

The Impact of Student Mobility on Learning

By

Cristina Valle

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Abstract

Student mobility can both positively and negatively affect student's academic and social behavior. Grades can drop, behaviors can change, and in some cases students can even drop out of school. My research found that a fluid education is important to students. Talking to the children about the move is also important. Making sure that the move is only done when absolutely necessary is also important. Lastly the teachers make the biggest difference in a student feeling comfortable and a part of the school community.

Introduction

There are many reasons why students move. They move to new schools to alleviate the problem of overcrowding. Families may move to new areas for better lives and better schools. Others may move to follow their jobs. For example, migrant workers may move because of new opportunities; Military families move to honor deployment and so forth. When students move, they experience many different feelings. These feelings can sometimes lead to behavioral outbursts, slipping grades and even dropping out of school. Others may adapt very easily to their new environments and not experience any problems from being moved. It all depends on the family, the students, and the new environment they are move into.

I was a student who moved many times throughout my school career. I attended 7 schools in 5 different school districts and lived in 5 different houses. My father was in the military and after being stationed in the United States for a time he was deployed to a new base in southern England. Luckily it was a family assignment which meant that his family was able to be with him in this new place. After a six year assignment my father was again deployed and moved us once again to the United States. Each move was to me a new and exciting yet terrifying experience. Would I make friends easily? What would this new environment be like? Would they think that I was different because I was not from there? What would the teachers be like? All of these questions swam around in my head. Fears that many people never experience until they are much older gripped me and at one point, after the first move

from England to the States, I almost gave myself an ulcer at the age of nine from worrying so much about being in a new environment.

Because of moving so much in my school career, I have often wondered how moving impact student learning. The purpose for this research was therefore to find out whether students mobility impact learning as a way of helping students transition into their new environments more easily.

Literature Review

In reviewing literature for this study, a few themes emerged: a) that it is very important to talk to your children about moving. Include why you are moving, where you are moving to, and that you want them to help in the packing and unpacking process. b) Another theme that emerged was that the best way to help a student is to try and keep their education as fluid as possible. c) The last theme that emerged was to only move when absolutely necessary as students do poorer after moving than students who do not move do in school.

Importance of talking to children

Zero to Three (2010) studied parents of children who were being moved. This study was conducted on family members in the military with young children being moved. The population was families with young children who would soon be moving or who had already moved. They interviewed several families and found that the best way to help children when it came to moving was to talk to the children about moving and to have them help with the packing and unpacking.

A fluid education

Duarte and Rafanello (2001) focused on children of migrant farm workers. They talked about a head start program which is specifically for the students of migrant farm workers. The migrant head start program teaches the young children of the family while the migrant education program teaches

the older children. These programs are important because they enable the children of migrant farm workers to obtain an education while still being near their families. These programs teach the children the lessons that they need in life, the alphabet, counting, and English. The most important part of this program is that each child is given a folder and this folder travels with the child to the next migrant location.

This study was done by looking at the children of migrant workers who were helped by this program and to identify the benefits. The setting was places where there were a lot of migrant farm workers consistently in the areas. The family members were asked to indicate how the children and even the family members were helped by this program with teaching the children the lessons as well as gaining English language proficiency.

Though the programs are supposed to be set up so that the children are continuously learning and start from where they left off at the previous station, this is not always the case. Sometimes there are not migrant programs set up where the migrant families move to. Or the family may not have the accurate information which could help the teachers know where to begin. This can create a gap in the child's education and social skills as they may not be in a school that understand their language, they may learn something that they have already learned, or they may skip ahead to information that they are not ready to learn.

Move only when necessary

Rumberger (2010) described the problems of moving young children because their academic performance sometimes slipped drastically. The move even affected their health as they stressed about the move. This research also found that moving more than once between the second and eighth grades made graduation a less likely occurrence than those who did not move. It also found that when a child moved that had both biological parents living in the same house made a difference for the student.

