as well as the Total Relationship Index (TRI). For each grade level, the TRI coefficient alpha is .96, and the TRI coefficient for the entire standardization sample is .96. Each scale demonstrates internal consistency estimates that exceed .90, regardless of the child's age or gender. Each *CAIR* (Bracken, 2006) scale and the TRI are sufficiently reliable to contribute to important identification decisions.

Two types of reliability, internal consistency and stability, are especially relevant at the scale and total test level. Each scale has high internal consistency; with alpha coefficients of .95, .96, .94, .94, .93, and .96 for mother, father, male peers, female peers, teacher, and total relationship index scales, respectively (Bracken, 2006). The stability characteristics of each scale are .97, .95, .96, .94, .97, and .98 for mother, father, male peers, female peers, teacher and total relationship scales, respectively (Bracken, 2006). The validity of the *CAIR* (Bracken, 2006) measurement has been shown through five approaches: the content validity of the measure has been assessed to ensure that the instrument is representative of the universe of content that is important and relevant, the validity has also been demonstrated through the study of trends in students' relationship development, as a function of age and/or gender, individual scale validity has been shown through performance of contrasted groups on the instrument, validity has been determined through discriminant analyses in which constructs known not to be related to interpersonal relations are shown to be not significantly correlated, and finally, construct validity has been shown through factor analysis (Bracken, 2006).

*Research Questions and Hypotheses*

Since parent, teacher, and peer relationships are critical factors in adolescent development, this research explored Arab adolescents' perceptions of the quality of the relationships they have with their parents, teachers, and peers. The outcome variables examined in this research were the perceptions Arab-American high school students have regarding the quality of their relationships in three primary contexts (Parent, Teacher, Peer). The three research questions and hypotheses guiding this study were:

1. Will Arab-American high school students participating in group counseling utilizing Choice theory interventions differ significantly in their perceptions of the strength of their relationship with their parents than participants in group counseling utilizing Psychoeducational interventions?

H<sub>1</sub>: Arab-American high school students participating in group counseling utilizing Choice theory interventions will differ significantly in their perceptions of the strength of their relationship with their parents than Arab-American high school students participating in group counseling utilizing Psychoeducational interventions.

Null Hypothesis                       $\mu_1 = \mu_2$

Alternative Hypothesis               $\mu_1 \neq \mu_2$

Instrument: Parent subscales of the *Clinical Assessments of Interpersonal Relationships* (CAIR, Bracken, 2006)

2. Will Arab-American high school students participating in group counseling utilizing Choice theory interventions differ significantly in their perceptions of the



strength of their relationship with their teachers from participants in group counseling utilizing Psychoeducational interventions?

H<sub>2</sub>: Arab-American high school students participating in group counseling utilizing Choice theory interventions will differ significantly in their perceptions of the strength of their relationship with their teachers from Arab-American high school students participating in group counseling utilizing Psychoeducational interventions.

Null Hypothesis  $\mu_1 = \mu_2$

Alternative Hypothesis  $\mu_1 \neq \mu_2$

Instrument: Teacher subscale of the *Clinical Assessments of Interpersonal Relationships (CAIR, Bracken, 2006)*

3. Will Arab-American high school students participating in group counseling utilizing Choice theory interventions differ significantly in their perceptions of the strength of their relationship with their peers from participants in group counseling utilizing Psychoeducational interventions?

H<sub>3</sub>: Arab-American high school students participating in group counseling utilizing Choice theory interventions will differ significantly in their perceptions of the strength of their relationship with their peers from Arab-American high school students participating in group counseling utilizing Psychoeducational interventions.

Null Hypothesis  $\mu_1 = \mu_2$

Alternative Hypothesis  $\mu_1 \neq \mu_2$

Instrument: Peer subscales of the *Clinical Assessments of Interpersonal Relationships* (CAIR, Bracken, 2006)

#### *Data Analysis*

Data was analyzed to determine the differential effects of two types of group counseling on the perceptions Arab-American high school students have regarding the strength of their relationships in three primary contexts (Parent, Teacher, Peer). The data analysis was separated into two sections. All Statistical analyses were conducted utilizing the SPSS program for Windows 16 (SPSS, Inc., 2007) computer program, and tested at an alpha level of .05. Descriptive statistics including frequency distributions for the nominally scaled demographic variables (i.e., Arab American high school students' gender, age, grade level, generational status, religious affiliation, dominant language spoken in the home) provided a profile of the sample. Cross tabulations to determine the assumption of approximate normal distribution, measures of central tendency (mean, median, and mode), and measures of variability, variance and standard deviation) were performed.

Prior to testing the research hypotheses, a *t*-test for independent samples using the pretest scores for the dependent variables, Arab American high school students' perceptions of the strength of their relationships with their parents, teachers, and peers was conducted to determine if the groups are statistically equivalent. Since, no statistically significant difference was detected by the *t*-test for independent samples between groups, a multivariate analysis of covariance (MANCOVA) with group membership as the fixed independent variable was conducted for Hypotheses 1 and 3. An analysis of covariance (ANCOVA) with group membership as the fixed independent variable was conducted for Hypothesis 2. These analyses compared Arab American high school students' perceptions of the strength of their relationship with their parents, teachers,

and peers relationships changes from pre-treatment to post-treatment. Pretest scores on these measures were used as covariates. Each subscale measure for the dependent variables; Arab American high school students' perceptions of the strength of their relationships with their parents, teachers, and peers needed to be statistically significant for the null hypotheses to be rejected. Figure 9 details the statistical analyses conducted in this study.

Figure 9 Statistical Analysis Chart

Research Question/Hypothesis	Variables	Statistical Analysis
<p>1. Will Arab-American high school students participating in group counseling utilizing Choice theory interventions differ significantly in their perceptions of the strength of their relationship with their parents than participants in group counseling utilizing Psychoeducational interventions?</p> <p>H<sub>1</sub>: Arab-American high school students participating in group counseling utilizing Choice theory interventions will differ significantly in their perceptions of the strength of their relationship with their parents than Arab-American high school students participating in group counseling utilizing Psychoeducational interventions.</p>	<p><u>Independent Variable:</u> Group Assignment:</p> <p><u>Experimental Group 1</u> Experimental Group 1 (Arab American High School Students participating in Choice theory group counseling interventions)</p> <p><u>Experimental Group 2</u> Experimental Group 2 (Arab American High School Students participating in Psychoeducational group counseling interventions)</p> <p><u>Dependent Variables:</u> Posttest scores on the Parent subscales of the <i>Clinical Assessments of Interpersonal Relationships (CAIR</i>, Bracken, 2006)</p> <p><u>Covariates:</u> Pretest scores on the Parent subscales of the <i>Clinical Assessments of Interpersonal Relationships (CAIR</i>, Bracken, 2006).</p>	<p>A multivariate analyses of covariance (MANCOVA) with group membership as the fixed independent variable will be used to compare Arab-American high school students' perceptions regarding the strength of their relationship with their parents from pre-experiment to post-experiment at the conclusion of the semester. Pretest scores on this measure will be used as covariates.</p> <p>Mean scores will be compared to determine which group had the lower level of perception regarding the strength of their relationship with their parents following the experiment at the completion of the semester.</p> <p>(Figure continues)</p>

Figure 9 Statistical Analysis Chart (cont.)

Research Question/Hypothesis	Variables	Statistical Analysis
<p>2. Will Arab-American high school students participating in group counseling utilizing Choice theory interventions differ significantly in their perceptions of the strength of their relationship with their teachers than participants in group counseling utilizing Psychoeducational interventions?</p> <p>H<sub>2</sub>: Arab-American high school students participating in group counseling utilizing Choice theory interventions will differ significantly in their perceptions of the strength of their relationship with their teachers than Arab-American high school students participating in group counseling utilizing Psychoeducational interventions.</p>	<p><u>Independent Variable:</u> Group Assignment:</p> <p><u>Experimental Group 1</u> Experimental Group 1 (Arab American High School Students participating in Choice theory group counseling interventions)</p> <p><u>Experimental Group 2</u> Experimental Group 2 (Arab American High School Students participating in Psychoeducational group counseling interventions)</p> <p><u>Dependent Variables:</u> Posttest scores on the Teacher subscale of the <i>Clinical Assessments of Interpersonal Relationships</i> (CAIR, Bracken, 2006)</p> <p><u>Covariates:</u> Pretest scores on the Teacher subscale of the <i>Clinical Assessments of Interpersonal Relationships</i> (CAIR, Bracken, 2006).</p>	<p>An analysis of covariance (ANCOVA) with group membership as the fixed independent variable will be used to compare Arab-American high school students' perceptions regarding the strength of their relationship with their teachers from pre-experiment to post-experiment at the conclusion of the semester. Pretest scores on this measure will be used as covariates.</p> <p>Mean scores will be compared to determine which group had the lower level of perception regarding the strength of their relationship with their teachers following the experiment at the completion of the semester.</p> <p>(Figure continues)</p>

Figure 9 Statistical Analysis Chart (cont.)

Research Question	Variables	Statistical Analysis
<p>3. Will Arab-American high school students participating in group counseling utilizing Choice theory interventions differ significantly in their perceptions of the strength of their relationship with their peers than participants in group counseling utilizing Psychoeducational interventions?</p> <p>H<sub>3</sub>: Arab-American high school students participating in group counseling utilizing Choice theory interventions will differ significantly in their perceptions of the strength of their relationship with their peers than Arab-American high school students participating in group counseling utilizing Psychoeducational interventions.</p>	<p><u>Independent Variable:</u> Group Assignment:</p> <p><u>Experimental Group 1</u> Experimental Group 1 (Arab American High School Students participating in Choice theory group counseling interventions)</p> <p><u>Experimental Group 2</u> Experimental Group 2 (Arab American High School Students participating in Psychoeducational group counseling interventions)</p> <p><u>Dependent Variables:</u> Posttest scores on the Peer subscales of the <i>Clinical Assessments of Interpersonal Relationships (CAIR</i>, Bracken, 2006)</p> <p><u>Covariates:</u> Pretest scores on the Peer subscales of the <i>Clinical Assessments of Interpersonal Relationships (CAIR</i>, Bracken, 2006).</p>	<p>A multivariate analyses of covariance (MANCOVA) with group membership as the fixed independent variable will be used to compare Arab-American high school students' perceptions regarding the strength of their relationship with their peers from pre-experiment to post-experiment at the conclusion of the semester. Pretest scores on this measure will be used as covariates.</p> <p>Mean scores will be compared to determine which group had the lower level of perception regarding the strength of their relationship with their peers following the experiment at the completion of the semester.</p>

### Summary

Chapter III described the method of assigning the Arab American high school students to one of two group counseling interventions (Choice theory or Psychoeducational), research setting, description of participants, procedures, narrative describing the group counseling interventions, and criterion instruments used in this study. Chapter III also presented a

description of the research design, research questions and hypotheses, and statistical analyses utilized. Chapter IV presents the results of the statistical analyses and description of the findings from the data collected for this study.

## CHAPTER IV

### RESULTS OF DATA ANALYSIS

#### *Introduction*

This chapter presents the research design, dependent and independent variables, description of the participants, and settings used to examine the differential effects of two group counseling interventions (Choice theory or Psychoeducational) on the perceptions Arab-American high school students have regarding the strength of their relationship in three primary settings (Parent, Teacher, Peer). All hypotheses were tested with inferential statistics at an alpha level of .05. The results of the statistical analyses and description of the findings from the data collected for this study are also presented.

#### *Description of the Participants*

Arab-American high school students who volunteered to participate in this study were randomly assigned to one of the two treatment conditions. There were a total of six counseling groups of approximately 8-12 high school students in each group. Table 1 describes the groups by high school, group counseling intervention, and number of participants in each group.



Table 1  
*Participant Assignment by School and Group Counseling Intervention*

School	Choice Theory Group Counseling Interventions	Psychoeducational Group Counseling Interventions	Total
Edsel Ford High School	8	8	16
Fordson High School	13	21	34
Total	21	29	50
Fordson High School Group C1	7		7
Fordson High School Group C2	6		6
Edsel Ford High School Group C3	8		8
Fordson High School Group P1		12	12
Fordson High School Group P2		9	9
Edsel Ford High School Group P3		8	8
Total	21	29	50

Two groups (One of each treatment condition) were conducted with eight Edsel High School students. Four groups (two of each treatment condition) were conducted with Fordson High School students and the number of participants in each group ranged from 6-12.

Initially, there were a total of 54 high school students who volunteered to participate in this study. However, four participants failed to complete the study. Therefore, data was analyzed for 50 participants. Table 2 presents the participants' demographic characteristics by experimental group.

Table 2  
*Demographic Characteristics by Experimental Group*

		Experimental Group		
		Choice Theory Group Counseling Interventions	Psychoeducational Group Counseling Interventions	Total
Gender	Male	9	17	26
	Female	12	12	24
	Total	21	29	50
Grade Level	Freshman	1	3	4
	Sophomore	4	8	12
	Junior	7	2	9
	Senior	9	16	25
	Total	21	29	50
Adolescent's Immigrant Status	1st Generation	14	8	22
	2nd Generation	6	19	25
	3rd Generation	1	2	3
	Total	21	29	50
Parent's Dominant Language Spoken (in home)	English	3	4	7
	Arabic	15	17	32
	Combination	3	8	10
	Total	21	29	50
Adolescent's Dominant Language Spoken (in home)	English	8	11	19
	Arabic	9	5	14
	Combination	4	13	17
	Total	21	29	50

Experimental Group 1 (Arab American High School Students participating in Choice theory group counseling interventions) included nine males and 12 females for a total of 21 participants. Experimental Group 2 (Arab American High School Students participating in Psychoeducational group counseling interventions) included 17 males and 12 females for a total

of 29 participants. Experimental Group 1 (Arab American High School Students participating in Choice theory group counseling interventions) included one freshman, four sophomores, seven juniors, and nine seniors. Experimental Group 2 (Arab American High School Students participating in Psychoeducational group counseling interventions) included three freshman, eight sophomores, two juniors, and 16 seniors. There were 14 first generation, six second generation, and one third generation students in Experimental Group 1 (Arab American High School Students participating in Choice theory group counseling interventions). There were eight first generation, nineteen second generation, and two third generation students in Experimental Group 2 (Arab American High School Students participating in Psychoeducational group counseling interventions).

