Third Culture Kids

RESEARCH • REPORT

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Contents

Introduction 02

Team 02
Research Question 04
Executive Summary 04
Literature Review 06

Methods 10

Expert Interviews 12
Survey 14
Recruiting 14
Semi-Structured Interviews 17
Storytelling Activity 17

Results 18

Survey Data 20
Empathy Sketches 22

Insights 24

Lack of Preparation 26
Lack of Awareness 28
Communication Hurdles 30
Skewed View of America 32
Coping Mechanisms 34
Relationships as Stability 36
Identity Struggles 38

Discussion 40

Design Principles 42
Next Steps 44

Appendices 46

References 48
Appendices 50

Team

MAI • BOUCHET

Mai has a bachelor's degree in Informatics from the University of Washington and has worked professionally as a UX designer. She is now looking forward to improving her knowledge of design, specifically in the realm of user research and interaction design. She is interested in applying these skills to solve problems in areas outside of the traditional tech realm.

EMI • MACLEOD

Emi's interests in design, people, and narratives are what shape her interest in User Experience. She has a strong background in graphic design, and spent several years working in the industry crafting visual brands. She hopes to expand her knowledge of research and interaction design through the MHCI+D program, and can't wait to uncover new and exciting design work through this project.

MADISON • ZELLER

While earning a Psychology degree at UC Berkeley, Madison conducted research in a visual perception and aesthetics lab. Before MHCI+D, she worked in digital marketing at a financial software company, where she was responsible for project managing the company magazine, producing visual assets and ads consistent with company branding, as well as executing global email campaigns and events.

Third Culture Kid:

an individual raised in a culture different from that of their parents during their developmental years

Repatriation:

the process of returning to one's country of citizenship

How might we support Third Culture Kids during repatriation back to the U.S. for college?

Third Culture Kids (TCKs) are defined as people who, during a significant part of their developmental years, are raised in a culture that is different from that of their parents. Previous research has shown that the high mobility and cross-cultural lifestyles characterizing TCKs' experiences often result in cultural marginality and unresolved grief. Thus, this project intends to gain a deeper understanding of the repatriation process of young adults, to uncover existing support systems and identify any gaps, and to pinpoint the stressful micro-moments before, during, and after this transition period.

In this report, we delve into our TCK-centered investigation from various approaches: a literature review of what has already been studied (pg 06), expert interviews (pg 12), and directed primary research in the form of a survey (pg 14), semi-structured interviews (pg 17), and narratives from a storytelling activity conducted with interview participants (pg 17). Then, we present our data synthesized and abstracted as research insights (pg 24) that will inform our design decisions. Our insights center around a lack of awareness of the TCK population, struggles with identity formation, and issues interacting with American non-TCK peers. Accordingly, we have set aside a series of design principles (pg 42) to guide our ensuing solution. We envision the answer may lie in a service dedicated to meeting TCK-specific needs, paired with a digital product that tackles one specific challenge within the college repatriation transition. Early concepts and next steps are discussed in detail.

01

LITERATURE • REVIEW

INTRODUCTION

The definition of culture is constantly changing, with traditional borders fading away due to global information flows and interchange [1]. Third Culture Kids (TCKs) are people who are raised for a significant portion of their developmental years in a culture different than that of their parents, thus straddling two or more cultural spheres while existing in a third intermediate culture of their own. They are a growing group of individuals whose experiences present unique challenges and opportunities in an increasingly globalized world. As of 2007, there were an estimated four million U.S. citizens and their families living overseas permanently or temporarily, and that number has risen since and is still rising [2]. The recurrent moves and permeating cross-cultural influences cause many TCKs to experience grief and feelings of cultural marginalization, and the effects of these negative emotions can carry over to adulthood.

> *Home is wherever I'm not.*
>
> *— Participant 2*

HIGH MOBILITY AFFECTS RELATIONSHIPS

Moving frequently often results in TCKs struggling to form deeply-rooted relationships. As intimacy and companionship are built on long-term proximity and frequency of close interaction, TCKs struggle to create lasting and close relationships due to frequent relocation [3]. Parents usually serve as a constant in this mobile lifestyle, and research has shown that positive relationships with parents are correlated with increases in balanced acculturation for men and women, although a clear causal direction is unknown [4]. Thus, it is possible that parent-child relationships for TCKs might bear extra importance in that in addition to being a source of comfort and strength, they are also a representation of "home" and belonging.

COMPLEX CULTURAL IDENTITY

Feelings of alienation and questions around cultural identity are common among TCKs. They move between cultures before they have had a chance to process their own identity development [2]. This can cause TCKs to repeatedly reinvent their social identities, and because this happens during the crucial "growing up" years, the attitudes formed can have long-lasting effects. Furthermore, TCKs experience significant pervasive cultural struggles after repatriating, or returning back to their passport country. Their return may spur feelings of having "two selves," and it is common for them to identify more strongly with other TCKs than with locals upon their return [5]. Repatriation, then, is often accompanied by a sense of loss, since identity formation that may have happened during adolescence is once again disrupted by the move.

SCATTERED SENSE OF BELONGING

Beyond identity struggles, TCKs wrestle with holding onto a secure sense of belonging. For example, they frequently feel there is a disconnect between their external facade and inner character and that they must straddle two or more cultures. A 2001 study reported that only 10% of its adult TCK participants felt completely accustomed to everyday life in the U.S, and that the discrepancy was coupled with the fact TCKs often appear physically similar to their peers in the host country despite possessing a different mindset [6]. Additionally, while TCKs may be adept at shifting between cultural identities, their own personal identity may not be attached to specific countries, but rather something else entirely. A sense of belonging can stem from family, the TCK experience, or the international community [7].

COMPLICATED LOGISTICAL ENDEAVORS

Another opportunity area for improvement lies in the emotional impact of logistics surrounding TCK-specific transitions, in particular repatriation back to the U.S. for college. Well-qualified counselors with multicultural competence are imperative to educate and assist TCKs during times of transition [8]. A lack of pre-move preparation around endeavors such as applying to school and figuring out housing can cause a negative emotional impact on individuals [9]. Transitions are made up of stages (i.e. pre-transition, transition, adaptation, stabilization) that go beyond the physical move itself, and thus providing relevant support during each of these phases may improve TCKs' emotional well-being.

DIFFICULTY FINDING THEIR "TRIBE"

First and foremost, TCKs are human beings. As such, they desire a way to connect with others who have similar backgrounds. Often times they feel a connection to other TCKs, despite being brought up in different countries or having different passport countries [2]. One study that collected reflective narratives of Adult Third Culture Kids (ATCKs) revealed the importance of having ongoing access to a community of people with shared similar experiences, a support system extending beyond the moment of repatriation [10]. However, during developmental years, it may be hard for children to self-reflectively recognize their unique situation, and thus it may be difficult in the moment to find communities with whom they can connect and share their analogous stories.

PROTOTYPE CITIZENS OF THE FUTURE

Despite their distinctive struggles stemming from highly mobile and cross-cultural upbringings, TCKs possess special strengths and skills influenced by their diverse upbringing. Exposure to and internalization of multiple cultures leads to higher cognitive complexity and tolerant thinking [11]. In 1984, sociologist Ted Ward asserted that TCKs were "the prototype citizens of the future" [2]. In an era of rapid globalization characterized by cultural flux, it is pertinent to examine the TCK experience. This research strives to uncover the source(s) of negative emotion TCKs feel during transitions (with a focus on repatriation to the U.S. for college), to identify gaps in support systems, and to ultimately help both TCKs and the community at large with whom they interact.

02

RESEARCH • METHODS

METHODS

1. Expert Interviews
2. Survey
3. Semi-Structured Interviews
4. Storytelling Activity
5. Synthesis

EXPERT INTERVIEWS

During our expert interviews, we wanted to be sure to capture a wide variety of data from different perspectives. We aimed to gain insights about TCKs quickly and efficiently, from people who understood about the topic area. Through our secondary research, we already had a few names that we were interested in pursuing, such as pioneers in the field, academics that had done research on TCKs, and individuals that worked with TCKs, such as high school counselors. While many of our experts had written books or articles about TCKs, being able to talk to them allowed us to get a summary of that information as well as ask targeted questions about the college transition and repatriation process.

> *"TCKs are already weird. They need to know they're not the only weirdo."*
>
> *— Dr. Rachel Cason, Sociologist*

EXPERT PROFILES

SHERI NEAL

Sheri Neal currently works at the American School in Japan and has been working as a high school counselor at several international schools over the past 20+ years. Her first hand experience working primarily with Third Culture Kids gave us a variety of insights, especially over a broad range of types of students (military, missionary, diplomat, and expat). Additionally, her experience working specifically with high school students that are repatriating back to the U.S. for college is especially pertinent to our user group. (see Appendix [A2])

RUTH VAN REKEN

Ruth Van Reken is considered one of the leading experts on TCKs. She pioneered research on TCKs in the early 90s and continues to work with TCKs today. Having a chance to talk to an expert that has been working with this group of people over a span of decades gave us an opportunity to explore how things have changed over time, as well as gave us access to a network of other TCK experts that have been working with Van Reken over the years. Her expert knowledge and depth in the field is difficult to surpass. (see Appendix [A1])

MICHAEL POLLOCK

Michael Pollock is the Founding Executive director of Daraja, an initiative based in Muskegon, Michigan that creates and delivers programs and resources to care for, encourage, and equip young adult TCKs and other cross-culturals as they transition into adult life. Michael leads workshops and retreats on TCK identity and transitions and coaches TCK care providers. Bridge Semester, piloted in 2015, is a Daraja program providing mentoring, discipleship, leadership and forward planning for cross-cultural young adults in the 17-25 age range. Michael's father, David Pollock, was a TCK expert and co-authored the book *Third Culture Kids: Growing Up Among Worlds* with Ruth Van Reken. (see Appendix [A3])

RACHEL CASON

Rachel Cason is a sociologist and founder of Life Story, a service that evolved from an interviewing technique she used during her research. Life Story is an alternative to traditional therapy that helps TCKs unpack their own histories, something they rarely get to do. Dr. Cason's doctoral thesis was on TCKs and was titled "Third culture kids: migration narratives on belonging, identity and place." We wanted to interview her as someone who has an academic lens to her research. We were interested in asking Dr. Cason about the way TCKs' highly mobile childhoods influenced their interpretation of identity and belonging, as well as any trends she may have seen across different TCK subgroups. Finally, we also wanted to ask about her research methods and any advice or considerations she would have for us as we began our own research on the topic. (see Appendix [A4])

TINA QUICK

Tina Quick is an expert on TCKs and works with schools and families to ensure that TCK-specific needs are met during the college transition. Her work spreading information and awareness about TCKs gives us a look into how we may approach the same area. Her focus on college-age transitions works perfectly with our research question and she was able to give us key insights and questions to move forward with. (see Appendix [A5])

> *Sometimes I feel like I'm talking and no one here understands me.*
>
> *— Participant 1*

SURVEY

We created and issued a "Cross-Cultural Research Survey" in order to gather quantitative demographic information and data on TCK attitudes. We posted a Google Forms survey online to our personal Facebook profiles, an expat student group on UW's campus, expat and TCK Reddit forums, and various international school pages. We also leveraged our experts' networks and requested that they pass our information on to anyone that may fit our target audience. There were 110 respondents, of which 69 fit our research criteria (U.S. citizens who had lived abroad between the ages of 0-18). The questionnaire primarily served as a recruiting method, as we sent interview requests to a narrowed subset (those ages 16-24 who spent at least two years of high school abroad and went to college in the U.S.). It should be noted that the survey respondent age range is accordingly skewed because we targeted participants of college age for the interviews. (see Appendix [A9])

RECRUITING

We recruited participants by using the questionnaire mentioned above, pulling out those participants who fit our profile: U.S. citizens between the ages of 16-24 who had spent at least two years of high school living abroad before repatriating to the U.S. for college. To focus our efforts on recruiting participants who had struggled with repatriation, we asked participants to describe both negative and positive experiences they had when returning to the U.S. The robustness of these answers helped us determine which participants were likely to be strong communicators during the sessions. We reached out to 15 eligible participants for in-person sessions. We were able to recruit 9 participants for the study between the ages of 19 and 24. We were unable to find high school aged participants that fit our requirements, however in retrospect this was probably for the best. Since we focused on the repatriation process, it makes more sens to focus on students that have already gone through the transition rather than those that have not.

PARTICIPANT	AGE	BORN IN	ATTENDED HIGH SCHOOL IN	ATTENDED COLLEGE IN	# OF MOVES	YEAR IN COLLEGE
Participant 1	19	New Delhi, India	Shanghai and Beijing, China	Waco, Texas	6	Sophomore
Participant 2	20	Seattle, WA	Singapore	Seattle, WA	6	Junior
Participant 3	24	Boston, MA	Tokyo, Japan	Boston, MA	5	Graduated
Participant 4	24	Tokyo, Japan	Tokyo, Japan	Davis, CA	1	Graduated
Participant 5	20	Redmond, WA	Amsterdam, Netherlands	Seattle, WA	2	Junior
Participant 6	22	Seattle, WA	Okinawa, Japan Naples, Italy	Seattle, WA	3	Senior
Participant 7	20	Anaheim, CA	Karachi, Pakistan Dhaka, Bangladesh	Seattle, WA	4	Junior
Participant 8	21	Lowell, MA	Shanghai, China	Smithfield, RI	5	Senior
Participant 9	24	San Diego, CA	Naples, Italy	Turlock, CA	5	Graduated

“They aren’t really sure how to interact with me...

Something changes. Something a little uncomfortable.”

— Participant 2

SEMI-STRUCTURED INTERVIEWS

Our sessions began with a 45-minute semi-structured interview with the participants regarding their experiences. We aimed to build empathy with TCKs by hearing personal stories and examples from their highly mobile childhoods and their transition back to the U.S. for college. Questions focused on the notion of home, identity, the college transition, and family and social life. We also gathered data on problem areas and existing forms of support, found trends in the TCK experience, and determined how TCK experiences can vary. Interviews were conducted in person or on Skype. (see Appendix [A6])

STORYTELLING ACTIVITY

We asked participants to tell us specific stories relating to their TCK background and the college transition. We asked for three stories: a positive experience, a negative experience and a “wildcard” in which they could choose any particular story that resonated with them. As the participant told the story, a notetaker mapped the story on a diagram that captured the people, places, and feelings of the story. Once the participant finished recounting the story, we would present the diagram and ask if it was an accurate representation. The participant could then give us feedback on what to change, add, or remove.

The goal of this activity was to gain a better understanding of the repatriation process in the participants' own words and see how they viewed their own experiences. In addition, we wanted to create an activity that led to free-flowing thoughts from the participant rather than a question and answer dynamic. We had also learned from our expert interviews that it could be cathartic for TCKs to share their stories openly, and we wanted to encourage this. We chose this semi-interactive method partially because many of our sessions were held over Skype, and to mitigate any anxiety participants might have had regarding writing their stories themselves. (see Appendix [A7])

03

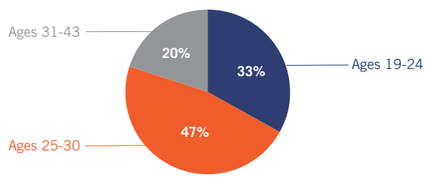
RESULTS

1. Survey Data
2. Empathy Sketches

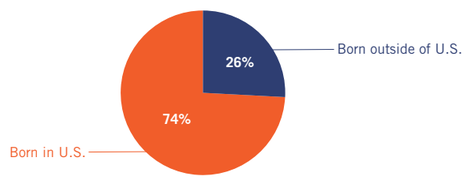
SURVEY DATA

Below is the demographic breakdown of the 69 survey respondents who were U.S. citizens and had lived abroad:
(see Appendix [A8] for full survey data)

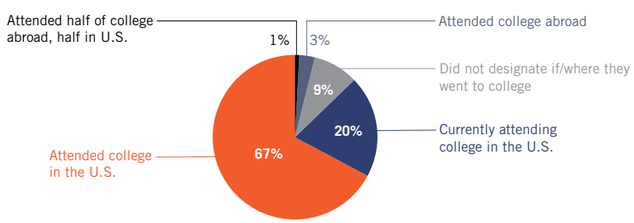
Total: 69 Respondents, American citizens



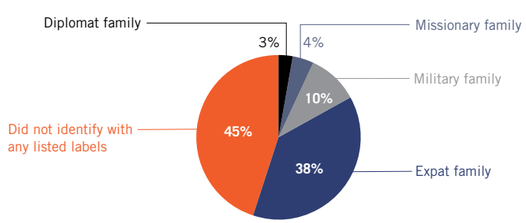
It's important to note that the survey doubled as a screener for participant interviews, for which we targeted TCKs ages 16-24 (to capture the experience of those applying to, in the midst of, and just completing college).



The majority of respondents were born in the U.S.

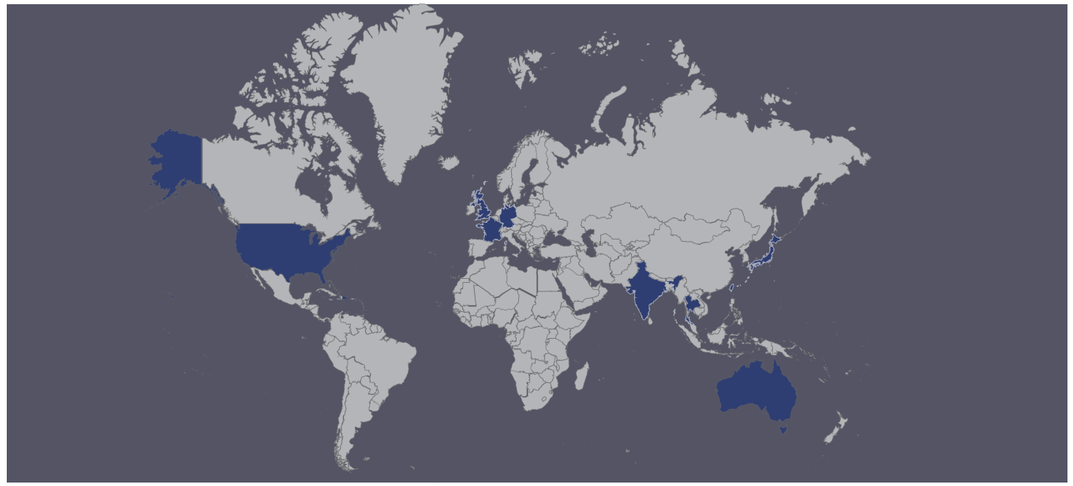


87% of respondents either attended or were currently attending college in the U.S.

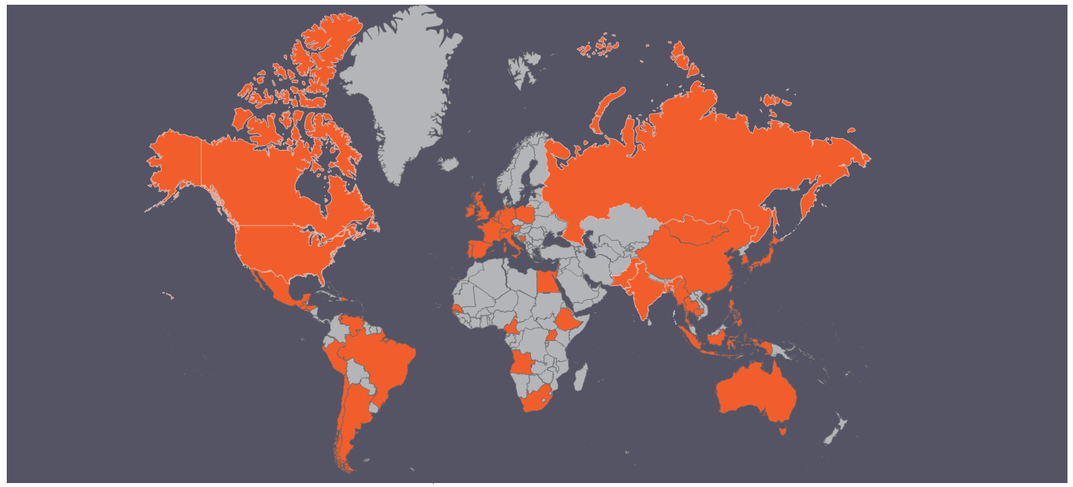


A breakdown of respondents by self-identified familial label.

WHERE SURVEY RESPONDENTS WERE BORN (10 COUNTRIES)



WHERE SURVEY RESPONDENTS HAVE LIVED (54 COUNTRIES)



SURVEY TRENDS

On the survey, participants were asked to share positive and negative experiences or moments they have had when returning to the U.S. after being abroad. The three most common positive themes revolved around:

- **Catching up with friends and family**
- **Being able to have American food**
- **Coming back to a place where they understood the language and culture and accordingly fit in**

The three most common negative themes were:

- **Reverse culture shock**
- **Coming into contact with ignorant or close-minded people**
- **Dealing with others' assumptions and misunderstandings around where the participants were from and how they should behave**

EMPATHY SKETCHES

We recognize that many people have never heard of the term "Third Culture Kid," and accordingly one of our goals is to build awareness. In order to facilitate empathy among stakeholders and audiences who are not familiar with our population, we constructed "empathy sketches" - descriptive narratives of people that would benefit from our design (TCKs), as well as people who are not our target user but may benefit (international students), and people who would not benefit (monocultural students going to college near their hometown). Down the road once we have a solution in mind, we may potentially make these into personas that could help drive design.

> *"I feel I'll always be integrating."*
>
> *— Participant 8*

PRIMARY USERS

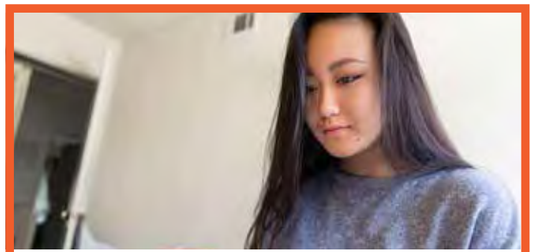
Third Culture Kid

Caucasian male
Freshman at University of Chicago in Illinois

"I was born in Michigan but I went to high school in Tokyo."

He was born in Michigan and moved to Tokyo at age 13 because of his dad's job. He attended the American School in Japan for four years of high school and then moved back to the U.S. to attend the University of Chicago, where one of his friends from middle school also goes. He wanted to attend the international student orientation but it was strictly for international students. His parents both grew up in the U.S. but currently still live abroad in Japan. He goes back to visit only over the summer and winter breaks, and is concerned about Thanksgiving.

"Everyone else is excited to go home for Thanksgiving, but I can't go home."



Third Culture Kid

Asian female
Freshman at Southern Methodist University in Dallas

"Well... I'm most recently from Singapore."

She was born in California to Korean parents and moved to China at age 8, Germany at age 11, and Singapore at age 14 for her dad's job. She attended the Singapore American School for four years of high school and then moved to the U.S. to attend Southern Methodist University in Dallas, where an acquaintance from the grade above her in high school also goes. She was interested in joining the Korean Student Association at SMU, but wasn't sure it was a good fit. Her parents currently live in the Netherlands, where they moved this summer. She plans to visit them during the winter and has no plans for Thanksgiving break.

"My family doesn't really do Thanksgiving. Sounds like a lot of people are going home that week, so I don't know who I'll hang out with."

SECONDARY USER

International Student

Indian male
Freshman at UC Berkeley in California

"I'm from Mumbai."

He was born and raised in Mumbai and all of his family still lives in India. He attended Sacred Heart Boys High School in Mumbai and then moved to California to attend Berkeley. He attended the international student orientation, where he found a community of other international students. He feels embraced by the large Indian community in the surrounding area. He is not able to regularly visit family, but has made plans with friends for Thanksgiving.

"I'm excited to have my first friendsgiving with some other international students."

ANTI-USER

Washington Native

Caucasian female
Freshman at UW in Seattle

"I was born and raised in Redmond."