They had a less difficult time adjusting as they had a safe home to return to at the end of the day.

Rumberger (2010) showed that if a family moved when they were poor and the student was not doing well, then they would continue to do poorly when they transferred to a new school.

Rumberger (2010) in yet another study talked about students moving, why they moved, and what the consequences were for them moving. One of the biggest reasons that students are moved is because families want to give their children a better education. However, there are some people who move to avoid debt collectors and sometimes to avoid abusive relationships. The consequences that happen before and after these students move are varied and no two are exactly the same. Some students may react badly to moving and eventually may drop out of school. Some do poorly in school and cause problems with their families. Some are not affected at all by the move and do well in their new environment.

Rumberger (2010) explains that there are ways that people can help these students. The best way to help is to improve the schools so that parents will not feel the need to move their children to better schools. When the move is inevitable then parents are advised to talk to the children about moving. A fluid education is important must be done whenever possible and most importantly only move when necessary as moving could cause negative consequences when it comes to moving with a child who is in school.

Even with all this knowledge regarding the consequences of moving. A few questions remained unanswered: 1) How important is the teacher to making the new student feel comfortable and welcome? 2) Is there anything that can be done for the new students coming in that was never done for me when I was the new student? 3) How important is the teacher to making the students feel welcome and a part of the school community? The purpose of this study was to investigate how to help students transition with more ease when they move to a new school.

Methodology

Sampling

The populations that I focused on were those who had moved during their school careers. These were people who had changed schools, districts, states, and even countries during their school years. I focused on families who had moved schools so that I could get stories from family units. Using a snow balling effect sample, a total of 14 people consisting of five family units participated in the study.

Family A

In family A (my own family) there were a total of 5 family members. There were three children, two females and one male, and two parents, one female and one male. The father and the children are Hispanic and the mother is Caucasian. As a family they moved six times, though the eldest sister and parents had moved many times before then. The reasons for moving had to do with the father being in the military and honoring various deployments. For the final move to their current state of residence it was looking for a place to raise their children that would keep them out of danger and had a decent education system. At the time of the interviews conducted the children were between the ages of 25 and 30. The parents were between the ages of 50 and 56. The family moved when the youngest child was eight and the oldest child was 14 and stopped moving when the youngest child was 11 and the oldest child was 17.

Family B

This family was introduced to me through the father of family A. This family had two children, one female and one male, and a single mother. All three are Hispanic. They moved once as a family though their mother moved many times when younger. Their reason for moving was that the house they were renting was being sold. The only available house to them was situated in the same school district but sent the two children to different elementary and middle schools. The children were between the ages

of 10 and 12. The mother was between the ages of 30 and 35. The family moved when the children were nine and ten years old. This family plans on moving to another state soon so the mother can finish her college career and obtain a masters degree.

Family C

The next family I interviewed was introduced to me through work. This family consisted of two children, one male and one female, and two parents, one male and one female. All four are Caucasian. This family moved four times, 3 times to follow jobs that the father had, and the last time to be closer to the mother's side of the family. At the time of the interviews the children were between the ages of 18 and 25 and the parents were between the ages of 50 and 55. This family moved when the children were between the ages of five and 11.

Family D

This family is related to family A as this is the oldest sisters' family. The family consists of three children, one female and two male, and two parents, one male and one female. The mother and three children are Hispanic and the father is Caucasian. This family moved once to find a bigger living space for the family. This moved them to a new school district and a new county. At the time of the interviews the children were between the ages of four and 13. The parents were between the ages of 30 and 35. The family moved when the children were of the ages 1 and 10 during the summer so the daughter was able to transition with more ease into the new school.

Family E

Family E is also related to family A. The mother of family E is the niece of the mother in family A. This family consists of two children, one male and one female, and a single mother. All three members of this family are Caucasian. This family didn't move homes but the mother decided to move the

daughter to a new school in the same school district as it was an easier morning routine for the children. The move to a new school was done when the daughter was eight years old. This transition to a different school was made during the summer session to make the transition easier on the daughter. At the time of the interviews the children were between the ages of four and 10 and the mother was between the ages of 29 and 32.