Experimental Group 1 (Arab American High School Students participating in Choice theory group counseling interventions) included parents whose dominant language spoken in the home were three English, 15 Arabic, and three used a combination of both languages. Experimental Group 2 (Arab American High School Students participating in Psychoeducational group counseling interventions) included parents whose dominant language spoken in the home were four English, 17 Arabic, and eight used combination of both languages. Experimental Group 1 (Arab American High School Students participating in Choice theory group counseling interventions) included students whose dominant language spoken in the home were eight English, nine Arabic, and four used a combination of both languages. Experimental Group 2 (Arab American High School Students participating in Psychoeducational group counseling interventions) included students whose dominant language spoken in the home were 11 English, five Arabic, and thirteen used a combination of both languages.

### *Group Facilitators*

The group sessions at Edsel Ford High School were conducted by the researcher, a doctoral candidate in the Counseling Program at Wayne State University, Detroit, Michigan. The researcher is a certified School Counselor since 1996. The researcher is employed by another high school in the Dearborn, Michigan school district for ten years. The group sessions at Fordson High School were conducted by Mona Meheidli, a certified School Counselor. This facilitator works as a school counselor at Fordson High School for two years. This individual assisted in the recruitment process. Licensed and certified professional counselors conducting the group sessions were bound by ethical guidelines of the American Counseling Association's Code of Ethics and cautioned to apply these ethical standards at all times.

### *Analysis of Pretests*

In order to determine whether the two treatment groups were statistically equivalent prior to the experiment, a *t*-test for independent samples was used prior to testing the research hypothesis. The dependent variables were the pre-test scores on the Parent, Teacher and Peer subscale scores on the *Clinical Assessments of Interpersonal Relationships (CAIR*, Bracken, 2006). The pre-test dependent variable statistics by treatment group are presented in Table 3.

Table 3  
*t*-tests for Two Independent Samples using Pre-tests Scores for Dependent Variables

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CAIR Total T-score Pre-test	Equal variances assumed	.02	.89	.88	48	.38	2.54	2.87	-3.24	8.31
	Equal variances not assumed			.90	45.78	.37	2.54	2.82	-3.14	8.21
CAIR Parent Mother T-score Pre-test	Equal variances assumed	.82	.37	1.21	48	.23	3.19	2.64	-2.12	8.49
	Equal variances not assumed			1.19	40.01	.24	3.19	2.69	-2.25	8.63
CAIR Parent Father T-score Pre-test	Equal variances assumed	.71	.41	.56	48	.58	1.47	2.62	-3.79	6.73
	Equal variances not assumed			.55	39.26	.59	1.47	2.68	-3.95	6.89
CAIR Teacher T-score Pre-test	Equal variances assumed	1.96	.17	1.37	48	.18	3.41	2.49	-1.59	8.42
	Equal variances not assumed			1.46	47.80	.15	3.41	2.34	-1.30	8.12
CAIR Peer Male T-score Pre-test	Equal variances assumed	.12	.73	.37	48	.72	1.07	2.93	-4.81	6.952
	Equal variances not assumed			.37	44.55	.71	1.07	2.90	-4.78	6.91
CAIR Peer Female T-score Pre-test	Equal variances assumed	.05	.83	-.24	48	.81	-.69	2.90	-6.52	5.15
	Equal variances not assumed			-.241	45.82	.81	-.69	2.85	-6.43	5.05

No significant differences were found in mean scores for the dependent variables, the Total, Parent (Mother, Father), Teacher and Peers (Male, Female) subscale T scores on the *CAIR* (Bracken, 2006) prior to the start of the experiment. The significance level for the pre-test Total T score on the *CAIR* (Bracken, 2006) was .88 ( $df = 48, p = .38$ ), Parent T Mother subscale score was 1.21 ( $df = 48, p = .23$ ), Parent T Father subscale score was .56 ( $df = 48, p = .58$ ), Teacher T subscale score was 1.37 ( $df = 48, p = .18$ ), Peer Male T subscale score was .37 ( $df = 48, p = .72$ ), and Peer Female T subscale score was -.24 ( $df = 48, p = .81$ ). Therefore, the two groups could be considered statistically equivalent prior to beginning treatment.

### *Research Questions and Hypotheses*

This quasi-experimental pre-test/post-test study examined differential changes in three dependent variables, the perceptions Arab-American high school students have regarding the strength of their relationships in three primary settings (Parent, Teacher, Peer). The two treatment conditions: (1) Experimental Group 1, Choice theory group counseling interventions, and (2) Experimental Group 2, Psychoeducational group counseling interventions. The null hypothesis was tested at an alpha level of .05. Measures for each dependent variable, the Parent, Teacher, Peer subscale scores on the *CAIR* (Bracken, 2006) need to be statistically significant for the null hypothesis to be rejected. All hypotheses were tested with inferential statistics at an alpha level of .05. The three null hypotheses guiding this study were:

#### *Null Hypothesis 1:*

Hypothesis 1 examined differences in Arab-American high school students' perceptions of the strength of their parent relationships between students participating in group counseling utilizing Choice theory interventions or group counseling utilizing Psychoeducational interventions. This hypothesis was tested using a multivariate analysis of covariance

(MANCOVA) to examine the effects of the treatment, with the pre-test T-score on the Mother and Father subscales of the *CAIR* (Bracken, 2006) as the covariates. Descriptive statistics were obtained for the pretest and posttest measures of change in parent relationships. Table 4 presents the pre-and-post means by treatment group for parent relationships.

Table 4  
*Descriptive Statistics by Treatment Group Parent (Mother, Father) Relationship*

	Experimental Group	Mean	Std. Deviation	N
CAIR Parent Mother T- score Pre-test	Choice Theory Group Counseling Interventions	48.81	9.837	21
	Psychoeducational Group Counseling Interventions	45.62	8.728	29
	Total	46.96	9.249	50
CAIR Parent Mother T- score Post-test	Choice Theory Group Counseling Interventions	49.19	9.245	21
	Psychoeducational Group Counseling Interventions	49.62	7.660	29
	Total	49.44	8.274	50
CAIR Parent Father T- score Pre-test	Choice Theory Group Counseling Interventions	48.33	9.896	21
	Psychoeducational Group Counseling Interventions	46.86	8.547	29
	Total	47.48	9.069	50
CAIR Parent Father T- score Post-test	Choice Theory Group Counseling Interventions	50.67	10.214	21
	Psychoeducational Group Counseling Interventions	47.38	6.614	29
	Total	48.76	8.383	50

Table 5 presents the results of the analysis by treatment group for the dependent variable, parent relationships.

Table 5  
*Multivariate Analysis of Covariance (MANCOVA) for Parent Relationships by Treatment Group*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	CAIR Parent Mother T-score Post-test	748.391 <sup>a</sup>	3	249.464	4.404	.008
	CAIR Parent Father T-score Post-test	1158.787 <sup>b</sup>	3	386.262	7.778	.000
Intercept	CAIR Parent Mother T-score Post-test	958.798	1	958.798	16.925	.000
	CAIR Parent Father T-score Post-test	803.628	1	803.628	16.183	.000
CAIRParPreTMot	CAIR Parent Mother T-score Post-test	543.328	1	543.328	9.591	.003
	CAIR Parent Father T-score Post-test	1.186	1	1.186	.024	.878
CAIRParPreTFat	CAIR Parent Mother T-score Post-test	9.930	1	9.930	.175	.677
	CAIR Parent Father T-score Post-test	872.252	1	872.252	17.565	.000
ExperimentalGRP	CAIR Parent Mother T-score Post-test	38.069	1	38.069	.672	.417
	CAIR Parent Father T-score Post-test	79.339	1	79.339	1.598	.213
Error	CAIR Parent Mother T-score Post-test	2605.929	46	56.651		
	CAIR Parent Father T-score Post-test	2284.333	46	49.659		
Total	CAIR Parent Mother T-score Post-test	125570.000	50			
	CAIR Parent Father T-score Post-test	122320.000	50			
Corrected Total	CAIR Parent Mother T-score Post-test	3354.320	49			
	CAIR Parent Father T-score Post-test	3443.120	49			

a. R Squared = .223 (Adjusted R Squared = .172)

b. R Squared = .337 (Adjusted R Squared = .293)



The results indicated there was no statistically significant difference by treatment group,  $F (df 1, 46) = .1598, p = .213$ . Although not statistically significant, the means for both the Mother and Father subscales of CAIR (Bracken, 2006) for both treatment groups did show an increase in the perceptions of Arab-American high school students had of the strength of their parent relationships. Thus, both group counseling treatment interventions did meet an ethical clinical standard of professional counseling (i.e., do no harm). Based on the statistically non-significant findings on the differential group changes in perceptions of Arab-American high school students had of the strength of their parent relationships over time, null hypothesis 1 was retained.

*Null Hypothesis 2:*

Hypothesis 2 examined differences in Arab-American high school students' perceptions of the strength of their teacher relationships between students participating in group counseling utilizing Choice theory interventions or in group counseling utilizing Psychoeducational interventions. This hypothesis was tested using an analysis of covariance (ANCOVA) to examine the effects of the treatment, with the pre-test T-score measures on the Teacher subscales of the CAIR (Bracken, 2006) as the covariate. Descriptive statistics were obtained for the pretest and posttest measures of change in teacher relationships. Table 6 presents the pre-and-post means by treatment group for teacher relationship.

Table 6  
*Descriptive Statistics by Treatment Group Teacher Relationship*

	Experimental Group	Mean	Std. Deviation	N
CAIR Teacher T-score Post-test	Choice Theory Group Counseling Interventions	52.71	8.900	21
	Psychoeducational Group Counseling Interventions	49.86	9.105	29
	Total	51.06	9.041	50
CAIR Teacher T-score Pre-test	Choice Theory Group Counseling Interventions	49.62	6.652	21
	Psychoeducational Group Counseling Interventions	46.21	9.890	29
	Total	47.64	8.766	50

An analysis of covariance (ANCOVA) was used to examine the effects of the two counseling groups over time for teacher relationships. The ANCOVA compared the pretest and posttest T-scores of the Teacher subscale of the *CAIR* (Bracken, 2006) to determine if a statistically significant difference between treatment groups could be noted. Table 7 presents the results of the analysis by treatment group for the dependent variable, teacher relationship.

Table 7  
*Analysis of Covariance (ANCOVA) for Teacher Relationship by Treatment Group*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1193.610 <sup>a</sup>	2	596.805	9.978	.000
Intercept	952.236	1	952.236	15.920	.000
CAIRTeacTPre	1094.524	1	1094.524	18.299	.000
ExperimentalGRP	11.187	1	11.187	.187	.667
Error	2811.210	47	59.813		
Total	134361.000	50			
Corrected Total	4004.820	49			

a. R Squared = .298 (Adjusted R Squared = .268)

The results indicated there was no statistically significant difference by treatment group,  $F(df\ 1, 47) = .187, p = .667$ . Although not statistically significant, the means for the Teacher subscale of CAIR (Bracken, 2006) for both treatment groups decreased in the perceptions of Arab-American high school students had of the strength of their teacher relationships. Based on the statistically non-significant findings on the differential group changes in perceptions of Arab-American high school students had of the strength of their teacher relationships over time, null hypothesis 2 was retained.

*Null Hypothesis 3:*

Hypothesis 3 examined differences in Arab-American high school students' perceptions of the strength of their peer relationships between students participating in group counseling utilizing Choice theory interventions or group counseling utilizing Psychoeducational interventions. This hypothesis was tested using a multivariate analyses of covariance (MANCOVA) to examine the effects of the treatment, with the pre-test T-score Male and Female Peer subscales on the CAIR (Bracken, 2006) as the covariates. The results of the analysis for peer relationships are presented in Table 8.

Table 8  
*Descriptive Statistics by Treatment Group Peer (Male, Female) Relationship*

	Experimental Group	Mean	Std. Deviation	N
CAIR Peer Male T-score Post-test	Choice Theory Group Counseling Interventions	48.43	7.194	21
	Psychoeducational Group Counseling Interventions	45.66	8.833	29
	Total	46.82	8.223	50
CAIR Peer Male T-score Pre-test	Choice Theory Group Counseling Interventions	45.00	9.894	21
	Psychoeducational Group Counseling Interventions	43.93	10.433	29
	Total	44.38	10.121	50
CAIR Peer Female T- score Post-test	Choice Theory Group Counseling Interventions	46.62	7.446	21
	Psychoeducational Group Counseling Interventions	43.59	9.299	29
	Total	44.86	8.621	50
CAIR Peer Female T- score Pre-test	Choice Theory Group Counseling Interventions	42.76	9.460	21
	Psychoeducational Group Counseling Interventions	43.45	10.588	29
	Total	43.16	10.035	50

A multivariate analysis of covariance (MANCOVA) was used to examine the effects of the two counseling groups over time for peer relationships. The MANCOVA compared the pretest and posttest T-scores of the Female and Male Peer subscales of the *CAIR* (Bracken, 2006) to determine if a statistically significant difference between treatment groups could be noted. Table 9 presents the results of the analysis by treatment group for the dependent variable, peer relationships.

Table 9  
*Multivariate Analysis of Covariance (MANCOVA) for Peer Relationship by Treatment Group*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	CAIR Peer Male T-score Post-test	767.991 <sub>a</sub>	3	255.997	4.626	.007
	CAIR Peer Female T-score Post-test	957.918 <sub>b</sub>	3	319.306	5.472	.003
Intercept	CAIR Peer Male T-score Post-test	1598.05 <sub>6</sub>	1	1598.056	28.880	.000
	CAIR Peer Female T-score Post-test	2131.20 <sub>1</sub>	1	2131.201	36.524	.000
CAIRPeerTPreMal	CAIR Peer Male T-score Post-test	370.539	1	370.539	6.696	.013
	CAIR Peer Female T-score Post-test	161.638	1	161.638	2.770	.103
CAIRPeerTPreFem	CAIR Peer Male T-score Post-test	28.997	1	28.997	.524	.473
	CAIR Peer Female T-score Post-test	841.198	1	841.198	14.416	.000
ExperimentalGRP	CAIR Peer Male T-score Post-test	75.412	1	75.412	1.363	.249
	CAIR Peer Female T-score Post-test	155.180	1	155.180	2.659	.110
Error	CAIR Peer Male T-score Post-test	2545.38 <sub>9</sub>	46	55.335		
	CAIR Peer Female T-score Post-test	2684.10 <sub>2</sub>	46	58.350		
Total	CAIR Peer Male T-score Post-test	112919. 000	50			
	CAIR Peer Female T-score Post-test	104263. 000	50			
Corrected Total	CAIR Peer Male T-score Post-test	3313.38 0	49			
	CAIR Peer Female T-score Post-test	3642.02 0	49			

a. R Squared = .232 (Adjusted R Squared = .182)

b. R Squared = .263 (Adjusted R Squared = .215)

The results indicated there was no statistically significant difference by treatment group,  $F(df\ 1, 46) = 2.659, p = .110$ . Although not statistically significant, the means for the Peer (Male, Female) subscales of CAIR (Bracken, 2006) for both treatment groups decreased in the perceptions of Arab-American high school students had of the strength of their peer relationships. Based on the statistically non-significant findings on the differential group changes in perceptions of Arab-American high school students had of the strength of their peer relationships over time, null hypothesis 3 was retained.

