

**Growing Up in Neverland: An assessment of the long-term physical and cognitive
correlates of the Operation Pedro Pan exodus**

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PSYC 493

Pages: 28

1 credit

Abstract

Between December 1960 and October 1962, over 14,000 Cuban youths arrived in the United States through Operation Pedro Pan and were sent to Catholic Welfare Group Homes, foster homes, and family members throughout the country as they awaited their parents. No prior studies have explored the long-term physical and cognitive correlates of the developmental disturbance of being an unaccompanied minor in the now adult Pedro Pan population. This study aimed to investigate whether the Pedro Pan population exhibits persistent differences in their physical health, mental health, and attachment secondary to childhood separation from their family, as compared to a control sample. The control group consisted of comparably-aged Cuban immigrants who immigrated to the United States with their families at the same time as the Pedro Pan participants. We hypothesized that, for the Pedro Pan cohort, physical health, mental health, and attachment insecurity would correlate with the adversity of their immigration experience, as quantified through online questionnaires. Questionnaires were divided into three main categories: demographics, Pedro Pan experience, and standardized assessments of attachment style. Results indicated anxious and avoidant attachment styles were associated with poorer mental and physical health outcomes, as well as weaker parental relationships in childhood. Insecure attachment was correlated with younger age of arrival in the United States in the Pedro Pan group, but with older age of immigration in controls, highlighting the effect of parental separation on younger unaccompanied minors. No significant differences in overall physical or mental health were found between groups, suggesting Pedro Pan participants overcame the early disadvantages they faced, results reflect the exile experience overall, or a larger control group was needed. Future research into the experiences of unaccompanied minors can help shed light

on the unique obstacles they face and inform future policies for immigrant children currently facing similar circumstances.

Introduction

Background Information

Operation Pedro Pan

In the midst of the Cuban Revolution, many Cuban parents feared the government would take away their parental authority, as Francisco Franco had done in the Spanish Civil War. In an attempt to protect their children from the communist regime and reserve their right to choose how their children would be educated, many began sending their unaccompanied children to the United States. Between December 1960 and October 1962, more than 14,000 Cuban youths arrived in the United States and were sent to live in institutions and foster homes. This exodus is now known as Operation Pedro Pan (“History,” 2009).

Operation Pedro Pan was organized by the Catholic Welfare Bureau of Miami after authorization by the US Department of State to notify parents in Cuba that visa requirements had been waived for children, allowing them to fly commercially to Miami. The children who arrived in Miami were from all parts of the island. The majority was Catholic, but several hundred were Protestant, Jewish, or non-religious. In addition, a variety of racial backgrounds were represented, including White, Black, and Asian. These children mostly came from middle class or lower middle class families (“History,” 2009).

Of the children who arrived during that twenty-month period, approximately 50% were united with family members upon their arrival at the Miami airport. The Catholic Welfare Bureau took the other 7,000 into their care. Of those children, 85% were between the ages of 12 and 18 upon arrival. As the number of children arriving in the United States grew, a large problem for

the Catholic welfare Bureau was the lack of facilities to care for them. This was solved by asking Catholic Charities agencies around the country to provide foster homes and group homes for the children. Children were placed in over 100 cities in 35 states (“History,” 2009).

Commercial flights between Cuba and the United States ceased as a result of the Missile Crisis in October of 1962, bringing Operation Pedro Pan to a halt. In December of 1965, Freedom Flights began to take off twice a day under an agreement between both governments for the purpose of family reunion. Parents of unaccompanied minors were given first priority. Close to 90% of those still in care under the Catholic Welfare Bureau were reunited with their parents by June of 1966 (“History,” 2009). However, there is no information on the rate of family reunion of older children who became independent or those who went to live with relatives upon arrival. Although parents sent their children with the hope of reuniting with them in the United States, some children were never reunited with their families.

Cuban Immigration to the United States

Operation Pedro Pan occurred during a large influx of Cuban immigration to the United States as a result of the Cuban Revolution in 1959. The large waves of Cuban immigration to the United States began in the 1950s, with 250,000 Cubans arriving between 1959 and 1960, and 300,000 arriving between 1965 and 1973 (“Cuban Immigration to the United States,” 2011). Present immigration continues at a high rate. The majority of Cubans leave the island for political reasons (“Cuban Immigration to the United States,” 2011). They are drawn to the promise of freedom in the United States, and wish to escape the oppressive communist government established by Fidel Castro in 1959. Sixty-three percent of all Cubans living in the United States live in Florida (“Cuban Immigration to the United States,” 2011). There are also

large Cuban communities in New York, New Jersey, and California (“Cuban Immigration to the United States,” 2011).

