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### **Psychosocial and Educational Adjustment of Ethnic Minority Elementary School Children in the Netherlands**

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## Key Points EN

1. *The results of the present thesis show that Dutch ethnic minority children of non-Western origin have relatively more social and behavioral problems in comparison to ethnic majority native Dutch children during the entire elementary school period. This suggests that interventions aimed at reducing adjustment problems among children of migrants could be more effective when implemented at the very beginning of, or prior to elementary school.*
2. *Already during the early years of elementary school, non-Western minority children are being less liked by their peers in the classroom. This lower social position assigned by their peers appeared to have a greater influence on the level of externalizing problem behavior among non-Western minority children than among Dutch natives. Interventions that target behavior modification among non-Western minority children should take into account an increased vulnerability for (forms of) social exclusion.*
3. *The relatively lower test scores of non-Western minority children in the Dutch national End of Primary School Test in sixth grade can be explained by their substantial developmental arrears in cognitive skills (language, working memory, and attention). Relevant factors in the domains of social and behavioral adjustment did not offer added value in explaining their lower test scores. Interventions aiming to diminish ethnic disparities in achievement may prove more effective if the stimulation and training of verbal and non-verbal cognitive skills among non-Western migrant youth are implemented at an early stage and in an intensive manner.*
4. *The present research is the first to investigate the course of psychological and social adjustment among elementary school children with a non-Western family migrant background. Although relatively large level-differences were found, there was no evidence for a different pattern of development over time. These children therefore appear to show a similar, and thereby also a normative development comparable to that of Dutch native children.*
5. *There was no evidence for a possible bias in teacher report of oppositional and aggressive behavior as a function of children's ethnicity. Teachers applied comparable behavioral assessment criteria irrespective of children's ethnicity. Also, peers were found to confirm the ethnic differences in problem behavior as reported by the teachers.*

## Kernpunten DU

1. *De onderzoeksresultaten van het voorliggende proefschrift laten zien dat gedurende de gehele basisschoolperiode, Nederlandse kinderen van niet-Westerse afkomst relatief meer sociale en externaliserende gedragsproblemen vertonen dan autochtone Nederlandse kinderen. Dit suggereert dat interventies die gericht zijn op het reduceren van aanpassingsproblematiek onder de migrantenjeugd effectiever zouden kunnen worden ingezet aan het begin en/of voor aanvang van de basisschoolperiode.*
2. *Kinderen met een niet-Westerse achtergrond worden al in de eerste paar jaar van de basisschoolperiode relatief minder gewaardeerd in de klas. Deze door leeftijdgenoten toegewezen lagere sociale positie blijkt bij niet-Westerse kinderen een grotere invloed te hebben op de mate van externaliserende gedragsproblemen dan bij autochtone Nederlandse kinderen. Interventies met gedragsmodificatie onder niet-Westerse migrantenkinderen als aandachtspunt, dienen verhoogde gevoeligheid voor (vormen van) sociale uitsluiting onder deze groep in acht te nemen.*
3. *De relatief lagere prestaties van kinderen met een niet-Westerse afkomst op de landelijke Cito Eindtoets Basisonderwijs in groep 8 worden verklaard door hun substantiële ontwikkelingsachterstand in cognitieve vaardigheden (taal, werkgeheugen en aandacht). Relevante factoren op het gebied van sociale en gedragsaanpassing bleken hierbij geen toegevoegde verklarende waarde te hebben. Interventies met het doel etnische onderwijsverschillen te verkleinen zouden meer effect kunnen sorteren door een vroege, intensieve stimulatie en bevordering van talige en niet-talige cognitieve vaardigheden onder migrantenjeugd met een niet-Westerse afkomst.*
4. *Het voorliggende onderzoek is het eerste dat het verloop van de psychologische en sociale aanpassing bij basisschoolleerlingen met een niet-Westerse afkomst in kaart heeft gebracht. Alhoewel er relatief grote niveauverschillen zijn waargenomen, is er geen evidentie gevonden voor een afwijkend ontwikkelingspatroon in de loop van de tijd. Deze kinderen lijken dus een met die van autochtone Nederlandse kinderen vergelijkbare, en daarmee even normatieve ontwikkeling door te maken.*
5. *Er is geen evidentie gevonden voor de mogelijkheid dat leerkrachtbeoordelingen van oppositieel en agressief gedrag beïnvloed zouden kunnen zijn geweest door vooroordelen op basis van de etniciteit van de kinderen. Dit valt af te leiden uit de vergelijkbaarheid van de door de leerkrachten toegepaste criteria bij de gedragsbeoordelingen. Deze conclusie is ook in lijn met de bevinding dat klasgenoten de etnische verschillen in probleemgedrag zoals beoordeeld door de leerkrachten, bevestigen.*