### *Summary*

Chapter IV presented the results of the data analyses used to describe the sample and test the three research hypotheses. Chapter V provides a summary of the research study, consideration of the assumptions and limitations, discussion of the results and conclusions drawn regarding the research questions and associated hypotheses, implications for the counseling profession, and recommendations for future research.

## CHAPTER V

## SUMMARY AND DISCUSSION

*Introduction*

The purpose of this study was to examine two group counseling approaches. One approach was Choice group theory (Glasser, 1998) grounded in the reality of making choices concerning thoughts and behaviors. Choice Theory (Gladding, 1998) is defined as the idea that people have mental images of their needs and act accordingly; thus individuals are ultimately self-determining (i.e., they choose). The Psychoeducational approach's (Gladding, 1998) primary purpose is to educate or instruct participants in regards to certain subjects or areas pertinent to their lives (e.g., child education group). The Psychoeducational group approach (Cummings, 1998; Wheelan, 2005) focused on providing education and resources for understanding and changing participants' thoughts and behaviors. This chapter presents a brief overview of the problem addressed, relevant literature to the outcome of this research, and methodologies and procedures implemented in this study. This chapter also provides a summary and discussion of the results pertinent to each research hypothesis and recommendations for future research.

*Restatement of the Problem*

Since Arab American high school students continue to be influenced by relationships with family and individuals at school, it is important that mental health professionals and counselors are aware of the influences which are part of the students' daily lives. Moreover, it is important that practitioners continue to be cognizant of current developments in the profession and be better prepared to support students in their relationships. Thus, a study focusing on these relationships seemed warranted.



According to Abi-Hashem (2008, as cited in Wong & Wong, 2006), religious identity is an important ingredient in the fabric of Arab American societies and mentalities. One's religious sect or affiliation is written on their personal identification cards in most countries, consequently they have followed them to their Western societies. It is characteristic of Arab American families to have: a strong family bond, a strong sense of community and belongingness, and a strong identity, although, Arab American students in the West are experiencing identity issues as generational immigrants move from earlier to later generational status.

The study specifically investigated the effects of two group counseling interventions on Arab-American high school students' perceptions of the strength of their primary relationships (parent, teachers, and peers). It was designed to help high school students increase their acceptance of the culture of their host society and develop a sense of comfort that they can retain some of their own culture without feeling they will totally lose it. Doing so, may assist students decrease parent, teacher and peer conflicts and create increased cohesion through a synthesis of social adjustment over generations.

Choice Theory groups utilized students' current and past experiences to help them develop more satisfying relationships through their behavior and thoughts. Glasser's work focuses on major relationships, all of which are in obvious need for improvement in relationship issues, including parent-child and teacher-student. Since the intervention involved student relationships, Choice Theory seemed to be a good fit for the researcher's proposed work with adolescents and their family and teacher relationships. This approach strongly supports the theory that adolescents need good parent-child and teacher-student relationships if they are to avoid self-destructive behaviors. With Arab-American students, these two forces, the culture of their Eastern world and expectations of the Western world, can promote conflict when

attempting to adapt socially to their new host society. Moreover, since delivery of services exist from a community perspective given some of the familial issues the students face as children of first, second, and third generation immigrants and that each student brings his/her own issues, the researcher felt a group setting approach to be quite effective as many will share similar experiences and be able to support one another (Abi-Hashem, 2008; Ahmed, 2002; Dwairy et al., 2006; Sulaiman, 2008).

The study was expected to utilize education and awareness in the psychoeducational sessions. These group sessions were used to educate the students who may be facing a potential threat to understanding developmental life events or to learn to cope with immediate crises. The approach was also selected to help students develop skills, understand themes, or deal with life transitions so that students can develop a greater understanding of themselves, their society and changing of thoughts and behaviors. The counselor's role was to assist the students to understand their inner resources, develop interpersonal skills, and address their relationship to the larger generational culture. The psychoeducational sessions were topic focused and subsequently students shared common issues as they became comfortable with the other members of the groups.

#### *Review of Literature Summary*

This section presents a brief summary of relevant literature pertinent to the outcome of this research. It also summarizes research on adolescents, family, and academic relationships. Despite the efforts of the mental health profession to become more ethnically competent to work with individuals and groups from diverse cultures, helpers continue to lack necessary skills and knowledge (Nobles & Sciarra, 2000; Jamil et. al., 2005). Literature on empirically based research of Arab Americans continues to grow as their unmet needs continue. Consequently, essential

support is necessary to better assist diverse clients as many struggle with family conflicts, identity issues in culture and religion, struggles between two worlds, and social pressures in trying to find fluid relationships in their social world (Nobles & Sciarra, 2000; Jamil et. al., 2005).

As Arab American families in the United States increase, the number of families reporting mental health stressors and related medical conditions increases (ACCESS 2008). As a result, it becomes imperative that further research be conducted examining acculturation and mental health among Arab-Americans, including larger samples which focus on specific demographic subgroups (i.e.; Muslims, family relationships, immigrants and second generation). It is hoped, a more effective model in working with Arab-Americans will result. Since adolescents engage most of their time in social and academic relationships directly or indirectly related to educational settings, it is necessary for school counselors and mental health professionals to understand these influences to avoid making missteps when offering counseling services.

The sentiment that Arab Americans within the general population continue to reflect multi-generations and backgrounds from Middle Eastern countries' traditional roots to today's modern and complex western lifestyles was evident within the groups. More than any other period in recent history, especially with the rapid globalization and social trends, increase of relocations, changing demographics, and complex blend of cultures and mentalities and traditions, all necessitate a serious appraisal of therapists and counselors' strategies and interventions in the application of counseling theories.

Theories about the experiences of ethnic minorities' home and academic settings have for the most part, failed to capture the complexity and diversity of the experiences of these

individuals. It is also important to understand the varying levels of student needs in schools. Therapy models fail to conceptualize effectiveness for practice within the larger context of Arab-American immigrants. As a result, therapists and practitioners may give a distorted homogenized caricature of ethnic life that, in the past, tended to view as pathological the functional and culturally indigenous adaptive behavior within these populations (Ho et al., 2004).

In individualistic oriented cultures, confrontations within the in-group are acceptable and supposed to be desirable because they promote communication within relationships. Vertical relationships, such as Parent-Child that are in conflict with horizontal relationships such as spouse-spouse, take priority in collectivist cultures which is contrary in individualist cultures. In addition, certain family values are emphasized more by collectivists than by individualists, e.g. family integrity, security, obedience, and conformity (Triandis, McCusker, & Hui, 1990, p. 42).

#### *Review of Methods and Procedures*

The dependent variables examined in this study were the perceptions Arab-American high school students have regarding the quality of their relationships in three primary settings (Parent, Teacher, Peer). The independent variable in this study was random assignment to one of two treatment groups utilizing two different approaches of group counseling. In this quasi-experimental two-treatment group study, Experimental Group 1 received group counseling based on Choice theory (Glasser, 1998) and Experimental Group 2 received group counseling based on Psycho-educational approach (Gladding, 1998).

The Choice Theory approach (Gladding, 1998) is based on the concept that people have mental images of their needs and behave accordingly; thus individuals are ultimately self-determining by choosing how to meet their needs (i.e., they choose). Individuals can choose to be miserable or mentally disturbed. They may also choose to determine the course of their lives

in positive ways and give up trying to control others. The Psychoeducational approach's (Gladding, 1998) primary purpose is to educate or instruct participants in regard to certain subjects or areas pertinent to their lives (e.g., child education group). The Psychoeducational group approach (Cummings, 1998; Wheelan, 2005) focuses on providing education and resources for understanding and changing behaviors. Both Experimental Groups participated in eight (two times per week) group counseling sessions. A pre-test was used to establish baseline information for the perceptions Arab-American high school students' have regarding the quality of their relationships in three primary contexts (Parent, Teacher, Peer). A post-test was used to determine the effects of the group counseling interventions on the dependent variables. It was expected at the completion of the study, the Experimental Group 1 receiving Choice theory (Glasser, 1998) group counseling intervention would report higher perceptions of the quality of their relationships in the three primary contexts (Parent, Teacher, Peer) than Experimental Group 2, the Psycho educational approach (Gladding, 1998).

Arab American high school students were recruited from two high schools in a large urban metropolitan school district in the Midwest. The Edsel Ford and Fordson High Schools are located in the largest areas of Arab American concentration in the United States, Dearborn, Michigan. The approximate enrollment in these two high schools ranged from 1500-2400 students. Initially, there were a total of 54 high school students who volunteered to participate in this study. However, four participants failed to complete the study. Therefore, data was analyzed for 50 participants. Arab-American high school students were randomly assigned to one of the two treatment conditions. There were a total of six counseling groups of approximately 8-12 high school students in each group. Each group completed eight one-hour group counseling sessions.

Choice Theory groups utilize current and past experiences to help participants develop more satisfying relationships through their behavior and thoughts. Glasser's work focused on major relationships all of which are in need for improvement, including parent-child and teacher-student. Thus, the more the student wants to gravitate toward the Western world, the more likely a conflict exists in relationships such as home and academic settings. This theme is quite common in schools given that most of a student's social experiences are spent with their peers than their families leading to conflicts reflected in unsatisfying relationships. Choice Theory teaches that clients are in control and free to choose in order to lead more satisfying lives. This theory was selected for this research because Glasser's theory promotes delivery of services in the short-term, given some of the familial issues students face as children of immigrants. Since each student brings his/her own issues, a group setting became quite effective as many shared common experiences (Glasser, 1998).

The Psychoeducational approach was used in this study because research has shown it to be effective in an educational setting with high school students. Individuals who would not otherwise seek treatment found this approach safe and non-threatening (Cuijpers, 2008; Ho et al., 2004). Although school days are commonly filled with time challenges, the daily occurrences of conflicts warrant the need for immediate interventions. Group sessions serve as the medium where more students can benefit in less time. Psychoeducational groups appeared to be effective, as students tended to respond to more immediate and/or short term support as they experienced difficulty coping with immediate life events. Psycho education also helped the students develop specific skills, understand themes and deal with life transitions. Other members who had learned to better cope with transitions became another resource for members of the groups. The counselor's facilitating role was to assist participants to understand and develop their inner

resources, develop skills and address their relationships to the larger culture. Many of the students were facing life transition issues specific to their Arab American culture. One difficulty students acknowledged was trying to find their identity in a western society while struggling to find a balance between their original ethnicity and their school identity. The group process allowed them to share with other students who held similar cultural and religious beliefs and seek resolution to their immediate situations.

The Psychoeducational approach was a resourceful means since schools are places that develop social relationships and support the progression of knowledge; consequently, students are most influenced by their peers. The Psychoeducational groups appeared to be effective in promoting and resolving conflict peacefully thus social relationships were improved (Cuijpers, 2008; Ho et al., 2004).

This study used a *Demographic Information Form* (Elder, 2009) to describe the personal characteristics of the Arab American high school students. This questionnaire was used to collect data describing the Arab American high school students' age, gender, school, grade level, adolescent's immigrant generation, parent's dominant language spoken in the home, adolescent's dominant language, and group counseling assignment. Participants were randomly assigned to group and treatment. The Parent, Teacher and Peers subscale scores on the *Clinical Assessments of Interpersonal Relationships* (CAIR, Bracken, 2006) were used to determine the pre-and-post levels of the Arab American high school students' perceptions have of the strength of their relationships in three primary contexts.

#### *Restatement of the Research Questions and Associated Hypotheses*

This quasi-experimental pre-test/post-test study examined differential changes in three dependent variables perceptions Arab-American high school students have regarding the quality

of their relationships in three primary settings (Parent, Teacher, Peer). The two treatment conditions were: (1) Experimental Group 1, Choice Theory Group Counseling Intervention, and (2) Experimental Group 2, Psycho-educational Approach Group Counseling Intervention. The null hypothesis was tested at an alpha level of .05. Measures for each dependent variable, the Parent, Teacher, Peer subscale scores on the *CAIR* (Bracken, 2006) needed to be statistically significant for the null hypothesis to be rejected. All hypotheses were tested with inferential statistics at an alpha level of .05. The research questions and hypotheses guiding this study were:

1. Will Arab-American high school students participating in group counseling utilizing Choice theory interventions differ significantly in their perceptions of the strength of their relationship with their parents from participants in group counseling utilizing Psychoeducational interventions?

H<sub>1</sub>: Arab-American high school students participating in group counseling utilizing Choice theory interventions will differ significantly in their perceptions of the strength of their relationship with their parents from Arab-American high school students participating in group counseling utilizing Psychoeducational interventions.

2. Will Arab-American high school students participating in group counseling utilizing Choice theory interventions differ significantly in their perceptions of the strength of their relationship with their teachers from participants in group counseling utilizing Psychoeducational interventions?

H<sub>2</sub>: Arab-American high school students participating in group counseling utilizing Choice theory interventions will differ significantly in their perceptions of the strength of their relationship with their teachers from Arab-American high



school students participating in group counseling utilizing Psychoeducational interventions.

3. Will Arab-American high school students participating in group counseling utilizing Choice theory interventions differ significantly in their perceptions of the strength of their relationship with their peers from participants in group counseling utilizing Psychoeducational interventions?

H<sub>3</sub>: Arab-American high school students participating in group counseling utilizing Choice theory interventions will differ significantly in their perceptions of the strength of their relationship with their peers from Arab-American high school students participating in group counseling utilizing Psychoeducational interventions.

