



# How do school and community resources relate to refugee children's adjustment?

# The issue

- Refugee children are thought to face multiple, intersecting challenges, associated with pre-migration trauma and post-migration adaptation struggles.
- Much of the research pertaining to the well-being of refugees has focused on specific psychiatric symptomatology and challenges.
- Very few studies have focused on how our communities can support the adjustment needs of refugee children.

### What we did

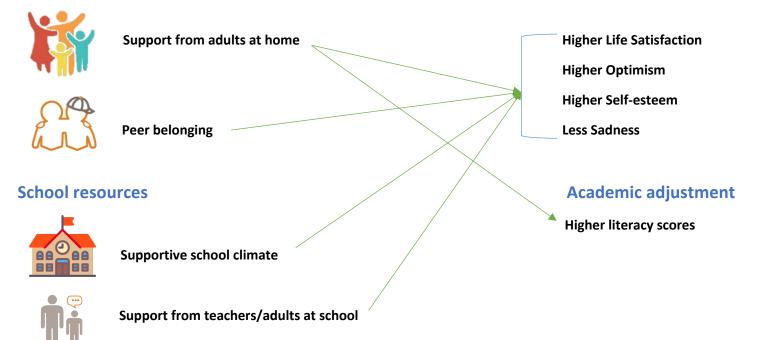
 We analyzed how school, community, and family resources relate to social-emotional and academic adjustment of 850 grade 4 refugee children in British Columbia, Canada, using self-reported survey data (the Middle Years Development Instrument) linked to immigration and educational records.

# **Key findings**

• Various school, community, and family resources showed a difference regarding refugee children's adjustment:

# **Community/family resources**

### Social-emotional adjustment



# Conclusions

Guided by social ecological theories that describe dynamic interactions between multiple contexts in which children grow up, and the developmental importance of access to culturally-meaningful resources, this study points to the importance of social contexts at the neighbourhood-, school-, and family/personal-level for supporting refugee children's social-emotional adjustment.

\* Note. All inferences, opinions, and conclusions drawn in this report are those of the authors, and do not reflect the opinions or policies of the Data Steward(s).