



Latino Adolescent
Migration, Health,
and Adaptation

<http://www.cpc.unc.edu/projects/lamha>



User's Guide I: Field Notes

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GENERAL COMMENTS

Researchers should be aware of the potential for *socially acceptable response bias* to sensitive questions in sections D, H, and K-O. We will be evaluating whether responses to these sections were correlated with the ethnicity of the interviewer. In addition, researchers should be aware of *extreme response bias* on the Likert scale questions. Some of the Likert questions may be best treated as dichotomous response (0/1) questions. Finally, in fielding this study, we noticed that respondents had some difficulty answering questions that pertained to general concepts or feelings rather than concrete actions or experiences. In particular, questions that were based on hypotheticals or used if/then phrasing were more likely to yield missing values than other questions. In future work, we recommend that those working with less educated populations of new immigrants avoid this type of phrasing. LAMHA questions where this may be an issue include: G5 and J1-J8.

Finally, while all instruments used in the LAMHA study, were instruments whose psychometric validity had been tested with Spanish-speaking populations, it is not clear from published work if these instruments were evaluated with new immigrants such as those in LAMHA. Therefore, we strongly encourage researchers to re-evaluate the psychometric properties of these instruments in the LAMHA sample. Factor analyses and reliability calculations should be conducted on all instruments and compared with psychometric results from previous studies.

PARENT QUESTIONNAIRE

Section A.

- A5. Because many respondents are transnational migrants, they had difficulty understanding the use of the word “permanently” in this context. When there was confusion, this question was re-worded to: **“In what year, did you first move to the U.S.?”**
- A14. Some respondents had difficulty with the use of the Likert format. Responses should be analyzed for extreme response bias. Additionally, correlation patterns between church attendance, importance of religion, and acculturation should be analyzed. Finally, the theme of religiosity should be explored in the qualitative interviews on health beliefs.

Section C

- C1 This question was designed to focus only on an individual’s **legal** marital status. This had to be clarified during the interviews.

No information on involvement with a romantic partner was collected. However, C4 does provide information on whether a respondent is currently living with a romantic partner. Therefore, we do have information on cohabitation. To allow for supportive partnerships that are not legal and do not involve cohabitation. In future research, we will always ask, **“Are you currently in a romantic relationship with anyone?”**

Section D

Some questions regarding the correct translation of CBCL items were raised by our bilingual interviewers. However, the CBCL copyright does not permit even small changes to the question wording. We have informed the authors of the CBCL of our concerns and hope that questions concerning some of the translations will be addressed. Given the growth of the Spanish-speaking population in the U.S. and the extensive use of the CBCL, this is an extremely important issue.

Section F

- F1. The Spanish version of this question was translated incorrectly. To correctly parallel the English version, wherever the term “*aquí*” was used interviewers replaced it to refer to **“Los Estados Unidos.”**

- F3. The Spanish version of this question was translated incorrectly. To correctly parallel the English version, wherever the term “*aquí*” was used interviewers replaced it to refer to “*Los Estados Unidos*.”

Section G

- G1 The term “socialize” did not translate well in Spanish. Therefore, the term was translated as, “spend time with.” Or “*pasar tiempo con*”)
- G2-G5 Many respondents did not think of their community as a neighborhood. To clarify, the term neighborhood (*vecindario*) was translated as “*comunidad*” or “*area*” or “*departamentos*.”
- G5 Respondents had trouble with the if/then structure of these questions. This section was therefore re-worded in practice to say:

Here are some things that can happen in a neighborhood. Tell me how likely it is that your neighbors would intervene.

- A. Let’s say there was a fight in front of your house, how likely is it that a neighbor will do something to stop it?**
- B. Let’s say a neighbor saw someone selling drugs to your children, how likely is it that a neighbor will do something to stop it?**
- C. Let’s say one of your children was getting into trouble, how likely is it that a neighbor would do something to stop it?**

Section H

- H1 The concept of race did not appear to translate well. Instead, interviewers asked about a **respondent’s ethnic identity** and clarified with a few prompts including, **white, black, asian, latino, hispano, Mayan, Mexican, Mexican-American.**

In future work, we recommend providing respondents with a list of ethnic labels (such as those developed by Diane Hughes) and asking them to choose one that fits best or provide one of their own.

Section I

The term “**Anglo**” was substituted with the term “*Americano/blancos*.” The concept of “What is an American?” should be explored further in qualitative interviews. Respondents can have very different associations. For example, differences in response may occur depending on who respondents see as the typical American (e.g. white Americans, black Americans, Hispanic American).

Section J

The if/then format of questions J1, J3, J5, and J8 was difficult to use for many respondents. Therefore, these were re-worded slightly during the interviews.

- J1** When I want to go to the beach, mountains, or countryside, it is difficult to find anyone to go with me.
- J3** When I get sick, it is easy for me to find someone to help me with my chores.
- J5** When I want to go see a movie, it is easy for me to find someone to go to the movies with.
- J8** When I go on a trip it is difficult for me to find someone to help take care of my house.

Section P

This instrument was carefully read to each respondent and we strongly encourage its developers to re-format and re-word the instrument. To ensure reliable responses, our interviewers first asked respondents to indicate the frequency of a behavior. *If the frequency was zero*, the interviewers then went to the next question. *If the frequency was greater than zero*, the interviewers asked the respondent how much it (the behavior) bothered them.