#### *Summary of Findings*

Data was analyzed to determine the differential effects of the two types of group counseling on the perceptions Arab-American high school students have regarding the strength of their relationships in three primary contexts (Parent, Teacher, Peer). The data analysis was separated into two sections. All data was tested at an alpha level of .05. Descriptive statistics including frequency distributions for the nominally scaled demographic variables (i.e., Arab American high school students' gender, age, grade level, generational status, dominant language spoken in the home) provided a profile of the sample. Cross tabulations to determine the assumption of approximate normal distribution, measures of central tendency (mean, median, and mode), and measures of variability, variance and standard deviation) were performed.

Prior to testing the research hypotheses, a *t*-test for independent samples using the pretest scores for the dependent variables, Arab American high school students' perceptions of the

quality of their parent, teacher, and peer relationships, was conducted to determine if the groups were statistically equivalent. No significant differences were found in mean scores for the dependent variables, the Total, Parent (Mother, Father), Teacher and Peers (Male, Female) subscale T scores on the *CAIR* (Bracken, 2006) prior to the start of the experiment. Therefore, the two groups could be considered statistically equivalent prior to beginning treatment.

Hypothesis 1 was tested using a multivariate analysis of covariance (MANCOVA) to examine the effects of the treatment, with the pre-test T-score on the Mother and Father subscales of the *CAIR* (Bracken, 2006) as the covariates. Descriptive statistics were obtained for the pretest and posttest measures of change in parent relationship. A multivariate analysis of covariance (MANCOVA) was used to examine the effects of the two counseling groups over time. The MANCOVA compared the pretest and posttest T-scores of the Mother and Father subscales of the *CAIR* (Bracken, 2006) to determine if a statistically significant difference between treatment groups could be noted.

The results indicated there was no statistically significant level of difference,  $F(df\ 1, 46) = .1598, p = .213$ . Based on the statistically non-significant findings on the differential group changes in perceptions of Arab-American high school students had of their parent relationships from pre-to-post test, the null hypothesis 1 was retained.

Hypothesis 2 was tested using an analysis of covariance (ANCOVA) to examine the effects of the treatment, with the pre-test T-score measures on the Teacher subscales of the *CAIR* (Bracken, 2006) as the covariate. Descriptive statistics were obtained for the pretest and posttest measures of change in the teacher relationships. An analysis of covariance (ANCOVA) was used to examine the effects of the two counseling groups from pre-to-post test for teacher relationship. The ANCOVA compared the pretest and posttest T-scores of the Teacher subscale of the *CAIR*

(Bracken, 2006) to determine if a statistically significant difference between treatment groups could be noted.

The results indicated there was no statistically significant differences,  $F(df\ 1, 47) = .187$ ,  $p = .667$ . Based on the statistically non-significant findings on the differential group changes in perceptions of Arab-American high school students had of their teacher relationships from pre-to-post test, the null hypothesis 2 was retained.

Hypothesis 3 was tested using a multivariate analyses of covariance (MANCOVA) to examine the effects of the treatment, with the pre-test T-score Male and Female Peer subscales on the *CAIR* (Bracken, 2006) as the covariates. A multivariate analysis of covariance (MANCOVA) was used to examine the effects of the two counseling groups from pre-to-post test for Male and Female Peer relationships. The MANCOVA compared the pretest and posttest T-scores of the Female and Male Peer subscales of the *CAIR* (Bracken, 2006) to determine if a statistically significant difference between treatment groups could be noted.

The results indicated there was no statistically significant level of difference,  $F(df\ 1, 46) = 2.659$ ,  $p = .110$ . Based on the statistically non-significant findings on the differential group changes in perceptions of Arab-American high school students had of their peer relationships from pre-to-post test, the null hypothesis 3 was retained.

### *Discussion of Findings*

Although not statistically significant, the means for both the Mother and Father subscales of *CAIR* (Bracken, 2006) for both treatment groups did move in the expected positive direction in the perceptions of Arab-American high school students had of their parent relationships. The study was designed to enhance all the perceptions of Arab-American high school students' relationships. Although not statistically significant, the means for both treatment groups, Teacher

and Peer (Male, Female) subscales on the *CAIR* (Bracken, 2006), moved in a negative direction. Thus, one may think the perceptions Arab-American high school students held of their teacher and peer relationships were not enhanced during this study. Since the study resulted in no significant findings, it appears that other unknown factors may have come into play during this period.

Although not supported by statistical data, observations by group facilitators may provide suggestions for future work with adolescents. As a by-product of both group interventions, participants were assisted in obtaining an increased understanding of the group process. Further, opportunities were provided to review their past behavior to explain and understand their current behavior thus their inner resources were enhanced.

A recurring sentiment among the students was the learning that took place as a result of the group sessions and that the relationships developed by group members were advantageous. Group members shared they developed a greater understanding and appreciation toward their peers, parents, and teachers after participating in this study. Participants expressed appreciation for the group environment which allowed them to share their problems and experiences, and become aware of the universality of their peers', parents', and teachers' similar views and opinions.

#### *Limitations of the Study and Recommendations for Future Research*

There are limitations which should be considered in conceptualizing and making assumptions concerning this study. The study was limited to Arab-American high school students whose parents were immigrants who volunteered to participate in the sessions. Any generalizations to other populations, nationalities or age groups should be made with caution. This study was conducted with Arab-American high school students residing in Dearborn,

Michigan, home to the largest concentrated population of Arab-Americans in the United States. Therefore, generalizations to other geographic areas should be made with caution. Further, the study relied on self-report paper and pencil instruments, which are generally considered subject to socially desirable responses.

The interventions were conducted by two school counselors, (i.e., one of which was the researcher). Reasonable attempts were made to provide unbiased interventions by both group leaders. The participants were not receiving counseling by either group leader nor had previous contact with the group leaders. This was done to avoid any undue influence on the participants. There may have been other factors that influenced the primary relationships (Parent, Teacher, and Peer) of the participants and thus the outcome of this study which were not accounted for.

The group leaders observed other issues that may have affected the outcome of the study. The overall general life experiences and comfort of just being high school students and teenagers seem to vary participant to participant. Comfort with expressing oneself appeared to be different for individual participants. Perhaps, the addition of more “icebreaker” activities would lessen the initial fear of sharing. It appeared some female students tended to be more cautious about sharing with male members than other female students.

Several recommendations for designing and implementing future research should be considered. The researcher recommends careful consideration be made for the selection of criterion instruments. The length of time required to complete the pre/post instruments seemed to be too lengthy and somewhat disturbing to the participants. The *CAIR* (Bracken, 2006) instrument took approximately 20-30 minutes which may have caused participants to lose attention thus accuracy of reading statements as written may have been at risk.

The group participants provided verbal and written comments for future research consideration. Students suggested the groups continue the following year and requested additional topics of interest (i.e., more activities related to family relationships, activities designed to teach us to be more comfortable in discussing our cultural beliefs and values, learning skills required to balance home, school, and social relationships). Student expressed their desire for more group experiences. The school climate seemed to be a safe and fitting place for counseling interventions among adolescents. A common sentiment which came out of the discussion groups was that their elders (parents, family, Arab American adults in general) often confuse culture with religion. Thus, parents think if they isolate their children from western cultural influences the child will be protected, and their familial values, religious framework, and parental control will be preserved. However, students felt that ideology to be ineffective and wrong because students preferred their own friends and wanted to choose their activities. For example, if you're trying to teach someone about Islam and the elders start talking about culture; students become confused thus increasing the possibility children will succumb to the values of their peers or an individualistic value.

Additional factors which became apparent to the researcher during this study were:

1. Earlier identification and treatment of "at risk" youth is needed.
2. More research on this population is needed to support youth at all levels in the educational setting.
3. Counselors need to continue to perform the most fundamental duty of a counselor; advocate for the child.
4. Need exists for cultural competency workshops and resources in schools.

5. Need exists to promote and support public policies that recognize and address the psychological needs of Arab Americans.

All those who commission or provide services for culturally diverse children and adolescents have to consider whether the right questions are being asked when they are trying to develop research to support policy and service development. Service commissioners and providers may need to consider whether or not staff is being appropriately trained to meet the needs of a culturally diverse population. Training has been available for some time, but a systematic review failed to find that this intervention was effective (Dogra, 2004).

There is an additional problem in that many of the studies report on groups of children, and policy-making is about groups. However, the question arises as to how this can be translated into clinical practice, which is about individuals. Also, much of the work to date has been undertaken in the U.S., and the relevance of this in other contexts is unclear. Cultural factors may affect acceptance of, and adherence to, treatment plans proposed by service providers. Unequal access, uneven quality of care, cultural factors, and genetics may all lead to disparities in health care, as might the unique individual and dynamic aspects of clinician, child and family factors. Managing diverse clients should mean trying to improve access and services for all potential users and not just for those from specific groups. It should also be recognized that equitable care does not mean care that is the same for everyone, as individual need will differ (Dogra, 2004).

Unfortunately, the prejudice events–distress link has not yet been examined empirically with Arab Americans, a group increasingly likely to experience stigmatization, prejudice, and discrimination in the present social climate. Overall, little information is available about Arab Americans, in part, because the federal government does not recognize Arab Americans as a minority group. In fact, only in 1990 did the United States government allow Americans of Arab

descent to mark “other” as their cultural group on census forms. Lack of official government recognition as a minority group prevents Arab Americans from reaping governmental protection and impedes data gathering aimed to raise public and scholarly awareness about the experiences and needs of Arab Americans (Moradi & Hasan, 2004).

Schools should address the problem of prejudice in human beings, starting in kindergarten and continuing throughout the developmental span of school-age youth, i.e., the tendency of a person to form adverse and often incorrect opinions about another person or group without facts or knowledge. Such prejudice can lead to intolerance, hatred, anger, and violence directed at certain persons, cultural groups, or images (Harper & Ibrahim, 1999). Although perpetrators of violence and victims of violence are often easily identifiable by observable behavior or credible school records, a more important question is, “How can a counselor determine other youth who are prone to violent behavior and who may not present external psychological signs of violence or aggression, or how do counselors identify those who may be silent victims of home or community violence?”. There are two types of youth who have problems that could be expressed at some point in violent actions; those who are externalizers (outwardly aggressive, destructive, and delinquent) and those who are internalizers (usually depressed, anxious, and withdrawn). Violence by internalizers is more difficult to predict because students and school personnel often perceive these young people as harmless, quiet, and a bit bizarre or unusual. Nevertheless, both groups may be capable of serious violent acts and are in need of counseling and help. However, the counselor must be careful not to stereotype a student or client as a troublemaker or candidate for violence, but, rather, must evaluate all possible information about the child or adolescent, including information acquired from a



counseling interview. The main goal of counseling is to help youth who are in pain and in need of counseling (Harper & Ibrahim, 1999).

Effective therapy with Arab Americans must incorporate a realistic broad view and a balanced sociocultural approach with the therapies, theories, and techniques. Therapy with these individuals should include appreciating the dynamic cultural contexts in which these collectivist groups exist. In addition, there continues to be a critical need for more research on the mental health experiences of Arab Americans to determine the extent to which they experience mental health services differently compared with other ethnic groups and the incidence and prevalence of emotional difficulties in their relationships in all threads of their existence. Such research will more effectively prepare mental health professionals in schools and community about ways they can more effectively serve the needs of Arab American clients and further clarify their own perceptions of Arab Americans. Further research may lead to greater respect and appreciation of the distinctive traditions and rich cultural heritage of Arab Americans.

The philosophical orientations and techniques to the approaches may conflict with the cultural values and family structures of ethnic minority families. Furthermore, the client's orientation to the process of help seeking and the fit between traditional paradigms and those used by providers may be critical to successful clinical process and treatment outcomes. Historical family services have been underutilized with high dropout rates by ethnic minority clients, a wide gap exists between the unmet needs of ethnic minority clients and families and the therapists' effectiveness (Ho et al., 2004; Marshall & Batten, 2003).

### *Summary*

Arab Americans and Muslim Americans make up 94% of the student body at Fordson and 35% of the student body at Edsel Ford. Most are still relatively new to American society,

and continue to be one of the most misunderstood ethnic groups in the United States, specifically post September 11, 2001 despite local and national efforts to enlighten non-Arabs (Abi-Hashem, 2008). In addition, there are many challenges facing Arab American youth. Many of those challenges are related to immigration and acculturation and exist generationally including psychological stress and loss. Among acculturation issues, first generation immigrants grieve the loss of their native Middle Eastern communities while adjusting to a new country. Second generation immigrants face experiences of turmoil and family acculturation levels making some parents emotionally unavailable to their children; negatively impacting the child, consequently adding to the child's already complicated social adjustment. Nevertheless, the family unit still constitutes the main framework in which the child grows and develops. Important attributes of these relationships whether in school, with peers, or family are harmonious and attempts at saving face. This collectivist in-group insists that no discord should be known to individualistic societal out-groups. This belief appears to be tugging at the core of Arab American students' comfort level during the challenging developmental stages of adolescence. The following thought was a common sentiment shared during group intervention sessions and can reflect larger problems that appear to exist within students. This statement reflects the thoughts of an immigrant from another culture which captures the essence of the immigrant experience:

If I understood my religion better, I would have been able to justify my understanding of right and wrong. If I had more confidence in my religion and myself as a Jew, I would not have taken a conservative Christian's views as painfully and defensively as I did. This incident also allowed me to see that I have been ignoring a part of myself. I am Jewish and although

I sometimes dismiss this part of me, this is obviously something I consider to be part of my identity (Roysircar, 2003, p. 255-267).

This statement supports the loss of connection many students experience which creates a multitude of relationship issues and further strife in families (Abi-Hashem, 2008). More community research is needed to support families which continue to search for the delicate balance between Eastern and Western values. Some groups may be ready for deeper social and emotional issues to confront while others may never reach that point. It is my hope that we will find more effective solutions to conflict in relationships among Arab American students whose parents are immigrants which will be further generalized to other areas of the students' lives.