For each family interviewed I began the interview by giving them each a Personal Informed Consent letter to sign. I also had a consent form signed by the parents for those who were minors. The consent forms included information about why I was conducting the interviews as well as the explanation that this had been approved by the Human Subject Committee as well as contact information. I explained that I would ask questions of the parents and the children about moving and how they dealt with the aftermath of moving. Included in the consent form was the explanation that this was purely voluntary and at any time they could decide to stop their participation. Also explained in the consent form was that anything that they did share would be purely confidential and anonymous. I chose these people by using the snowball effect.

Instruments

The instrument that I used for this research project was the interview. The interview consisted of 7 questions that were meant to give the people interviewed a direction and a starting point for their interview. Participants in the interview were asked to think about when they moved or when their family was moved and why their family moved. To think about how the children felt about moving, how the parents felt their children adapted to their new environments, and if there was any specific time that they were worried about their children. I wanted to focus on the story that the interviewee wanted to tell.

Each interview lasted about a half hour and was recorded on a voice recorder on a smart phone. Along with each interview I brought a list of questions that I would use to prompt for the stories as well as to be able to ensure that I had my main questions answered. The interviews took place at homes, during meals, and while talking amongst friends. One interview even took place through e-mails as the person interviewed was overseas while the research was being done.

I wanted to know how old the children were when they moved. This was important because it explained at what stage of school the children were when they moved. I knew that for some this would be more than one time and for others only one time. The next question asked was if there was a worry about the overall well being of the children. Also asked was if there was anything or any specific time in particular, or at all, that the parents were worried about their children. Another question asked was how long the parents would say that it took their children to feel completely comfortable. I also decided to ask the parents if their children were interested at all in attending college or if they had already attended and had completed a degree. The last question that I posed was if they were given the choice of moving, would they move again.

The children were asked similar questions. They were asked when they moved, how they felt about moving, did they feel their parents listened to them, was there any point that was especially difficult. I also asked them if they intended to attend college. I asked those who were older if they would consider moving their own children as well.

Procedure

To begin my research I had to get permission from the Human Subject Committee of my institution. The 14 participants were interviewed over a four week period after I had their consent forms signed. I matched the interviews up with the consent forms to be sure that everyone had a consent form. Here is how the four weeks were broken down.

Week one: After talking to my family I slowly began to put feelers out for people that I could interview outside of my family. My brother came home for a surprise visit and I was able to interview him. He was stationed in the United Kingdom. His interview was very difficult to do. I found it much easier to interview him over e-mail. This way he was not on the spot as so many people hate to be. He answered the questions much more honestly and I believe with much more comfort. I feel that this was important because people are less likely to participate or give accurate information if they feel uncomfortable being the center of attention.

Week two: This week I interviewed a friend and her mother. This interview seemed to go much better as they did not mind having the focus on them. I was surprised at how open some people were about their past and how willing they were to share their histories and stories with someone who was not in their family. I also interviewed a friend of my fathers who had moved when she was younger. She had moved her children to a different school district as well. This family was very interested in telling their stories to other people as well. I interviewed the mother and the son.

Week Three: This week I interviewed more people. I focused on my family this time as this was the last group of people that I needed to interview. I interviewed my parents and sister. I then interviewed the same sister and her daughter because she and her husband had moved their family to a different town. Later in the week I interviewed my cousin and her daughter about changing schools that were in the same district. I thought that this might give a different view on switching schools as many of the other people interviewed switched to completely different school districts.

Week Four: All that was left was to transcribe all of the interviews from digital to written form. This took a little bit of time but went really well. By the time the week was over all of the information had been transcribed.