She was born and raised in Redmond, with her extended family in close proximity. Both her parents are from Washington, with close ties to the area. She went to Redmond High School, and her first big move was to Seattle to attend the University of Washington. Many of her peers from high school also attend UW, and she feels a strong sense of community despite the move. While some of the freshman orientation events were useful, She decided to skip the Seattle-specific events since she was already familiar with the city. She has been back home a couple of times over the weekend since school started, and is excited to spend Thanksgiving at her aunt's house.

"I'm excited to go home for Thanksgiving and see my family."

04

INSIGHTS

As we wrapped up our data collection, we began analyzing and synthesizing the information through affinity diagramming. To start out, we all coded the same participant interview and reviewed our findings together to establish a consensus on what constitutes a data point. After writing data out on post-its for all nine participants, we organized those that seemed related and grouped them into themes. Then, we grouped related themes together to form mega-themes. In reviewing our survey data, we pulled out the quantitative demographic information and assessed the qualitative responses to "Tell us about a few positive/negative experiences or moments you have had when returning to the U.S. after being abroad" by coding and tallying emerging themes. We let the information digest and ruminate, and from looking at mega-themes in conjunction with each other, our own intuition, and our learned knowledge of the subject (from secondary research and our expert interviews), came up with seven insights.

Lack of Preparation

TCKs choose colleges based on logistical factors, but tend to gloss over cultural factors (e.g., the realities of a small town life), which end up being crucial to adjustment.

EXPLANATION

Because many TCKs visit the U.S. during their childhood over vacation, or have experienced some parts of the U.S., they often possess a false sense of familiarity with American culture. Even if a TCK is familiar with the culture of New England, when repatriating to a location such as the mid-west, they may be confronted with an entirely different set of cultural norms. Within these subcultures, there can also be a variety of differences such as the contrast between experiences in rural and urban areas. This can make the repatriation process even more difficult and longer-lasting. TCKs tend to prioritize considerations like academic offerings, nearby family, and financial incentives, but fail to identify and prepare for new cultural spheres the way they would during a move to a foreign country.

EVIDENCE

Participant 1:	"I decided to go to college at Baylor because I got a scholarship there. I'm out of state in every state."	**Many TCKs choose colleges based on cost and scholarships.**
Participant 3:	"I definitely wanted Berklee because I did summer programs there when I was in high school, and I got a scholarship."	
Participant 9:	"It was important to my family to have people within range in case there was an emergency."	**Being close to extended family plays a role in choosing a college.**
Participant 1:	"The first day I landed, we were driving from Dallas to Waco—the first thing I saw was a man on the freeway with a confederate flag on his pick up truck."	**TCKs don't realize that cultural factors of the region where they are attending college play a big part in their adjustment to life in the U.S.**
Participant 1:	"I was in states that were generally more liberal-leaning. I had never been to a conservative state. I didn't prepare myself for it."	

Lack of Awareness

Despite the fact that large numbers of American TCKs repatriate to the U.S. for college, they are unrecognized by American universities and therefore lack the support provided to other groups such as international students.

EXPLANATION

While first year students, transfer students, and international students have support systems in place during their transition to college, TCKs do not feel that any of these frameworks fit their needs. Because of the lack of awareness surrounding TCKs, many U.S. universities do not have anything in place at an organizational level to recognize, track, or support them. This leads to a gap in support for many TCKs, and with no welcoming to the campus or introduction to cultural norms, TCKs have difficulty adjusting to life at college.

EVIDENCE

Participant 7:	"I always knew that I was going to come back to the U.S., because I was in the American education system."	**Most TCKs plan to return to the U.S. for college.**
Participant 8:	"I feel like schools abroad should have a class on how to transition from being overseas to back to the U.S."	
Participant 1:	"I ended up choosing the US basically based on...what I thought I could go back into the easiest."	
Participant 6:	"I feel like schools abroad should have a class on how to transition from being overseas to back to the U.S."	**TCKs do not feel like their high schools prepare them to return to the U.S.**
Participant 2:	"I wish I had done the international student orientation instead of the general one."	**Some students wish that they had been able to attend the international student orientation.**

Communication Hurdles

TCKs struggle to talk about their experiences with non-TCK peers, and frequently edit their story to make social interactions easier.

EXPLANATION

TCKs feel the need to edit where they are from because they worry that non-TCKs will make assuptions about them. As a result, TCKs will often pick the "easiest" response in any social situation.

Unforutnately, this representation of themselves does not appear or feel 100% genuine, and creates barriers between TCKs and non-TCKs as they feel that they aren't ever truly telling their real story.

EVIDENCE

Participant 1:	"Sometimes I feel like I'm talking and no one here understands me."	**TCKs feel that their stories are difficult to understand for non-TCKs.**
Participant 2:	"When I brought up I lived in Singapore and Korea, people aren't really sure how to interact with me - there's something that changes. Something a little uncomfortable."	**TCKs also feel that once parts of their story are revealed, people change how they act toward them.**
Participant 8:	"I mostly say I'm from Connecticut, where I grew up, and China, just because I think people get confused if I say I'm from China because I don't look Chinese."	**Backgrounds and stories are edited to mitigate potential confusion based on appearance.**

Skewed View of America

Because TCKs experience foreign cultures, they pride themselves on being empathetic and open minded. However, they fail to apply this perspective to American culture upon repatriation, making it difficult to adjust.

EXPLANATION

TCKs are taught to value diversity and "exotic" cultures at a young age as a result of growing up as a foreigner in their host country or countries. They say this multicultural upbringing has shaped them to become empathetic and open minded. However, upon repatriating to the U.S., this unprejudiced perspective often seems to get tossed out the window. Rather than looking at the U.S. as another "foreign" land they can learn to appreciate, TCKs frequently take on an extra-critical attitude, quick to find faults with the U.S. (such as people's lack of geographical or worldly knowledge, or the lack of good public transportation) in direct contrast with their previous international experiences. Furthermore, TCKs tend to fail to recognize that their monocultural American peers have their own valid, albeit different, experiences and knowledge, which makes it difficult to connect with others and form friendships upon repatriating.

EVIDENCE

Participant 6:	"I'm very empathetic and I want to understand people."	**TCKs believe their upbringing has given them an empathetic and open minded worldview.**
Participant 7:	"I can be more open minded."	
Participant 8:	"The worldview I have is very different, refreshing, especially compared to others — closeminded, insulated."	
Participant 5:	"The bus system here sucks, especially compared to Amsterdam."	**American TCKs often romanticize their host culture and view U.S. culture with a critical lense.**
Participant 3:	"I feel like I grew up in this bubble where it's really fun and really amazing, but you have to deal with the real world in America."	
Rachel Cason: Expert	"TCKs don't have a problem valuing third-world and exotic cultures. If they were resourced at a young age to value their passport country the same way they value everything else, they'd be better off."	
Participant 3:	"I feel like...I was kind of warned about this whole culture shock. I didn't take it seriously and it really hit me."	**Among survey respondents, the top two negative experiences related to returning to the U.S. were having reverse culture shock and encountering ignorant or close-minded peers.**
Participant 8:	"I was shocked by how stupid people are."	
Participant 1:	"Americans need a strong course in geography."	

Coping Mechanisms

Young adult TCKs develop behaviors and attitudes from moving frequently (i.e., keeping friends at arm's length and embracing a high-mobility lifestyle) and hold onto them as identity markers. However, these can turn into coping mechanisms lasting into adulthood.

EXPLANATION

A high-mobility lifestyle is a defining part of the TCK experience. As such, it becomes a habit as well as part of TCKs' identities. To ease the stress and discomfort that comes with moving frequently, TCKs often keep a certain distance in relationships to protect themselves from getting hurt. This can be helpful, and even necessary, when TCKs are kids growing up constantly anticipating the next move, but can morph into a detrimental "copout" to avoid commitment or responsibility as they age.

Furthermore, TCKs often neglect the "healthy" parts of the moving process, such as saying goodbye and acknowledging what you leave behind. However, because moving is almost second nature to them, TCKs voice they want to keep doing it, even when they have the choice not to. The tricky part is that moving can subconsciously serve as a way to run away rather than reflect on and face any pain associated with the moves, leading to unresolved grief instead of acknowledgement of loss.

EVIDENCE

Participant 7:	"You might be friendly but you always have that barrier so you don't get hurt."	**TCKs keep friends at arm's length to protect themselves from getting hurt.**
Participant 2:	"I didn't tell classmates I was moving until the day before."	
Participant 7:	"I would need to stay in one place for 10 years to see if I'm excited by change or if I'm fine with staying in one place."	**TCKs embrace a high mobility lifestyle because it's all they know.**
Participant 2:	"I'm definitely becoming a little cynical to how I might develop stronger relationships in the future. I don't know if I'll ever be able to, because I am used to being constantly on the move and am motivated to keep on moving."	
Rachel Cason: Expert	"I've worked with clients in their 20s, and it becomes more about coping mechanisms than it does about reflection and forward planning."	**College-aged TCKs are at a stage in their life when these coping mechanisms are useful to get through the day-to-day, so reflection often doesn't come until they are older.**

Relationships as Stability

Interpersonal relationships provide a sense of stability and emotional support, which is especially crucial in a life otherwise characterized by frequent change (culture, schools, locations).

EXPLANATION

TCKs live a life in flux: they change homes, cities, countries, schools, and cultures more frequently in their developmental years than some adults do over a lifetime. As a result, TCKs lack a sense of stability that comes with growing up in the same place. However, it is clear that relationships — which can transcend periods of time and space — can provide stability and emotional support.

Interpersonal relationships can stem from family, American peers or peers from the host culture, or the TCK network at large. What matters is having a support network, whether it be a group of American friends who can help explain American culture, or an older TCK who understands the feelings of reverse culture shock and can be a mentor during a time of transition.

EVIDENCE

Participant 9:	Moved in with his older cousin upon coming back to the U.S., which helped with some of the feelings of culture shock.	**Having a family member closeby can ease the repatriation process.**
Participant 6:	During her first year of college, she Skyped with her sister (who had gone to the same school for college) a lot, which helped her "figure it out."	
Participant 3 & 6:	Both had local "guides" that helped them understand host culture.	**Friendships can provide both camaraderie and knowledge.**
Participant 7 & 9:	Had U.S. peers that helped them understand American culture.	
Participant 2:	Used the Internet (Yik Yak, Reddit) to help her understand American culture.	
Michael Pollock: Expert	During re-entry, it can be good to find two mentors: someone who has a TCK background (can help to vent to someone who understands) as well as a local person, an "insider" who understands the culture (to help you navigate).	**Mentors can assist with transitions into different cultures.**

Identity Struggles

For TCKs, the struggle with identity formation during college is compounded by conflicting cultural norms that surface during repatriation.

EXPLANATION

College is a difficult time for any individual, regardless of whether or not they are a TCK. For many, this is the first time they will leave home and learn to be independent. It is also a critical time for students to further define their identities. This is uniquely challenging for TCKs who face cultural confusion between their host and passport cultures. A TCK's notion of adulthood based on previous experiences may be at odds with what it means to be an adult in American culture. In addition, because TCKs frequently edit their narrative to fit in with others, they are constantly redefining how they present themselves, leading to a muddled understanding of their own identities.

EVIDENCE

Tina Quick: Expert	For TCKs, repatriation "can lead to cultural imbalance, identity issues, and being misunderstood by home-country peers which can then lead to the feeling of not fitting in or belonging." However, "even domestic students may struggle with the adjustment to university, particularly if they are coming from one culturally distinct part of the country to another."	**College is a transition for everyone, but TCKs face a unique set of challenges.**
Secondary Research:	"One of the major developmental tasks that help us form our sense of identity and belonging is to successfully learn the basic cultural rules of our society while we are children, to internalize those principles and practices as we move through adolescence, and then use them as the basis for how we live and act as adults." [2]	**In adolescence, individuals learn to understand and apply the norms of the culture they live in. This can be complicated for TCKs who may experience multiple differing cultures during this time.**
Participant 2:	"My mom says I'm like chop suey—an American dish that is falsely chinese."	**TCKs struggle to define themselves wholly as a combination of their parents' cultures, the places they have lived, and their nationality.**
Participant 1:	"If you say [you're from] Beijing and you look like an Indian girl with an American accent and they say 'You don't look Chinese'...that doesn't end well."	

05

DISCUSSION

1. Design Principles
2. Next Steps

Design Principles

Principle	Supporting Insights
Our solution should raise awareness of the TCK population, both at an institutional and individual level.	Lack of Preparation Lack of Awareness Identity Struggles
Our solution should provide TCKs with structured preparation before returning to the U.S. for college.	Lack of Preparation Communication Hurdles Skewed View of America
Our solution should build a bridge between TCKs and non-TCKs.	Lack of Awareness Communication Hurdles Relationships as Stability
Our solution should provide TCKs with a foundation for self-reflective practices, keeping in mind that self-reflection can be difficult during early adulthood.	Coping Mechanisms
Our solution should help TCKs recognize and preserve meaningful relationships as a source of consistent support throughout the transition process.	Relationships as Stability Identity Struggles
Our solution should leverage the advantageous aspects of being a TCK.	Skewed View of America Relationships as Stability

Next Steps

> *"I seemed to be the island, and not them."*
>
> *— Participant 2*

CONCEPT GENERATION

At this moment, we have some inclinations that our solution may consist of a service to help TCKs with repatriation during the college transition, with some sort of digital product embedded within the broader service.

Within the realm of service design, we see opportunities in several areas. One possibility is to build an organizational bridge between American international high schools abroad and American universities in order to approach the TCK transition process from a more holistic, rather than piecemeal, perspective. Another possibility is to create university-specific programs such as orientation events or student housing designed with TCK needs in mind. A third possibility is to devise mentorship or peer-to-peer pairing services so that TCKs can more easily reintegrate into American culture by connecting with older TCKs or local American students, respectively.

While we recognize the potential of service design in providing support to TCKs throughout the extended transition process, we also hope to combine a TCK service with a digital product that has a targeted purpose or functionality within the broader support system. One idea revolves around creating or leveraging online TCK networks or social media platforms to highlight how TCKs around the world are connected and also serve as a way for TCKs to share their story and background with others. Another direction is to produce some sort of playbook: either a preparation checklist for TCKs before they repatriate, or a training manual for dorm counselors or resident assistants who would benefit from knowing how to provide TCKs with support. A third possibility is to design an artifact that TCKs can take with them when they move to college to provide them with a sense of stability (e.g., a digital yearbook with built-in touch points for check-ins with their high school classmates, or digital "sacred objects" they can carry to make any new place feel more like home). Lastly, we have discussed creating learning or reflection tools disguised as "brain games" (e.g., a game to help TCKs be more comfortable with the idea of paradox, a cultural dictionary with videos to demonstrate nuanced aspects of American culture, or a set of photo cards with content that can prompt personal storytelling as a therapeutic and cathartic release).

MOVING FORWARD

With the bulk of our secondary and primary research completed, and some early concept ideas under our belt, we have set the wheels in motion for ideation. As we move forward with concept generation, we aim to read more about the ins and outs of service design, to take a closer look at current university programs, and to potentially do an in-depth competitive analysis of competing products or services once we have a better idea of what we are designing. Our insights and design principles will inform our solution, which we will then prototype and evaluate through user testing, all the while keeping our research question at the forefront:

"How might we support Third Culture Kids during repatriation back to the U.S. for college?"

06

APPENDIX

APPENDICES

1. References
2. Appendix A1
3. Appendix A2
4. Appendix A3
5. Appendix A4
6. Appendix A5
7. Appendix A6
8. Appendix A7
9. Appendix A8
10. Appendix A9

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Appendices

THE EXPERT: RUTH VAN REKEN

WHO IS SHE? Ruth van Reken is the leading expert for Third Culture Kids. Her work with David Pollock pioneerd much of the information regarding TCKs and coined the term for future use. She co-authored a book about TCKs (Third Culture Kids: Growing Up Among Worlds) with David Pollock and continutes to do work within the field.

INTERVIEW OBJECTIVES Uncover social and emotional patterns with regards to the TCK experience, particularly during times of transition.

Understand what differentiates TCKs as a population.

Gain insight on what resources are currently available for TCKs, and what opportunities there are for further support.

THE INTERVIEW: QUESTION GUIDE

INTRODUCTION Thanks so much for taking the time to talk with us today. My name is Emi, and I have here with me my teammates Mai and Madison. This will be a 30-45 minute semi-structured conversation around Third Culture Kids. We would like to record the interview so we can reference it later - are you OK with that?

Great, let's begin.

Just to give you some context on our project, we're specifically looking at TCKs that are repatriating to the US for college, so any information that you have within this topic area would be helpful. We're really looking at this from a design research lense. The broad goal of design research is to inform the decisions we will make while designing a product or service. Also, I'd like to apologize in advance that I haven't yet had a chance to read through Third Culture Kids yet, so some of my questions may be a bit redundant.

QUESTIONS

- How did you conduct your research on TCKs?
  - » How were your studies set up, and what methods did you use?
  - » What were the top three insights that you gained from your research over the years?
  - » How can one measure things like "sense of belonging" and "understanding of identity?"
- What was your main goal in researching TCKs? Why did you set out to research this area?
  - » How would you like your research findings to be applied?
  - » Are you aware of any products or services that have leveraged your research?

(CONT.) THE INTERVIEW: QUESTION GUIDE

- I know that you discuss this on your website, but could I hear a bit more about what unique struggles you think TCKs face?
- How might the needs of younger TCKs (16-24) be different from ATCKs?
- How aware are TCKs that their struggles with identity and grief may be related to being a TCK?
  - » When do these issues arise, consciously? Is there an age range where this seems to become more prevalanet, or a situation?
- To what extent is the TCK experience universal versus specific to the particular countries/cultures involved in the transitions?
- How do you think TCKs or their experience can be utilized for cultural sharing, or used as "cultural bridges"? Are there any concrete examples that you know of?
  - » In what context could TCK strengths be leveraged?
  - » What do you think is preventing TCKs from taking advantage of these traits?
  - » Are TCKs self-aware of these traits?
- Do you feel that the grief TCKs experience when moving is different from the grief that anyone would feel while moving?
- Do you feel that the TCK experience is different now than it was 10, 15, or 20 years ago?
  - » Do you think the TCK experience is changing as the world becomes more globalized? What will be the same or different 10, 20, 50 years from now?
- What do you think are some ways that CCKs mourn their losses/ express their grief with these invisible losses? Is this different than traditional expressions of grief?
- Do you know of any support that exists for TCKs that are moving currently? Or programs or services that exist to help TCKs process their grief and identity?
- I think that about wraps it up - is there anything else you'd like to add?

Are you OK with us referencing and/or quoting your answers in our research? Is there anyone else in your community you'd recommend us speaking with to learn more?

One last question - can we follow up via email with any further questions that may come up?
What is the best way to contact you?

Thank you!

A1.5: RUTH VAN REKEN EXPERT INTERVIEW NOTES

Thanks so much for taking the time to talk with us today. My name is Emi, and I have here with me my teammates Mai and Madison. This will be a 30-45 minute semi-structured conversation around Third Culture Kids. We would like to record the interview so we can reference it later - are you OK with that?

Great, let's begin.

Just to give you some context on our project, we're specifically looking at TCKs that are or have already repatriated to the US for college, so framing the conversation within this topic area would be helpful. We're really looking at this from a design research lense, so the broad goal of design research is to inform the decisions we will make while designing a product or service. Also, I'd like to apologize in advance that I haven't yet had a chance to read through Third Culture Kids yet, so some of my questions may be a bit redundant.

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  - How were your studies set up, and what methods did you use?
  - What were the top three insights that you gained from your research over the years?
  - How can one measure things like "sense of belonging" and "understanding of identity?"
- What was your main goal in researching TCKs? Why did you set out to research this area?
  - How would you like your research findings to be applied?
  - Are you aware of any products or services that have leveraged your research?
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- Are you OK with us referencing and/or quoting your answers in our research? Is there anyone else in your community you'd recommend us speaking with to learn more?
- One last question - can we follow up via email with any further questions that may come up?
  - What is the best way to contact you?

Mai's Interview Notes: Ruth Van Reken

4/13/2017 @ 10:30am

- CCKs and modern experience has complicated things as opposed to the more "traditional" definition of TCKs
- US citizens?
- First chapters of Ruth's book are most important
  - New edition coming out in september
  - Some chapters are for parents, some are for adults
- How did you conduct your original research on TCKs? Methods?
  - Useem in the 1950s came up with the term TCK
  - Pollack was the one who started an org to help families with children overseas
    - Developed TCK profile
    - Didn't do official research
  - Heuristic researchers--listened to "millions and millions" of stories
  - Ruth was living in Liberia and began to journal
    - Depression that was hard to understand
    - journaling—> letters
    - Felt like the only one who felt this way
    - Boarding school experience as a young child
      - "If you hadn't been so emotional, it would be fine."
      - Surveys came in high school and college
      - "Put my Africa self away and ignored her."
      - Pushing people away, fear of losing
    - 1986, first adult TCK survey (Results at the end of the book)
      - Very age related factor
        - 22-80 years old
        - progression : younger people are/seem fine, older people are the ones who reach out to tell their stories
        - Divided between before '46 and after
        - Older generation vs had very different experiences, for example, not seeing parents/family for many years because of boarding school
      - Many were from the mission subgroup
      - 11:37
  - Began with academic research with Dr. Useem
  - TCK wasn't a term used in early papers--hard to find with a search
  - FIGT network--more academic researchers on TCKs
    - Tanna?
    - TCKs may develop internalized racism as a result of having "two selves" that are educated in one sphere and growing up in another
  - Listen, make hypotheses and see if it's true
- Younger generation has harder time than older generation
  - Notion of home is more complicated now, questions of belonging and identity are more difficult
  - Belonging/identity has serious implications: terrorism, school shooting, depression, suicide
  - Different situations but the issues are the same
- Difference between nationality and citizenship
  - How do people identify first?
- How might this change as the world changes and becomes more globalized?
  - It's becoming more normal for people to have multicultural backgrounds
    - Multicultural: in other countries, this means color (black/white)
  - People thinks it's just them as individuals, it's still not seen as something that happens to many people
  - "Re-entry is the hardest place"
- Link to mental illness
  - TCK as a framing
- "I had a wonderful life, that was what killed me...I loved what we were doing."
  - Unresolved grief--writing about childhood
  - "Denying the good" "you have to live in paradox"
  - "I lost Nigeria when I was 13...it was my world...I never had a funeral"
  - 22:19
  - Realized this was a "big deal" at 39
- "Deal with losses as they're happening, you don't have to deal with them later"
- "What are you doing for the adult?"
  - "It doesn't go away."
- "What I want people to know is that you're not crazy"
  - "You're living in a world that says you only have to belong one place"
  - "People always thought they had to choose. If we can normalize the story...then we can move on and use the gifts and not wonder what's the matter with me"
- "Re-entry is the hardest place"
  - When you live in an international world, that's where your tribe is
  - It's a way of life common to others living in an international world
  - "The normal is, there's no normal"
  - "Everybody understands that story...and you fit."
  - On reentry "people are assumed to be the same" but might not have any idea what's going on (ice skate)
  - "Everything that was my life was gone"
  - Presumption by others of how you should be, and the presumption TCKs have that "this should be my home" 26:58
  - "The expectation that you assume that this is your country."
    - Different to go back and visit vs. living in a dorm with people who see the world completely differently

- "Our world view is different" — TCKs have a pretty international world view
  - "You know why people are mad at America" —> if you say that, you're seen as un-American, unpatriotic
  - "All my friends were black...this was pre-integration...well it's different here"
- "You're seen as arrogant, nasty and negative"

- Some TCKs take up vicarious grief, "a lot of TCKs are rescuers" —> get into helping industries or become...take up social cause"
  - Can be a way of avoiding your grief
  - "I don't think most TCKs understand the grief for awhile"
  - 31:34
- People are often angry at others, and parents
  - Looking to place blame on others
  - Related to children of divorce, children of alcoholic parents
- "You don't have to go that long being depressed...if you know this is normal"
  - What do you do with your loss?
  - Many deal with losses by justifying it by the good
- There is no process of mourning for the loss TCKs feel
- SPAN Conference (Safe Passage Across Networks), Douglas Ota
  - Establish a safety net to "catch" students
  - Mentors, ambassadors,
  - Parents, students, teachers
- Read chapters on why cross-cultural matters, why mobility matters
  - "Building the raft"
  - The stages of transition are like the stages of grief
  - 39:46
  - "Building a funeral for the past life"
- Organizations should be teaching families
  - "If you're gonna send families overseas, you need to help them understand the transition process"
  - "Conscious acknowledgment that you are saying goodbye...we are not running away"
  - "You can process it as it happens"
  - "What were your hidden losses?" things they didn't even know they were going to miss
  - "I've seen huge positives from being proactive" —> many still don't know about this process, and families are not being taught
- Other support beyond FIGT
  - Ruth's advice: get in the chat rooms! TCKidnow.com
  - Get on FIGT Research Network--coaches, etc
  - Marilyn Gardner blogs, has written books
  - "belonging nowhere and everywhere multiracial identity development"
  - 45:25

- Julie Simons: Emotional Resiliency
- Many more resources and books
- TCKs and Cultural bridges
  - "Enormous strengths"
  - Diplomacy, world affairs
    - Conflict in Sudan
    - Obama sent Scott ___ as an envoy to Sudan
    - Understood African customs and culture
  - Many TCKs are multilingual
  - "We can't just send Americans with our mentality out [to other countries]"
  - Think differently, more creatively
  - Someone who is into this: Katrina Burrus
  - "Enjoying other people, I'm not afraid of other people...not afraid to travel"
- How widespread is the pattern of coming to a realization of loss later in life?
  - "That is to me the number one reason [people] are stuck"
  - People are "hard to live with or they're stuck"
  - "It's not uncommon human story...this is what we hope is going to change, we're hoping that your generation doesn't have to do this"
  - "I find belonging in relationships"
  - "If I get off the place in Africa I feel like I'm coming home"
    - Even in Thailand
    - Back in the international community
    - "We speak the same language"
  - "I don't know what it is to grow up monoculturally"
    - "I know that there are people who understand [my experience"
- Diversity in schools today "They still don't get it"
  - diversity/culture in many different ways
  - "There's a huge need...to use our story to start helping"
  - Rethinking development--kids are adolescents until they're 25 because development is interrupted multiple times
  - Rethink traditional models of how we assume life should be
  - How we name identity, belonging, how we do therapy, how we do social sciences
  - Diversity has been done by the visible, not the invisible
- "Words are important, language is important"
- Other experts?
  - Michael Pollack
    - Up to date on "millenials"
  - What is embedded in the school culture? It's part of a story, "it's so normal people don't even know it wasn't talked about"
  - Technology and TCK: 3 part series videos on TCKs
    - In a way it's all different, in a way it's all the same
    - Technology only can do so much

- Minority students/CCKs do "re-entry every night", are developing skillsets of cross-cultural navigation and code switching
- Broader applications to our potential design/concept

Madison's Interview Notes: Ruth Van Reken

4/13/2017 @ 10:30am

Today, the situation is even more complicated than it was in the past - more CCKs, not just TCKs, more varied.