This research effort was an attempt to better understand Arab American high school students and their primary relationships (Parent, Teacher, Peer). To provide effective services to the Arab American population, mental health professionals need to be more realistic in their approach, including appreciating the dynamic cultural contexts held by collectivist groups. In addition, there is a critical need for more research on the mental health experiences of Arab Americans to determine the extent to which they experience mental health services differently compared with other ethnic groups, and the incidence and prevalence of emotional difficulties in their relationships. Such research should provide mental health professionals in schools and communities better ways they can more effectively serve the needs of Arab American clients and further clarify their perceptions of Arab Americans. Such research may lead to greater respect and appreciation of the distinctive traditions and rich cultural heritage of Arab Americans and help mental health professionals provide more effective and culturally appropriate services.

APPENDIX A  
CORRESPONDENCE

**Fordson High School**



*Learning*

*For*

*Life*

February 20, 2009

Re: Approval to conduct study at Fordson High School

Nuzmeya Elder, a doctoral candidate at Wayne State University, has been given permission to conduct an after school study with volunteers in group guidance sessions on:

THE EFFECTS OF TWO GROUP COUNSELING INTERVENTIONS ON ARAB-AMERICAN HIGH SCHOOL STUDENTS' PERCEPTIONS OF THEIR PRIMARY RELATIONSHIPS (SOCIAL, FAMILY, AND ACADEMIC).

All necessary parental approval will be provided prior to the sessions. We support the continued educational development of our staff and wish this candidate well.

Sincerely,

A handwritten signature in black ink, appearing to read "Imad Fadlallah".

Imad Fadlallah, Principal  
Fordson High School  
(313) 827-1400

13800 Ford Road  
Dearborn, MI 48126  
Office (313) 827-1400  
Fax (313) 827-1405



*Learning*

*for*

*Life*

August 30, 2009

To Whom It May Concern,

Nuzmeya Elder, a doctoral candidate at Wayne State University has been given permission to conduct an after school study with volunteers in group counseling sessions on:

THE EFFECTS OF TWO GROUP COUNSELING INTERVENTIONS ON ARAB-AMERICAN HIGH SCHOOL STUDENTS' PERCEPTIONS OF THEIR PRIMARY RELATIONSHIPS (PARENT, TEACHER, AND PEER).

All necessary parental and student approvals will be provided prior to the sessions. We support the continued educational development of our staff and wish this candidate well.

Sincerely,

A handwritten signature in black ink, appearing to read "Hassane Jaafar".

Hassane Jaafar, Principal  
Edsel Ford High School  
20601 Rotunda Rd, Dearborn, MI 48124  
313 827-1500



Would you like your adolescent of Arab descent to participate in a research study examining high school student's perception of their relationships with parents, teachers, and peers?

- Adolescents receive 8 free group counseling sessions
- Adolescents Certificate of Completion
- Adolescents are eligible to win a \$50.00 gift card to Fairlane Mall

Parents and adolescents of Arab descent are invited to attend a pre-study informational meeting to be held:

Where/Date/Room#: Edsel Ford High School [*insert date & room# here*]  
 Fordson High School [*insert date & room# here*]

What time: 6:00 p.m.



Dissertation study is being conducted by:

Nuzmeya Elder, Doctoral Candidate

Wayne State University

Counselor Education Program

APPROVAL PERIOD

FEB 17 '10 DEC 16 '10

RESEARCH INVESTIGATION COMMITTEE

## APPENDIX B

## HIC APPROVAL FORM

**WAYNE STATE  
UNIVERSITY**

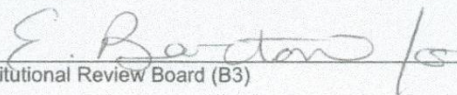
HUMAN INVESTIGATION COMMITTEE  
101 East Alexandrine Building  
Detroit, Michigan 48201  
Phone: (313) 577-1628  
FAX: (313) 993-7122  
<http://hic.wayne.edu>




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**NOTICE OF FULL BOARD APPROVAL**

**To:** Nuzmeya Elder  
College of Education

**From:** Ellen Barton, Ph.D.   
Chairperson, Behavioral Institutional Review Board (B3)

**Date:** February 17, 2010

**RE:** HIC #: 083909B3F  
Protocol Title: The Effects of Two Group Counseling Interventions on Arab-American High School Students' Perceptions of Their Primary Relationships (Parent, Teacher, Peer)

Sponsor:  
Protocol #: 0908007410

**Expiration Date:** December 16, 2010

**Risk Level / Category:** 45 CFR 46.404 - Research not involving greater than minimal risk

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The above-referenced protocol and items listed below (if applicable) were **APPROVED** following *Full Board Review* by the Wayne State University Institutional Review Board (B3) for the period of 02/17/2010 through 12/16/2010. This approval does not replace any departmental or other approvals that may be required.

- Flyer
- Assent Form (English and Arabic versions, dated 2/3/10)
- Parental Permission/Research Informed Consent (English and Arabic versions, dated 2/3/10)

- 
- ° Federal regulations require that all research be reviewed at least annually. You may receive a "Continuation Renewal Reminder" approximately two months prior to the expiration date; however, it is the Principal Investigator's responsibility to obtain review and continued approval **before** the expiration date. Data collected during a period of lapsed approval is unapproved research and can never be reported or published as research data.
  - ° All changes or amendments to the above-referenced protocol require review and approval by the HIC **BEFORE** implementation.
  - ° Adverse Reactions/Unexpected Events (AR/UE) must be submitted on the appropriate form within the timeframe specified in the HIC Policy (<http://www.hic.wayne.edu/hicpol.html>).

**NOTE:**

1. Upon notification of an impending regulatory site visit, hold notification, and/or external audit the HIC office must be contacted immediately.
2. Forms should be downloaded from the HIC website at **each** use.

## APPENDIX C

## CONSENT/ASSENT FORMS

Title of study: The Effects of Two Group Counseling Interventions On Arab-American High School Students' Perceptions of Their Primary Relationships (Parent, Teacher, Peer)

**Parental Permission/Research Informed Consent**

**Title of Study:** The Effects of Two Group Counseling Interventions On Arab-American High School Students' Perceptions of Their Primary Relationships (Parent, Teacher, Peer)

**Purpose:**

You are being asked to allow your child to be in a research study at their school that is being conducted by Nuzmeya Elder, Counselor Education, Division of Theoretical and Behavioral Foundations from Wayne State University to improve the quality of their primary relationships (Parent, Teacher, Peer). The focus of this study is to learn more about how to help Arab-American high school students better accept the culture of their host society and develop a sense of comfort they can retain some of their own culture and Arab identity without feeling they will totally lose it. Doing so, may assist students decrease the parent, teacher and peer conflicts and create cohesion through a synthesis of social adjustment over generations. Approximately 40 students of Arab descent, between the ages of 13 and 17 enrolled at Edsel Ford or Fordson High School (grades 9-12), will participate in this study.

**Study Procedures:**

Edsel Ford students will participate in group counseling sessions at the Concerned Residents for South Dearborn community center located in their neighborhood. Fordson students will participate in group counseling sessions at their high school located in their neighborhood.

If you decide to allow your child to take part in the study, your child will be asked to

- The researcher will meet with the parents and students during a scheduled after school meeting to give them information about the research study and invite them to participate. Parents/guardian will be asked to read and sign the parent/guardian informed consent document and students will read and sign the adolescent assent form. These documents will be furnished to the parents/guardians in both English and Arabic.
- Participants will draw a numbered ticket (1 or 2) from a container to be randomly assigned to one of two experimental groups by. Experimental Group 1 will be Arab American High School Students participating in the Choice theory group counseling intervention and Experimental Group 2 will be Arab American High School Students participating in the Psychoeducational approach group counseling intervention. Parents and students will be informed at that time as to the date and time of their first group meeting.
- At the beginning of the first group counseling session all participants will complete the Demographic Questionnaire and Clinical Assessments of Interpersonal Relationships questionnaires. These counseling curriculum and questionnaires are available for review by the parents at each respective school.
- Students will be asked to choose a personal four digit identifying number such as a four digits of a phone number, family birth date, etc. This number will be used throughout the study for purposes of data identification. Students will be instructed to remember and record this number on all of the pre-and-post-instruments. There will be no cross listing of name and numbers. This will provide anonymity and maintain confidentiality.



Title of Study: The Effects of Two Group Counseling Interventions On Arab-American High School Students' Perceptions of Their Primary Relationships (Parent, Teacher, Peer)

- After the questionnaires are completed, the initial group counseling session will begin based on either the Choice theory or Psychoeducational approach and techniques appropriate to each. The Choice Theory group is defined as the idea that people have mental images of their needs and behavior accordingly; thus individuals are ultimately self-determining (i.e., they choose). Individuals can choose to be miserable or mentally disturbed. They may also choose to determine the course of their lives in positive ways and give up trying to control others. The Psychoeducational group's primary purpose is to educate or instruct participants in regard to certain subjects or areas pertinent to their lives (e.g., child education group). Activities to provide a foundation of trust and faith to facilitate sharing of personal and common life experiences as high students will be utilized. Some of these activities will be in the form of "ice breakers", specifically, one activity will identify each person's preferred nickname and share the story of where the nickname originated. Also, during the first group session, participants will establish some group rules and learn about the meaning of confidentiality and the group process.
- Subsequent group counseling sessions will be conducted by facilitators and focus on topics related to this research study. These topics will include acculturation, ethnic identification, cultural values, and social, parent, and academic relationships. Techniques related to the two group counseling treatment models will be used to explain and understand these concepts. Group participants will be assisted in identifying coping resources that may be helpful in dealing with their life situations surrounding these concepts.
- At the conclusion of the eighth and final group counseling session, your child will complete the posttest questionnaire to provide the post-treatment data. Your child will receive a signed certificate of participation. To insure confidentiality of your child's identifying information, your child will be instructed to insert his/her name in the appropriate area of the certificate.

**Benefits:**

There may be no direct benefits for your child; however, information from this study may benefit other people now or in the future.

**Risks:**

- *Physical risks:* There are no known reported incidents of physical harm to children who have participated in similar studies.
- *Emotional risks:* The group meetings will be held after school hours in a private room away from the general school population.
- *Social/Economic risks:* Every attempt will be made to maintain a professional and confidential environment during the group sessions to preserve the participant's beliefs, values, and peer, teacher, and family relationships. Appropriate resources (i.e., referral for additional support services, e.g. individual and/or family counseling) are available to any participant or family member by request. Further, licensed and certified staff will be conducting the group sessions. All data collected will not contain personal identifying information and will be coded numerically with a number of each participant's choosing. There are no known reported incidents of economic harm to children or families who have participated in similar studies.

Title of Study: The Effects of Two Group Counseling Interventions On Arab-American High School Students' Perceptions of Their Primary Relationships (Parent, Teacher, Peer)

➤ **Legal risks:** The following information must be released to the appropriate authorities if at any time during the study there is concern that:

- child abuse or elder abuse has possibly occurred.
- you disclose a reportable communicable disease.
- you disclose illegal criminal activities, illegal substance abuse or violence.

There may also be risks involved from taking part in this study that are not known to researcher at this time. Licensed and certified professional counselors conducting the group sessions are bound by ethical guidelines of the American Counseling Association's Code of Ethics and are cautioned to apply these ethical standards at all times.

**Compensation**

At the conclusion of the study, all participants will draw numbers to determine who will receive the \$50.00 gift card. Only one participant from each group will receive a gift card. The gift card will not contain anyone's identifying information.

**Costs**

There are no costs to you or your child to participate in this study.

**Confidentiality:**

All information collected about your child during the course of this study will be kept confidential to the extent permitted by law.

Your child will be identified in the research records by a code name or number. Information that identifies your child personally will not be released without your written permission. However, the Human Investigation Committee (HIC) at Wayne State University or federal agencies with appropriate regulatory oversight (Office for Human Research Protections [OHRP], Office of Civil Rights [OCR], etc.), may review your child's records.

**Voluntary Participation /Withdrawal:**

Your child's participation in this study is voluntary. You may decide that your child can take part in this study and then change your mind. You are free to withdraw your child at any time. Your decision about enrolling your child in the study will not change any present or future relationships with Wayne State University or its affiliates, your child's school, your child's teacher, your child's grades or other services you or your child are entitled to receive.

**Questions:**

If you have any questions about this study now or in the future, you may contact Nuzmeya Elder at the following phone number 313-827-1431, or her major advisor, Arnold B. Coven, Ed.D. (313-577-1655). If you have questions or concerns about your rights as a research participant, the Chair of the Human Investigation Committee can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

**Consent to Participate in a Research Study:**

Submission/Revision Date: 2/3/2010

Page 3 of 4

Parent/Guardian Initials \_\_\_\_\_

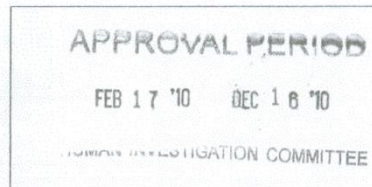
Form date: 02/09

Title of Study: The Effects of Two Group Counseling Interventions On Arab-American High School Students' Perceptions of Their Primary Relationships (Parent, Teacher, Peer)

To voluntarily agree to have your child take part in this study, you must sign on the line below. If you choose to have your child take part in this study, you may withdraw them at any time. You are not giving up any of your or your child's legal rights by signing this form. Your signature below indicates that you have read, or had read to you, this entire consent form, including the risks and benefits, and have had all of your questions answered. You will be given a copy of this consent form.

_____ Name of Participant	_____ Date of Birth
_____ Signature of Parent/ Legally Authorized Guardian	_____ Date
_____ Printed Name of Parent /Legally Authorized Guardian	_____ Time
_____ **Signature of Witness (When applicable)	_____ Date
_____ Printed Name of Witness	_____ Time
_____ Signature of Person Obtaining Consent	_____ Date
_____ Printed Name of Person Obtaining Consent	_____ Time
_____ Signature of translator	_____ Date
_____ Printed name of translator	_____ Time

\*\* Use when parent/guardian has had consent form read to them (i.e., illiterate, legally blind, translated into foreign language).