Analysis and Results

The information gathered hinged on people being honest in telling their stories though I feel that the people who I interviewed were honest with me as I told them that it was their stories that I was interested in. I found that when I said that I was interested in their views and what they felt was the truth people were more likely to tell the truth about their lives and how they felt about moving around while in school.

Out of the 15 people interviewed, 9 people had moved more than three times. Three people had moved only one time when this interview was done. And two people had never moved. Out of the fifteen interviewed, eight people began moving when they were infants and toddlers. These were the same people who had moved three or more times in their educational careers. The ninth person began moving when they were a parent of one of the children. The three people who had moved only one time were children who moved between the third and fifth grade; eight to eleven years old.

One of the questions posed to the interviewees was why the families moved schools, houses, districts, or countries. Six of the parents that moved their families said they did so to keep their families together. One parent, a father, was in the military and said that they were assigned to a different country but that he was given permission to bring his family with him as it would be a three year assignment. His wife was very glad that this was the case as she wanted to do everything possible to keep the family unit together. Another parent, a mother, made the same decision to keep the family together though it meant moving and living in hotels for a time to keep their family together. One mother said that their family decided to move and change districts because they needed a bigger place to live with their growing family. Another mother chose to change schools because it would be an easier morning routine when dropping off the toddler and school aged child. This mother felt it was a good decision because her child already knew the children who would be at the sitter's house and this child's best friend was changing to the same school as well. One parent, a mother was forced to change school

district as the house that they rented was being sold and the only available place to move to was across town to a new school district.

I asked the parents if there was anything that they were worried about for their children when they moved. All of the parents were confident that their children would assimilate well to their new environments.

When the children were asked if there was anything in particular that they were worried about when it came to moving they were all unanimous that there was nothing in particular that they were worried about. When pressed and asked if they were worried about friends and new teachers most were confident that they felt they would do well before they moved, and then did just that.

There were three children that were interviewed that worried about making friends. They felt lonely at first and that they did not belong in their new environment. For two of the children, a female and a male not related, this eventually wore off, but for the third child, a female, it took until they were older and had moved a few more times to really feel like she fit in.

The parents were asked how they felt their children handled the moves. Out of the seven parents, three parents thought that their children had problems. Two of these parents were married and were referring to the same child; the third mother was referring to her own child. The two parents felt that their son had a difficult time adjusting after having a teacher that hurt him when it came to school. She would make fun of him for his different ways of behaving after having grown up in a different country. The third parent, a mother, felt that her daughter did not do well moving until she was older and on the last two moves. One mother felt that the change of schools went so well because her daughter changed schools in the same district. She felt that the schools in the same district had many of the same programs and schedules as the school her daughter used to go to. This made the

transition easier for her daughter from one school to another. When the children were asked how they felt about having to move, the majority of the children said that it was ok, though a little sad to move.

I asked the parents if there were any specific times that they were worried about their children. All of the parents said that there was no one time that they were worried about their children. They felt that their children did very well when it came to moving to new areas. The children felt that they did well when it came to moving except for the same two from above as they did not enjoy moving at times and felt that they had hardships that their parents did not know about or understand.

I asked the parents and the children how long it took for the children to feel comfortable in a given place that they moved to, all gave the same answer. There was no specific time that they felt comfortable, it happened slowly over time.

I also asked the parents and the children if they/their children would be attending college or had attended and finished college. Out of the seven children (including myself) who were interviewed, four of the children had already attended college and had attained an Associate's degree. Two of these people had attained a Bachelors degree, and one was working on their Masters Degree. The interviewee who was interviewed twice (as a child who had moved and as a mother) was the only one who had not gone to college. When the other three children were interviewed they all had intents to attend college and to attain at least one degree.

The last question that I asked the parents and the older children was whether they would move again if they got the chance. Out of the fourteen people interviewed three people would not move if given the chance. The other eleven said that they definitely would move again if given the opportunity. They felt that it gave them and their children a unique view of the world and a much broader understanding of the world.