"Do they have to be U.S. citizens?" - yes for our project, "specific world of its own"

This September - new version of Third Culture Kids book

How did you conduct your research on TCKs? Methods?

- "There's 2 things. Ruth Useem started this whole thing in the '50s. She was looking mostly at sponsored organizations like the military. Then David Pollock came along. Ruth Useem - not my job to apply, my job to study. David Pollock more into the application of research. He developed benefits & challenges section of TCK book.
  - Never did "official" research - David & Ruth are "heuristic researchers" - listen to millions of stories
- Ruth Van Reken to send us little history of this from new book.
- Ruth - started journaling ~ 1984, sometimes felt depressed - daughter was leaving, realized might be related to her upbringing (she also had to leave/move a lot)
  - Thought she was the only one that felt like this
  - People told Ruth "If you hadn't been so emotional it would have been just fine"
    - High school - put her "Africa self away," but also pushed people away
    - Even pushed her husband away
      - Fear of losing - want to "stay ready"
- 1986 - first adult TCK survey, but didn't publish it (although some results at end of book, in appendix)
  - Very age-related factor to the TCK experience
  - About 800 survey - all paper
    - Data: cycles of separation
    - Put respondents in age order, 22-80
      - Younger people - were fine
      - People would start calling Ruth at a later age - what age?
      - Ppl born in home country vs. another country - differences
      - Ppl born before/after '46 or '56?/? differences
      - Not just amount of separation that matters, it's the age????
- In early days, people didn't use term "TCK" in their papers
  - Earlier terms - International kids, expat kids
  - Hard to search for early research
  - FIGT - research network, academic researchers, can give us info. on nuances, especially for Asian kids in international kids

Thinks our generation has it more complicated - question of belonging, where do I fit, where is my home - so any ppl have multiple host countries, multiple cultural influences

Columbine shooter was a TCK, other instances of terrorists who are TCKs/CCKs - do more research on this!! People who "don't fit in"

Psychologists aren't seeing this piece - think it's just mental illness, don't understand all the roots

Bombers @ airport - Moroccan??

It's different now, but the issues are the same

How do you think experience will change as world becomes more globalized?

Think it will become more complex

It's becoming more normal for ppl to have "multicultural" backgrounds

Careful w/ term multicultural - In Indiana, multicultural means "black-white"

In Ruth's generation, a lot of ppl hid it - don't want to be different, or don't want to be perceived as screamer

Re-entry is the hardest point

Because when you live in the international world, the ppl around you live in that same world. That's where your tribe is. That's where the TCK culture is: It's a way of life common to other international people. Mobility, cross-cultural interactions. The abnormal is normal. At international schools, you're with your people, you fit. When ppl re-enter to their passport country, they are presumed to be the same. Often times look like everyone else, but internally don't know what's going on, aren't familiar with culture. Other kids don't realize you FEEL and THINK differently. "Everything that was my life was gone."

If you're an obvious immigrant, people will give you "space."

You start to push back because you're not feeling accepted. Ruth - became chameleon but didn't tell anyone.

The EXPECTATION - you assume this [passport country] is "your" country. Others make assumptions about you.

Our WORLDVIEW IS DIFFERENT. TCK view is "international"

Ruth had a wonderful life, no overt reason to feel depressed (great husband, kids) - didn't make sense —> issue of "unresolved grief" came about

Wrote about 1st life in boarding school

Complaining/feeling bad felt like was denying the good

"You have to live in paradox with this story."

Was 39 before thinking it was a big deal

Goodness of life sets up the losses

If you deal with losses appropriately, don't have to deal with them later

1984 - first conference in Philippines, w/ David Pollock

Featured program for KIDS - Ruth asked what are you doing for ADULTS? It doesn't go away.

"What I want people to know is that they're not crazy."

"You're living in a world that says you have to belong in one place. Maybe you belong in several places."

If we can normalize the story, we can move on to use the gifts and not get stuck in what's the matter with you.

Do you think TCKs express grief differently than non-TCKs?

General stages of grief - denial, sadness, anger, depression?

A of TCKs become "rescuers" - take up (social, social justice) causes, helping industries

But can be a way of avoiding your grief

I don't think most TCKs understand the grief for awhile

Timeline

After a while you can't outrun yourself

When Ruth got married, was doing the same kind of things - would get upset if husband didn't come home on time

1st people are angry at others, can be angry at *parents*

Around 39/40 - people start to reflect back

***Is this just from her personal experience? Or a studied pattern?

Ruth's desire - doesn't want people to have to wait that long. Want people to be able to sort it out earlier.

Paradox comes in - saying that you lost something reaffirms that you liked something.

TCKs don't have a process of mourning very often.

TCK story relates to other stories - ex. Children w/ alcoholic parents, etc.

How could we better support TCKs with their grief?

I think that a lot of the international schools...

SPAN conference (through FIGT, Douglas Ota - Japanese-American, psychologist??)

Took place in The Hague, Netherlands

Doug developed a transition program

Doug also has a book

Transition starts in the spring, to enter right you have to LEAVE right

Affirmation maps, discussions for kids in school

Specific RECOGNITION of the fact that you are leaving

What do we do for the "stayers?" - ex. Children whose parents are teachers

Need safety net on the other side to catch kids

Assign mentors, kids write

Ambassador team

Not just about the student - parents, teachers/staff - "three-legged stool"

RAFT - look @ in Van Reken's book

The leaving stage (of grief) - David Pollock talks about building a raft, reconciliation
Affirmation - taking time to say thank you (part of doing a funeral for the past life)
Families should be involved!!
Conscious acknowledgement

Organizations should be teaching TCKs' families
Corporate is last to do this
*If you're sending people overseas, should help them with the transition process!

Parents - often think, "if we pretend it's not happening, it will be better"

People often think about/focus on destination, don't think about process of saying goodbye. But it makes a difference. You can process it as it happens. Then in re-entry, people may still need to go back and do a little more grief work because they didn't even know what they lost.

Huge positives to being pro-active. The thing that keeps shocking me is how many ppl still don't know there's a story. Don't know they're part of a norm. Don't know how to say goodbye.

FIGT - wonderful place of people who care, understand, talk about the issues.
Barbara? Or who would be good to talk to?

Other products/services/programs that do similar things for TCKs?
Get in the chatrooms. TCKidnow.com
Get in the FIGT research network.
Marilyn Gartner blog
International therapist network directory
Everywhere & Nowhere by **Lois Bushong** - book for therapists working with TCKs
Tina L. Quick - Global Nomads Guide to University Transition - get this book!!!
Julia Simon - Emotional Resilience and the Expat...

Our generation has a huge challenge.

What are some strengths that can be leveraged by TCKs? Positive aspects?
There are "enormous strengths"
Cultural bridge story - separation of 2 countries, if we don't lose our sanction, we'll lose our carrot on the stick, (Obama?? Scott?) replied that these are real people??
Sudanese guy got mad?
Give African guy a way to save face but still take care of people
LANGUAGE - many TCKs speak multiple languages
CAPACITY TO THINK INTERNATIONALLY
CAPACITY TO THINK OUTSIDE THE BOX, THINK DIFFERENTLY, MORE CREATIVELY
ABILITY TO ENJOY OTHER PEOPLE, NOT AS AFRAID OF OTHER PEOPLE
NOT AFRAID TO TRAVEL
GLOBAL NETWORK
roy dunbar jamaican???

Kartrian Burss?? - Switzerland - wrote book on using TCK strengths in corporate

If corporate sends TCK back to another country, can be hard. Being sent back to a place you're not fully integrated, but are expected to be...host culture can easily reject them, can be really hard

Ruth interested in bigger picture - CCKs - people still don't understand diversity, especially in schools - there's a huge need for using TCK experience/story to start helping non-traditional TCKs - helping <u>professionals</u> understand diversity & how it affects flow of development
How do we help people get along better?
Hard to sort people by the invisible (except now sexual orientation?)
Bumping into invisible causes enormous clash
"Need for diversity program, way to get to conversation without screaming at each other"
Need to rethink traditional approaches. Having "costume day" is not a solution.

"Grief is grief. It's a human emotion. It has a certain pattern. Biggest problem for TCKs is that it has been *unrecognized* because of the "goodness of our story,""
Kubler Ross - Death & dying

What is embedded in the school culture? - is way more effective than someone coming in to do a 3-day seminar
Better to start from within

Article by **Alice Wu??** - technology and TCK
3-part TCK video series

CCKs - minority kids - "I do a re-entry every night"
Gifts - cross-cultural negotiation
Mental note - applications might be phenomenally large, can apply to others besides just TCKs

<u>Overall Themes Notes:</u>
*Need for recognition - TCKs have to understand their stories, and then non-TCKs also need to be aware
*Organizational level - more effective to create change w/in the school system itself, or within companies themselves
*Big tie-in w/ mental health

Terrorism as real world example/repercussions to feeling marginalized/don't belong

Psychologists aren't equipped with proper knowledge/training/awareness of the TCK experience

*Repatriation - hardest part

Follow-Up

Follow up by email? *yes* Connect with other experts? - can send list by email?

Michael Pollock - new models for how you can predict ___?

More up to date on "the millennials"

Doug Ota - educator

Lois Bushong - therapist

Barbara - FIGT

Try to find early research on TCKs (before the term "TCK" was even coined?)

Research connection between TCKs/more general feeling of not belonging & terrorists

Research SPAN conference

Read rest of Ruth's book, also look @ **Tina L. Quick** - Global Nomads Guide to University Transition - get this book!!!

INTERVIEW FORMAT

This interview will consist of a 45 to 60 minute question and answer session in a semi-structured format.

EXPERT OVERVIEW

Sheri Neal currently works at the American School in Japan and has been working as a high school counselor at several international schools over the past 20+ years. Her first hand experience working with lots of Third Culture Kids has the potential to give us a variety of insights, especially over a broad range of types of students (military, missionary, diplomat, and expat.) Additionally, her experience working specifically with high school students that are repatriating back to the US for college works very specifically with our user group.

INTERVIEW QUESTION GUIDE

- How do you define your role at the school?
  - » Could you describe your day to day?
- What type of counseling do you focus on in the school: academic or emotional, both?
  - » What types of things do you focus on during transitioning stages for students, whether that is arriving or leaving the school?
- Are you familiar with the term Third Culture Kid? How would you define that?
  - » If different groups of TCKs are uncovered (e.g. military, missionary, etc) how do you feel that the experience of these TCKs differs?
- Does working with TCKs differ from working with students that do not identify as TCK?
  - » If so, what types of differences have you observed?
- What are some common issues that TCKs have that may differ from students that do not identify as TCK, if any?
  - » If difficulties surrounding identity and belonging are uncovered, probe.
- Can you describe the process for preparing TCKs to apply to college outside of Japan?
  - » What types of things are students about during the application process?
  - » How do they choose where to apply? What are some aspects that factor into this?
  - » Who else may be involved with the process. Parents, friends, or family, the school?
- When working with TCKs that are repatriating to the US for college, is there some type of support that is available to them, whether it is from the host or home country?
- How do you help TCK students prepare to go back to the US for college?
  - » Academically, emotionally, or socially?
- Does the concept of identity come up when working with TCKs?
  - » If the concept of personal identity is presented as problematic, what factors into this? (e.g. what do they assume feeds into the "confusion" surrounding identity for TCKs)
- Do you keep in touch with students after they return to the US?
  - » Is there any specific reason they reach out? Are there any common themes?
  - » Do you have any insight into how they were adjusting once they arrive at college?
- Do you work with the parents of your students at all?
  - » Can you tell us more about the dynamic between the parents and children of TCKs?
- What is your impression of the types of social relationships that TCKs have?
  - » In a community where students are frequently coming and going, do we see any sort of impact on the students from the shifting social circles?
  - » Do you know how students interact socially with individuals outside of the school?
- Does the curriculum of the school integrate local culture?

Interview with Sheri Neal
April 18th, 2017

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Mai's Notes

- Four counselors at ASIJ
  - One deals with grade 9, beginning of 10
  - Rest of the 3 deal with students 10-12
    - Divide that up
    - Go november of grade 10 and then guided through the college process
  - College guidance, meeting with parents, meeting with kids
  - Small group counseling
  - Sheri works mostly with parents and emotional counseling
  - "Full-service" counseling
- Beginning of the year: new student orientation
  - Whether it's August or January: full day orientation
    - American school schedule: bulk of kids come in in August
    - Southern hemisphere kids come in January
    - Corporate kids often times can come in the middle
  - Academic testing to place them in correct courses
    - Kids coming from all sorts of different academic systems
    - Generic ice breaks
    - Explain flow and set up of ASIJ; because it's a very American type of school
      - Activities and clubs are a part of the school rather than outside of it
    - Goal is to ease the parents' and student's anxieties about coming into the school
- When kids leave:
  - More of a one on one: looking at where they're headed next, what school they're transitioning to
  - Counselors and teachers are well connected in the international community
  - Sending over the appropriate documents to the new school
- Differences between TCK subgroups:
  - "Different kinds of TCK kids"
  - "We have a lot of kids who have a Japanese father, a non-Japanese father, they've spent 5-6 years in the US"
  - "They kind of grow up in a bubble"
  - 11:58
  - "I haven't worked with military kids...they have their own schools"
    - Those kids live on the military base--it's like America within Japan
  - They have different anxieties
  - Embassy kids know it's a 3-year assignment, and most parents may be able to extend for three years
    - "They're in a different type of mindset, coming in"
    - They know when they're leaving
    - Emotionally, they do friendships a little bit differently than the American kid who is a corporate kid, and they don't know year to year"
- Process for applying to college outside of Japan (14:30)
  - "I don't know if I do anything specifically different [for TCKs]"
  - Start in grade 10, find out what they want out of a university
  - Dependent on student body and where the parents went to school:
    - Australian and German parents won't know as much about American colleges/universities
  - Kids "get it" while they're in school, but go home to parents who don't see it the same way
  - Meeting in fall of junior year with parents
    - Require the fathers to come, wanting to get most parents engaged
    - A lot of skyping with the dads
  - Talk about diversity, what kids are looking for in a school
    - "I want to be at a school where people look like me"
  - "We talk about distance, getting home"
    - If they grew up in cities, they want to be in urban environments
  - Kids want to be in schools where there's other ASIJ kids
    - "I want to go there because there are 3 ASIJ kids there and we're going to be a crew"
- Lewis and Clark College (20:40)
  - Early schools that identified TCKs as its own group
  - One of first universities to recognize it
- It's up to the students to email the admissions people at universities and ask to be in international student orientation programs
  - "I told my daughter she needed to go because she's never lived in America"
  - Culturally she feels very American although she's never lived there
  - She needed logistical help
  - In their general friend group, they don't talk about being TCKs
  - "I think they're all in shock about how they feel...American kids are unsophisticated"
    - They grow out of that at the end of their first year
    - "Those kids know a lot of other things, they just don't know what I know"
- Keeping in touch with former students: "With Facebook now...it's really nice"
  - Keep in touch with a lot of kids I worked with in India, more intimate community there
  - There's a lot of kids at ASIJ who have a Japanese parent, and feel they have a home there, and they really "come home"
  - "They don't necessarily separate"
- (25:50) It takes them a little bit longer to get adjusted
  - Might depend on the culture of the parent
  - One type of camp comes in new, dive right in and have lots of friends--but is the depth of the relationship really there?

    - "Survival is making connections and making connections quickly"
    - Some students are friendly but don't make strong relationships because they know their stay is temporary
    - "He went to college and had a great time because he knew he was going to be somewhere for 4 years and it was all up to him."
- American School in the Hague and SPAN: Safe Passage Across Nations
    - Sheri worked with Doug Ota
        - Barbara Schaetti, Tina Quick: work with counselors, train counselors
    - TPT Program: Transition P T
    - "If you don't leave well, you don't start well"
        - "Great program in the elementary school...every kid had a wooden shoe and they would write each other notes and sign the shoe for the kid that was leaving"
- American Caucasian boy growing up in japan: can be kind of cocky
    - "Get more attention"
- White American girls can struggle with body shame
- The way you look abroad and the way you look in your passport country can be pretty radically different
- At ASIJ, kids are being more involved in Japanese culture
- Ethnic Indian kids at Indian school didn't date a lot, are less involved in the local culture
- How is local culture integrated (or not) into the international school?
    - It's not always been done really well here (ASIJ)
    - (37:00)
    - "We have so many Japanese cultural kids here" that it's not as interesting or useful to have local culture experience
        - Expose them to more global issues
    - Daily japanese until 7th grade
    - In high school: one semester of Japanese study
    - In India, same thing: students took a course on Indian studies or had classes like Bhangra dancing in PE
    - Tokyo Tech High and ASIJ Bioengineering program
        - "Those kids are so smart" (of Tokyo Tech students)
        - Japanese schools are a lot more functional, less decorated, but the level of expertise and academic rigor is a lot higher
    - Sports games with Japanese teams also
- TCKs and identity: the struggle
    - "I definitely think it's a struggle. But I think it's more...family-based."
    - "If you group the kids who are half-Japanese...the kids who have a Western versus the kids who have a Japanese mother...are very very different groups of kids."
        - The mother's culture is what comes out more heavily in the child's culture
    - "What have the families done over the years?"
        - Some dads travel a lot but Tokyo is home, Japan is home and have less issues with identity
        - (43:44)
        - Some kids spend school year there and then all summer in Michigan
            - Those kids feel much more bicultural
            - w.r.t college process: "Where do you imagine wanting to work and have a life?"
                - Japan or US?
                - Maybe consider staying in Japan for university
                - Some kids are not happy with staying in Japan because all of their friends are going away
            - Sometimes money is an issues
        - **We should look at the Common App**
- Kids don't necessarily think about how their biracial background affects or changes them, but they just see it as the descriptor of who they are
    - They've been told they're special, some kids struggling with defining themselves outside of that
- (47:27) Expectations of going to the US vs. what it turns out to be
    - Not as realistic academically--go to school, study Psychology and expect to be sponsored with a visa by a company
    - Parents feel a lot of guilt
        - That they didn't provide enough support for kids to operate in the passport country
        - What happens when they're back there but don't want to be and might not be able to navigate that country?
- Participants:
    - Outline profile you're looking for and she can send some kids our way
    - 26% are US passport only
    - 20% are US/Japan
- Shanghai American: lots of kids who have double passports
    - Barely a non-Chinese face in the crowd, but the majority have a Canadian or US passport
- Ecuadorian school in Quito: a lot of Ecuadorian students gearing up to study in the US
- Sheri: 20 years ago this topic was really fascinating to me, biggest thing I've leanred over the years: I can't put TCK kids in a group--they're all very different
    - Some similar things that TCKs experience, it's hard to generalize
    - "It's a personal thing...I don't ever want to assume that because a kid has grown up in this very multicultural thing, that they're someone disadvantaged, or advantaged in any way."
    - Sometimes a little struggle is good
- Just as valuable to talk to parents and maybe more-so. Sometimes kids don't really listen, but parents pay attention
    - Teaching parents how to react

Madison's Notes

- Describe your day to day @ ASIJ
  - There are 4 counselors now in the high school. One of the counselors deals exclusively with grade 9, beg. ff grade 10, other 3 work with grades 10-12
  - Split b/w college guidance, meeting with parents/kids, small group counseling sessions
    - Career guidance
    - College search process
  - I work quite a bit with parents, emotional counseling
  - We do emotional as well as academic counseling
- What kinds of things do you focus on at the school during transition moments (arriving/leaving)?
  - In the beginning of the year, we do new student orientation
    - When new students come in (Aug, or in Jan), we do a full day orientation - academic testing, placement in courses (some kids coming from British/IB/Indian system for example), academic counseling to get them in the right place
    - Generic icebreakers - how day is set up, what flow is, how to get involved in activities - American-school kind of model (clubs not always integrated into school in other countries)
    - Also do one-on-one orientations, meet w/ student & w/ parents for about an hour - talk about school, school culture
    - Get files ahead of time - know nationality ahead of time, can get a sense of where they're coming from
  - When students are leaving - more of a one-on-one
    - Look @ school they are transitioning to
    - Counselors @ American international schools are pretty connected
    - Help prepare documents to get sent to new school, can help pre-schedule/register for courses
- TCK subgroups (military, missionary, diplomat, expat corporate) - does experience differ?
  - "That's a good question."
  - At ASIJ, we have a lot of kids who have a Japanese mother, a non-Japanese father, who have spent 5-7 years in the U.S. and are now here.
  - My kids - we are American, but have gone to school in Thailand/etc. but in American schools
  - "I think they do"
  - I have not worked a lot with military kids - tend to be in their own schools - are growing up in a very different environment, living on military base (--> "American within Japan")
  - Embassy-type kids - have different kinds of anxiety - they know it's a 3-year assignment. Most parents may be able to extend for 3 years. Will move knowing that this will be a short-term stay. Different mindset coming in - emotionally, they do friendships a little bit differently than the American kid who is a corporate kid who doesn't really know year-to-year if they are coming back next year or not.
    - Corporate folks - more anxiety about where they will be
- Process for preparing students to apply to college outside of Japan
  - We start talking to kids in grade 10 (junior year) about what they're looking for in a university - what do THEY want?
    - Depends on student body & where parents went to school
      - Some families need more education on "liberal arts" education & why it's worth it - ex. German parents (?) don't understand
    - 1hr meeting fall of junior year - required for parents to come, try to get fathers especially to come (lots of times they are the non-Japanese one), do a lot of Skype calls with fathers
  - [17min] Helping kids figure out if diversity in a university is important
    - Ex. some think - I want to be in a school where a lot of kids look like me; others don't
  - Other factors - rural vs. urban setting
- Do social groups factor into university decisions?
  - I don't know if that's a TCK factor
  - Students from ASIJ tend to want to go other schools with other ASIJ students (not as much of a thing at other schools)
    - Ex. India international school - wanted to be @ school w/ other Indian students, but not necessarily from same school
- When students go back to the U.S. for college - any programs/support systems available?
  - [20:20] Specific schools will have programs for international students
  - Lewis & Clark - early on school that identified TCKs as its own group - they have had a specific program for a long time
  - When universities include TCKs who have U.S. passports in regular international student programs, not always as relevant - American TCKs don't need info. on F1 visas, etc.
    - Sometimes TCKs don't even get included/invited to the international admissions programs
    - Sheri recommends TCK students to ask/attend, but may not to attend all sessions
- Do you think there is a need for TCK-specific support?
  - Depends on the kid
  - [23:00] Some need cultural piece, others need logistical piece
- After a while, TCKs stop talking about living overseas
  - "American kids are so stupid. They don't know anything [about the world]."
  - In shock
  - Grow out of being judgmental at end of 1st year - realize American "local" kids know other things, just different things that what I know
- Do you stay in touch with students after they go off to college?