## مدى تأثير البحث الجماعي في تحسين العلاقات الأساسية للطلاب العرب-الأمريكيين تجاه الآباء و المعلمين و الزملاء في المرحلة الثانوية

### موافقة الوالدين

تقوم المستشاره التعليميه السيده نظميہ الدر بأبحاث خاصه بدراسة مدى تأثير البحث الجماعي في تحسين العلاقات الأساسية للطلاب العرب-الأمريكيين تجاه الآباء و المعلمين و الزملاء في المرحلة الثانوية تحت إشراف جامعة واين - ولاية ميشيغان

وتهدف الدراسه إلى البحث عن أفضل الوسائل لتعليم الطلاب العرب- الأمريكيين بالمدارس الثانوية على التعامل مع ثقافة المجتمع العربي الذي يعيشون فيه وخلق إحساس من الراحة و الثقة في التعامل مع الثقافة الغربية مع الاحتفاظ بالثقافة والهوية العربية لذا نرجو السماح لأبنك / او ابنتك بالمشاركة في هذه الدراسة الحيويه - وفي حالة موافقه يتعين عليكم قراءة هذه الأستماره و التوقيع بالموافقة في المكان المخصص لذلك وعمر المشتركين يتراوح بين 13 -17 سنه وسوف فقط الطلبة المتطوعين. ما يقرب من 40 طالبا من الطلاب العرب

سوف يجتمع الباحث مع الطلبة بعد انتهاء اليوم الدراسي لتزويدهم بمعلومات البحث و اعطائهم فكرة وافية عن طريقة البحث وشرح استماره الموافقة الخاصه بالطلاب وكذا الاستماره الموجهة للآباء والمطلوب منهم قراءتها و ملئها في حالة الموافقة على مشاركة أبنائهم و التي سوف تصدر باللغتين العربية و الإنجليزية

سوف يتم توزيع الطلاب المشاركين على مجموعات و القيام باستكمال البيانات الخاصة بهم وسوف تكون هذه البيانات متاحة للطلاب و الآباء

ستتم مطالبة الطلاب بتحديد أربعة أرقام شخصية يذكرونها و التي سوف تستخدم على مدار فترة الدراسة بغرض تحديد بيانات الطالب وسوف يتم تسجيلها في قائمة تحمل اسم و رقم كل طالب و سيتم الحفاظ على هذه القائمة في سرية تامة و عدم الإفصاح عن هوية أي طالب.

بعد الإنتهاء من مرحلة جمع البيانات الخاصة بالطلبة، سوف تبدأ المرحلة الأولى مرتكزة على نظرية الإختيار أو النهج "Psychoeducational" و التي يتم من خلالها تبادل خبرات الحياة الشخصية و الجماعية المشتركة و التي يتم من خلالها تعريف معنى المشاركة بين أفراد المجموعة.

المرحلة التالية سترتكز على تحديد الهوية العرقية من حيث القيم الثقافية، الأوصول الإجتماعية و العلاقات الأكاديمية و بعد الإنتهاء من المجموعة الثامنة و الأخيرة، سيتم عمل استطلاع رأي Posttest و الذي يتم تقديم حلول للمشاكل التي تمت مناقشتها post-treatment. يحصل كل عضو من أعضاء المجموعة على شهادة تفيد مشاركته في هذا البحث.

### فوائد المشاركة:

إن المعلومات التي يتم مناقشتها في هذا البحث قد تكون ذات إفادة للطلاب المشاركين سواء في الوقت الحالي أو في المستقبل

### المخاطر:

لا توجد أي مخاطر من المشاركة في هذا البحث

في حالة حدوث أي من الحالات التالية يجب سرعة إبلاغ السلطات المختصة:

- إساءة معاملة الطلاب أو الشك في الاعتداء عليهم

- في حالة اكتشاف أي حالات إصابة بأمراد معدية

-الكشف عن أنشطة إجرامية غير مشروعة أو تعاطي مواد الإدمان غير المشروعة

التعويض

في ختام هذه الدراسة ، فإن جميع المشاركين في رسم الأرقام لتحديد من الذي سيحصل على البطاقة 50.00 دولار هدية. مشارك واحد فقط من كل مجموعة سوف تحصل على بطاقة هدية. بطاقة هدية لن يحتوي على أي شخص لتحديد المعلومات

**التكاليف:**

لا توجد أية تكاليف للمشاركة في هذه الدراسة.

**السرية:**

سيتم المحافظة على سرية جميع المعلومات التي تم جمعها حول ابنكم خلال هذه الدراسة إلى حد يسمح به القانون.

سيتم تحديد هوية ابنكم في سجلات البحث بواسطة رمز أو الرقم الخاص به. لن يتم نشر المعلومات التي تعرف الطالب شخصياً دون إذن الآباء.

**سحب المشاركة في البحث:**

يشارك الطالب في هذه الدراسة طوعاً و في حالة قرر أحد الآباء تغيير رأيه بخصوص مشاركة ابنه في هذه الدراسة فإنه يجوز سحب مشاركته في أي وقت دون أي تأثير على علاقتكم المستقبلية مع جامعة ولاية واين Wayne State University خاصة في حالة الرغبة في التقدم بطلب الالتحاق بالجامعة

**الأسئلة:**

إذا كان لديك أية أسئلة حول هذه الدراسة الآن أو في المستقبل ، يمكنك الاتصال ب نظمية الدر على رقم (31) (827-1431-s) أو المستشار الرئيسي الأستاذ الدكتور/ أرنولد كوفن (313-577-1655).

**الموافقة على المشاركة في دراسة البحث:**

أوافق انا الموقع أدناه على إشراك ابني / ابنتي في هذا البحث طواعية بدون أي مقابل و أقر بأن إمضائي يعتبر موافقة مني على جميع شروط الالتحاق المذكورة أعلاه

اسم المشارك

تاريخ الميلاد

درجة القرابة/

توقيع ولي الأمر /

الوقت /

التاريخ /

اسم الشاهد الأول (إذا كان قابلاً للتطبيق )

\*\*توقيع الشاهد الأول

الوقت

التاريخ

اسم الشاهد الثاني (إذا كان قابلاً للتطبيق )

\*\*توقيع الشاهد الثاني

الوقت

التاريخ

APPROVAL PERIOD

FEB 17 '10 DEC 18 '10

JURISDICTION INVESTIGATION COMMITTEE

## مدى تأثير البحث الجماعي في تحسين العلاقات الأساسية للطلاب العرب-الأمريكيين تجاه الآباء والمعلمين و الزملاء في المرحلة الثانوية

### موافقة الطلاب

تقوم المستشاره التعليميه نظمييه إدر بدراسة مدى تأثير البحث الجماعي في تحسين العلاقات الأساسية للطلاب العرب الأمريكيين تجاه الآباء و المعلمين و الزملاء في المرحلة الثانوية تحت إشراف جامعة واين - ولاية ميتشيجان وتهدف الدراسة إلى البحث عن أفضل الوسائل لمساعدة الطلاب العرب- الأمريكيين بالمدارس الثانوية على التعامل مع ثقافة المجتمع الغربي الذي يعيشون فيه وخلق إحساس من الراحة و الثقة في التعامل مع الثقافة الغربية مع الاحتفاظ بالثقافة والهوية العربية

إذا أردت المشاركة في الدراسة ستتم مطالبتك

سوف يجتمع الباحث مع الطلبة بعد انتهاء اليوم الدراسي لتزويدهم بمعلومات عن البحث و اعطائهم استمارة يجب ملئها في حالة الموافقة على المشاركة و التي سوف تصدر باللغتين العربية والإنجليزية

سوف يتم توزيع الطلاب المشاركين على مجموعات و القيام باستكمال البيانات الخاصة بهم وسوف تكون هذه البيانات متاحة للطلاب و الآباء

ستتم مطالبة الطلاب بتحديد أربعة أرقام شخصية يذكرونها و التي سوف تستخدم على مدار فترة الدراسة بغرض التعريف ببيانات الطالب وسوف يتم تسجيلها في قائمة تحمل اسم و رقم كل طالب و سيتم الحفاظ على هذه القائمة في سرية تامة و عدم الإفصاح عن هوية أي طالب.

بعد الإنتهاء من مرحلة جمع البيانات الخاصة بالطلبة، سوف تبدأ المرحلة الأولى مرتكزة على نظرية الإختبار أو النهج "Psycho educational" و التي يتم من خلالها تبادل خبرات الحياة الشخصية و الجماعية المشتركة و التي يتم من خلالها تعريف معنى المشاركة بين أفراد المجموعة. المرحلة التالية سترتكز على تحديد الهوية العرقية من حيث القيم الثقافية، الأوصول الإجتماعية و العلاقات الأكاديمية وبعد الإنتهاء من المجموعة الثامنة و الأخيرة، سيتم عمل استطلاع رأي Posttest و الذي يتم تقديم حلول للمشاكل post-treatment التي تمت مناقشتها و يحصل كل عضو من أعضاء المجموعة على شهادة تفيد اتمام مشاركته في هذا البحث.

### فوائد المشاركة:

إن المعلومات التي يتم مناقشتها في هذا البحث قد تكون ذات إفادة للطلاب المشاركين سواء في الوقت الحالي أو في المستقبل

### المخاطر:

لا توجد أي مخاطر من المشاركة في هذا البحث

\*في حالة حدوث أيا من الحالات التالية يجب سرعة ابلاغ السلطات المختصة:

- إساءة معاملة الطلاب أو الشك في أي محاولة اعتداء عليهم

- في حالة اكتشاف أي حالات إصابة بأمراد معدية

- الكشف عن أنشطة إجرامية غير مشروعة أو تعاطي مواد الإدمان

**التكاليف:**

لا توجد أية تكاليف للمشاركة في هذه الدراسة.

**التعويض**

في ختام هذه الدراسة ، فإن جميع المشاركين في رسم الأرقام لتحديد من الذي سيحصل على البطاقة 50.00 دولار هدية. مشارك واحد فقط من كل مجموعة سوف تحصل على بطاقة هدية. بطاقة هدية لن يحتوي على أي شخص لتحديد المعلومات

**السرية:**

سيتم المحافظة على سرية جميع المعلومات التي تم جمعها حول الطالب خلال هذه الدراسة إلى حد يسمح به القانون. وسيتم تحديد الطالب في سجلات البحث بواسطة الرمز أو الرقم الخاص به. لن يتم نشر المعلومات التي تعرف الطالب شخصيا دون علمه و إذن من أبويه.

**سحب المشاركة في البحث:**

يشارك الطالب في هذه الدراسة طوعا و في حالة قرر تغيير رأيه بخصوص المشاركة في هذه الدراسة فإنه يجوز سحبها في أي وقت دون أي تأثير على علاقته المستقبلية مع جامعة ولاية واين Wayne State University خاصة في حالة الرغبة في التقديم للإلتحاق بالجامعة

**الأسئلة:**

إذا كان لديك أية أسئلة حول هذه الدراسة في الوقت الحالي أو في المستقبل ، يمكنك الاتصال بالأستاذة نديمة إدر على رقم (31) (827-1431) أو المستشار الرئيسي الأستاذ الدكتور/ أرنولد كوفن (313-577-1655).

**الموافقة على المشاركة في دراسة البحث:**

أوافق انا الموقع أناه على المشاركة في هذا البحث طوعا بدون أي مقابل و أقر بأن توقيعي يعتبر موافقة مني على جميع شروط الإلتحاق المذكورة أعلاه

اسم المشارك

تاريخ الميلاد

التاريخ الوقت

اسم الشاهد الأول (إذا كان قابلا للتطبيق )

\*\*توقيع الشاهد الأول

التاريخ الوقت

اسم الشاهد الثاني (إذا كان قابلا للتطبيق )

\*\*توقيع الشاهد الثاني

التاريخ الوقت



عنوان الدراسة: مدى تأثير البحث الجماعي في تحسين العلاقات الأساسية للطلاب العرب-الأمريكيين  
تجاه الآباء و المعلمين و الزملاء في المرحلة الثانوية

(موافقة (الأطفال سن 13-17) حصلت - التاريخ

توقيع شخص الحصول على الموافقة - التاريخ

اسم المطبوعة من شخص الحصول على الموافقة - التوقيت

\*كلا ينبغي الحصول على التوقعات الأصل ولكن كليهما مطلوبة من أجل دراسات على مستوى 3

\*\*استخدم عندما كان الأصل/الوصي النموذج موافقة قراءة لهم (أي، الأميين ، قانونا الاعمى) أو ترجمتها إلى اللغة الأجنبية.

APPROVAL PERIOD

FEB 17 '10 DEC 16 '10

IRB INVESTIGATION COMMITTEE

Title of study: The Effects of Two Group Counseling Interventions On Arab-American High School

Title of study: The Effects of Two Group Counseling Interventions On Arab-American High School Students' Perceptions of Their Primary Relationships (Parent, Teacher, Peer)

a number of your choosing. The study person can use the study results as long as you cannot be identified.

We will keep your records private unless we are required by law to share any information. The law says we have to tell someone if you might hurt yourself or someone else. The following information must be released to the appropriate authorities if at any time during the study there is concern that:

- child abuse or elder abuse has possibly occurred.
- you disclose a reportable communicable disease.
- you disclose illegal criminal activities, illegal substance abuse or violence.

**What if I have any questions?**

If you have any questions about this study now or in the future, you may contact Nuzmeya Elder at the following phone number 313-827-1431. If you have questions or concerns about your rights as a research participant, the Chair of the Human Investigation Committee can be contacted at (313) 577-1628.

**Do I have to be in the study?**

You don't have to be in this study if you don't want to or you can stop being in the study at any time. Please discuss your decision with your parents. No one will be angry if you decide to stop being in the study.

**AGREEMENT TO BE IN THE STUDY**

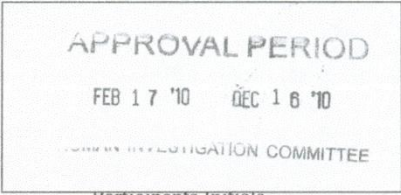
Your signature below means that you have read the above information about the study and have had a chance to ask questions to help you understand what you will do in this study. Your signature also means that you have been told that you can change your mind later and withdraw if you want to. By signing this assent form you are not giving up any of your legal rights. You will be given a copy of this form.