Section S

S2, S8, S13 Cooks, bus boys, dishwashers, and food preparers were classified as **services**. Housekeepers, waiters, childcare givers were also classified as **services**. Cashiers and sales persons were classified as **sales**. Coding generally followed the categories used by the BLS in their occupational handbook (www.bls.gov/occ)

In future questionnaires a category for service workers should be included as a separate category of occupations and a line should be added for other so that interviewers can write in the occupation when necessary. Specific answers were written in the margins so that the PIs could add codes as needed.

Section U

Though expected to be the most problematic section, respondents appeared to interviewers to understand all questions and to answer them honestly.

ADOLESCENT QUESTIONNAIRE

General Comments

As with adults, adolescent responses to Likert-scale questions may be subject to extreme response bias. For adolescents who have had more experience with testing in the U.S. school system, we expect the bias to be reduced.

An interviewer was present with the adolescent respondent when the respondent completed the survey. In order to allow the adolescent to freely express his/her views on sensitive subjects, the adolescent completed certain sections of the survey on his/her own. The interviewer demonstrated to the adolescent how to fill out the survey by completing sections together until the adolescent felt comfortable with the survey format. Generally, the interviewer and adolescent would complete sections A, B, and C together, and the adolescent would complete the remainder of the survey by himself or herself. If or when the adolescent did not feel comfortable completing the survey on his/her own, the interviewer read the complete survey to the adolescent.

Section A

A10. The word choice in this question was thought to be too formal. For better clarity with adolescents, interviewers rephrased this question and asked, **“Did you go to the doctor for a check-up last year?”**

Section C

C1-C2 The Spanish translation was corrected to read: **“trabajado por dinero”** instead of “trabajado por un sueldo.”

C4 Adolescents generally did not have an idea of how much they earned per week. Instead they tended to remember their hourly pay rate. **Therefore, interviewers wrote down their hourly pay rates and calculated their week pay as \$/hr * C3(hrs/week).**

C9 As noted above, most adolescents did not think in terms of weekly pay. Therefore, we encourage researchers to use the hourly rate reported in C7 and multiply this by the hours worked per week.

C14 Interviewers re-worded this question to read, **“What do you want to be when you grow up?”**

Section D

To complement the data from this portion of the survey, the themes of identity and discrimination will be more thoroughly explored in qualitative interviews.

- D1 Youth in our sample struggled with the idea of identity. Interviewers found that re-wording this question slightly helped the adolescents understand. The question was re-worded to read, “**What do you call yourself when asked about your identity?**” In future work, we recommend providing a more close-ended response question that includes list of ethnic identifiers as designed by Diane Hughes. The youth can then choose the one they prefer.
- D2 In order to mimic the concept of race in the census, we asked adolescents about their race as well as their identity. Interviewers reported that this question was even more challenging the question D1. Interviewers also suggested that adolescents’ understanding of race was associated with their age and length of time in the U.S. This should be explored in initial analyses.
- D3 The term discrimination was not well understood by some of the respondents. Factor analyses will be conducted to determine if this item contributes to the scale or should be eliminated.
- D5 Youth in our sample needed more clarity of what was meant by “different racial and ethnic groups.” Interviewers reworded this statement to read: “**There is much conflict between blacks and white and blacks and Hispanics in the U.S.**”
- D8 Youth typically wanted more clarity about what was meant by “Americans” in this question. To clarify, interviewers re-phrased the question to read: “**White Americans generally feel superior to foreigners.**”
- D9 Due to the difficulty kids had understanding the term discrimination, this question was reworded to ask, “**Have you ever felt that you were treated differently because of how you look or where you were born?**”
- D11 For our younger youth (ages 12-14), jobs were not a salient issue. Interviewers typically re-worded this question to read, “**If you can help someone out, it’s always better to help a relative than a friend.**”
- D13 Because job issues were not always salient, interviewers re-worded this question to read: “**You should live near your parents, even if it means losing out on an opportunity some place else.**”

Section G

G13 The concept of stress was difficult for most of our youth to understand. This question was re-worded to ask, **“How scared or worried were you during your journey to the U.S.?”**

Section I

Respondents were not comfortable with the term “Anglo” and generally needed clarification. Therefore, the term **“Anglo” was substituted with the term “white American.”**

To complement the data from this portion of the survey, the theme of “What is an American?” will be explored further in qualitative interviews. We also recommend in future work that acculturation instruments be developed to provide different anchor points for “American.” The choice of anchor points may affect “acculturation levels.” Moreover, segmented assimilation theory explicitly states that youth may choose to anchor their identities around non-white Americans from the same or different minority groups.

Sections O, P, & Q

The questions asked about depression, anxiety, and trauma felt very repetitive to our respondents. Factor analyses will be conducted to determine if indeed these can be treated as distinct construct among Latino immigrant youth.

Section R

Some questions regarding the correct translation of YSR items were raised by our bilingual interviewers. However, the YSR copyright does not permit even small changes to the question wording. We have informed the authors of the YSR of our concerns and hope that questions concerning some of the translations will be addressed. Given the growth of the Spanish-speaking population in the U.S. and the extensive use of the YSR, this is an extremely important issue.

Section S and T

Though commonly used in other surveys, interviewers felt that the questions regarding health behaviors and felt were inappropriate for our younger (age 12-14) respondents. Many respondents felt uncomfortable answering these questions with the interviewer. Due to those feeling, many adolescents chose to complete this section of the survey on their own without the assistance of the interviewer. This should reduce, to some extent, any socially desirable responses. Answers for these questions will be compared with national prevalence rates for our population from extant data sources.