- With Facebook - really nice
- Keep in touch with a lot more kids from India
- ASIJ - a lot of kids have a Japan base - Japanese parent, for example, a lot come "home" to Japan, come hang out at school - don't necessarily separate

- [23:45] How do you think students are adjusting (or not)
  - I think it takes TCKs a little bit longer
  - Wonder if it depends on the culture of the parents
  - 2 camps/types of people (in both high-school and university):
    - Come in new, know will be here for 3 years, dive in 100%, make friends fast; they know survival is making connections quickly
    - Come in, knowing year for 2-3 years, don't jump in because to them it's not worth it. Friendly, but don't necessarily dive into relationships
      - Might be different for these kids when they go to college, and know they will be there for 4 full years - chance to start over and stay longer
- SPAN program
  - I worked with Doug Ota @ ASH (?)
    - FIGT
    - Barbara Schaetti, Tina Quick
  - [30:00] "If you don't leave well, you don't start well"
    - More about transitions then TCKs specifically?
- Corporate kids don't pay as much attention to timing - might start kids in school @ weird times (not Aug or Jan)
- Any TCK-specific issues that students may have in high school?
  - [33:00] Caucasian boys often get a bit of superiority - big, white, tall growing up in Japan, get a lot of attention. Caucasian girls - more body shame, too "big" for Japanese clothes
  - [35:00] Not as much of an issue in India - there wasn't a lot of cross-dating. A lot of ethnic Indian kids didn't date a lot - not involved in that part of the culture there. In Japan, kids much more a part of Japanese culture if they want to be - go out to clubs on weekends - girls exposed to "the competition"
- How does ASIJ/other international schools integrate local culture?
  - Has not always been done really well @ ASIJ
  - [36:00] JUMP program is kind of taking a bit of a different turn
    - Before, every trip had to do with Japanese culture
    - Now, can do Habitat for Humanity, travel & do different kinds of things
    - We have so many Japanese-cultural kids → not that interesting to take them to traditional Japanese events/activities
  - Kids have to do daily Japanese from kindergarten to 7th grade
  - In high school, have to do a semester of Japan studies
  - In India, all kids had to take "Indian studies" - about Indian culture
    - In P.E., had a unit on Bhangra dancing
  - Could do it better
  - [38:30] Do have a "Japan Center" now
- Japanese public schools - gray, boring, ugly, nothing on the walls
  - BUT, level of expertise/instruction = superior (research)?
  - Western education can be a lot of "fluff"
- ASIJ's soccer team goes against some very sporty Japanese high school teams - "I always think that's kind of good."
- TCKs struggle with concept of identity - can you provide any insight on students' perspective?
  - "Definitely think it's a struggle."
  - "Think it's really family-based."
  - If you look @ half-Japanese, half-whatever
    - Kids that have a western mother (vs. japanese mother) - very, very different types of kids
    - Mother's culture is really the heavy thing that comes out in the student
  - [43:30] Handful of kids go to Japanese school in the summer (usually these kids have a Japanese mother?)
  - Others - go back to Michigan (for ex.) cause have a house there - feel much more bicultural
  - With college process, I always say "if you could see into the future, where can you imagine wanting to work and have a life as a young adult?"
    - Then suggest college/university based on this answer - whether or not to stay in Japan
    - But some kids not happy staying - ex. If all friends going to the states
- [46:00] A lot of college apps have a question about "identity"
  - *A lot talk about the identity thing, but NOT how it has affected them - talk about parents' origin, etc., but that's your parents, not who YOU are
    - People have told them all their lives how special they are, how unique they are because they speak different languages
    - Kind of give a lazy answer/fall back on this because they think it's the easy/interesting question to answer - don't think in depth about what they struggle with
- [48:00] Expectations vs. reality
  - Kids w/ a non-U.S. passport who want to go to U.S., don't understand that if they don't go get a STEM degree, might not just get snatched up by a company who will sponsor them - might have to return home (don't realize that)
    - → Parents feel a lot of guilt - maybe they didn't support kid enough w/ supporting kid in another country/culture (like Japan) - if forced to return to passport country & they are not prepared
- [50:00] Any way to leverage ASIJ/India for interview participants?
  - Outline what kind of profile you're looking for, Sheri can set us up with some kids (younger kids, American citizens - be specific)
  - 2 parents w/ 2 different passports
- ASIJ breakdown

- 22% U.s. passport only?
- 25-26% Us & Japan based passport?

- [55:00] final thoughts
  - 20 yrs ago, this topic was really fascinating to me (hot in the '90s)
  - Biggest thing i've learned over the years - I can't identify TCK kids
    - Within a group, they are all so, so different
  - Early stuff that was written - tried to say TCK experience was this and this
  - I find it harder and harder to generalize
  - At high school/college level, it's such a personal thing. I don't ever want to assume that because a kid has grown up in a multi-cultural thing, that they're necessarily disadvantaged/advantage in a particular way
    - Ex. my daughter didn't seem to have issues
    - Not sure being forced into counseling programs might actually be harmful - pigeonholed into groups, harder to branch out/integrate
  - Sometimes need to give kids space
  - Sometimes they also need comfort
  - I find it just as valuable/more-so to talk to PARENTS, so they are more prepared
    - Talking to kids - sometimes they don't really listen, but parents are going to see it
    - Teach parents how to react to things like "I want to quit school"
  - Be careful not to lump kids together

Overall Themes

- Family dynamics are really important
- Hard to generalize TCK experience
- Caretaker culture at home has heavy influence on child's culture
- To Do:
  - Look @ Common App
  - Think about how to match interests/background for courses in college? Similar to what is done at ASIJ if student transfers to different high school
  - [optional] find college apps?

THE EXPERT: MICHAEL POLLOCK

WHO IS HE? Michael Pollock is the Founding Executive director of Daraja, an initiative based in Muskegon, Michigan that creates and delivers programs and resources to care for, encourage, and equip young adult Third Culture Kids (TCKs) and other cross-culturals as they transition into adult life. Michael leads workshops and retreats on TCK identity and transitions and coaches and consults TCK care providers. Bridge Semester, piloted in 2015, is a Daraja program providing mentoring, discipleship, leadership and forward planning for cross cultural young adults in the 17-25 age range. Michael's father, David Pollock, was a TCK expert and co-authored the book *Third Culture Kids: Growing Up Among Worlds* with Ruth van Reken.

INTERVIEW OBJECTIVES Uncover social and emotional patterns with regards to the TCK experience, particularly during times of transition.

Understand what differentiates TCKs as a population.

Gain insight on what resources are currently available for TCKs, and what opportunities there are for further support.

THE INTERVIEW: QUESTION GUIDE

INTRODUCTION Thanks so much for taking the time to talk with us today. My name is Madison, and I have here with me my teammates Emi and Mai. This will be a 30-45 minute semi-structured conversation around Third Culture Kids. We would like to record the interview so we can reference it later - are you OK with that?

Great, let's begin.

QUESTIONS How did Daraja form? Can you briefly describe how you recognized the need for TCK-specific support?

How do you evaluate the support you provide / measure the success of your program & offerings?

Daraja's website acknowledges challenges unique to TCKs. What about the "mobile lifestyle" is challenging? What about the "in-between cultural experience" is challenging?

What unique struggles do TCKs face? / What are the special needs of "cross cultural young adults" (age 17-25)?

(CONT.) THE INTERVIEW: QUESTION GUIDE

How does Daraja address these needs?
How would you say the TCK experience is different from that of 2nd-generation Americans?

Have you identified specific struggles associated with different TCK experiences (e.g., missionary, military, education, business, diplomatic corps.)?

To what extent is the TCK experience universal versus specific to the particular countries/cultures involved in the transitions?

What benefits arise from being a TCK? How do you help TCKs leverage their experiences in a positive light?

Your website states that Daraja means "bridge" or "stepping stones" - can you elaborate more on that metaphor?

Can we walk through the stages of David Pollock's Transition Model (2001)? Specific emotions/pain points of each stage? Within each stage, what resources are available to TCKs to be successful/reduce emotional distress? Is there support within each stage, or does support come after-the-fact?

If afterwards - do you see opportunities to have support within each stage?

Involvement – when people feel settled;

Leaving – which is unsettling;

Transition – which is Chaos;

Entering – which involves resettling; and

Reengagement – when people are settled in their new place.

Are you familiar with the reserach methods that Dr. Pollock used to develop this model? (If yes - could you describe them?)

Who are the main players involved in Daraja's coaching/transition mentoring sessions? To what extent do parents/extended families / schools / other people play a role in successful TCK transitions?

Why does Bridge Semester focus on adults 17-25?

Does the TCK experience have lasting effects through later adulthood?

(CONT.) THE INTERVIEW: QUESTION GUIDE

What resources currently exist for repatriating TCKs? (Any gaps?)
- At home?
- At school?
- In community?

Do you think the TCK experience is changing as the world becomes more globalized? What will be the same or different 10, 20, 50 years from now?

Do you think the experience of millennial TCKs differs from that of older generations? (If yes, how so? Reference "new models" Ruth mentioned)

What role, if any, does technology play in the TCK experience?

I think that about wraps it up - is there anything else you'd like to add?

Are you OK with us referencing and/or quoting your answers in our research? Is there anyone else in your community you'd recommend us speaking with to learn more?

One last question - can we follow up via email with any further questions that may come up?
- What is the best way to contact you?

Thank you!

INTERVIEW NOTES

Michael Pollock Interview

April 18th, 2017

Mai's Notes

Michael is a TCK, his parents were not

His kids are TCKs, one is adopted from China

"Layers and complexities keep increasing"

What's the new research that needs to be done?

How did Daraja form?

Began in China as an elementary principal

160 international staff, large expat group

Many Korean families and other expats

Student development program for students

"We could observe the lives of our students after they left because of social media" —> new event, new point of information

"Official sites?"

Seem to be adjusting but life isn't as smooth as it seems on Facebook

"Passport country" is a funny term

I have multiple passports, my parents might have different passports

Many students are going to US, Britain, Australia and neither of their parents have those passports

16-25 age group?

First vision for Daraja--looked at gap years, predicted that it moving to the US (bigger thing in Europe)

"A year is a long time to commit to anything, especially in this gap year when I don't know what's going on"

Give you a semester and help you bridge to the "next thing"--internship, travel, school

Varied experiences from TCKs--some go straight to school, some take some time off to readjust, which led to "best guess" for this target age group

Multi-layered process: a lot going on human-development wise at this time

Extended adolescence—> changing expectations

Complex transition from 3rd culture back to passport

Services offered?

Bridge semester pilot--went well but it's "waiting", might come back

Shift to… if committing is difficult, what can we do?

How can we touch base with as many TCKs as possible?

Coaching—>online teaching

Events—> running things on college campuses, pulling retreats on campus, and doing some re-entry work

INTERVIEW NOTES

Advocacy work, consulting work —> sat down with FIGT

Funding projects can be tricky

How do you measure the success of projects like "bridge semester"?

Coach and debrief all through the semester, met up again in 3-6 month period

What are the things you applied, what was successful?

Informal process, looking at how the program "get your sea legs", get back into the culture and prepare for that next step

Each one came back with different ways in which the project had given them a solid base

Walking through the 5 stages of the model?

Involvement

"Pre leaving"

Awareness of who you are, where you are: identity and place

What are values in your own culture, what are the assumptions that are made?

We don't usually think about this until we are leaving or have left

Important to have strong networks--will help build strong networks in the third culture

The notion of the raft

How is this different when you're leaving the third culture vs leaving "passport culture"?

Challenge: knowing/understanding your life and identity

Leaving

"Escaping" what's at home--makes it difficult to transition

Challenge: feel yourself become unrooted

Experience disconnect because people's lives go on around you, feeling a little left out, not knowing what the future is going to entail

Sometimes people have already visited or know someone that lives there

Transition

Disruption of routine

Adventure and fear, liminal space (flying through the air)

Can be a long phase (18 month period)

Happening more and more: there's uncertainty and you haven't landed anywhere yet

Easier to postpone--travel, stay with friends, etc.

What do I hold on to? What always goes with me? Who am I when all of these reflectors and mirrors are stripped away? Do I have my needs met?

Opportunity: how do I use that space to examine life and who I am and where I'm headed? And how do I remain a caring and contributing person/contributor to my family? Usually comes from preplanning

Grief can really hit at this point

INTERVIEW NOTES

Entering

Being patient and committing to the new place, things feel superficial, on the surface

"Functionally illiterate"

Withholding judgment: takes people a long time to get over a snap judgment based on personality or a cultural expectation

Finding right mentors, people have the time and are willing to walk you through the process

Helpful to have multiple kinds of mentors

Maybe someone who doesn't have the expat experience, someone who is on the inside group

Re-engagement

Repatriation is the hardest

Disconcerting to lose a sense of belonging

Identity box

When people know you're not from that country, you might have less leeway

"Hidden immigrants" have a unique struggle

Michael's Czech friend changed his name

Lack of support?

Depends on the sending agency and it really varies

Weakest link is repatriation

Business community does a great job of materially providing resources, but don't do as well preparing people and families on a cultural and emotional side

Maslow's hierarchy of needs

Developed a needs-response grid

Response, Needs, developmental stages

NGOs, churches may have less to give, often not able to provide as much materially but do more work on the language-learning side and cultural acquisition side

Emphasis on wellness and care teams vs. human resource (mental shift wording wise)

Military--pretty mixed

Great area for research

Used to be some good programs in place, but recently some families didn't feel as much cultural and emotional support

A lot of peer care, community is tight with each other

When your affiliation ends--harsh blow

Difficult transition

This was home, this was my tribe

When students left at 18, stipend for families decreased because a child left

INTERVIEW NOTES

Needs actually increase because kids are far away, not yet independent

Differences between subgroups?

There's a nexus

You can get some really diverse experiences based on organization, family origins, how big of a stretch the new culture is

Will affect your experience or your outcome

Even with the big spreads, there's a relatability between TCKs

"We had so much in common that the fun stuff was finding out our differences"

Michael was a lot more embedded with the host culture, military experience might be more in opposition

Where are the biggest support gaps? Home, school?

Expat coaching field is burgeoning

Many written resources

John Berry's acculturation work (link)

Libby Stephens (link)

Research when she went to schools

Chris O'Shaughnessy (link)

Tina Quick (link)

Programmatically more things are popping up

"We'll get to a tipping point where people are aware of things"

People know about pre-leaving and re-entry seminars, will be able to say "Where's the nearest one to us that we can afford?"

A lot of stuff online for connecting with peers

What's missing:

"Training the trainers"

Going from discussion to creating programs

Getting people interested and invested in these programs

Location-independence movement??

People who say "let's be nomads!"

Look up: Nomads Together

Number of resources are increasing

Shifting experience for millennials

Layers of change

When TCKs asked to be mature in certain ways

Millennials "have a longer period of searching"

don't find it in their peer group when they repatriate

INTERVIEW NOTES

Speed of change in the culture

Previously, overlap as technology evolves

Are tech natives vs tech pioneers

Reverses roles of "elders" — now young people are teachers older generations

Might feel like they know more about home culture than they do

Can keep up with tv shows, skype and communication with friends, keep up with sports

Local ties still aren't there, misalignment of how things acutally work and why

"Blind side"

Driver's license is a big deal for TCKs

Emi's Notes:

Michael is a TCK with non-TCK parents

Also has children who are TCKs

Adopted a child in China- group of them who adopted children in college and then came together to see how their children would turn out

How can we apply this research?

How was Daraja formed and how did he determine the needs for TCK specific support?

Began in China as an elementary school principal. Moved from principal to overseeing six schools that the parent company owned in China.

Could see lives of students after they left using social media. Can see if they're succeeding or not (new development since the advent of social media)

Students say they're adjusting but life doesn't seem that smooth on social media

I have more TCKs telling me that "passport country" is an awkward term

But I've also heard that the term "passport country" is helpful

Lots of students are American, but going to Australia or the UK. Completely different experience

How did you pick this age group (16-25) What sort of services do you offer?

Michael was originally looking at gap years (in Europe) and that it would be adopted in the US.

Use a semester to help students bridge to the next step. (job or school, or travel, etc) Take a summer to work or take some classes, or volunteer, etc. His son follows this model, however his daughter did the traditional go straight to 4 year college and finish

Began seeing this same pattern across other ages. Aimed at this age group since there are so many changes happening during these years. The expectation of this age group has changed over the years as well- adolescence has extended- sometimes this is true, but I also feel that it's a generalization that has been put on our age group.

Service: They were working on this curriculum, but currently it's been shelved because committing is difficult.

Shifted the focus to coaching (life/transition coaching)

Coached students taking a gap or bridge year. Helped focus on what to do next

INTERVIEW NOTES

Now we can expand this coaching and then wanted to focus it on TCKs and Expats. Started teaching online for TCKs

Wants to collaborate with others on how to do this

Running events on college campuses

Running retreats out of colleges

And also doing some re-entry work.

Working with 12-18ish year olds

Coaching, Events, and Advocacy Work (consulting)

Lots of people (e.g. World Bank) trying to get pro-bono work.

Funding projects surrounding TCKs and re-entry can be tricky

Pilot study for bridge semester- how do you measure the success of those programs?

Debriefed through the bridge semester

Met up 3-6 months after and asked "how did you apply these skills, and what have you achieved since then?"

How did the program integrate you back into the culture?

Walk through David Pollock's Transition Model. What do each of these stages mean, and what are TCK specific challenges in each stage? What support is available to TCKs in each stage?

Involvement. Talk about pre-leaving with families

But to be aware of the awareness of who you are and where you are, is very helpful for a pre-TCK (about to be a TCK)

What are the values in your culture?

How would you define your culture?

Recommend that families look at cross-cultural models and just being aware of your own culture before you enter the next one

"The fish isn't aware of the water until it's out of it"

To do some hops in and out of culture, or even sub-culture, can help you recognize your own culture and define it

Shoring up relationship help form identity

Families that didn't have strong networks at home had trouble creating strong networks in the third culture

Leaving

Making sure that the preparation has the RAFT pieces, especially reconciling relationships with others

It can be counter-intuitive to try to repair or settle those relationships before leaving

In this stage you can start to feel a bit unrooted or unhinged

Can feel a little left out, not knowing what's going to happen while other people around you are planning

INTERVIEW NOTES

Within each stage, do you think that there are support systems in place for TCKs to get through this, or is there a lack of support…?

This can depend on the agency sending them

Who is sending them?

It can vary greatly

Companies are doing a better job of cultural prep, overall

Companies are generally good at providing material needs for moving overseas, however they don't do as good of a job to prepare them for the cultural or emotional side

I've been looking at Maslow's hierarchy of needs and applying that to the transition stages and developmental stages

Businesses do a good job of providing basic needs such as food, shelter, etc

NGOs and Mission agencies have less to give, material wise, and they are a bit more bare bones

Belonging, emotion, language acquisition is coming from the mission community. "Care teams" vs human resource

Military- it can be mixed. I think this can be a great area for research

There used to be some great programs in place, however recently it seems like there is a lack of the cultural level. The community is very tight knit, and the peer support is very strong

At 18 your card is gone and you can't go back on the base. Once children turn into adults they are "kicked out" of their home

In China they would lower your stipend when their children go off to college, even though their needs increase (flying to see them, etc)

Does the TCK differ based on what type of family or what type of reason they were sent over?

It's interesting seeing what the differences are between these different types of families/TCKs

The core cultural pieces are still the same

Mobility

World view

Still relatable even though the individual pieces and experiences may be different

Some people may think that we are more different than alike, but I haven't found that

Where do you think that the biggest support gaps lie? In the home, community, or at the school?

Location Independence Movement

Basically people who want to be nomadic

Nomads Together: people who want to live abroad but don't really know anything about TCKs or cross-culturalism

Lots of written resources

INTERVIEW NOTES

John Berry's acculturation work

Programmatically there are a few new resources coming up

Lots of fundraising and market development

People are becoming more aware of re-entry seminars or departure seminars, but aren't looking to attend yet

Hasn't happened yet, maybe in the future

Coaching resources

Lots of online resources to connect people

"The number of blogs multiplies daily"

Libby Stevens (Florida. International School Circuit?)

She is going to schools

Chris O'Shaughnessy

Tina Quick

Has started to do some on-campus work with training admissions work and dorm personnel

It's a matter of convincing colleges that it will help their retention rate

Ruth mentioned that you've been working on a new model for TCKs that fits better with millennials now vs in the past

Talks about the layers of change

TCKs are asked to be mature in certain ways, but can be very immature in other ways

TCKs used to be able to assimilate easier because people were expected to do certain things at certain ages

It has become more difficult because millennials are not prepared, or are still not know what they're doing (doesn't help TCKs because there are less social cues to get "back on track" within the culture)

"It's our fault as a generation" because we reduced expectations and "everyone's a winner"

Speed of change in the culture is also relevant

There are so many technological changes, there is usually overlap.

When people use adopt new technology there are still lots of people using the old technology

The pace of change now is that there are no overlaps. People who are using smartphones may have never used a rotary phone.

Because millennials are tech natives instead of tech pioneers, there are things that come very naturally to them. Millennials are teaching "elders"

It reverses the "elder" role and we have young people showing older people how to do things

This can make TCKs feel that they know more about home or "passport culture' than they do because of this interconnectivity

However down in the level of values and what makes things work (that hidden aspect of culture) they don't really know what's happening

Missing the locality of the area

INTERVIEW NOTES

TCKs are blindsided by this effect

Also speed of transportation and cost of transportation, expectations have changed

Rapid changes of culture and geography

The adjustment time is much quicker because of the speed of transportation

Have Michael send this model

TRANSITION STAGE

Disruption of routine

Chaos of the actual transition time

This can be a very liminal time

This time can feel very long (sometimes even up to 18 months)

Uncertainty "haven't really landed anywhere yet"

How can I use this space to examine who I am?