\_\_\_\_\_  
Signature of Participant (13 yrs & older)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name of Participant (13 yrs & older)

\_\_\_\_\_  
Printed Name of Person who explained form



Submission/Revision Date: 2/03/2010  
Protocol Version #: 3

Page 3 of 3

Participants Initials \_\_\_\_\_

HIC Date: 05/08

## APPENDIX D

## CRITERION INSTRUMENTS

Participant Identification Number \_\_\_\_\_

*Demographic Information Form*

*Please provide the following demographic information by completing checking the appropriate box of each category. This information remains confidential and will be used confidentially in a written report. Thank you for your cooperation with this project.*

**ACTUAL AGE:** \_\_\_\_\_**GENDER:** 1. Male  2. Female **SCHOOL:** 3. Edsel Ford  4. Fordson **GRADE LEVEL:**5. Freshman  6. Sophomore  7. Junior  8. Senior **NATIONAL ORIGIN:**9. Iraqi 10. Jordanian 11. Lebanese 12. Middle Eastern Ancestry (non-Arab) 13. North African: Egyptian, Moroccan, Tunisia 14. Palestine 15. Syrian 16. Yemeni 17. Other

*Demographic Information Form (cont.)***ADOLESCENT'S IMMIGRANT GENERATION:**

18.  1<sup>st</sup> Generation      19.  2<sup>nd</sup> Generation  
 20.  3<sup>rd</sup> Generation      21.  Other

Adolescent immigrant generation is determined by both the youth's and parents' country of origin. Respondents are classified as first-, second- or third-plus generation. First-generation immigrants are adolescents who were born abroad (and not as a U.S. citizen). Second generation adolescents are those who have at least one parent of foreign birth, but who themselves were either born in the United States or in a foreign country as a U.S. citizen. Finally, all adolescents who were born in the United States to parents who were also born in the United States are classified as the third generation (Keller & Tillman, 2008).

**PARENTS' DOMINANT LANGUAGE SPOKEN (*in home*):**

22.  English      23.  Arabic      24.  Other

**ADOLESCENTS' DOMINANT LANGUAGE SPOKEN (*in home*):**

25.  English      26.  Arabic      27.  Other

**GROUP COUNSELING ASSIGNMENT:**

- |                                   |                             |
|-----------------------------------|-----------------------------|
| <input type="checkbox"/> Group C1 | <input type="checkbox"/> P1 |
| <input type="checkbox"/> Group C2 | <input type="checkbox"/> P2 |
| <input type="checkbox"/> Group C3 | <input type="checkbox"/> P3 |
| <input type="checkbox"/> Group C4 | <input type="checkbox"/> P4 |

## APPENDIX E

## GROUP SESSIONS OUTLINES

*Choice Theory Group Sessions Outline*Session #1:Goals:

- Welcome students to the group
- Discuss assurance of confidentiality and anonymity for participants
- Develop a safe, trusting environment for disclosure
- Enhance awareness and understanding of the group process
- Establish group rules and procedures
- Obtain baseline data

Material required: Icebreaker: *This is Me* (Kirby, 1992). White Board, Marker Pens, Adhesive Tape, Paper.

Assessment Instruments: *Demographic Information Form* (Elder, 2009), *Clinical Assessments of Interpersonal Relationships* (CAIR, Bracken, 2006).

Description of Session:

- *Have the members meet each other*—“We are going to be spending time together over the next weeks, and you will find that the people around you have wonderful resources that could be helpful to you and you have resources that could be helpful to them. Do not identify yourself by name on your paper. Write on the paper four statements about yourself which are not connected to your appearance. The statements should be true and

they should be positive—something which you are proud of. I will take your papers and post them around the wall. Take a few minutes to read everyone’s statement. Can you guess whose statement belongs to whom? Now, each participant will walk up to their statement and sign their name”.

- *Present definitions and generalities of the group process*— “The discussion/topics for the remainder of the group sessions will be Immigration, Acculturation, Ethnic Identity, Cultural Values, Arab Americans, Parent, Teacher, and Peer Relationships”.
- *Present confidentiality*— “What is said here, stays here”.
- *Explain how to leave the group*— “If you need to leave the group, I would prefer that you come to the group and explain why you need to leave”.
- *Review the purpose of the group*—“This group, as you and I have already discussed, will explore [name topic, e.g., parent, teacher, and peer relationships]. Over the next several weeks, we will look at [common conflict of high school students: Possible Reactions to Change, Logistical Issues, Financial Issues, Emotional Issues, What Do You Want? Facing Problem Situations, and Planning Your Future].”

### Session #2:

#### Goals:

- Discuss times when participants may come to group with angry feelings.
- Explain how cliques often develop in relationships.
- Discuss how fighting, arguments and bullying develop in relationships.

- Discuss how immigration and acculturation impacts daily lives and relationships.

Material required: Activity: *What's Your Thing?: Value Orientations* (Pfeiffer, 1989, p. 135). Paper and pencils.

Time: 1 ½ hours

Description of Session:

- *Present an explanation of the concept of intrinsic value differentiating it from the concept of instrumental value and list examples (i.e., health, happiness, beauty knowledge, freedom, power). Give each participant paper and pencils. Each participant makes a list of the objects that have intrinsic value for him/her. Rank in order of significance in your life. Divide into two groups and share your intrinsic values with each other. You are encouraged to share your feelings and reactions to the similarities and differences between your lists. Reassemble into one group and discuss the relationship between values and behaviors in situations involving alternatives and decisions.*
- *Define immigration and acculturation stages, common experiences, and strategies to overcoming personal and social barriers.*

Session #3:

Goals:

- Discuss how ethnic identification impacts daily lives and relationships.
- Help participants discover the origins of some of their cultural values.
- Explore how cultural values often impact all relationships.

Material required: *My Arab Dad meets the Girlfriend (Arab Service)* [Video]  
(Ramio1983, 2007).

Time: 1 ½ hours

Description of Session:

- Present an explanation of ethnic identification and cultural values.*
- Discover origin of cultural values.*
- Explore cultural values and the impact of parent, teacher, and peer relationships.*

Questions for Discussion:

1. What are your family's views on dating?
2. Has your family adapted to American customs concerning dating, friendships, etc.?
3. What are your views on using the Arabic versus English language in your home and at school?
4. What are your views on eating fast food that is not Hallal?

Session #4:

Goals:

- Brainstorm ways participants express ethnic identification and cultural values.
- Identify and explore ways to handle differences in cultural values.

Materials required: Activity: *Baba, Mama* (Elder, 2009), Instruction sheet for Participants A, B, & C, Paper & pencil for Participant C

Time: 1 ½ hours

Description of Session:

- Baba, Mama (Elder, 2009) is a cross-cultural simulation activity.*
  - *Divide participants into groups of three.*



- *The facilitator gives each participant in each group a slip of paper marked with 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> generation marked on it containing a tradition of that generation.*
  - *Each participant reads the message written on their slip of paper to the next generation participant (A to B). The receiver of the message (B) then responds as if they are living in the generation stated on the paper.*
  - *Participant A (female, acting like a child) is a 2<sup>nd</sup> generation daughter. Participant A's statement reads: "Baba I'm going to see my friend, Ali".*
  - *Participant B (acting as parent, female or male) is a 1st generation parent. Participant B's statement reads: "Oh, No! Gong to a boy's home is against our cultural teachings".*
  - *Participants discuss the feelings, thoughts, and conflicts that came out of the experience.*
  - *Participant C (female or male) observes the participants' dialogue and records any thoughts, feelings, and/or conflicts.*
  - *All participants then brainstorm ways to communicate and solve tasks using their different traditional norms.*
- *Discussion of participants' reactions to their brainstorming session on ethnic identification and cultural values.*
  - *Discussion of participant's expectations of their parents' reactions to differences in cultural values.*

Questions for Discussion:

1. Are you in agreement with the values held by your parents?

2. What are the differences you have had with your parents?
3. How did you handle conflicts that developed from these differences?
4. What are some of the feelings you experienced during today's session.

Session #5:

Goals:

- Explore current Arab American practices in the United States.
- Explore older generations of Arabic practices.
- Identify and explore ways to handle differences and/or conflicts between current Arab American and older generation practices.

Material required: None.

Time: 1 ½ hours

Description of Session:

- Identify current Arab American practices in the United States.*
- Identify of older generations of Arabic practices.*
- Brainstorm ways to handle differences and/or conflicts between current Arab American and older generation practices.*

Questions for Discussion:

1. How are your two worlds similar or different?
2. Have you ever had similar experiences with your parents? If so, discuss.
3. What does the term “boater” mean to you? Discuss this term.
4. What are some of your family's cultural practices?
5. What are some of the values or traditional practices you would like to retain?

Session #6:Goals:

- Explore the dynamics of the academic and social problems first, second, and third generation Arab American students confront at school.
- Identify and explore strategies and techniques for confronting these challenges.

Material required: Activity: *Frustration* (Pfeiffer, 1989, p. 135) Instruction Sheet, paper and pencil for each participant, blackboard.

Time: 1 ½ hours

Description of Session:

- *Activity: Frustration (Pfeiffer, 1989, p. 135)*
  - *The facilitator asks the participant to form triads.*
  - *Each triad is asked to select one member to play participant A, B, and C.*
  - *Participant A's function is to list their behaviors during the activity.*
  - *Participant B's function is to list their feelings and perceptions concerning the activity.*
  - *Participant C's function is to express any nonverbal behavior they observed during the activity. The C participant also takes notes.*
  - *Temporarily segregate all participants according to their A, B, and C function; distributing their instructions and answering any questions about the directions. Participants are instructed not to show their directions to other members.*
  - *Facilitator offers all triads possible topics to discuss in triads (i.e., an educator trying to motivate the student to keep head up and listen; a parent instilling the*

*importance of staying away from his friends).*

- *The participants return to their individual triad and begin the activity according to their instructions for 5-10 minutes.*
- *The facilitator asks all triads to return to the large group.*
- *Both A and B participants are asked about how they felt about the topics discussed in their triads.*
- *The facilitator asks the participants to name groups of people or individuals who exhibit behaviors like the A, B, and C participants.*
- *The facilitator explores other situations in which they have experienced the same feelings.*
- *The facilitator leads a discussion on some of the causes of frustration in communication and how one handles frustration.*
- *Discussion of the dynamics of the academic and social problems identified by the participants.*
- *Discussion of the strategies and techniques identified for confronting these challenges.*

Questions for Discussion:

1. How do you feel about the way you are treated by peers as an Arab American student compared to non-Arab American students in the school?
2. How do you feel about the way you are treated by teachers as an Arab American student compared to non-Arab American students in the school?
3. What can you learn from experiencing difficult times at school?
4. What can you do to minimize difficult experiences at school?

Session #7:Goals:

- Explore the dynamics of the academic and social problems first, second, and third generation Arab American students confront at home.
- Identify and explore strategies and techniques for confronting these challenges.

Material required: Activity: *Inclusion/Exclusion* (Gorski, 2009).

Time: 1 ½ hours

Description of Session:

- *Activity: Inclusion/Exclusion (Gorski, 2009).*
  - *Facilitator recalls a time from her own schooling when of feeling included in the social school environment or in a particular class.*
  - *Facilitator recalls a situation when you felt especially excluded from a particular class.*
  - *Divide participants into pairs, preferably with someone they do not know well.*
  - *Ask participants to share two stories about being included and excluded from a social or school activity with their partner. Allow 8-10 minutes.*
  - *Participants return to large group.*
  - *Ask the individual pairs to share their partner's story with the large group.*
  - *Facilitator leads a discussion about what makes students feel included?, and What makes them feel excluded?, examining consistencies and differences in individuals' stories and learning needs.*
  - *Examples of questions to guide the discussion are: What similarities do you see*

*among the situations in which people felt especially included in a learning process?, What consistencies do you notice in the situations in which people felt excluded?, What differences among the stories do you find interesting?.*

- *Discussion of the dynamics of the academic and social problems at home identified by the participants.*
- *Discussion of the strategies and techniques identified for confronting these challenges.*

Questions for Discussion:

1. How do you feel about the relationships you have with your family members?
2. What can you learn from experiencing difficult times when interacting with family members?
3. What can you do to minimize difficult experiences with family members?

Session #8:

Goals:

- To bring closure to the group.
- Distribute Certificate of Completion.
- Draw for winner of gift certificate.
- Obtain outcome data.

Material required: *Certificate of Completion* (Elder, 2009), Gift Card, Assessment Instruments: *Clinical Assessments of Interpersonal Relationships* (CAIR, Bracken, 2006).

Time: 1 ½ hours

Description of Session:

- Discussion of participants' reactions to group sessions:*
  1. *How did you feel about participating in these group sessions?*
  2. *Describe your interactions with other group members. What was easy for you? What was difficult for you?*
  3. *What did you learn?*
  4. *What would you do differently?*
- Distribute Certificate of Completion (Elder, 2009).*
- Hold drawing for Gift Card.*
- Serve pizza and drinks.*
- Have participants complete the Clinical Assessments of Interpersonal Relationships (CAIR, Bracken, 2006).*

*Psychoeducational Groups Outline*

Session #1:

Goals:

- Welcome students to the group
- Discuss assurance of confidentiality and anonymity for participants
- Develop a safe, trusting environment for disclosure
- Enhance awareness and understanding of the group process
- Establish group rules and procedures
- Obtain baseline data

Material required: Ice Breaker: “*I am*” (tray with assorted items, i.e., pencil, chalkboard eraser, paper, notebook, textbook, ruler, calculator, paper clips, tape, hall pass, found in school), Assessment Instruments: *Demographic Information Form* (Elder, 2009), *Clinical Assessments of Interpersonal Relationships (CAIR*, Bracken, 2006).

Description of Session:

- Present definitions and generalities of the group process*— “The discussion/topics for the remainder of the group sessions will be Immigration, Acculturation, Ethnic Identity, Cultural Values, Arab Americans, Parent, Teacher, and Peer Relationships.”
- Present confidentiality*—“What is said here, stays here.”
- Explain how to leave the group*—“If you need to leave the group, I would prefer that you come to the group and explain why you need to leave.”



- *Review the purpose of the group*—“This group, as you and I have already discussed, will explore [name topic, e.g., parent, teacher, and peer relationships]. Over the next several weeks, we will look at [common conflict of high school students: Possible Reactions to Change, Logistical Issues, Financial Issues, Emotional Issues, What Do You Want? Facing Problem Situations, and Planning Your Future].”
- *Have the members meet each other*—“We are going to be spending time together over the next weeks, and you will find that the people around you have wonderful resources that could be helpful to you and you have resources that could be helpful to them. Choose an item from the tray. Please introduce yourself as if you were that item. Example: My name is Ms. Elder, I am a pencil because I may sometimes need to be sharpened. I also may sometimes make mistakes so I can correct them with my eraser.

Session #2:

Goals:

- Discuss times when participants may come to group with angry feelings.
- Explain how cliques often develop in relationships.
- Discuss how fighting, arguments and bullying develop in relationships.
- Discuss how immigration and acculturation impacts daily lives and relationships.