## Points Clés FR

1. *Les résultats de la présente thèse montrent que tout au long de la période de l'école primaire, des enfants néerlandais de provenance non-occidentale présentent relativement plus de problèmes de comportement social et externalisant par rapport aux enfants néerlandais autochtones. Ceci pourrait impliquer que des interventions destinées à réduire les problèmes d'adaptation parmi les jeunes migrants devraient de préférence être opérées au début et / ou avant la période de l'enseignement primaire.*
2. *Déjà au cours des premières années de l'école primaire, les enfants des minorités non-occidentales sont moins aimés par leurs camarades de classe. Il semblerait que la position sociale ait une plus grande influence sur le niveau d'externalisation des problèmes de comportement chez les enfants des minorités non-occidentaux que chez les natifs néerlandais. Les interventions qui ciblent la modification du comportement chez les enfants des minorités non-occidentaux devraient envisager une vulnérabilité accrue à (des formes d') l'exclusion sociale.*
3. *La performance relativement plus faible d'enfants d'origine non-occidentale aux tests nationaux de Fin de la scolarité primaire (CITO) s'explique par leur retard de développement important dans les compétences cognitives (langage, mémorisation et attention). Les facteurs pertinents dans le domaine d'adaptation sociale et de comportement ne contribuent pas à expliquer ces résultats inférieurs. Les interventions visant à réduire les disparités ethniques dans les résultats pourraient se révéler plus efficaces si la stimulation et la formation des compétences cognitives verbales et non verbales chez les jeunes migrants non-occidentaux étaient mises en œuvre à un stade précoce et de manière intensive.*
4. *La présente étude est la première à examiner le cadre de l'adaptation psychologique et sociale parmi les enfants des écoles primaire de provenance non-occidentale. Bien que des différences de niveaux relativement grandes ont été observées, aucune preuve d'un développement déviant au fil du temps n'a été trouvée. Ces enfants semblent donc montrer un développement semblable, et par là-même normatif, comparable à celui des enfants de provenance néerlandaise.*
5. *Il n'a pas été non plus possible de prouver que les observations des enseignants sur les comportements oppositionnels et agressifs soient influencées par des préjugés causés par l'ethnicité des enfants. Cette conclusion résulte de la comparabilité des critères utilisés par les enseignants pour évaluer le comportement. Également, il s'avère que les camarades de classe confirment les différences ethniques dans les problèmes de comportement, comme l'ont observé les professeurs.*

## Puntos Esenciales ES

1. *Los resultados de la investigación de la presente tesis demuestran que a lo largo del período de la escuela primaria, los niños holandeses de origen no occidental tienen relativamente más problemas sociales y de comportamiento que los niños holandeses nativos. Esto sugiere que las intervenciones dirigidas a reducir los problemas de adaptación entre los jóvenes migrantes podrían utilizarse de manera más efectiva al principio y / o previo al inicio de la escuela primaria.*
2. *Ya en el primer año de la escuela primaria, los niños holandeses de origen no occidental son menos estimados y/o aceptados. Esta posición social más baja asignada a los niños no occidentales por parte de sus compañeros tienen una mayor influencia en el grado de manifestación de problemas de comportamiento que entre los niños holandeses nativos. Las intervenciones que buscan modificar el comportamiento de los niños inmigrantes no occidentales deben tener muy en cuenta el alto grado de sensibilidad a (formas de) la exclusión social de este grupo.*
3. *El bajo rendimiento de los niños de origen no occidental en la prueba nacional final para las escuelas primarias en el último grado se explican por sus retrasos en el desarrollo de habilidades cognitivas sustanciales (lenguaje, memoria de trabajo y atención). Los factores relevantes en el campo de la adaptación social y de conducta parecen no tener aquí un valor explicativo adicional. Las intervenciones a grupos de jóvenes de origen no occidental encaminadas a disminuir las diferencias de educación de origen étnico y cultural podrían tener mayor eficacia siempre que se iniciara muy tempranamente la aplicación de estímulos para desarrollar las habilidades cognitivas lingüísticas y no lingüísticas.*
4. *La presente investigación es la primera en analizar el curso de la adaptación psicológica y social de los estudiantes de primaria de origen no occidental. Aunque se han observado relativamente grandes diferencias de nivel, no se han encontrado evidencias de un modelo diferente de desarrollo en el curso del tiempo. Por lo tanto, estos niños parecen mostrar un desarrollo similar, y por consiguiente también un desarrollo normativo, comparable al de los niños nativos holandeses.*
5. *No hay evidencia de un posible sesgo en los informes de los docentes sobre el comportamiento agresivo y/o de oposición en función del origen étnico de los niños. Los docentes aplicaron criterios de evaluación de comportamiento comparables independientemente del origen étnico de los niños. Además, los compañeros confirmaron las diferencias étnicas en los problemas de comportamiento en coincidencia con lo informado por los docentes.*