How do I remain a caring person (especially about a group or a family?)

Can suddenly be hit by "I suddenly lost a lot" can be very emotional

Transition ends when you DECIDE to unpack and settle in

ENTERING

Can be challenging to learn and know the culture of a place

To be open minded- withholding judgement

How long it takes for the other culture to accept you

Committing to to new place is part of that work

Things can feel very superficial because you don't really know people

Can feel very lost since you don't know anything or anyone

Can be even more difficult if you don't know the written language (makes you feel like a very young child)

Can be challenging to find the right mentors in this period

Can be good to find two mentors let's say the expat who has already done this before as well as a local person who has not done the expat experience

Doing re-entry- it can help having someone who has a TCK background. Can help to vent and have someone who understands this experience as well as an "insider" who understands the culture (to help you navigate)

What stage do you think is the hardest in this model?

"Repatriation is the hardest"

No excitement of the new stuff

Set expectations "I can't wait until we do this again" "I remember it being like this"

INTERVIEW NOTES

People expect to belong to this tribe and when they don't it can be really unsettling

Pol-Van identity box?

When you're a hidden immigrant, when you look like you fit in but you don't, it's like "what's wrong with you?"

Can also work the other way: e.g. when foreigners are praised for their bad language skills, but if you LOOK like you're from the area or have a name from the area you may be criticized for your language skills

People sometimes never fully adapt to host country because it's too much.

Madison's notes from the end of convo

College campuses, SPAN group, pre-conference in the Netherlands (2016 was 1st year)

Great to provide resources for international schools, but need to include colleges and universities who are recruiting TCKs

Need adjustment/adaptation pre-class programs that acknowledges the TCK experience rather than just lumping it together with other "international" experiences

Training aspect also important - on-campus with dorm/student life personnel - do they understand similarities/differences among intl. students vs. TCKs

Ex. training on PolVan identity box

Services will increase when attrition/positive impact is obvious

Convince colleges with research - even w/ narrative (interviews w/ TCKs - how was your college experience/transition? Would you recommend to someone else?)

OBSERVATIONS AND INSIGHTS

We gleaned two main, overarching themes from speaking with Michael Pollock:

1. Repatriation is the most difficult transition period.
2. Universities need to understand the value of providing TCK support.

Returning to one's passport country after having lived abroad growing up is extremely difficult because TCKs expect to return to a "tribe" they know, only to realize they do not fit in. To complicate the matter, these TCKs returning home sometimes appear as "hidden immigrants" - they look like the local population but think very differently, causing confusion for both the TCK and surrounding non-TCKs. Furthermore, repatriation is often accompanied by a gap in support. While international high schools seem to be at least moderately equipped with resources and knowledge to assist TCKs, universities are lacking in terms of TCK-specific support. Many colleges have events and initiatives for international students, but TCKs have different needs and experiences and are either lumped together with the international students or else excluded from these resources altogether. University services will increase when their positive impact is obvious, which poses a challenge: how can we first promote awareness of the TCK experience in general, and then further support them during their repatriation back to the U.S. for college?

EXPERT PROFILE

Rachel Cason is a sociologist and founder of Life Story, a service that evolved from an interviewing technique she used during her research. Life Story is an alternative to traditional therapy that helps TCK build their narrative and unpack their own histories, something they rarely get to do. Dr. Cason's doctoral thesis was also on TCKs and was titled "Third culture kids': migration narratives on belonging, identity and place."

We wanted to interview her as someone who has more of an academic lens to her research, in contrast to other experts such as Ruth Van Reken, co-author of the seminal book "Third Culture Kids" or Michael Pollock, founder of Daraja, an organization that aims to help TCKs. We were interested in asking Dr. Cason about the way TCKs highly mobile childhoods influenced their interpretation of identity and belonging, as well as any trends she may have seen across different TCK subgroups. Finally, we also wanted to ask about her research methods and any advice or considerations she would have for us as we began our own research on the topic.

INTERVIEW GUIDE

INTRODUCTION

Thanks so much for taking the time to talk with us today. My name is Mai, and I have here with me my teammates Emi and Madison. This will be a 30-45 minute semi-structured conversation around Third Culture Kids.

We would like to record the interview so we can reference it later - are you OK with that? Before we start, do you have any questions for us?

Great, let's begin.

QUESTIONS

- Are many TCKs attuned to the fact that they may feel unease with regards to identity or belonging specifically because of their unique experience?
- Why is the life story interview method particularly useful for TCKs?
  - » Why is validation an important part of discussing TCK experiences?
  - » What is the main difference between this process and traditional therapy?
- Are you familiar with other types of support out there available to TCKs?
- What do many of your clients struggle with when they seek help?
  - » What is the age range of your clients?
  - » Do you notice differences in the TCK experience across age groups?
  - » Generally, where did your clients grow up and where are they from?
- For someone who might be "adrift in their identity", how can repatriation or applying to college be affected?
- You define the clients you help as having "highly mobile childhoods", which can mean Third Culture Kids, global nomads, expatriate kids, missionary kids. Do you find there are significant differences within these subgroups?

(CONT.) INTERVIEW GUIDE

- A common theme in TCK struggles is around identity and belonging. To what extent do you think that a TCKs relationship to those issues is dependent on the host country they grew up in?
- From your perspective, what are the benefits of their unique experience?
  - » Do you think TCKs understand and effectively leverage these benefits?
- What advice can you give us as we begin to research this diverse population?
- What methods did you use during your research, and what do you think worked well?
- Are there any other experts you'd recommend we talk to?
  - » Papers we should read, documentaries to watch?

INTERVIEW NOTES

EMI'S NOTES

Are TCKs attuned to the understanding that their unease is related to their TCK experience?

- Generally have already joined the dots when they get to Rachel
- It's one thing to say that I have these challenges because of my childhood
- Not a lot of services that allow TCKs to explore those issues without distancing themselves from it
- Difficult to critique the life you're living in
- Don't need to get rid of your whole life to explore the challenges within it

"Life Story Interview" Why is that useful? Used instead of therapy or as an alternative to therapy.

- Started using this technique because she has a vested interest in her subjects.
- Didn't want to start with loaded questions like (tell me how this has affected you) wanted to come at this as neutrally as possible
- Wasn't super rigid with it, but this is how it started
- Found that telling the story was a very therapeutic experience
- Most people don't get that opportunity, however TCKs gauge the audience and chop it up and try to edit the story to match with the audience
- The relief of being able to tell the entirety of the story
- Some interviewees would get to the end of the story and would already be re-writing it
- Just being able to talk about it helped people look at their lives and figure out what they wanted to go do about it

We ran a pilot study, and it seems like it may be difficult to articulate those stories because they may not know or understand the differences or difficulty yet (or maybe too personal)

- How can we get that information out of people?
- She had initially used a lot of methodology
- Wanted to use whatever she needed to use to get that story and have that trust from them
- Really important to understand herself as the research tool
- There is only so much technique that can create that magic
- The magic is in the humanity- understanding each other and having those points of connection
- Being able to ask people and relate to them
- Active listening- opening up so that other people open up
- Looked into feminist methodologies

INTERVIEW NOTES

EMI'S NOTES

- People need feedback but they don't want you to horrified (unless that validates their experiences)
- What does this person need from me?
- Journalling before and after an interview to register her own emotions

Validation re: our body language and response. Why is validation such an important part of the experience?

- We already feel weird. We need to know that we're not the only weirdo.
- Bust also don't want to be like anyone else because they feel unique
- Using diagnostic language can be very jarring.
- TCKs want to be understood, but not as sort of a generic form of person
- Patterns occur because they experience the same catalysts, not because we are the same persons/personalities
- The catalysts make the group, not the people/personalities
- The TCK experience is very easily re-written for us. "We are privileged." "we are white." "we are educated" "tcks love to travel" "tcks have no friends"
- These assumptions about TCKS crowd into our stories in ways that are unhelpful.
- The power disappears from creating and narrating your own story
- Validation helps people craft their own stories
- Sometimes TCKs feel that they aren't ready to critique their narrative, or feel like they're unhappy with an experience that other people tell them they are privileged to have
- Organization that the TCK is with is a big deal.
- They organization wants to feel that they haven't messed anyone up by sending them somewhere
- Parents carry a lot of guilt or potential guilt
- "I'm having panic attacks every day but my family is great!"
- And then there is yourself.
- I hate seeing this in research: X% of TCKs have this or that struggle, but 90% say they wouldn't have a different life! this is just used to make other people feel better and put a bandaid on TCK problems
- BUT WHO would say they would have a different life? No one would say that
- TCKs then feel like they have to follow this international, highly mobile lifestyle, because they feel that they will be "rejecting" their upbringing.
- There is a narrative of rejection
- These three parties all have vested interest

INTERVIEW NOTES

EMI'S NOTES

- There is a lot of pressure for TCKs to be happy and well-adjusted
- Difficult for them to realize that they may need to seek help
- TCKs are expected to do great things instead of just existing or working at a MacDonalds
- "Your life is so privileged that you have to do something extraordinary with it"
- How can TCKs try to be great when sometimes it's even a struggle to like people around them?

Is there a common thing between TCKs that you help, or are there very different things across all different ages and experiences?

- I think they're very similar because the catalysts are the same
- Identity/Belonging/Place
- These are the three themes within her work
- People are tired of juggling multiple identities
- People are starting to stay still and it's difficult to juggle your identities.
- It's difficult to maintain relationships and friendships.
- Feeling isolated and alone
- Sometimes at the point where they don't want friends because it's too much work, too boring, or too superficial
- Or there are relationships are too intense
- Family relationships can also be very difficult
- Substitute a physical home with a family.
- She tries to redefine a home as something else so that people can remove themselves from damaging relationships
- Some clients find it difficult to put pictures on the walls
- You need reminders that you exist and that you are connected
- But also don't want to commit to a place. Putting them up helps TCKs feel grounded in a place
- Grounding these connections in a place helps them feel like their story is real
- Activity that they enjoyed as a child can be replicated in the current space to make it a continuum instead of a memory
- Recognizing the fragmentation of place and working out who you WANT to be.

What is the typical age range of your clients? Do TCKs only realize in hindsight?

- One younger client, and it wasn't very effective
- Adjusting to new school situations
- Too busy adapting to have the time to really reflect on their journies

INTERVIEW NOTES

EMI'S NOTES

- Have worked with clients in their 20's
- More about coping instead of reflection or forward thinking
- Also has clients in 30s/40's/ever 70s'
- In order to dig stuff up, you need a certain amount of stability. Needs life to be less of a blur
- Hard to find TCKs in the workplace because they don't group together. Easy to find them in the school system (including college)

Is reflection really needed, or is there a way to intervene when they were younger/coping enough?

- Less pressure
- More open narratives
- More open discourse
- So much distancing occurs because they're always told how unique they are
- They're trying to fit in with other people "they're so dumb"
- There is an active encouragement of the "how privileged you are and how amazing are you because of your experience"
- You're allowed to not be liked or not like some people just because
- Teach TCKs to value other people's values, even if they aren't your own
- TCKs need to approach their own passport countries with the same open-mindedness and excitement and exploration of other countries would help them accept their passport countries better
- Doesn't help that international schools and parents and ourselves want to view people as special, but EVERYONE is special for their own reasons

It's interesting that coping mechanisms that are used to make TCKs feel better is also the source of the pressure or discontent

- TCKs are naturally good at their current world because that's how they grew up
- But of course they don't know how to do the next step
- Variety of TCK backgrounds (clients?)
- Lots of asian clients
- Not super surprising since there are quite a few Asian business people moving around and creating TCK kids
- Bit cultural disjunct between their family culture and the culture they are raised in
- Seems to be more expectation to comply to behavioral norms, and less emotional openness in the family dynamic for Asian students
- High amount of physical abuse that is normalized in the culture (may not actually be traumatic for the client)

INTERVIEW NOTES

EMI'S NOTES

- When listening to people's stories, you need to realize what they want to focus on, not what you want to focus on
- Gives them power to control their own story

Diversity between different TCK subgroups?

- Business kids less of an organizational identification
- Less family closeness
- Lack of attention from primary caregivers can be very painful
- More Nannies involved
- Structure of life is much less child-oriented than let's say Missionary TCKs
- Added pressure toward the positivity narrative for missionaries because you don't pick a fight with God
- Less experience with military kids
- There are specialist military councilors
- The military world is so separate

Not as familiar with college age kids. College is a transition for anyone, but for TCKs what are the issues with repatriation?

- For British TCKs it was normal for the entire family to return home
- With american TCKs one parent may return with the graduate, settle them into college, and then leave
- Or the child would go back and be with extended family
- College choices could be affected by family or a local church or someone to take care of the TCK
- Lots of assumptions about home culture
- Culture and academic shock
- Could be very smart in one system and not as smart in another academic system
- Big hit for identity from being smart to being "dumb"
- We develop a sense of who we are and what we're good/bad at based off of our peers
- Are we attractive? One place may think so and another may not
- I will be less funny in a language that is not my native language and people won't see me as I see myself (a funny person)
- Faith is also a big issues
- Organizations or groups will not replicate faith in the exact same way
- Suddenly encountering racism
- Not being able to join international groups because you're not seen as international

INTERVIEW NOTES

EMI'S NOTES

- Can be very difficult to adjust to because there isn't a norm to adjust to

Is the TCK experience changing over time? The catalysts may be the same, but are there difference now that change it?

- Organizations are becoming much more family friendly
- International schools are becoming better equipped
- Globalization, cosmopolitanism, everyone is connected, isn't it great? TCKs seemingly fit in nicely, but it's not that simple
- More internationalism but also more extremism
- It's not actually as simple as you travel and people are nice
- TCKs feel that they fail at this ideal of being tolerant and accepting
- The narrative that the home or passport country is boring compared to being abroad is so strong that TCKs buy into it

What types of methods did you use in your research?

- Transcribe and coding interviews
- Trying to figure out what the theme or root of the story is
- Start to think in themes and ground thoughts in patterns and theories
- "This is what I'm hearing" vs "this is what I think or feel"
- Piling and cutting things apart
- Start coding after a set number. Don't jump into it too quick
- Inform your thinking without influencing future interviews

MADISON'S NOTES

- [5:00] Rachel's research not specifically on American TCKs
- A lot of her interviewees come from American international schools
- By the time people come to me, they've already started to join the dots. However, this is a massive herd in joining those dots, because it's one thing to say I know the way I am because I have these experiences - it's another thing to say I have these challenges because of my childhood
- No clear language/vocabulary out there for TCKs to be able to explore implications of upbringing without distancing themselves from it
- "If I talk about it in this way, then I'm critiquing it." - but not ready to do this yet, because it's my life
- A lot of my job is to help ppl get over that - so they can talk about it, acknowledge it without "Throwing baby out with bathwater"
- [8:20] Lifestory method
- I started using the interview technique because, like you, I'm involved with my subjects.. I have invested interest in many ways. Didn't want to set out with "loaded" questions

INTERVIEW NOTES

MADISON'S NOTES

- Don't want to assume things are affecting someone
- Wanted to come out as neutrally as possible - that was "tell me your life"
- Did have follow up questions, but tried to keep broad
- By accident - found out was a very therapeutic process for people - was often the first time people had told whole story in one setting - TCKs don't get that opportunity - because we filter, we gage our audience, imagine what it is they can understand, what will/will not resonate
- "Palpable relief" really struck me - wanted to explore how this could be of benefit
- Some interviewees would get to end of story & were already rewriting it - just from hearing their own voice tell it
- Were "self-coding"? Understanding more about themselves as they spoke
- [11:00] Pilot study - one of our concerns is it might be hard for people to articulate their struggles (too personal, or don't realize how TCK experience might have affected them). Any advice around methods to help surface?
- An awful lot of intuition
- Want people to feel like they can trust me with their stories
- Use myself as the research tool - only so much technique/rigorous notetaking that can create that magic - being personable, being willing to be open with your own story, be as vulnerable as you're asking them to be
- Don't make interview about you - but ok to sometimes try & relate back to interviewee's story - using active listening - letting your own voice reach other people's
- [14:00] Feminist methodologies - using research to empower the people involved - stories do that inherently, but also body language, acceptance, facial expressions (don't look "shocked"!!) - ppl need feedback, but they don't want you to be horrified (UNLESS it's giving validation)
- Space out interviews - can be exhausting
- Journal before and after an interview - just a few lines, to register own emotions about interaction
- [16:00] Why is validation such an important part of the TCK experience?
- 1) We already feel weird. We need to know we're not the only weirdo in the room.
- 2) Don't want to be like anyone else because we're unique.
- Diagnostic language can be very jarring - don't want to be given label that other people get. Want to be understood, but want to be understood as us.

INTERVIEW NOTES

MADISON'S NOTES

- **Important to emphasize that patterns are occurring because people are experiencing the same catalysts, not because they have the same personalities
- [18:00] TCK narrative is very easily re-written for us (coopted) - we are privileged, we are white, we are educated - all of these assumptions. TCKs speak 5 languages, love to travel, have friends all of the world or have no friends cause can't keep them - start to crowd into our stories in ways that are just unhelpful
- Validation is a way of going "I see you. You exist. You have a story, let's spend some time with it. And it doesn't have to be like anybody else's."
- [19:30] I think there are 3 areas of vested interest:
- 1) Organization that TCKs were with ("they need us to not be screwed up")
- They genuinely care, don't want their organization to have traumatized us
- Rather than how do we help ppl thru this, sometimes viewpoint is "we should have never put these families through this" - ignoring problem?
- 2) Families
- Making difficult decisions, often carrying a lot of guilt/potential guilt
- "Positivity narrative" - everything is wonderful (might be having panic attacks every day, but "my family is so great")
- Might be multiple - multiracial families, extended families, etc.
- 3) Yourself
- I hate seeing the phrase "x % of TCKs interviewed said they had this challenge or this challenge, but 90% claim they would have never swapped their TCK experience"
- How many people would actually say they would rather swap their life
- Can't sit with discomfort. TCKs feel like they have to follow in someway an international global lifestyle, or else they are "rejecting their childhood" - not so
- Getting to point of seeking help/seeking support is hard
- [24:00] High standards for TCKs - expected to run humanitarian organizations, be global leaders, etc. - don't want to be a "waste"
- Yet a lot of TCKs are struggling to even like the people around them - feel so foreign
- [25:00] Do you find that there's a common thing that most of your clients struggle with when they come to seek help, or does it vary a lot?
- "I expected it to be more different, to be honest. Again, it's because the catalysts are the same. The expressions of challenge change, but there are overlaps."
- Identity - people are tired of juggling multiple identities asking very

INTERVIEW NOTES

MADISON'S NOTES

different things of them. Have started to stay still, gets harder to juggle identities when staying still. People around you start having an opinion of you

- Belonging - maintaining relationships/friendships, being able to connect with others, feeling isolated, like noone understands them/ not sure they even want friends (too demanding, too boring, too superficial) - but also unhappy NOT having them. Or friendships that are very intense. Family relationships - often a complicating factor, when ppl can't substitute a family for a physical home - really feel adrift (--> work on redefining "home")
- [27:30] Place - being able to decorate a room - some clients can't put pictures on a wall "we're not materialistic, things don't matter to us" - but the thing you really need is to have photos of friends from all over the world to remind you that you exist & are connected. Making sure stories feel grounded in place (have spent so much time being told place doesn't matter, can fit in anywhere] then start to not feel real
- One client talking about memories of a place - 1 thing they used to do as a child could be replicated where they are now - not seem as fragmented
- Don't like the identity "discover who you are" thing - but it is powerful to be able to "discover who you want to be"
- [30:00] Typical age range of your clients? Talked to Ruth - mentioned a lot of times TCKs only realize struggles at a later age
- I had 1 younger client & it was not very effective. Adjusting to new school situation. Problem w/ younger - still too busy adapting. Do you have the time to really reflect?
- Have worked w/ clients in their 20s - becomes more about coping mechanisms that reflection & forward planning
- Some late 20s/30s
- 50s, 70s
- There is stuff at every stage, but in order to dig stuff up, you need a certain amount of stability. Whether that's time, regular income, just life being less of a blur. - one of the challenges is it's easy for programs to find TCKs when they're at college. Really hard to find them when they're in the workplace (they don't group together in the same way)
- [33:00] ideal would be to help ppl at younger age
- Problems could be massively avoided through broader narratives, more open discourse, less pressure to be something incredible
- A lot if distancing from world around them has come from years of being told how unique they are
- Easier to cope with disconnection & rejection if can look @ it as "I have broader horizons, aren't I lucky" - this narrative is actively encouraged to make us feel like not everyone hates us
- Better - realize that not everyone has to like you, they're allowed to not like you (and vice versa)
- Let's value small talk, soap operas, other people's lifestyles (really

INTERVIEW NOTES

MADISON'S NOTES

"first-world" lifestyles - we don't have a problem valuing third-world/ exotic - if we were resourced at a young age to value our passport country the same way we value everything else, we'd be better off)

- Intl schools, families have vested a lot of interest in us being very "special" (but so is everyone else - ex. Small town ppl know things I dont!)
- [37:00] False securities - the TCK fits in great with their TCK life - of course - this is their environment, but that does not mean this knows they know how to do the next bit (TCK that is good at next part is prob the TCK that doesn't do as well in the TCK environment)
- Have to think about the 30-yr old & what skin they'll need for a lifetime
- [36:00]
- Fairly high proportion of Asian clients
- Very successful entrepreneurs moving around, business world weighted towards Asia?
- Often a bigger cultural disjunct b/w family's culture & culture end up being raised in
- Stereotypes that tend to be true - expectations to comply, less emotional openness in family dynamic; high instances of physical abuse (but considered "normal") - important to approach from THEIR cultural lense (not necessarily the traumatic part of the story for them)
- Important to gage what bits for THEM are the big bits
- [41:00] Any differences based on sub-groups? (military, missionary, etc.)
- Business kids - less of an organizational identification, but less family closeness (greater absences from 1 parent). If both parents are entrepreneurs, there are nannies involved a lot of times. Separation from primary caregivers at early age?
- Structure of life = less kid-orientated
- Missionary kids - a lot of pastoral care, most "aware" organizations
- EuroTCK conference (next month) - pulls primarily from mission world, it's their full-time job to think about TCKs
- An added pressure towards the positivity narrative because you have God (don't pick a fight w/ God)
- A lot of social norms become much harder to negotiate with because they become moral issues
- Military
- Haven't had as much to do w/ military backgrounds
- [45:00] How repatriation/going back to college could affect feeling adrift from identity?
- It really depends on the nationality. For British TCKs, it was normal for families to leave the field/return home. FOr American TCKs, maybe 1 parent would return w/ child, settle them into college, and then leave

INTERVIEW NOTES

MADISON'S NOTES

after a couple of weeks, or child would be handed off to extended family

- Repatriation process dictated by logistics (family nearby? church nearby?)
- College is an opportunity for reinvention, but it's a lot easier to reinvent yourself if you know what your starting point is, but that's not always the case for TCKs
- Culture shock, academic shock
- Can be bright in 1 system, but dumb in another - disheartening to move down a grade
- We develop a sense of who we are, what we're good at/bad at - we measure ourselves against our peers - but TCKs don't have this
- Ex. look pretty in 1 country, not in another
- Ex. funny in one language, not in another
- Can be hard to express self freely
- Encountering new racism that hadn't encountered before
- College = melting pot of experiences can complicate situation - isn't a norm to adapt to in same way
- [50:00] TCK experience changing over time?
- 1) Organizations are becoming much more family-friendly. People no longer necessarily tied into 4 years abroad, 1 year back, regardless of family situations. INtl schools getting better equipped (Ex. kid = dyslexic, b4 would just have to leave the field)
- 2) Massive rise in globalization, cosmopolitanism, everyone is international - isn't it great? (becoming more self-aware) we fit in really nicely. (But not that simple)
- Also have a lot of extremism going around
- Not a simple equation of people travel then they're nicer
- This isn't how things work. This is dangerous.
- Ex. Filled with rage at someone who isn't a TCK because they're ignorant - not good.
- Get carried off on narrative that TCKs are extra privileged - not whole story
- [54:00] Methods
- Lifestory
- NVivo software - can help transcribe interviews, can upload & code them
- Grounded theory, Strauss & Corbin - don't do it? Insane depth
- Thinking in themes - make sure grounded instead of just impressions
- Code as you go! Pick a #, then start coding from there (ex. After x # of interviews)

INTERVIEW NOTES

MADISON'S NOTES

- Thinking becomes more informed, without becoming too excited about
- Fine to follow up by email, or do another meeting :)
- Thesis - PDF available - Rachel to email us
- Keep a list of people to what to read your work
- Experts
- Respondents - get contact details
- What are the "catalysts"?