Material required: *Personal Feelings Journal* (Elder, 2009), pencils.

Time: 1 ½ hours

Description of Session:

- *Present explanation and uses of the Personal Feelings Journal* (Elder, 2009).
- *Personal Feelings Journal* (Elder, 2009) and pencils are distributed to participants. Following are the journal entries:

➤ Tuesday:

Dear Journal:

There is tension Abba and Saba. I'll never understand why Abba's parents, if they were going to move to the United States from Africa, would choose to live in the Upper Peninsula, Michigan. Now he's getting it from all sides. The African American kids, who were initially happy to see another Black student in the class, teased him because of his accent, which wasn't even particularly heavy. The White students treated him like an outsider, both because he's Black and because he's from South Africa. All of them seem threatened by him because he has nicer clothes and a nicer house than the other students. It seems as if José has taken to him a bit, but he's already been picked on by everyone else. For some reason, Saba seems especially bothered by Abba. I've had issues with Saba harassing Black students in the past, but not to the point where I was afraid they'd harm each other. Today, Saba tripped Abba as Abba walked toward the water fountain. Everyone laughed, which made it worse. Well, everyone laughed except Abba, who just picked himself up and kept walking. I'm almost as worried about Abba's lack of response as I am about Saba's attack on him. I'm not looking forward to calling Saba's father again, but I am looking

forward to talking with Principal Whitley; maybe he can offer some suggestions for working through this.

➤ Wednesday,

Dear Journal:

I went to talk to Principal Whitley today about the troubles I've been having with Abba and Saba. We talked about the conversation I had with Saba's father...total nightmare. I told him that his son was picking on Abba and that if he didn't stop, he would be suspended. I tried to recall the conversation for Principal Whitley. It went something like:

Me: Mr. Willard, your son is persistently picking on Abb. We still have the entire year ahead of us, and this is already becoming a very difficult distraction. I had to send him out of class for tripping Abba, and have already disciplined him twice for using racial slurs. Now, you know about the tension between Saba and some of the African American students. As soon as they become friends with Abba, these problems will just escalate.

Mr. Willard: I appreciate your call, Ms. Munson. But I have a hard time understanding why a young southern woman like you is sticking up for that colored boy. Saba told me that boy walks around class and doesn't talk to anybody, acting like he's something special. That's the chance his parents took when they moved here. Nobody asked them to move here. Anyway, they're just fourth graders. They can't hurt each other.

Me: I'm sorry you feel that way, Mr. Willard. But I have a responsibility to teach those kids, and I will not put up with your son's distractions. I'm not going to tell you how to raise him, but I will tell you that Saba's racist influences are not welcome in my class. By the way, I'm from Boston, not southwestern Virginia. I expected Mr. Whitley to offer some keen advice. He had experienced this school as a Black child many years ago. But there had been some recent racial hostility in the school system, and Whitley was as much a politician as a principal. He told me he couldn't get involved at this stage and that I had to try to resolve it on my own. "The school year is less than two weeks old," he told me. Then he asked me to keep him posted. Looks like I'm on my own with this one. Oh--I need to call Abba's parents tomorrow. They're in Washington, D.C. for an international politics conference. This is the second time in less than two weeks that Abba has had to stay with E's family while his parents were out of town.

➤ Monday,

Dear Journal:

Sorry I've been neglecting you. Things have been a bit crazy at work. I talked to Abba's mother on Thursday. She said Abba hadn't mentioned anyone picking on him. "He's a strong boy. Nothing makes him upset. He's just like his father." I told her she might want to have a chat with him. Then I asked her if she had felt any tension in the community since they'd moved here. "Abba's father and I aren't here very much. We come and go

between here and D.C. What tension?" I decided not to push the topic. Things have been under control in the classroom, but I have noticed that the other White kids are seeing some sort of charisma in Saba. They seem to sort of follow his mood. When he's rowdy, they're rowdy. When he's quiet, they're quiet. I'm beginning to be concerned about this, but I'm enjoying the time off from major incidents. Even though the class is pretty well divided between Black students and White students, plus José and Abba, I don't see the same thing happening on the African American side. There seems to be two groups forming among the African American students, seemingly along socioeconomic lines. Then, there are José and Abba, who bond in their alienation from all the groups. It seems like Abba is becoming more comfortable, though he still isn't opening up. He's received A's on his quizzes and completes all his homework, which is a good sign, but he clearly still feels like an outsider. Tomorrow I'm going to try an exercise to help the students get to know each other.

➤ Tuesday,

Dear Journal:

Saba and Abba have been suspended for three days. Remember the activity I planned--the "get to know you better" one? It turned out horribly. I asked the students to stand up and say three things: their name, where they were born, and their favorite school subject. Of course, two-thirds of the students were born right here in Amelia County--most of them in the house where they now live, and in which their parents grew

up, and probably their grandparents, too. That's Saba. His family has been in that house for a long time. So, he was one of the first to go, and restless as he is, he took it upon himself to provide sound effects for everyone else's turn. I was tempted to send him back to Principal Whitley, but decided it was important for him to remain for the rest of the activity. He needed to hear that there were people in the room other than Abba who had been born outside southwestern Virginia. But when it rolled around to Abba, Saba's sound effects became louder. He began making ape-like noises, bouncing in his seat. To make matters worse, some of the other White students got involved and started doing the same thing. John, one of the larger African American students, turned around and told Saba to shut up right as I was telling the class to settle down and ordering Saba out of the room. For the first time, Abba spoke up in class: "Quiet! This is my turn to speak!" I took Saba by the arm, and started leading him out the door when Abba stuck out his foot and tripped Saba, just as he'd been tripped last week. Saba tore away from me and dove onto Abba. It was just a few seconds before I could lift Saba off of Abba, and use the intercom system to ring the office for assistance. Luckily, the rest of the kids seemed fairly stunned by Abba's action, after three weeks of inaction, and remained calm. Or maybe they were used to that sort of incident. In my three years in Amelia County, including two at this school, I've felt the tension, but have never seen such a blatant expression of it as I saw today from Saba. I'm exhausted. How am I going to handle this tomorrow?

- The participants respond to the journal entries by writing a reply (to solve the problem) in the space allotted after each entry.
- *Define immigration and acculturation stages, common experiences, and strategies to overcoming personal and social barriers.*

Session #3:

Goals:

- Discuss how ethnic identification impacts daily lives and relationships.
- Help participants discover the origins of some of their cultural values.
- Explore how cultural values often impact all relationships.

Material required: Activities: *Identifying Values* (Pfeiffer, 1989, p. 103), *Your Kind of People: Social Preferences* (Pfeiffer, 1989, p. 93), paper and pencils, poster board, *Homework Assignment* (Elder, 2009).

Time: 1 ½ hours

Description of Session:

- Activity: *Identifying Values* (Pfeiffer, 1989, p. 103), Introduce the activity by saying “Participants will examine important aspects of their lives that have helped form some of their values”.
- Distribute paper and pencils.
- Facilitator introduces a controversial issue (i.e., What are your views of abortion?, Should AIDS education be taught in school?, Should dating be allowed before marriage?).

- Ask each participant to spend five minutes writing sentences expressing his/her view.
  - Participants are instructed to review their responses and try to determine what element in their background may have influenced their viewpoint on each issue?
  - Facilitator instructs participants to form two groups and discuss their conclusions with their group members.
  - Facilitator reconvenes the total group and leads a discussion on two points: (1) All people bring with them a variety of experiences to help them develop and influence their values over the years, and (2) With all the varying experiences and values in any group it is easy to see why it is often difficult for group members to agree when making important decisions.
- Activity: *Your Kind of People: Social Preferences* (Pfeiffer, 1989, p. 93). Facilitator asks participants to write a few words or short phrases describing the characteristics of people they like.
- Facilitator asks each participant to look around the room to find someone in the group who fits that description. Participants walk up to that person and introduce themselves and form a dyad with that person.
  - Each dyad share with their partner self perceptions and compare them with the perceptions of each other.
  - The partners share their feelings about being right or wrong.
  - The partners share their feelings about their self perceptions being confirmed or not.



- Facilitator asks members of each dyad to share how they felt about the encounter.
  - Facilitator asks participants to change partners and repeat the exercise with their new partner.
  - Large group reconvenes and facilitator leads a discussion on social preferences, accuracy in social perceptions, and the need to refrain from making assumptions or stereotyping.
- *Explore cultural values and the impact of parent, teacher, and peer relationships.*
- *Distribute Homework Assignment (Elder, 2009) and Facilitator explains how to complete by saying: Please have a conversation with your parents recording their answer in the space following each question:*
1. What are your family's views on dating?
  2. Has your family adapted to American customs concerning dating, friendships, etc.?
  3. What are your views on using the Arabic versus English language in your home and at school?
  4. What are your views on eating fast food that is not Hallal?

Session #4:

Goals:

- Explore participants' answers to homework assignment on ethnic identification and cultural values.
- Identify and explore ways to handle differences in cultural values.

Material required: *Homework Assignment* (Elder, 2009) from Session 3.

Time: 1 ½ hours

Description of Session:

- Discussion of participants' reactions to the homework assignment from Session 3.
- Discussion of parents' reactions to the homework assignment from Session 3.

Questions for Discussion:

1. Were you in agreement with the values held by your parents?
2. What were the differences you had with your parents?
3. How did you handle conflicts that develop from these differences?
4. What are some of the feelings you felt while completing the homework assignment.

Session #5:

Goals:

- Explore current Arab American practices in the United States.
- Explore older generations of Arabic practices.
- Identify and explore ways to handle differences and/or conflicts between current Arab American and older generation practices.

Material required: *Arab Parents versus Western Parents (Parody)* [Video] (Ramio 1983, 2007).

Time: 1 ½ hours

Description of Session:

- Discussion of current Arab American practices in the United States.*
- Discussion of older generations of Arabic practices.*
- Brainstorm ways to handle differences and/or conflicts between current Arab*

*American and older generation practices.*

Questions for Discussion:

1. Have you ever had similar experiences with your parents? If so, discuss.
2. What does the term “boater” mean to you? Discuss this term.
3. What are some of your family’s cultural practices?
4. What are some of the values or traditional practices you would like to retain?

Session #6:

Goals:

- Explore the dynamics of the academic and social problems first, second, and third generation Arab American students confront at school.
- Identify and explore strategies and techniques for confronting these challenges.

Material required: Video: *A Tale of “O”: On Being Different* (Kanter & Stein, 1993)

Time: 1 ½ hours

Description of Session:

- Discussion of the dynamics of the academic and social problems identified by the participants.*
- Discussion of the strategies and techniques identified for confronting these challenges.*

Questions for Discussion:

1. How do you feel about the way you are treated by peers as an Arab American student compared to non-Arab American students in the school?

2. How do you feel about the way you are treated by teachers as an Arab American student compared to non-Arab American students in the school?
3. What can you learn from experiencing difficult times at school?
4. What can you do to minimize difficult experiences at school?

Session #7:

Goals:

- Explore the dynamics of the academic and social problems first, second, and third generation Arab American students confront at home.
- Identify and explore strategies and techniques for confronting these challenges.

Material required: Activity: “Create a Country”

Time: 1 ½ hours

Description of Session:

- Discussion of the dynamics of the academic and social problems at home identified by the participants.*
- Discussion of the strategies and techniques identified for confronting these challenges.*

Questions for Discussion:

1. How do you feel about the relationships you have with your family members?
2. What can you learn from experiencing difficult times when interacting with family members?
3. What can you do to minimize difficult experiences with family members?

Session #8:Goals:

- To bring closure to the group.
- Distribute Certificate of Completion.
- Draw for winner of gift certificate.
- Obtain outcome data.

Material required: *Certificate of Completion* (Elder, 2009), Gift Card, *Reflection Statement* (Elder, 2009), Assessment Instruments: *Clinical Assessments of Interpersonal Relationships* (CAIR, Bracken, 2006).

Time: 1 ½ hours

Description of Session:

- Reflection Statement* (Elder, 2009), Discuss reflection statements.
- Distribute *Certificate of Completion* (Elder, 2009).
- Hold drawing for Gift Card.
- Serve pizza and drinks.
- Have participants complete the *Clinical Assessments of Interpersonal Relationships* (CAIR, Bracken, 2006).

Questions for Discussion:

1. How did you feel about participating in these group sessions?
2. Describe your interactions with other group members. What was easy for you?  
What was difficult for you?
3. What did you learn?

4. What would you do differently?

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## ABSTRACT

**THE EFFECTS OF TWO GROUP COUNSELING INTERVENTIONS ON ARAB-AMERICAN HIGH SCHOOL STUDENTS' PERCEPTIONS OF THEIR PRIMARY RELATIONSHIPS (PARENT, TEACHER, PEER)**

by

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This study specifically investigated the effects of two group counseling interventions on Arab-American high school students' perceptions of the strength of their primary relationships (parent, teachers, and peers). It was designed to help high school students increase their acceptance of the culture of their host society and develop a sense of comfort so they can retain some of their own culture and Arab identity without feeling they will totally lose them. One approach was Choice group theory grounded in the reality of making choices concerning thoughts and behaviors. Choice Theory is described as the idea that people have mental images of their needs and behave accordingly; thus individuals are ultimately self-determining (i.e., their life choices). The Psychoeducational approach's primary purpose is to educate or instruct participants in regards to certain relationships or areas pertinent to their lives (e.g., child education group). Arab American high school students were recruited from two high schools in a large urban metropolitan school district in the Midwest. Initially, there were a total of 54 high school students who volunteered to participate in this study. However, four participants failed to complete the study. Therefore, data was analyzed for 50 participants. The participants were

randomly assigned to one of the two treatment conditions. There were a total of six counseling groups of approximately 8-12 high school students in each group. The Parent, Teacher and Peers subscale scores on the *Clinical Assessments of Interpersonal Relationships* were used to determine the pre-and-post levels in Arab American high school students' perceptions of the strength of their relationships in three primary contexts. The results indicated there was no statistically significant level of difference in any of the three primary contexts. Based on the statistically non-significant findings on the differential group changes in perceptions Arab-American high school students have of their primary relationships pre-to-post, the null hypotheses were retained. A summary and discussion of the results pertinent to each research hypothesis and recommendations for future research are presented.



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