From my research I learned that a lot of the families believed that it was the teachers who made the difference between a child feeling comfortable moving or not. I experienced this first hand as the teacher I had when I moved to a new state did little to make the new student feel welcome or comfortable. The teachers are the ones who often make the most impact on the students entering a new school.

I also learned that it was very important for the parents to listen to their children and to take time to understand their problems. When I moved from one country to another I almost gave myself an ulcer as I was so stressed out about moving and that no one would understand me who was not in my family. It was only after I was given the ability to talk to someone who was not in my family that things settled down. This is important to consider for children who seem to be having problems. Giving children the ability to talk to someone outside of the family can make all the difference in the world.

In all, everyone interviewed felt that things went well when it came to moving. Many decided that they would move again if given the chance because there is so much out there to explore. All parents agree that it was important to keep an eye on their children while they were moving because this was the only way to be sure that everything was going well for their children. This did not mean that all children felt that things went well for them however. Some children felt lonely at school, or left out or not understood though their parents did watch for these things.

Moving can be amazing and it can be terrifying at the same time. It is important to talk with children before moving so that they understand what is coming and that the parents will be there for their children no matter what.

Discussion, Conclusion, Outcomes

The purpose of this study was to investigate ways in which students that often move during their school careers can transition more easily into their new environments. This is important because

students who move frequently may experience difficulties that impact their learning. Students who move frequently often face hardships such as leaving behind friends and possibly the only home that they have ever known. Students often move for many reasons. At times it is even the schools that move them to different schools in the district to help with overcrowding. Other reasons may include parents moving their families for better schools and a better life, parents moving their families to follow the jobs that move. Or when the parents are in the military and are deployed. The reasons for moving to a new school vary greatly for each family and in most cases the family feels that the move was necessary.

After reviewing my data, I was able to make several conclusions. First was that when the move was made in the same school district between school years the students made a smooth transition into the new school. This was the same for those who had moved out of school district but still between school years. These students felt like the new students, but all of the students in the school were excited and nervous about meeting their new teachers and making new friends. They felt that they were in the same boat as all of the other students which was comforting. When students were moved during the school year and not during summer vacation there was much more frustration and the transitions did not happen as easily. Many of these students felt that moving during the summer vacation would have been easier.

When asked if they would move again the majority of people interviewed said they would move. Four out of the 14 said if they were given the choice they would not move. The reasons they gave were that they did not want their children to have to go through the confusion and problems of moving.

Limitations

The limitations for my research were time and recruiting participants. Time was a limitation as there were only four weeks to conduct my research. Another limitation was the pool of people to interview. I

chose to use the snowball effect for my research. The snowball effect is starting with one person and they lead you to another person who leads you to another person and so on. This was a very good way to do my research as there are many people who have moved but they are spread all over and not in one group or one area. The problem that I had was that there was not a large pool of people who I could talk to in the beginning except my family. Slowly I was able to branch out, but if given the opportunity to do this again I would talk to more people who had moved.

What helped and hindered

All of the people who moved were in agreement that their moves were made easier because their parents were willing to listen to them when they had problems with the move. This is very important because it helps the children feel some sort of normalcy while their life is changing in such a large way. Zero to Three (2010) argues that parents who explain to their children what's going on, why they are moving and opening up for discussion can greatly help the children. It shows the children that life is not as strange and scary as it may seem because the family is still there and the parents still love and care for their families. This research was done by interviewing families with children and discussing the best way to help families which move with children. I found this to be consistent with the research that I did. All of the parents said that they had talked with their children about moving, why they were moving, and to where they would be moving. The parents also agreed that their moves would not have gone as smoothly as they had if they had not talked with their children.