OBSERVATIONS AND INSIGHTS

SUMMARY One of the themes from our interview with Dr. Cason was the coping mechanisms employed by TCKs while they are going through transitions, and the notion that reflection on their experiences only comes later in life. As they are navigating difficult moments, they use coping mechanisms, while later in their life they are able to reflect because they may have more time, resources and maturity.

Additionally, these coping mechanisms can also be the very causes of some of the struggles TCKs face, such as being told that they are "special," privileged, or lucky to live such a lifestyle. While TCKs cope by seeing the positives of their unique experience, they might eventually feel pressured by the weight of them. Because parents or sending agencies have a vested interest in wanting TCKS to recount a positive narrative, TCKs can find it difficult to define their experiences in their own words and craft their identities. They also are may become more reluctant to criticizing their childhoods, which they have always been told are privileged and important.

In childhood, TCKs can begin to feel very comfortable moving from international school to international school—this becomes a new "normal" to adapt to. However, when they transition to college, they are faced with no standard to adapt to. In addition, those around them don't necessarily share their experiences, and it can be at this time that they realize their experience might make it hard for them to relate to others. This usually comes as somewhat of a shock, because TCKs have viewed themselves as adaptable, flexible and ammenable to change. Feelings of unease when starting college can be confusing, and can be blamed on choosing the wrong school or city.

Interview Guide: Tina Quick

Friday April 28th, 2017

Can you tell us a bit about what you do?

Can you talk to us a little bit about the kind of work you do on college campuses to help TCKs?
How do you train counselor and dorm room personnel on college campuses?
What are the arguments that convince universities that this type of work is important and meaningful?

What universities are doing a good job of providing TCK support?
What are some examples of the support they provide?
Is this support specifically target at TCKs? Or is it part of a larger effort that also includes international students?

Which side do you feel needs to have the most support or education- the individual TCK or the organization/school that they are attending?
What can be done so that these two meet in the middle?

"The Transitioning Successfully for University seminar does just that. The seminar addresses issues pertinent to TCKs such as:

- *How their internationally mobile lives make them different from their mono-cultural peers*
- *How to fit in and get along with home-country peers*
- *TCK identity development*
- *The five predictable stages of transition and how to cope with them*
- *Independent living and responsibility for self"*

What specific things do you recommend for students to do at each of these steps?

Do you know of any tech based products that assist TCKs?
How do you see technology playing a role in changing the TCK experience? Could it be used as a facilitator instead of a separator?

Any advice/thoughts on how to better educate/integrate non-TCKs?

Mai's Notes 4/28/17

- Talks to students and parents about the university transition at international schools around the world
- Terminology is changing, move towards CCK
  - Many kids who have similar spheres or experience
- 4 pearls:
  - Whole cycle of transitioning to university: stepping out of the home/expatriate culture and going to university
    - Uses Pollock's 5 stages of transition
    - In book: Chart that shows what your emotions are doing in each stage
      - Chart that shows results of training before transitioning as being very helpful
      - "You know that it's normal, it's expected"
      - Coworker who "warned" Tina before she left for Pakistan: "Why would you tell me this? I just wrapped my head around this whole thing!"
    - "One morning I wake up and I'm feeling blue...and each day it was worse and worse and worse"
      - "He also said it was going to go away...he was normalizing culture shock for me"
    - It's NORMAL and TEMPORARY
    - Students will go through it. It's not comfortable, but it will pass
    - 8:30
    - Attrition due to kids feeling uncomfortable and dropping out
  - Identity Development
    - Barbs Schaetti: 5 stages of identity development
      - Pre-encounter — immersed in the culture and world abroad
      - Having an encounter experience (realize you're different from others) a lot of times its when you go back to home country and you realize you have issues of nationality
        - Illusion that you know your home country well is shattered
      - People who knew of terms relating to expat experiences had easier encounter experiences
    - Tina is looking at how we can lessen encounter experiences
  - Grief
    - "Which is a biggie with TCKs"
    - If grief is not resolved it comes back later as dysfunctional expressions of grief
    - Sometimes when your parents move from a place, you can't even go "home" to the place you liked
    - "Just have a good cry...just spend time with your grief"
  - Relationships

        - The biggest concern of these students was...I don't' fit in, I don't belong here...I spend a lot of time alone, I'm depressed"
        - "You end up feeling very weird...you're coming from an environment...especially at an international school...where your'e all in the same boat"
            - "There's no point of reference and they end up very much alone and strange"
        - Because TCK environment is so mobile, they make their relationships in a very fast way
            - They are the complete opposite of someone who grows up in a traditional stable community, they take their time with relationships
        - Monoculture interaction: Superficial, surface level conversation
            - It takes a lot more time to get to intimacy
            - A TCK never know when they're going to lose their best friend
            - TCKs can immediately go right down to intimate levels of conversation, hoping to make a connection with someone
- Working with Universities?
    - "My work is customized to the needs of the group"
    - Lewis and Clark tell students to read Tina Quick's book
        - Code TCKs so they can follow them, look at their activities and academics
        - Asked Tina to talk to students preparing to become Resident Advisors
    - Liberty University
        - Biggest Christian university in the world
        - Put together a program to "love on their MKs"
        - Kids loved Tina's work with them: "Somebody was there to listen to their stories. And there was nobody there before that. And they were hurting...They needed that TLC, they needed someone to say 'I understand you'."
    - First year seminars: coming in and talking about the transition cycle, about grief and independent living
    - 19:53
- Who should hear their stories?
    - Help from untrained people can even be detrimental to TCKs
    - Student Mental Health Center--sometimes it's often grief
    - **Louise Bushong**
    - If you have a TCK community on your campus or even enlist a faculty member who's a TCK and understands
        - International offices should have TCK-specific personnel
    - Transitions are hard, you feel very vulnerable
        - Tina role played her worst transition moment and got people to share
        - How did you feel during the transition cycle?
        - "It's just cathartic and that's what they need"
- One of the stages is the "entering stage" after you've come through the culture shock
    - 4-8 weeks into your first semester you think "i've made the wrong decision to come here"
        - You make excuses, you're uncomfortable
    - Getting out of your comfort zone, meeting people, connecting
    - "Friends frenzy"--everyone just wants to meet as many people as they can, but that only lasts for so long
        - Eventually you want friends, not just acquaintances or people to eat with
        - You have to go make those real friendships by getting involved in as many thing as possible: clubs, groups, associations, etc
- "Of course in the leaving stage, you have to make your raft."
- 26:36
- "That's a great idea. I think it's important for monocultures to understand the TCK"
    - What some clubs have done is have a TCK awareness day and they'll have a panel and people can ask them questions
    - "Have a list of questions you can pull out of your pocket"
        - Monoculturals can start to ask questions back, and TCKs can "unlayer" themselves
        - People think TCKs are bragging if they come up out of nowhere
        - "You have to unravel yourself slowly"
        - You want others to start asking questions
- "I encourage TCKs to go to international student orientation"
    - You don't know as much as you think you do about your home country
    - Dating is cultural
    - Ultimately you want people to start mixing so it's not a one-way street
    - Look into Tufts University
- Lewis and Clark might have TCK-specific support, maybe not
- Most colleges do not, and do not let TCKs go to international student orientation
    - Lack of funding for non-international students to attend
- "Maybe that's the answer. Maybe colleges need to put on the common app that you've grown up outside of your passport country"
    - Would you want to help support programs for you?
- How do we convince universities?
    - "Hit them in the pocketbook"
    - It's hard to because there's not a lot of data on TCKs and people don't really track it
- What's your impression of TCKs and changing technology?
    - It's a blessing and a curse
    - You can keep up with your friends and it's not so hard
    - I encourage students when they leave high school to have an accountability partner, that says "good bad or ugly i'm going to tell you everything as it's happening" and you can be support for each other
    - Kids want to look good on social media, even if they're not having a great time
    - It can hold you back from meeting people and making new relationships

- They have to understand that everyone is moving ahead
- Your friends aren't going to be mad at you for making new friends, you gotta do it
- E.g. Chinese students on skype into late at night to talk to their friends back home and struggling with sleeping enough and attending class
- Netflix addiction!!

- Many TCKs are very close with their family, since they're the constant in the midst of a lot of moving
  - Expat kids are often more comfortable with adults, having been in more mixed age company
- Do you know of any tech products out there that help TCKs?
  - "TCKid.com is the only one I know of right now"
- Photo reflection cards:
  - Anne Copeland at the Interchange Institute
  - Ask people to think about a recent transition they've made (Can be anything)
  - Explain the 5 stages and ask people to pick 2-3 cards that help them/resonate with them
  - "Loss of reputation, loss of status"
  - What are some of the hidden losses that we don't even think about or talk about?
  - Email her, and tell her you're researchers and spoke to Tina and we'd like to do an activity--ask if she'd give you a little discount
  - copeland@interchangeinstitute.org
- "If you want to wing anything by me, or if you want to do with that photo reflection activity, familiarize yourself with the transition cycle"
- How have you felt in each of these five stages, in any previous moves you made? And now pick a card that represents how you feel now"
- You've heard about FIGT?
  - They have a research arm and they do tons of research
  - They have a David Pollock Scholarship

Madison's Notes 4/28/18

- Terminology is changing, now talking a lot about CCKs (similar experiences to TCKs)
- My job takes me around the world to international schools to talk about the university transition. Sometimes I only have 45 minutes to spend with these kids. If that's the case, I talk about:
  - 4 pearls:
    - 1) **The whole cycle of transitioning** to University after where you are (could be in US or anywhere). Stepping out of expatriate culture & going into university. All of the ups & downs. David Pollock's 5 states of transition. I have a chart that shows what your emotions are doing in each of the 5 stages. Another chart w/ results of research to show that ppl who have received training before an international relocation or shortly after arrival in new country have smoother adjustments. Emotions still there, but not as severe - you know they are normal, expected, predictable.
      - Ex. My first overseas posting was w/ 2 of my 3 children - in Pakistan; guy told me I would hate it in 3 months
        - At first it was OK - I had a nanny, cook, cleaner, life wasn't too shabby. One morning, I wake up & I'm just feeling blue & I can't describe it. Each day got worse. Thought "this guy TOLD me this was going to happen." Looked at calendar - and it's been 3 months!"
          - He was normalizing the culture shock for me
          - [8:38] I believe a lot of attrition is due to kids feeling like something is wrong with them.
    - 2) **TCK identity development** (Dr. Barbara Schaetti) - TCKs go through 5 states in their search for who they are
      - Pre-encounter
      - Encounter - 1 day realize they are different than others. A lot of time is when they come back to their home country. Issues of "where are you from"? Illusion that they know their home country is shattered.
      - Kids who had heard the terminology had easier encounter experiences
      - How can we help kids to know the encounter period is coming?
    - 3) **Grief** - if not resolved, it comes back later as dysfunctional expressions (anger, depression, rebellion)
      - Homesickness is grief
      - Suggestions: journal, favorite music, look @ photos, have a good cry, spend time with your grief
    - 4) [12:16] **Relationships** - "I don't fit in. I don't belong I'm depressed."
      - Don't have anything in common w/ people around you - can't connect, end up feeling weird

- In a situation of having shared experiences w/ everyone else around you while in international school. Step out of that into college campus w/ ppl who may have never been outside of their state. No point of reference, end up feeling along/strange, like there's fundamentally something wrong with them
- TCKs, because environment is so mobile w/ ppl coming & going, they make their relationships in a very fast way. Completely opposite of someone who grows up in a traditional stable community, where they take their time w/ their relationships (monocultural community)
  - Safe, superficial layers of conversation, no real information exchange that happens over and over again
    - If they think they can trust you, it's "your my friend"
  - TCKs - More likely to share something intimate right off the bat to see if someone can be a friend - can come off as TMI
    - Feels a distancing from people
- [16:00] Do you do work with universities to prepare them to accept TCKs?
  - All of my work is customized to whatever needs of group is
  - I've been out to Lewis & Clark
    - Tell students over the summer to read Tina Quick's book
    - They code their TCKs so they can follow them, know what extracurriculars they are in, see grades
    - They also had me talk to the resident advisors - in a workshop - I went through the transition cycle with them
      - Noted that homesicknesses is for all 1st year kids, not just TCKs
  - Liberty University (biggest Christian university in the world?)
    - "Love on their MKs"
      - Given a scholarship, but nothing asked of them
    - Tina went to go talk to juniors & seniors & they loved it - someone was finally there to listen to their stories (after being ignored)
      - They needed that TLC, someone to hear them
  - I've also done first-year seminars - whole transition to college (grief, independent living)
- [20:00] What's not normal - deep, deep sadness that doesn't go away for 2 weeks - important to get a counselor *that understands you*, or else can be detrimental/do more harm than good
- Lois Bushong - book for counselors to understand the TCK experience
- [23:00] TCKid.com
- If you have a TCK community on campus, or enlist a faculty member who is a TCK and understands - I think every internationals & scholars office needs to have someone
- [24:00] I've made 29 life moves. In middle of the 30th.
  - Transitions are hard. You feel very vulnerable.
  - I roleplayed my worst transition moment - 6th grade
  - "What was your worst transition moment?" - & ppl just wanted to share & share and share
  - Photo reflection cards?
    - What are some hidden losses you've felt throughout your life?
- [26:00] What are some coping mechanisms you suggest to TCKs to help themselves?
  - 1 stage is entering stage - 4-8 weeks into first semester - really in pit of culture shock
    - Consciously decide this is where I am, I will make the best of it - decide to meet people, join things
    - When ready to settle in, you want friends, not just acquaintances - have to check out clubs, put yourself out there - can be kind of hard for an introvert, but you have to do it. Have to get involved in as many things as possible.
  - In leaving stage, you have to build your raft. "Leave well to enter well."
- [28:00] For monocultural students, do you think there needs to be more awareness on their part?
  - It's really important for monocultural kids to understand the TCK
    - Some schools have a panel w/ TCKs - others can just ask them questions
  - TCK should have a list of 10 questions you can ask people about themselves
    - Ex. What's the farthest you've ever lived? Where have you gone on vacation?
    - Then monocultural kid will ask the TCK the same questions back, and the TCK can tell their stories (that way they can unravel slowly vs. come in "bragging")
  - I would highly encourage TCKs going to international orientations
    - You don't know your home country as well as you think you do. Ex. dating is cultural
    - Tufts invites Americans to go to their international orientation
- [32:00] What specifically are universities doing to help TCKs w/ transitions?
  - I don't know if Lewis & Clark has a separate orientation for TCKs, but they might. Most colleges don't. Some schools don't let American TCKs attend international orientations (don't have the $ for funding). TCKs fall between the cracks.
    - Maybe colleges need to put TCK on the common app (box to tick) - would you be willing to pay a little extra to have support programs?
- [33:30] How to convince colleges that it's important/meaningful to support TCKs (a sort of "invisible" group)?
  - "Hit them in the pocketbook"
  - <u>No way to document how many ppl are leaving - most colleges not coding TCKs like Lewis & Clark is</u>
  - Have to keep making noise
- I presented at NASA (?) one year & it was standing-room only. Session voted as a highlight

- [37:00] TCKs & technology
  - It's a blessing and a curse.
    - Blessing - you can keep up with your friends. It's not so hard, not like the good old day when you wrote letters. I encourage students when they leave high school to have an accountability partner - say "good, bad, or ugly, I'm going to tell you everything that's going on just the way it's happening." - but what happens is messages they send to each other is positive "i'm having a great time, partying, etc." - but sometimes it isn't true, holed up in room
    - Curse - can hold you back from meeting new ppl & forming new relationships (easier to go on Skype, chat with old friends). Also time difference - kids can be Skyping w/ friends during middle of day - not doing hw/activities etc. Also the internet rabbit hole/video game rabbit hole. Biggest problem now w/ college kids = "Netflix addiction"
    - Maybe I'm just an old fart, but I see what technology is doing to today's kids' social skills. Can't look you in the eye and have a conversation.
- Why do you think TCKs can look adults in the eye & have an intelligent conversation about politics?
  - Move around a lot with your family - only consistent thing
  - In expat communities, have gatherings - adults & kids together - different kind of socialization
- Any tech-based products/solutions to help TCKs?
  - Only TCKid.com - only one I know of right now. And I stay pretty current on those things.
- [42:00] Photo reflection cards
  - Dr. Anne Copeland interchange institute
    - Put together 100 cards (photos) - meant to help people be expressive of how they felt as they were going through transitions
    - I use these cards almost every time I give a talk
    - I ask people to think of a recent transition they've made, talk about 5 stages, ask ppl to pick out 3-5 cards that speak to them metaphorically of how they felt - cards help them release all kinds of emotion
    - I've also used the cards to help emerge "hidden losses" that TCKs have
      - Give them example - photo of female athlete on starting blocks ready to race, I hold card up and say, now this card reminds me of a hidden loss, when we left our last posting in Geneva, Switzerland, my daughter won best female athlete award, brought home trophy, but where I'm going nobody knows what I can do - loss of reputation, loss of status
    - http://www.interchangeinstitute.org/html/reflections.htm
    - Email Dr. Copeland - tell her that we're researchers & we spoke to Tina, were enthralled with the photo reflection card idea, want to do an activity with them - ask if she would give us a little discount
    - Research psychologist
    - copeland@interchangeinstitute.org
    - Highly encourage you to familiarize yourself w/ 5 stages of transition
      - Talk about transition cycle, how transitions happen all throughout our lives
      - Go pick out a card for each of the 5 stages in a previous move you've made
      - Last card - be indicative of how you are feeling now in this current transition
- FIGT
  - Has a whole research arm
  - Would be great to present our research at the conference - can apply for the "David Pollock Scholarship" to get there & present

Debrief Summary

- Need for monocultural & TCK to mix
- Colleges don't realize value of helping TCKs because they don't even recognize/"code" TCKs as a group - need to convince them of $ they might be losing?
- Social media/technology - ppl want to make it seem like they're having a good time even if they're not. Important to have a dedicated "accountability" partner
- Giving TCKs "10 questions" to ask non-TCKs, then they can tell their own story, peel back layers
- Better to be prepared/know what's coming (in terms of emotional stages during transitions) - normal & temporary - then won't make excuses for feeling "weird"

RESEARCH KIT

EXAMINING THE STRESS OF MOVING AND TRANSITION PERIODS IN THIRD CULTURE KIDS

MAI BOUCHET | EMI MACLEOD | MADISON ZELLER

STUDY OVERVIEW

This research plan aims to uncover opportunities for easing the stress and/or anxiety that Third Culture Kids experience during repatriation back to the U.S. for college. Third Culture Kids (TCKs) are defined as people who, during a significant part of their developmental years, are raised in a culture that is different from that of their parents. Research has shown that the high mobility and cross-cultural lifestyles characterizing TCKs' experiences often result in cultural marginality and unresolved grief. Thus, this project intends to gain a deeper understanding of the repatriation process of young adults, to uncover existing support systems and identify any gaps, and to pinpoint the stressful micro-moments before, during, and after this transition period.

LITERATURE REVIEW

The definition of culture is constantly changing, with traditional borders fading away due to global information flows and interchange [1]. Third Culture Kids (TCKs) are people who are raised for a significant portion of their developmental years in a culture different than that of their parents, thus straddling two or more cultural spheres while existing in a third intermediate culture of their own. They are a growing group of individuals whose experiences present unique challenges and opportunities in an increasingly globalized world. As of 2007, there were an estimated four million U.S. citizens and their families living overseas permanently or temporarily, and that number has risen since and is still rising [2]. The recurrent moves and permeating cross-cultural influences cause many TCKs to experience grief and feelings of cultural marginalization, and the effects of these negative emotions can carry over to adulthood.

Moving frequently often results in TCKs struggling to form deeply-rooted relationships. As intimacy and companionship are built on long-term proximity and frequency of close interaction, TCKs struggle to create lasting and close relationships due to frequent relocation [3]. Parents usually serve as a constant in this mobile lifestyle, and research has shown that positive relationships with parents are correlated with increases in balanced acculturation for men and women, although a clear causal direction is unknown [4]. Thus, it is possible that parent-child relationships for TCKs might bear extra importance in that in addition to being a source of comfort and strength, they are also a representation of "home" and belonging.

Feelings of alienation and questions around cultural identity are common among TCKs. They move between cultures before they have had a chance to process their own identity development [2]. This can cause TCKs to repeatedly reinvent their social identities, and because this happens during the crucial "growing up" years, the attitudes formed can have long-lasting effects. Furthermore, TCKs experience significant pervasive cultural struggles after repatriating, or returning back to their passport country. Their return may spur feelings of having "two selves," and it is common for them to identify more strongly with other TCKs than with locals upon their return [5]. Repatriation, then, is often accompanied by a sense of loss, since identity formation that may have happened during adolescence is once again disrupted by the move.

LITERATURE REVIEW CONT.

Beyond identity struggles, TCKs wrestle with holding onto a secure sense of belonging. For example, they frequently feel there is a disconnect between their external facade and inner character and that they must straddle two or more cultures. A 2001 study reported that only 10% of its adult TCKs participants felt completely accustomed to everyday life in the U.S, and that the discrepancy was coupled with the fact TCKs often appear physically similar to their peers in the host country despite possessing a different mindset [6]. Additionally, while TCKs may be adept at shifting between cultural identities, their own personal identity may not be attached to specific countries, but rather something else entirely. A sense of belonging can stem from family, the TCK experience, or the international community [7].

Another opportunity area for improvement lies in the emotional impact of logistics surrounding TCK-specific transitions, in particular repatriation back to the U.S. for college. Well-qualified counselors with multicultural competence are imperative to educate and assist TCKs during times of transition [8]. A lack of pre-move preparation around endeavors such as applying to school and figuring out housing can cause a negative emotional impact on individuals [9]. Transitions are made up of stages (i.e. pre-transition, transition, adaptation, stabilization) that go beyond the physical move itself, and thus providing relevant support during each of these phases may improve TCKs' emotional well-being.

First and foremost, TCKs are human beings. As such, they desire a way to connect with others who have similar backgrounds. Often times they feel a connection to other TCKs, despite being brought up in different countries or having different passport countries [2]. One study that collected reflective narratives of Adult Third Culture Kids (ATCKs) revealed the importance of having ongoing access to a community of people with shared similar experiences, a support system extending beyond the moment of repatriation [10]. However, during developmental years, it may be hard for children to self-reflectively recognize their unique situation, and thus it may be difficult in the moment to find communities with whom they can connect and share their analogous stories.

Despite their distinctive struggles stemming from highly mobile and cross-cultural upbringings, TCKs possess special strengths and skills influenced by their diverse upbringing. Exposure to and internalization of multiple cultures leads to higher cognitive complexity and tolerant thinking [11]. In 1984, sociologist Ted Ward asserted that TCKs were "the prototype citizens of the future" [2]. In an era of rapid globalization characterized by cultural flux, it is pertinent to examine the TCK experience. This research plan strives to uncover the source(s) of negative emotion TCKs feel during transitions (with a focus on repatriation to the U.S. for college), to identify gaps in support systems, and to ultimately help both TCKs and the community at large with whom they interact.