## Punti Chiave IT

1. *Questa tesi dimostra che, durante il periodo delle scuole elementari, i bambini appartenenti a una minoranza non europea presentano livelli di problematiche sociali e comportamentali relativamente più elevati rispetto ai loro compagni di origini olandesi. I risultati suggeriscono inoltre che eventuali interventi diretti a ridurre queste problematiche nel gruppo di bambini figli di origine non europea risulterebbero più efficaci se eseguiti durante l'inizio, o addirittura precedentemente l'inizio dell'entrata alla scuola elementare.*
2. *La tesi dimostra che i bambini di origini non-europee sono meno accettati dai compagni di origine europea/olandese già dai primi anni della scuola elementare. Quando questa bassa posizione sociale nel gruppo dei pari viene riscontrata nel gruppo etnico non europeo sembra avere una maggiore influenza sullo sviluppo di problemi di comportamento rispetto ai livelli simili rilevati nel gruppo di bambini di origini europee/olandesi. Gli interventi che sono diretti a modificare tali problemi comportamentali dovrebbero quindi tenere in considerazione la maggiore vulnerabilità dei bambini di origini non-europee a (forme di) esclusione sociale nel gruppo dei pari.*
3. *I bambini di origini non-europee presentano risultati scolastici più scadenti rispetto ai loro compagni europei/olandesi al termine delle scuole elementari. Questi insuccessi scolastici possono essere spiegati dal ritardo nello sviluppo delle capacità cognitive (linguaggio, memoria e attenzione) riscontrato in questo gruppo. Altri fattori nella sfera dello sviluppo sociale e comportamentale si sono rivelati non significati in riferimento al basso livello di successo nei test scolastici. Si può quindi concludere che gli interventi mirati a ridurre il dislivello scolastico tra giovani immigranti e giovani europei/olandesi si dovrebbero focalizzare sulla sviluppo delle capacità cognitive verbali e non-verbali e dovrebbero essere implementati a livello intensivo già dai primi anni scolastici.*
4. *Questa ricerca è la prima tesi che affronta lo sviluppo dell'adattamento psico-sociale nei bambini di origini non-europee che frequentano la scuola elementare. Nonostante si sia riscontrata la presenza di ampie differenze di livello, i bambini con origini non-europee sembrano presentare linee di sviluppo comparabili ai loro compagni con origine olandese.*
5. *Nessun bias etnico è stato riscontrato negli insegnanti per quanto riguarda le loro valutazioni dei comportamenti oppositivi e aggressivi tra gli alunni delle classi elementari. Gli insegnanti hanno utilizzato i medesimi criteri di valutazione indipendentemente dall'origine etnica degli studenti. Il gruppo dei pari ha ulteriormente convalidato le differenze comportamentali in relazione all'origine etnica riscontrate dagli insegnanti.*