Duarte and Rafanello (2001) talked about moving in regard to children of migrant farm workers. Their education is typically sporadic because of how much they move every year. A program set up to help the children of the migrant farm workers when their parents were at work in the field. This is an excellent way to keep the children educated because the program is connected to many of the areas which are high in migrant farm workers. The programs are connected and help to keep the education as

fluid as possible. This is important when it comes to education because the less breaks there are the better. All parents in this study agreed that their child's education was important and this provided a good way for migrant farm workers to keep their children educated. This concurs with my findings that education is best when it is consistent and fluid. Participants in my study shared that it was confusing moving to a new school and jumping into a lesson that they knew nothing about or boring when they had already learned the information.

Rumburger (2010) described the problems of moving young children is that their academics slipped drastically. It even affected their health as they stressed about the move. This came up when I was writing my own story and remembered that I had almost given myself an ulcer at the age of nine. Some students in my study shared that their grades slipped when they moved as they felt that they were the odd ones out.

It is important to help students who are moving and to look at all aspects of the move for the children. It is also important to be sure that the move is needed. Moving a child can be difficult on them, and can cause problems after the move, from dropping grades to behavioral problems and even dropping out of school. It was evident that those who moved and were interviewed as students were more open to the move and seemed better with the move. When adults were interviewed who had moved they were more objective about the moves, and not as excited as the children had been. This was especially true for those who had moved during the school year. They felt that the move was difficult and frustrating. They faced problems that they did not want to face which included being the new kid in a class or classes, needing to make new friends, and being lost in a new building where there is no real safe haven for them because it is all new.

There was an initial fear as they would not know anyone in the new schools and there would be a lot of work to do to catch up to the curriculum of the school. There was also some positive feedback

from moving. There was excitement that there would be new friends made, and as one person pointed during the interviews, a new school meant a new start and a new “you”. The most important thing that the adults who were interviewed agreed upon was that it was the teachers who were responsible for bringing the new student into the class and making them a part of the class. If the teacher does not do this, then the other students in the class will not accept the new student.

Implications

There were negative implications for moving that the research agreed with. The students stressed themselves out and caused themselves to have health problems. Grades began to drop and some students became anti-social. There were positive implications of moving as well. Those who were interviewed and were younger seemed to be more open to the experience of moving when they had moved during the summer vacation. Those who moved during the year were not as accepting and excited about the move. Those who were interviewed as adults were less excited about the moves that they had made.

There were also positive implications. Students who had moved around during their school career felt that they had a much wider view of the world. These people felt that they had a much broader experience and were more open to the world and different experiences and ideas as a whole. Many of those who were interviewed said that they would definitely move again, they thought that the experiences were well worth the move. They had experiences and views that they felt they would not have gotten had they not moved. They were also able to see more of the world, some even moved to different countries. A few who were interviewed said that given the choice they would not move again. They felt that moving had made things worse and were not interested in moving themselves or their children while school was in session.

One last implication was that all of the people interviewed agreed that the teachers were the ones who made the biggest difference in whether a student felt accepted or not in their new school community. When some of the students moved to new schools their teachers were caring and concerned about how these new students were fitting into their new schools and making friends. Other teachers were not interested in the well being of their new students and even ridiculed them in front of the class. Teachers make a huge difference in a student's life and comfort at school.

Recommendations

There are several recommendations that I have for further research on student mobility. I would definitely recommend that more time be spent on this research, possibly a year or two to interview people and gather more information so that a broader range of people can be reached. I would also recommend a wider range of people to interview. The more people that are interviewed the better information that can be gathered for a better way to help students who are mobile to adjust to their new schools. Students who move have a broader view of the world. This is something that is important and should be investigated further.

I believe that it would be worthwhile to re-interview the people after some time to see if anything had changed in their thinking and if they had thought of anything else to add to their initial interviews. It would also be important to interview the children when they had grown up and finished their schooling to see if they had changed their views at all on moving and the experiences they had when it came to moving.

Another aspect of research that I was not able to look at was students who had never moved. I believe that it would be worthwhile to find studies where students had not moved and how that influenced their lives. Interviewing parents and students who had never moved would have been useful to learn their views on moving.