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RESEARCH QUESTION

TCKs may go through many moves and transitions as part of their "highly mobile" childhoods. This study focuses on a particular transition common to many TCKs: repatriation back to their passport country. The study is centered around the following question:

RESEARCH QUESTION

How might we support Third Culture Kids during repatriation back to the U.S. for college?

STUDY OBJECTIVES

To answer this question, our study aims to:

- Identify specific situations and events unique to TCKs that trigger stress before, during, and after repatriation
- Discover how TCKs currently manage their stress (in relation to the transition)
  - » Does technology currently fit into this? If so, what role does it play?
- What kind of support systems are currently available? (e.g., parents? school?)
- Understand the relationships TCKs have with their parents and their social groups
- Discover how TCKs stay in touch with social groups and family once they have moved
- Explore TCKs' relationships with identity and how it may have changed over time

PARTICIPANT PROFILE

Our primary participants will be American Third Culture Kids (individuals who were raised in a culture other than their parents' for a significant part of their early development years) who:

- Are aged 16-24
- Were raised abroad and have repatriated or are repatriating back to the U.S. for college
- At least 2 or more years abroad in high school

We would also like participants who are important stakeholders, such as:

- Parents of TCKs
- Teachers who teach diverse populations//in international schools
- Global mobility specialists

RESEARCH QUESTION

To recruit participants, we will reach out to expatriate student communities on university campuses. We have identified two such groups: DUBEx (UW campus) and The Expat Society (U.S.C and Georgetown campuses). We will also reach out to American or international schools abroad. Specifically, we already have a contact with the American School in Tokyo. We will also leverage our personal social groups to get access to TCKs, and will plan to recruit online via groups such as "Third Culture Kid" on LinkedIn and the TCK community on Reddit.

ACTIVITIES & STUDY QUESTIONS

Each session will be completed in person or via Skype and will last approximately an hour and a half. The sessions will be composed of two activities: a semi-structured interview followed by a journey map exercise.

ONBOARDING Time: 5-10 minutes

To begin, we will outline the schedule for the session to the participant and have them sign the consent form. This will also be an opportunity for participants to ask questions.

SEMI-STRUCTURED INTERVIEW Time: 45 minutes

With this activity, we aim to build empathy with TCKs by hearing personal stories and examples of their repatriation experience. We also hope to gather data on problem areas and existing forms of support, find trends in the TCK experience and determine how TCK experiences can vary.

INTERVIEW GUIDE See interview questions on page 8.

BREAK Time: 5-10 minutes

Allow participant to get water, use the restroom, use this time as a team to sync up/set up next activity.

STORYTELLING ACTIVITY Time: 30 minutes

This activity asks the participant to tell us a specific story relating to their TCK background and the college transition. We ask the participant for three stories: a positive one, a negative one and a "wildcard" in which they can choose any story that resonates with them. As the participant tells the story, one of the note-takers will map their story on a diagram (see page 11) that includes the people, places and feelings of the story. The goal of this activity is to gain a better understanding of the repatriation process in the participant's own words and see how they view their experiences.

INTERVIEW GUIDE CONT.

QUESTIONNAIRE/SURVEY This may be something we do down the line, based on initial data from research activities.

- We hope to potentially uncover broader trends around TCK experiences.

ITEM CHECK LIST

- Interview guide (interviewer format)
- Notebook or Laptop for observer notes
- Consent Form
- Gratuity Release
- Storytelling Activity Diagrams
- Voice recorder
- Microphone
- Camera (use DSLR if available or iPhones)

INTERVIEW GUIDE

INTRO Hi, thank you for taking the time to speak with us today. I'm [facilitator name] and we also have [note taker] and [documentarian] here with us. You've signed the consent form, which says we will be recording you and taking photos for the purposes of our research. These will only be used by our team internally as a reference. You'll be given a $20 Amazon gift card and we will have a Gratuity Release for you to sign at the end of our session today.

ABOUT OUR STUDY Our study focuses on the cross-cultural experiences of Americans living abroad, and today we'll be talking about your personal experiences. What we're looking for are your thoughts and opinions, so feel free to speak openly—there are no wrong answers.

SESSION OVERVIEW Here's an overview of today's session. We'll first spend about 30 minutes asking you some questions about your experience living abroad. Then we'll take a short break and do an activity.

Do you have any questions for us? Sound good? Great, let's begin.

QUESTIONS

- So I see from your survey response that you were born in: _____
- You've lived in [countries they have lived in, per screener response]. Can you map out when and why you moved to each place?
  - » [probe] What was your favorite place to live and why?
  - » [probe] What was your least favorite place to live?
- What do you think of when you think of "home"?
  - » Why would you call this place home?
  - » What "nationality" do you identify as?
- How did moving affect your social circles/groups of friends growing up?
  - » Do you keep in touch with people from ____?
  - » If yes, how?
- Did you attend or are you attending college, if so, where?
  - » [if currently in college] What year are you in?
  - » How did you decide to come to the U.S. for college?
  - » What was the process like? (searching for colleges, applying, moving)
  - » Can you describe how you felt about the process?
  - » What resources did you use (college counselors, tutors, internet advice, books, family, friends, universities' websites)?
  - » How did you choose where to apply?
- In which ways, if any, did you prepare for going to college?
  - » Would you do anything differently knowing what you know now about the experience?
- How do you feel now about the transition?
  - » Do you or did you keep in touch with friends or relatives abroad when you went to college?
  - » [if technology/social media] can you describe how you use this to

INTERVIEW GUIDE

keep in touch with people?
  - » How did you meet new people in college?
  - » Can you describe your early college experience?
- Tell me a little bit about what you think is unique about your experience growing up.
  - » In your experience, what are some pros and cons of moving around?
  - » In your experience, what are some pros and cons of cross-cultural experiences/influences?
- Could you tell us a bit about your parents? Did they have a similar experience as you, growing up?
  - » How would you describe your relationship to your parents' culture(s) growing up versus now?
  - » Do you have any siblings? Can you tell us about their experience?
- Are you familiar with the term TCK? When did you first hear it?
- Is there any else you want to mention related to anything we've talked about today?

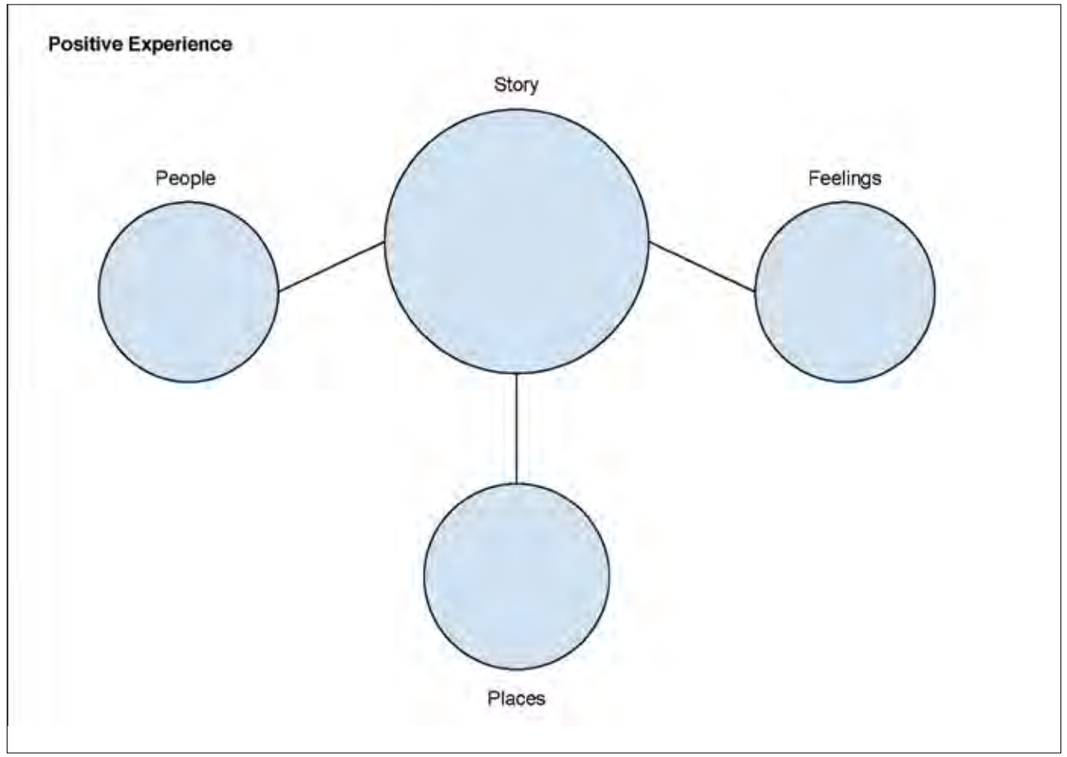
Okay, great, that's everything we need for the interview portion of the session. We're going to take a 5 minute break. The team will step out of the room/mute the microphone and we'll be back in a few minutes for the story telling activity.

STORYTELLING ACTIVITY

INTRO So now we're going to start a storytelling activity that we will walk through together.

We'd like to have you tell us a couple of stories about a specific time that relates to your cross-cultural upbringing and your college transition. While you tell us the story, one of our observers will be taking notes on a diagram to try and map your story out.

Afterward, we will have you review the diagram and let us know if you think that it's an accurate representation. Does that make sense? Great.



A8: SURVEY DATA

Timestamp	Do you or any member of your household work in any of the following businesses or industries?	Are you an American citizen?	Have you lived outside the U.S.?	Was any of your time outside of the U.S. during high school?	Which of these applies to you?	Do you identify as being part of any of the following groups?	when returning to the U. S. after being abroad. (If none, please write N/A.)	person or phone interview for this research?	How old are you?	we may contact you if you're a good fit to be a participant in our study:	What is your preferred name?	located?(City and country) We ask this for scheduling purposes.	Where were you born? (City, Country)	you've lived, and include both the city and country.	experiences or moments you have had when returning to the U.S. after being abroad. (If none, please write N/A.)	memories from your most recent travel experience
4/24/2017 8:47:10	Advertising or media sales	Yes	No						26				suffern, ny			
4/18/2017 16:21:14	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	From an expat family	I recently traveled to Cuba for 5 days. There were some communication issues between my group and the owners of the apartment where we stayed. It was during the time zika virus was first spreading in the area. The apartment owners were trying to tell us that people we going to be coming to the apartment the following morning to fumigate the building to kill mosquitoes. We had a very difficult time communicating and understanding the situation.	Yes	25	caitlin.mchose@gmail.com	Caitlin	Toronto, Canada				
4/21/2017 15:01:30	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	From an expat family	I have a negative story about this one time. I'm a bad participant	Yes	25	emi.macleod@gmail.com	Emi	Seattle, WA	Camarillo, California, USA	California, Singapore, Italy, Texas, Japan, Baltimore, Seattle	I have a story about this time when I returned to the US and it was great. I really wish that I had	
4/21/2017 15:03:15	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	From an expat family	test answer	Yes	27	maibou@uw.edu	Mai	Seattle, USA	Paris, France	Paris, France and Seattle, Washington, USA	test answer	
4/23/2017 11:42:16	None of the above	Yes	No						28				Pittsburgh, PA, USA			
4/23/2017 11:50:28	None of the above	No							25				shanghai			
4/23/2017 13:34:29	None of the above	Yes	Yes	None of the above	I attended a college/university in the U.S.	None of the above	Being pressured to get a job immediately after returning home; seeing family as a big group and not feeling like they cared whether I had returned; that friends are in relationships and unavailable	Yes	28	kgriffith7@gmail.com	Kathryn Griffith	Washington DC	Washington, Do usa	Santiago, chile march-August 2010. Valparaiso, chile aug 2013-2016	Enjoying spending time with family, loved coming back to my hometown and seeing how I and it has changed ex walking around the city and appreciating diverse food that was not available in chile, growing flowers and vegetables that are native to the area	
4/23/2017 16:02:49	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	None of the above	having to explain where home is	Yes	27	serenatamura@gmail.com	serena	San Francisco, CA USA	Berkeley, USA	Tokyo, Japan	having a less clouded perspective of race relations and socioeconomic inequalities in america.	
4/23/2017 16:08:43	None of the above	Yes	Yes	2 years or more	undecided	None of the above	its easier to make friends but to connect with them in a deeper level is harder while I found that meeting people abroad / locals was the opposite.	Yes	26	kats.erica@gmail.com	Erica	Tokyo, Japan	New York, USA	Tokyo Japan, New York USA, Los Angeles USA, Pebble Beach USA, London UK, Geneva Switzerland, Paris France, Florence Italy, Shanghai China, Udon Thani Thailand	liberalism and freedom of speech	
4/23/2017 16:22:21	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	From a diplomat family	Feeling behind on pop culture and typical growing experiences when trying to bond with people in my dorm.	Yes	27	Tinashorter@gmail.com	Tina	Washington, DC	Washington, DC USA	Dakar, Senegal, Addis Ababa, Ethiopia, Taipei, Taiwan, Kampala, Uganda, Pretoria, South Africa, Tokyo, Japan, Fairfax, Virginia	It was fun learning about US culture when I got back	
4/23/2017 16:31:35	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	None of the above	People are sometimes too friendly. Other times rude - customer service in general is not awesome in the U.S.	Yes	31	sayuri.lynn.hayakawa@gmail.com	Sayuri	Chicago, IL USA	Farmington, CT USA	Tokyo, Japan	I enjoyed the food. People are also friendly.	
4/23/2017 17:45:21	Advertising or media sales	Yes	Yes	2 years or more	I attended a college/Unive	From an expat family	The first ten years of my l	Yes	25	EmmaAlvarez@gmail.cor	Emma	New York, NY USA	kalamzoo, USA	Kalamazoo, MI USA / Car	There's a huge comfort in understanding the language	
4/24/2017 1:25:12	Market research, Advertising or medi	Yes	Yes	2 years or more	I attended a college/Unive	From an expat family	Hard to relate to people w	Yes	31	nathan.baker@wearesoci	Nathan Baker	Shanghai, China	Newton, MA / USA	Newton/MA/USA, Denver.	Innovations in American cuisine, from fast food to high-end	
4/24/2017 1:31:48	Market research, Usability or quality .	Yes	Yes	Between 1 and 2 years	I am attending college/Uni	From an expat family	Political Correctness, cult	Yes	20	cyrus.h.chun@gmail.com	Cyrus	Tokyo, Japan	Bangkok, Thailand	Bangkok, Thailand; Tokyo	Catching up with friends, Delicious Food, Wide selection of affor	
4/23/2017 16:55:06	None of the above	No							26				Tokyo, Japan			
4/23/2017 17:14:32	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	None of the above	Worse food, started smoking, more aware of racism	Yes	27	luikobashi@gmail.com	Lui	NYC, USA	New York City, USA	Tokyo, Japan, Ridgewood (NJ) USA, NYC USA	Less racism, Barack Obama was elected, new friends	
4/23/2017 17:29:53	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	None of the above	Most Americans don't think about the rest of the world, they just think about America. Being assimilated, it kind of takes away the feeling that you are different and special, and life feels a little less interesting.	Yes	26	brian.schmatz@gmail.com	Brian	Atlanta, USA	Cranford, New Jersey, USA	Tokyo, Japan	Was nice to be close to family, especially as my brother had children. Felt more like the real world, I felt like I understood the "rules of society" and customs better. I could understand everyone and not be seen as a foreigner.	
4/23/2017 17:47:55	None of the above	Yes	No						22				Seattle, USA			
4/23/2017 17:48:43	None of the above	Yes	No						32				wahiawa, hawaii, usa			
4/23/2017 17:52:16	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	From an expat family	N/A	Yes	23	ryan.da.baker@gmail.com	Ryan	Boston, MA	Concord, MA	Clermont-Fd, France	knew a foreign language, much more open to other experiences	
4/23/2017 17:59:54	None of the above	Yes	Yes	None of the above	I attended a college/university in the U.S.	None of the above	Had difficulty tranfering some class credits back to UW.	Yes	26	mikethielk@gmail.com	Mike	Seattle	Port Townsend, usa	Sendai Japan	It was nice to see my family	
4/23/2017 18:04:02	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	From an expat family	going to a club and not being able to get in without id(after i was 21 -- just wasn't used to carrying id)	Yes	30	sarahj05@gmail.com	Sarah	Los Angeles, CA, USA	Tokyo, Japan	Tokyo, Japan; Florence, Italy	being able to buy stuff when i wanted it (instead of buying in bulk once or twice a year)	
4/23/2017 18:16:44	None of the above	Yes	No						31				Atlanta, USA			
4/24/2017 17:56:13	User interface design or developmen	No							25				Chennai, India			
4/23/2017 18:19:33	None of the above	Yes	No						38				Small Town IN USA			
4/23/2017 18:39:41	None of the above	Yes	Yes	None of the above	I am attending a college/university in the U.S.	None of the above	I picked up a habit of cursing in Ireland, and had to scale my language back when returning home! There were a few awkward times when I was asked to censor myself.	No	25				Arlington, Virginia	Dublin, Ireland	Although it was exciting to meet new people abroad, I loved coming home to my close family and friends.	
4/23/2017 18:46:54	None of the above	Yes	Yes	None of the above	I attended a college/university in the U.S.	None of the above	NA	Yes	30	Jamielee0387@gmail.com	Jamie	Seattle, USA	Toms River, NJ, USA	Stuttgart, Germany Trivandrum, India	NA	

A8: SURVEY DATA

Timestamp	Do you or any member of your household work in any of the following businesses or industries?	Are you an American citizen?	Have you lived outside the U.S.?	Was any of your time outside of the U.S. during high school?	Which of these applies to you?	Do you identify as being part of any of the following groups?	when returning to the U.S. after being abroad. (If none, please write N/A.)	person or phone interview for this research?	How old are you?	we may contact you if you're a good fit to be a participant in our study:	What is your preferred name?	located?(City and country) We ask this for scheduling purposes.	Where were you born? (City, Country)	you've lived, and include both the city and country.	experiences or moments you have had when returning to the U.S. after being abroad. (If none, please write N/A.)	memories from your most recent travel experience
4/23/2017 18:48:25	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	From a diplomat family	I have spent my whole life being homesick, because home was always a place we had just moved away from. Just when you get used to one place, you're uprooted and moved to another. I lost a lot of language skills I gained from living abroad whenever I lived in the states. I've always missed other countries more than the states because you can get the U.S. experience all over the world in military bases, grocery stores, and on TV; but it's more difficult to access the intimate details of any other culture in the U.S.	Yes	24	ec6355a@american.edu	Evan	Vienna, Virginia, US	Takoma Park, MD	Mexico City, México. London, England. Vienna, Virginia, United States. Tokyo, Japan.	I really loved American TV and food. Although we had access to them overseas, the TV was on U.S. military channels, and the american food was from the commissaries at the bases. I remember being excited to actually see real commercials on TV again. Driving in big SUVs on big American roads was fun, and seeing family in the states was always wonderful.	
4/23/2017 19:20:25	None of the above	Yes	No						23				New York City, USA			
4/23/2017 19:27:27	None of the above	Yes	Yes	Between 1 and 2 years	I attended a college/university in the U.S.	From an expat family	Culture shock was pretty bad 8-10th grade in Provo Utah (after being in Hong Kong and Tokyo). Seems kids were so set in their social networks that there was no room to notice or be civil or kind towards an awkward newb. I could deal with no one reaching out to me, but one time someone literally pushed me away when I was making an effort to connect, and that was surprising. I hear it's much better now, that there is more education about being not being weird about people that are different from you.	Yes	27	aliciakaori@gmail.com	Alicia (uh-lee-see-uh)	New York NY USA	Tokyo, Japan	Hong Kong, Tokyo Japan, Provo Utah USA, New York NY USA	I'm sure there were positive experiences but I don't know that they are directly related to visiting/returning to the U.S.	
4/23/2017 19:53:56	None of the above	Yes	No						20				Boca Raton, USA			
4/23/2017 20:41:43	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	From an expat family	Culture shock. Lack of knowledge of other countries. Hating American culture, patriotism. Superior feelings that distanced myself from others. Family struggling to fit in.	Yes	24	brodie.mistry@gmail.com	Brodie	NYC, USA	Hartford, CT, USA	NYC, USA, Singapore. Hong Kong. Tokyo, Japan. London, UK.	Finding likeminded international individuals.	
4/23/2017 20:50:54	None of the above	Yes	Yes	None of the above	I am attending a college/university in the U.S.	From an expat family	This is probably because I live in the suburbs, but every time I return to the U.S. I'm like, "It's so quiet... so boring! Nothing is within walking distance, and the only food options open after 10pm are fast food."	No	32				Taipei, Taiwan	Taipei, Taiwan	Going through customs with a U.S. passport is SO MUCH FASTER. I remember flying from Taiwan to the U.S. with my grandparents when I was a teen. I was returning after summer vacation; my grandparents were visiting. I got through customs way faster than they did.	
4/23/2017 21:35:00	None of the above	Yes	No						22				Greenwich CT, USA			
4/23/2017 21:38:02	None of the above	No							28				Singapore			
4/23/2017 22:36:57	None of the above	Yes	Yes	None of the above	I attended a college/university in the U.S.	None of the above	Losing my ability to speak German. Realizing how easy it is to be lazy in my normal life. Missing the culture of music and art in Vienna.	Yes	24	sesullivan246@gmail.com	Shannon	Bozeman, United States	Butte, United States	Butte, United States. Missoula, United States. Vienna, Austria. Kalispell, United States. Bozeman, United States.	Seeing my dad at the airport. Realizing how much quieter my voice had become since leaving. Losing some weight.	
4/24/2017 2:37:59	None of the above	No							26				Tokyo, Japan			
4/24/2017 3:16:23	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	None of the above	Racism from minorities, especially blacks, was something that still troubles me and frankly startled me in the beginning. It's easier to eat more here, so I gain weight easier even if I try to lose it.	Yes	24	gibkate93@gmail.com	Kate Gibson	Petaluma, CA USA	Tokyo, Japan	Tokyo, Japan	"Friendlier" kind of racism from most people. I am allowed to express myself more, including opinions. My boyfriend does not take our relationship for granted, like Asian cultures, but will always tell me he loves me and that I'm beautiful. I'm not shunned here in America for having curves, even though I am technically overweight.	
4/24/2017 4:32:11	None of the above	No							25				Etterbeek, Belgium			
4/24/2017 5:51:36	None of the above	No							30				Tokyo, Japan			
4/23/2017 16:57:04	Usability or quality assurance	Yes	Yes	One year or less	I attended a college/Unive	From an expat family	People don't accept you. '	Yes	29	joyoeker@gmail.com	Joyce	Sunnyvale, CA	Flint, Michigan	Tokyo, Japan , Taipei, Ta	N/A	
4/23/2017 14:24:39	Usability or quality assurance, User i	Yes	Yes	None of the above	I attended a college/Unive	None of the above	I had gotten used to the c	Yes	37	hollybrosnahan+research	Holly	Mountain View, CA	Franklin, PA	Barcelona, Spain	It was nice to be close to friends and family again.	
4/23/2017 16:37:27	Usability or quality assurance, User i	Yes	Yes	2 years or more	I attended a college/Unive	From an expat family	I wore jorts to my first frat	Yes	25	mgordenker@gmail.com	Miles Gordenker	Charlotte, NC USA	Arlington, VA	Tokyo	I love that I can move up the corporate ladder quickly here. Japa	
4/21/2017 15:01:27	User interface design or developmen	Yes	Yes	2 years or more	I have plans to return to th	From an expat family	:(:(:(:(:(	Yes	18	mzeller@uw.edu	z	Seattle, WA, USA	Hollywood, CA	Shanghai, China The Hague, Netherlands Hollywood, CA	blalbalb dsafjsdjfkfhsfh	
4/23/2017 22:44:18	User interface design or developmen	Yes	Yes	2 years or more	I attended a college/Unive	From an expat family	Not relating to humor, not	Yes	27	oleary.sean.c@gmail.com	Sean	Seattle USA	Tokyo, Japan	Tokyo, Japan	Enjoying American food, cultural experiences like American foott	
4/23/2017 22:46:46	User interface design or developmen	Yes	Yes	2 years or more	I attended a college/Unive	From an expat family	Not relating to humor, not	Yes	27	oleary.sean.c@gmail.com	Sean	Seattle USA	Tokyo, Japan	Tokyo, Japan	Enjoying American food, cultural experiences like American foott	
4/23/2017 22:47:47	User interface design or developmen	Yes	Yes	2 years or more	I attended a college/Unive	From an expat family	Not relating to humor, not	Yes	27	oleary.sean.c@gmail.com	Sean	Seattle USA	Tokyo, Japan	Tokyo, Japan	Enjoying American food, cultural experiences like American foott	
4/23/2017 22:48:59	User interface design or developmen	Yes	Yes	2 years or more	I attended a college/Unive	From an expat family	Not relating to humor, not	Yes	27	oleary.sean.c@gmail.com	Sean	Seattle USA	Tokyo, Japan	Tokyo, Japan	Enjoying American food, cultural experiences like American foott	
4/24/2017 8:27:18	None of the above	Yes	Yes	None of the above	I attended a college/university in the U.S.	None of the above	everything seemed so flat and uninteresting. back the routine.	Yes	32	stephi303@hotmail.com	steph	aachen, germany.	urbana, usa	san carlos, mexico. madrid, spain. aachen, germany.	i went to a large grocery store in my childhood neighborhood and felt nostalgic.	
4/24/2017 8:47:59	None of the above	Yes	No						27				Houston, United States			
4/24/2017 8:49:25	None of the above	Yes	No						24				Newton, MA, USA			
4/24/2017 8:56:21	None of the above	Yes	Yes	2 years or more	College half in US, half in Lebanon (I transferred)	From an expat family	I generally do not get along very well with people there, I find it hard to connect with Americans who've lived in the US their whole lives, the political situation is frustrating (though the last I was there was 2014)	Yes	27	dakotastokeshall@gmail.com	Dasha	Tokyo	Boston, USA	Boston, USA; Beaufort, NC, USA; Templeton, CA, USA; Tokyo, Japan; Oberlin, OH, USA; Beirut, Lebanon; Moscow, Russia; Berlin, Germany; Sarajevo, Bosnia	Food, I find the slang funny, standard US teenage things were exotic to me in high school (riding in cars, suburbs, etc), I have cool relatives there	