## Anahatları TR

1. *Hazır tezin araştırma sonuçları, bütün ilkokul süresinde batı kökenli olmayan Hollandalı çocuklarda Hollanda kökenli çocuklara oranla daha çok sosyal ve eksternalize (dışa atma) davranış sorunlarının görüldüğünü ortaya çıkarmıştır. Bu sonuç, göçmen gençlerinde görülen uyum sorunları azaltmaya yönelik müdahale eylemlerinin hele ilkokul süresinin başlangıcında ya başlangıcından önce daha etkili olabileceği izlenimi uyandırmaktadır.*
2. *Batı kökenli olmayan çocuklar, ilkokul süresinin ilk yıllarında bile oranla daha az değer görmektedirler. Akranları tarafından atfedilen bu daha düşük sosyal pozisyon da Hollanda kökenli çocuklara oranla batı kökenli olmayan çocuklarda eksternalize davranış sorunlarının derecesine daha etkili gözükmektedir. Batı kökenli olmayan göçmen çocuklarında davranış değiştirmesine yönelik müdahale eylemleri, bu grubun sosyal dışlanmanın şekillerine karşı artırılmış duyarlılığı göz önünde tutmalıdır.*
3. *Batı kökenli olmayan çocukların ülke çapında son sınıfta düzenlenen İlköğretim Sonu Merkezi Sınavı'nda (Cito) oranla zayıf sonuçları, dil, işler bellek ve dikkattan oluşan zihinsel yeteneklerinin temel gelişimsel gecikme ile açıklanabilir. Sosyal ve davranış uyumu alanındaki konuya ilgili etkenlerin bu konuda katma açıklayıcı değerde olmadığı görülmüştür. Amacı öğrenim başarısında etnik farklılıkları indirmek olan müdahale eylemlerinin daha etkili olabilmesi için, batı kökenli olmayan çocukların dilsel ile dilsel olmayan zihinsel yeteneklerini erken ve yoğun olarak uyarıp teşvik etmesi gerekmektedir.*
4. *Hazır çalışma, batı kökenli olmayan ilkokul öğrencilerinin ruhsal ve sosyal uyumunun yolunun haritasını çizmiş olan ilkidir. Her ne kadar oranla önemli düzey farklılıkları gözlemlenmiş olsa da zaman sürecinde farklı bir gelişim modeli için kanıt bulunamadı. O yüzden bu çocukların Hollanda kökenli çocuklarınkine benzer, ve dolayısıyla düzgüsel gelişim geçirdikleri görünmektedir.*
5. *Öğretmenlerin muhalif ve saldırgan davranış değerlendirmelerinde çocukların etnik kökenleriyle ilgili olabilir önyargılarının etkili olduğuna dair kanıt bulunamadı. Bu sonuca öğretmenlerin davranış değerlendirmelerinde uyguladıkları kriterlerin karşılaştırılabilirliğinden varılabildi. Aynı şekilde sınıf arkadaşlarının da problem davranışta varolan etnik farkları değerlendirmelerinin öğretmenlerini doğruladıkları bulundu.*

## 主要发现 CN

1. 本研究发现，在整个小学阶段，与高加索裔儿童相比，非高加索裔儿童的社会和行为问题更多；这一发现提示，在进入小学之前或在小学低年级时就对非高加索裔儿童进行适应性干预将会取得更好的效果。
2. 在小学低年级阶段，非高加索裔儿童所获得的同辈喜爱少于高加索裔儿童。同时，非高加索裔儿童不仅在同伴欢迎度方面处于劣势，这种劣势对外化行为问题的影响程度也更大。因此，在对非高加索裔儿童进行适应性干预时应考虑这种社交劣势的影响。
3. 在小学六年级进行的全荷小学毕业测试中，非高加索裔儿童总分相对较低。非高加索裔儿童在认知技能（包括语言，工作记忆和注意）方面的发展相对延迟于高加索裔儿童，这可以为总分较低提供部分解释。同时，在控制了认知技能后的影响后，社交和行为适应问题对测试总分几乎没有影响。因此，为了减小非高加索裔儿童在学业成就上的差距，在早期对语言和非语言的认知技能进行密集干预可能更加有效。
4. 本研究是第一个关注非高加索裔儿童在小学阶段的心理和社会适应性的研究。虽然本研究发现非高加索裔儿童在一些心理和社会性发展水平上与高加索裔儿童存在差距，但是两组儿童表现出相同的发展轨迹，即非高加索裔儿童与高加索裔儿童表现出相似的发展和变化趋势。
5. 本研究中，教师采用相同的标准来评价不同族裔儿童的对抗行为和攻击行为，不存在族裔偏见。同时，以同辈报告数据为基础，本研究也发现了不同族裔之间的差异。因此，进一步证明这一差异并不是因为报告者偏见所导致的。