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Appendices:

Appendix A: Letter of permission from parents

Appendix B: Letter of permission from students

Appendix C: Interview for Parents

Appendix D: Interview for Students

Appendix E: Interview Schedule

Appendix A: Letter of Permission from Parents

Dear Parents/Guardians,

My name is Cristina Valle and I am a Graduate student at SUNY Oswego. I am currently researching student mobility and learning. How does student mobility affect student learning?

I am interested in this topic because I was one of the students who moved many times when I was younger. My goal for this research is to find a way to help these students in the future so they are able to integrate and adapt easily to their new environment with as few problems as possible.

To do this I would like to interview your child about when they moved. Everything will be kept confidential so as to protect the students' privacy. With your permission and your child's permission, I would also like to interview you and your child about the time(s) that your family moved. If you have any questions please don't hesitate to call me at (315) 420-8796 or e-mail me at valle@oswego.edu. If you have any concerns or questions regarding this study, please contact my academic advisor, Dr. Faith Maina at (315)-312-2641 or her e-mail, faith.maina@oswego.edu.

For any concerns regarding your rights as a participant, please contact Dr. Barry Friedman at 315-312-3474 or e-mail him at barry.friedman@oswego.edu, Chair of the Human Subjects Committee, SUNY Oswego.

Sincerely,

Cristina Valle
[Redacted]
valle@oswego.edu

I _____ Do/ Do Not give my child _____ permission to participate in the above research to be performed by Cristina Valle.

Date _____

Signature _____

Appendix B: Letter of Permission from Students

Dear Students',

My name is Cristina Valle and I am a Graduate student at SUNY Oswego. I am currently researching student mobility and learning. How does student mobility affect student learning?

I am interested in this topic because I was one of the students who moved many times when I was younger. My goal for this research is to find a way to help these students in the future so they are able to integrate and adapt easily to their new environment with as few problems as possible.

To do this I would like to interview you about when you moved. Everything will be kept confidential so as to protect your privacy. With your permission and your parents' permission I would like to interview you about the time(s) that you moved.

If you have any questions please don't hesitate to call me at [redacted] or e-mail me at valle@oswego.edu. If you have any concerns or questions regarding this study, please contact my academic advisor, Dr. Faith Maina at (315)-312-2641 or her e-mail, faith.maina@oswego.edu.

For any concerns regarding your rights as a participant, please contact Dr. Barry Friedman at 315-312-3474 or e-mail him at barry.friedman@oswego.edu, Chair of the Human Subjects Committee, SUNY Oswego.

Sincerely,

Cristina Valle
[redacted]
valle@oswego.edu

I _____ Do/ Do Not want to participate in the above research to be performed

by Cristina Valle.

Date _____

Signature _____

Appendix C: Interview Questions for Parents

Tell me about the times you moved. Give me your story. Here are some of the questions to consider.

How old were your children when you moved?

Did you worry about the well being of your children? Was there anything in particular that worried you?

How did they handle moving?

Were there any times you were especially worried about them?

Did your child attend or is your child interested in attending college and finishing at least one degree?

How long would you say it took them to be completely comfortable in their new school and home?

Appendix D: Interview for Students

Tell me about the times you moved. Give me your story. Here are some of the questions to consider.

How were you told that you were moving?

How did you feel when you were told that you were moving?

How did you feel in you did in your school before you moved each time? And after you moved?

Did you have any problems in your schools after you moved?

How long do you feel it took you to feel comfortable in your new places?

Do you feel your parents listened to you if you had any problems?

Remember that the story is what I want. It is your story that I am interested in.

Appendix E: Interview schedule

Interviews:

Week one: Interview brother in family A

Week two: Interviewed family B and family C

Week three: Interviewed the rest of family A, interviewed family D and family E

Week four: Transcribed all of the information gathered