A8: SURVEY DATA

Timestamp	Do you or any member of your household work in any of the following businesses or industries?	Are you an American citizen?	Have you lived outside the U.S.?	Was any of your time outside of the U.S. during high school?	Which of these applies to you?	Do you identify as being part of any of the following groups?	when returning to the U. S. after being abroad. (If none, please write NA.)	person or phone interview for this research?	How old are you?	we may contact you if you're a good fit to be a participant in our study:	What is your preferred name?	located?(City and country) We ask this for scheduling purposes.	Where were you born? (City, Country)	you've lived, and include both the city and country.	experiences or moments you have had when returning to the U.S. after being abroad. (If none, please write NA.)	memories from your most recent travel experience
4/24/2017 8:56:34	None of the above	Yes	Yes	None of the above	I attended a college/university in the U.S.	None of the above	Feeling alienated from my peers who don't understand why I'm so worried for the many friends I have abroad or who are originally from other countries; occasional culture shock over the smallest things, like waiters coming to refill water in a restaurant without asking; general frustration with US-born Americans who can't be bothered to learn other languages or have no desire to understand people in other countries	Yes	27	krdmyst@gmail.com	Katelyn	Worcester, MA, USA	Anchorage, USA	Buenos Aires, Argentina; Florence, Italy; Seoul, South Korea	Constantly surprising people in my work at a library with my language skills, and being able to help them and appreciate their experiences better because of my time abroad; sharing stories with other exchange participants and prospective participants; connecting with people from the countries I traveled to who are now in the US and helping them process their culture shock	
4/24/2017 9:13:04	None of the above	Yes	Yes	None of the above	I attended a college/university in the U.S.	None of the above	Adjusting to the lifestyle change; U.S. is much less laid back	Yes	25	yasminagudelo03@gmail.com	Yasmin	Dallas, TX, USA	Plano, TX, USA	Seville, Spain	Come to appreciate the things about the states that are similar to abroad. I forget that a lot of the experiences that I enjoyed in Spain I could find in the States if I investigated	
4/24/2017 9:50:41	None of the above	No							27				United Kingdom			
4/23/2017 22:48:46	Usability or quality assurance, User i	No							25				Hong Kong, China			
4/23/2017 12:17:35	User interface design or developmen	No							28				Taiwan			
4/24/2017 11:45:07	User interface design or developmen	No							27				Riyadh, Saudi Arabia			
4/24/2017 11:21:33	None of the above	Yes	Yes	2 years or more	I attended a college/university in the U.S.	None of the above	Was unprepared for negative culture/attitude shift when returning to US after 4 formative years in Japan.	Yes	24	jeremywisoff@gmail.com	Jeremy	Los Angeles, CA, USA	Boston, MA, USA	Tokyo, Japan	Fast food, easier navigation	
4/24/2017 17:05:56	None of the above	Yes	Yes	None of the above	I attended a college/Unive	None of the above	Missing the place I lived a	Yes	27	hlomacvogt@gmail.com	Hannah Lomac-Vogt	Minneapolis, MN	Bluffton, Ohio, US	Belfast, Northern Ireland	Feeling like I fit in (accent especially), seeing my family and frien	
4/24/2017 18:30:55	None of the above	Yes	Yes	None of the above	I attended a college/Unive	None of the above	Getting sick from eating p	Yes	27	Kaylanolan89@gmail.com	Kayla	Seattle, WA, USA	SACRAMENTO, USA	Khon Kaen, Thailand; Ad	Seeing family and friends, sharing my travel stories and experier	
4/24/2017 19:54:47	None of the above	Yes	Yes	None of the above	I attended a college/Unive	None of the above	Feeling of culture shock in	Yes	26	claire.e.mckinley@gmail.c	Claire	Iowa City, US	Escondido, USA	Edinburgh, UK	Wide open landscapes in the west, lots of space, long drives/roa	
4/24/2017 21:43:04	None of the above	Yes	No						22				Syracuse, NY			
4/24/2017 23:28:14	None of the above	Yes	Yes	One year or less	I am attending a college/U	None of the above	No one really cared to list	No	26				Fresno, USA	Beijing, China	Having food that I was not able to have while abroad, and better	
4/25/2017 5:34:54	None of the above	Yes	Yes	Between 1 and 2 years	I attended a college/Unive	From an expat family	Struggled to re-integrate i My parents remained ove Was unable to find resour	Yes	28	flannery.morgan@gmail.c	Morgan	New York City, USA	Stamford, Connecticut	Buenos Aires, Argentina;	Overall, it was a fairly easy transition for me. I found it nice to be Able to reconnect with friends from prior to moving abroad.	
4/25/2017 15:06:15	None of the above	Yes	Yes	2 years or more	I attended a college/Unive	From an expat family	culture shock, not knowin	Yes	27	odoug24@myuw.net	Christina	Seattle, USA	Seattle, USA	Tokyo, Japan and Beijing,	being close to family, new culture/understanding of the states	
4/25/2017 15:19:17	None of the above	Yes	Yes	2 years or more	I attended a college/Unive	From an expat family, Mo	Reverse culture shock, h	Yes	30	nharris@kis.ac	Nickolas Harris	Jeju, South Korea	Tokyo, Japan	Manama, Bahrain. San P	Reverse culture shock. American food.	
4/26/2017 10:53:46	None of the above	Yes	Yes	Between 1 and 2 years	I attended a college/Unive	From an expat family	School was not challengir	Yes	24	Lizwelch11@gmail.com	Liz	Los Angeles, America	Provo, America	Tokyo, Japan	Living near family	
4/26/2017 14:55:47	None of the above	Yes	Yes	2 years or more	I attended a college/Unive	None of the above	Culture shock - unable to Dog eat dog world Superficial relationships	Yes	26	melinda.chai28@gmail.c	Melly	Brisbane, Australia	San Francisco, Ca	Yangon, Myanmar Bangkok, Thailand Brisbane, Australia	Seeing extended family Great Technology Western Medicine Independence	
4/26/2017 15:22:04	None of the above	Yes	No						64				NYC			
4/26/2017 16:53:30	None of the above	No							27				Tochigi, Japan			
4/26/2017 19:01:19	None of the above	Yes	Yes	None of the above	I attended a college/Unive	From an expat family	People's small world view My experiences.	Yes	35	Survey@gordon.work	Liz	Guatemala City, Guatema	Woodland, CA	Cairo Egypt, ulaanbaatar	Enjoyed catching up with family and friends. Enjoyed variety of p	
4/26/2017 19:08:35	None of the above	Yes	Yes	None of the above	Could return to USA if eco	None of the above	N/a	Yes	43	mrs.bunny.rabbit@kittymail	Zoe ottingham	Nottingham, UK	Waynesville, USA	Canton, NC Nottingham ,	N/a	
4/26/2017 22:05:07	None of the above	Yes	Yes	One year or less	I attended a college/Unive	From a missionary family,	Almost a feeling of "not be	Yes	35	danrust81@gmail.com	Dan	Nanchang, China	Oxford, England (grew up	Sydney, Australia; Lima, P	Going from the stress of being in a foreign environment/language	
4/27/2017 1:23:59	None of the above	Yes	Yes	2 years or more	I attended a college/Unive	From an expat family	Not relating to peers and	Yes	39	Tsuzikew@gmail.com	Susan	I'm in Kazakhstan or Sout	Webster Texas	Medan, Indonesia ; Jakart	Having language & Cultural Skills	
4/27/2017 2:32:24	None of the above	Yes	Yes	None of the above	Finished with college. Gra	None of the above	$9 beers Entitled Tinder matches	Yes	35	Dralston@camber.com	Doc	Baghdad, Iraq	Boise, ID, USA	Phnom Penh, Cambodia Cebu, Philippines Bangkok, Thailand	Cereal aisle Five guys burger	
4/27/2017 3:29:05	None of the above	Yes	Yes	None of the above	None of the above	None of the above	N/A	Yes	29	Luluhoxie@qq.com	Ms. Hoxie	Yingtan, Jiangxi, China	Oklahoma, USA	Durant, Oklahoma, USA Ada, Oklahoma, USA, Lake Stevens, Washingto Guixi, Yingtan, Jiangxi, CI	N/A	
4/27/2017 7:03:47	None of the above	Yes	Yes	2 years or more	I attended a college/Unive	None of the above	It took a while to adjust to	Yes	42	ravikp@uw.edu	Padma	Redmond, Wa	Chennai, India	Chennai, India	N/A	
4/27/2017 7:28:19	None of the above	Yes	Yes	None of the above	Done with school. Kids in	From an expat family	NA	Yes	36	Gregschrage@gmail.com	Greg	Valinhos, sp brazil	Neligh, Nebraska USA	Valinhos, SP Brazil	NA	
4/27/2017 10:17:24	None of the above	Yes	Yes	One year or less	Attended abroad	None of the above	haven't returned	Yes	24	m.katharine.a@gmail.com	MK	Brussels, Belgium	San Francisco, USA	Brussels, Belgium	haven't returned	
4/27/2017 11:11:55	User interface design or developmen	Yes	Yes	2 years or more	I attended a college/Unive	From an expat family	Not having a drivers licen	Yes	20	lbeehler@uw.edu	Lauren B	Seattle, USA	Redmond, WA, USA	Arnetelveen, NL (close to	People missing me, being able to get proper pickles again, movi	
4/27/2017 15:19:39	None of the above	No							22				Kuwait City, Kuwait			
4/27/2017 15:33:37	None of the above	Yes	No						45				Winston-Salem, NC			
4/27/2017 15:36:07	None of the above	Yes	Yes	2 years or more	I am attending a college/U	From an expat family	Biggest culture shock I've	Yes	20	nmiimi@uw.edu	Nanako	Seattle, WA	Anaheim, CA	Anaheim, CA; Atlanta, GA	Meeting American friends who are supportive and helped me adj	
4/27/2017 16:04:19	Usability or quality assurance, User i	Yes	Yes	2 years or more	I am attending a college/U	From a missionary family	I wasn't expecting any so	Yes	20	esc11@uw.edu	Elisabeth	Seattle, USA	Seattle, USA	Yongin, South Korea Singapore, Singapore	I feel like most of my experiences are neutral. Depends on the ty	
4/27/2017 16:07:03	None of the above	Yes	Yes	One year or less	I have plans to return to th	From a military family	Lack of empathy for other	No	39				Fort Dix, New Jersey, US	Warsaw, Poland; Augsbu	Seeing friends and family	
4/27/2017 18:00:14	None of the above	Yes	Yes	2 years or more	I am attending a college/U	From an expat family	being told I was not really	Yes	19	vermaavani1@gmail.com	Avani	Waco, texas	New Delhi, India	New Delhi, India, tokyo, ja	The food, america has great food. A lot of the people are super	
4/28/2017 13:31:44	None of the above	Yes	Yes	2 years or more	I am attending a college/U	From a military family	Lack of cultural understar	Yes	22	mdwigans@pugetsound.e	Mary	Tacoma, Washington	Yokosuka, Japan	Tokyo, Japan, Garmisch-	I met people my age in an American culture, I got more involved	
4/28/2017 14:28:15	None of the above	Yes	Yes	2 years or more	I attended a college/Unive	From an expat family	- People not understandin	Yes	27	charron.sophie@gmail.co	Sophie	Boston, USA	Paris, France	Paris, France. Brussels, E	- being able to understand everything around me was nice - familiar items at the grocery store and drug store	
4/28/2017 23:07:25	None of the above	No							32				France			
4/29/2017 0:10:57	None of the above	Yes	Yes	2 years or more	Attended university overs	From a military family	Navigating traffic, getting	Yes	26	dreamslastforever@gmail	Laiken	Guam	San Diego CA	Naples, italy	Eating drive thru food, shopping centers	
4/29/2017 1:52:31	Market research	Yes	Yes	2 years or more	I am attending a college/U	None of the above	Culture shock	Yes	20	rsatherjenkins@gmail.cor	Bec	Edinburgh (studying abro	Melbourne, Australia	Melbourne, Australia & Ec	Being near family is really nice	
4/29/2017 2:04:46	None of the above	No							24				Fukuoka, Japan			
4/29/2017 2:08:51	None of the above	Yes	Yes	2 years or more	I attended a college/Unive	From a military family	Definitely had reverse cu	Yes	24	Marvin.hooker@gmail.cor	Marvin	Madrid, Spain	San Diego, CA, USA	San Diego, Ca, USA; Mer	Made a new family of friends and of course as a military child a r	
4/29/2017 5:39:41	None of the above	Yes	Yes	2 years or more	I am attending a college/U	From an expat family	Close minded and judgm	Yes	21	amreen.ahmad@yahoo.c	Amreen	Smithfield RI	Lowell, MA	Shanghai china	Seeing friends and family	
4/29/2017 7:46:02	None of the above	Yes	Yes	2 years or more	I am attending a college/U	From an expat family	Close minded and judgm	Yes	21	amreen.ahmad@yahoo.c	Amreen	Smithfield RI	Lowell, MA	Shanghai china	Seeing friends and family	
4/29/2017 9:01:09	None of the above	Yes	Yes	2 years or more	I am attending a college/U	From an expat family	Close minded and judgm	Yes	21	amreen.ahmad@yahoo.c	Amreen	Smithfield RI	Lowell, MA	Shanghai china	Seeing friends and family	
4/29/2017 9:35:16	None of the above	Yes	Yes	2 years or more	I am attending a college/U	From a military family	slight culture shock - just	Yes	22	samjc@uw.edu	Sammie	Seattle, WA, USA	Seattle, WA	Misawa, Japan; Kadena,	More empathetic to different types of people; bond over travel an	
4/29/2017 12:37:22	None of the above	Yes	Yes	Between 1 and 2 years	I am attending a college/U	None of the above	Peoples rude attitudes in	Yes	22	rulloa@bryant.edu	Roselyne Ulloa	Smithfield, Rhode Island	Santiago, Dominican Rep	Santiago, Dominican Rep	Being back with part of my family and other fun nostalgic momen	
4/29/2017 14:01:49	None of the above	Yes	Yes	2 years or more	I am attending a college/U	From a military family	Just reverse culture shock	Yes	19	Kylie.beltz@yahoo.com	Kylie	Tallahassee FL	Bethesda, Maryland	Naples Italy, San Diego C	Being able to instantly connect with people when I said I was fro	
4/29/2017 16:51:22	None of the above	Yes	Yes	2 years or more	I attended a college/Unive	From a military family, Mil	Certain trends were differ	Yes	23	Sme23@vt.edu	Shannon	Blacksburg, VA, USA	Baltimore, USA	Okinawa, Japan; Heidelbe	I moved back to the States for college so it was a very big chang	
4/30/2017 1:05:20	None of the above	No							20				Beijing china			
5/1/2017 11:27:57	Usability or quality assurance	Yes	Yes	2 years or more	I am attending a college/U	From an expat family	Encountering ignorance a	Yes	30	annajohnson211@gmail.c	Anna	Seattle, WA	Tokyo, Japan	Utsunomiya, Chiba, Tokyo	Learning about US culture and breaking stereotypes I had create	
5/1/2017 13:00:10	None of the above	Yes	Yes	None of the above	I attended a college/Unive	From a missionary family,	culture shock, misunderst	Yes	22	ekspeckhardt@gmail.com	Erika	Seattle, WA	Bad Soden, Germany	Oberursel, Germany; Sch	reconnecting with family, academic success	
5/2/2017 7:23:07	None of the above	Yes	Yes	None of the above	I attended a college/Unive	None of the above	Being told I have an acce	Yes	27	Tori.lovanni@gmail.com	Tori	Crowthorne, England.	Stoneham, USA	Reading, England. Crowth	Getting to spend time with my family	
5/2/2017 14:22:42	Market research	No							21				Jakarta, Indonesia			
5/3/2017 7:09:31	None of the above	No							27				Toronto, Canada			
5/9/2017 4:18:13	Advertising or media sales	Yes	Yes	None of the above	I attended a college/Unive	None of the above	nobody cares about your	Yes	42	justinchina@hotmail.com	justin	beijing PRC	Richland WA	Jerusalem Isreael, Fuzhou	we love coming home, we look forward to moving home eventua	
5/11/2017 13:10:02	None of the above	Yes	No						18				Woodbury, USA			
5/18/2017 19:48:40	None of the above	Yes	Yes	2 years or more	I attended a college/Unive	None of the above	I identify Japan more as h	Yes	23	anri.n.r@gmail.com	Nickq	Portland, OR USA	tokyo, Japan	tokyo Japan, Colorado, O	not being questioned about my nationality based on my ethnicity	

Cross-Cultural Research Survey

We are a group of graduate students studying human-computer interaction at the University of Washington. We are looking for people to share their thoughts and experiences around cross-cultural experiences. If you are interested, please fill out the following form. You may be selected to be a paid participant in our study.

* Required

Do you or any member of your household work in any of the following businesses or industries? *

- [ ] Market research
- [ ] Advertising or media sales
- [ ] Public relations
- [ ] Usability or quality assurance
- [ ] User interface design or development
- [ ] None of the above

How old are you? *

Your answer

Where were you born? (City, Country) *

Your answer

Are you an American citizen? *

- ( ) Yes
- ( ) No

NEXT

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Cross-Cultural Research Survey

* Required

Section 2

Have you lived outside the U.S.? *

- ( ) Yes
- ( ) No

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Section 3

Please list the places you've lived, and include both the city and country. *

Paris, France; Seattle, WA USA

Was any of your time outside of the U.S. during high school? *

- ○ One year or less
- ○ Between 1 and 2 years
- ◉ 2 years or more
- ○ None of the above

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Section 4

Which of these applies to you? *

- ○ I have plans to return to the U.S. for college/university
- ○ I am attending a college/university in the U.S.
- ◉ I attended a college/university in the U.S.
- ○ Other:

Do you identify as being part of any of the following groups? *

- ☐ From a missionary family
- ☐ From a military family
- ☐ From an expat family
- ☐ From a diplomat family

Tell us about a few positive experiences or moments you have had when returning to the U.S. after being abroad. (If none, please write N/A.) *

Your answer

Tell us about a few negative experiences or issues you have had when returning to the U.S. after being abroad. (If none, please write N/A.) *

Your answer

Would you be willing to participate in a paid in-person or phone interview for this research? *

- ○ Yes
- ○ No

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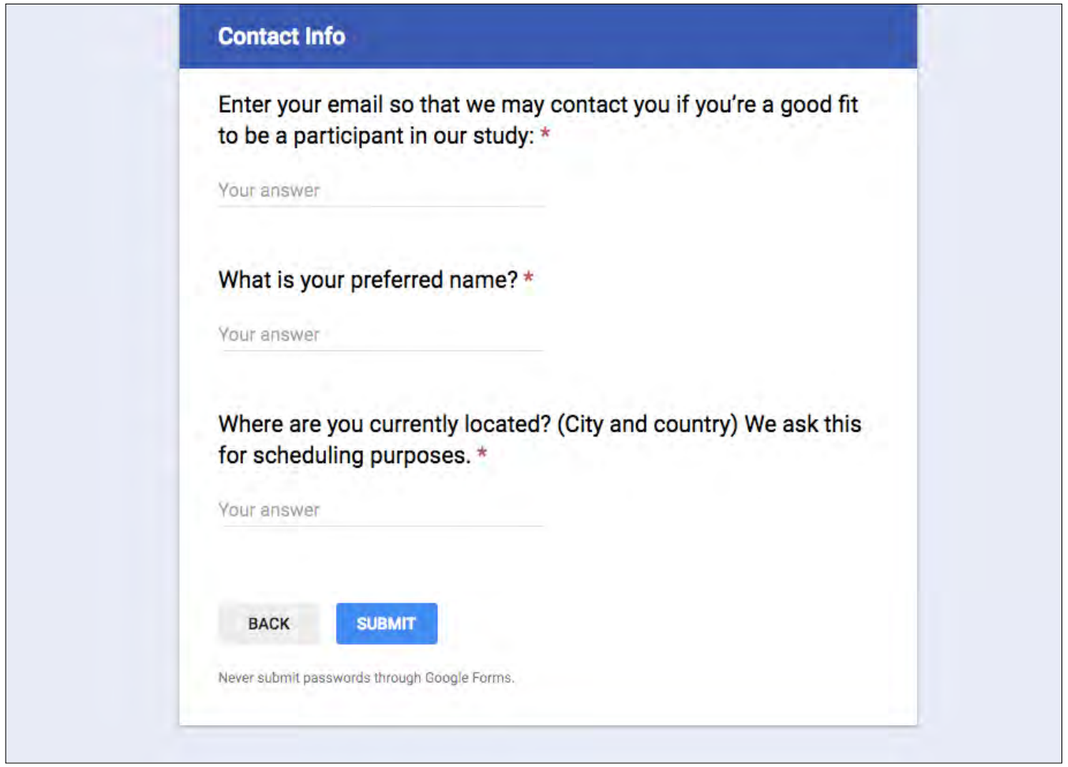
A9: SURVEY



Contact Info

Enter your email so that we may contact you if you're a good fit to be a participant in our study: *

Your answer

What is your preferred name? *

Your answer

Where are you currently located? (City and country) We ask this for scheduling purposes. *

Your answer

BACK SUBMIT

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