## AR العربية

- ١ تبين نتائج الاطروحة الحالية ان الأولاد التابعين للأقلية العرقية غير الغربية تظهر لديهم مشاكل سلوكية أكثر نسبياً من أتربهم من الأصل الهولندي الذين يشكلون الأكثرية خلال المرحلة الابتدائية من المدرسة. بناءً على ذلك، تقترح الدراسة الحالية الهادفة الى تخفيض مشاكل التأقلم عند الأولاد المهاجرين، التدخل في بداية المرحلة الابتدائية او قبلها والتي يمكن ان تكون أكثر فعالية.
- ٢ يلاقي أولاد الأقليات غير الغربية خلال السنوات الأولى من المدرسة الابتدائية اكتراث اقل من قبل بقية زملائهم في الصف. ويتبين ان الوضع الاجتماعي له أثر أكبر فيما يتعلق بالمشاكل السلوكية الخارجية بالنسبة لأولاد الأقليات غير الغربية مقارنة بالأولاد من أصل هولندي. على التدخل الهادف لتغيير السلوك عند أولاد الأقلية غير الغربية ان يأخذ بعين الاعتبار الحساسية المتزايدة للعزل الاجتماعي (أشكال العزل الاجتماعي).
- ٣ تفسر النتائج المنخفضة نسبياً لدى أولاد الأقلية غير الغربية في الرائد الوطني عند نهاية المدرسة الابتدائية بالتأخر الملحوظ في تطورات المهارات العرفية كاللغة، الذاكرة العملية والانتباه. وكذلك لم تعط عوامل التأقلم السلوكي الاجتماعي أي تفسيراً إضافياً للنتائج المنخفضة. قد يقلل التدخل في المرحلة الابتدائية الفروقات العرقية في الإنجازات المدرسية إذا ما طبق بشكل مكثف ومبكر ضمن تحريك وتدريب المهارات العقلية اللغوية وغير اللغوية.
- ٤ ان الدراسة الحالية هي الأولى من نوعها التي تكشف المسار النفسي والاجتماعي للتأقلم في المرحلة الابتدائية من المدرسية عند الأولاد غير الغربيين من عائلات مهاجرة. على الرغم من العثور على فروقات كبيرة نسبياً، الا انه لم يكن هناك أي دليل على تطوّر مختلف مع مرور الزمن. وبالتالي، يتبين ان هؤلاء الأطفال لديهم تطوّر معياري مطابق لنمو الأولاد الهولنديين.
- ٥ ما من دليل يثبت ان المعلم يربط بين بقية الأولاد والسلوك المعارض العدائي. وقد طبّق المعلمون مقاييس السلوك بطريقة متوازية بغض النظر عن عرف الأولاد. وكذلك ان دراسة الاتراب قد اثبتت ان المشاكل السلوكية الموجودة في الفروقات العرقية هي مماثلة لما تقدّم به المعلمون.



## Footnotes

- <sup>1</sup>In the Netherlands, the term non-Western minority status is used when an individual residing in the Netherlands, or at least one of this individual's parents originates from a country in Africa, South America or Asia (except Indonesia and Japan) or Turkey (see Statistics Netherlands, 2014c).
- <sup>1</sup>In Nederland, wordt de term niet-Westerse migrant status gebruikt om aan te duiden dat een individu wonend in Nederland, of ten minste een van deze individu zijn ouders geboren zijn in een land in Afrika, Zuid-Amerika of Azië (met uitzondering van Indonesië en Japan) of Turkije (zie Statistics Netherlands, 2014c).
- <sup>2</sup>In the Netherlands, the term Western minority status is used when an individual residing in the Netherlands and both of this individual's parents originate from a country in Europe (except Turkey), North America or Oceania or Indonesia or Japan (see Statistics Netherlands, 2014e).
- <sup>2</sup>In Nederland, wordt de term Westerse migrant status gebruikt om aan te duiden dat een individu wonend in Nederland en beide ouders van deze individu geboren zijn in een land in Europa (met uitzondering van Turkije), Noord-Amerika of Oceanië of Indonesië of Japan (zie Statistics Netherlands, 2014e).
- <sup>3</sup>Significant differences in grand mean externalizing problem behavior were found when the native Dutch reference group was compared with the Moroccan, Turkish, Surinamese and Netherlands Antillean minority subgroups ( $F(4, 658) = 10.04$ ,  $p < .001$ ) and in overall peer social preference ( $F(4, 656) = 5.27$ ,  $p < .001$ ). Native Dutch children had a lower level of externalizing problem behavior ( $T_s > -3.28$ ,  $p_s < .01$ ) and a higher level of peer social preference than non-Western minority children ( $T_s > 3.62$ ,  $p_s < .01$ ).
- <sup>4</sup>Significant mean differences in overall achievement test score were found when the native Dutch reference group was compared with the Moroccan, Turkish, Surinamese and Netherlands Antillean minority subgroups ( $F(4, 415) = 11.43$ ,  $p < .001$ ). Native Dutch children obtained higher test scores than non-Western minority children ( $T_s > 3.44$ ,  $p_s < .01$ ).
- <sup>5</sup>Proces waarin culturele en psychologische veranderingen plaatsvinden als gevolg van contact met andere culturen.

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