Attachment

The unique circumstances that accompany leaving a country as an unaccompanied minor may have impacted attachment styles of the Pedro Pan participants. Attachment is a deep and enduring emotional bond that connects one person to another across time and space (McLeod, 2009). Attachment theory provides an explanation of how the parent-child relationship emerges and influences subsequent development. Attachment theory originates from the work of John Bowlby (1969). While working as a psychiatrist in a Child Guidance Clinic in London in the 1930’s, Bowlby began to consider the importance of the child’s relationship with his or her mother in terms of their social, emotional, and cognitive development (McLeod, 2009). Bowlby then noted that children experience intense distress when separated from their mothers.

According to the prominent behaviorist theory of the time, this observation would be explained by saying that the mother feeds the infant therefore the infant becomes attached. However, Bowlby noticed even when the children were fed by other caregivers, this did not diminish the child’s anxiety. Bowlby proposed that attachment could be understood from an evolutionary perspective. The caregiver provides safety and security for the infant; therefore attachment is adaptive as it enhances the infant’s chance of survival. According to Bowlby, infants have a universal need to seek close proximity with their caregiver when under stress or threatened (Bowlby, 1969).

While Bowlby believed attachment was an all or nothing process, meaning the children either formed attachment bonds with their caregivers or did not, research by Ainsworth showed that there are individual differences in attachment quality. By putting infants in an experimental

design called the Strange Situation Technique, Ainsworth was able to note differences in children's reactions to being in a new, strange environment without their caregiver (Ainsworth, 1970). Ainsworth characterized three main attachment styles: secure attachment, insecure avoidant, and insecure anxious (1970). Securely attached children feel confident that the attachment figure will be available to meet their needs, and use the attachment figure as a safe base to explore the new environment. They seek the attachment figure in times of distress, and are easily soothed by the attachment figure when upset. Insecure avoidant children do not orient to their attachment figure while investigating a new environment. They are very independent of the attachment figure and do not seek the attachment figure when distressed. The insecure anxious children will commonly exhibit clingy and dependent behavior but will reject the attachment figure when they engage in interaction. They have difficulty moving away from the attachment figure to explore novel surroundings and are not easily soothed when distressed (McLeod, 2008).

These attachment styles have been shown to extend beyond childhood. Attachment styles are thought to reflect individuals' cognitive-affective mental representations of self and other and resulting behavioral orientations toward close relationship partners (Gillath, 2009). Attachment anxiety in adults is characterized by insecurity about one's own worth and abilities, extreme need for interpersonal closeness, love, and support, and constant worrying about being rejected or abandoned. Attachment avoidance in adults is characterized by reluctance to trust others, an emphasis on autonomy and self-reliance, a relatively low tolerance for interpersonal intimacy and interdependence, and a tendency to down-regulate one's own emotions. Attachment security in adults relates to a sense of trust in the responsiveness of attachment figures, one's own worth

and abilities, and comfort with intimacy and interdependence, as well as the relative absence of anxiety and avoidance (Gillath, 2009).

Research provides evidence that attachment styles are stable personality dimensions (Gillath, 2009). In other words, the attachment style one develops during infancy remains stable throughout life, continuing into adulthood. However, according to Bowlby, mental representations of self and other are largely accurate reflections of actual experiences, especially in the context of close relationships, which are revised and updated as a person enters new relationships and has new experiences (1969). Therefore, as individuals interact with others and continue to experience different relationships throughout life, they change their model of attachment. For example, a study conducted by Feeney and Noller (1992) found that, in a sample of young adults followed for 10 weeks, the formation of a steady relationship was related to an increase in attachment security and a decrease in attachment insecurity. In another study by Kirkpatrick and Hazan (1994), they found that relationship breakups were associated with changes from secure to insecure attachment styles, and avoidant subjects who formed new relationships were less likely to remain avoidant than those who did not. In this way, attachment style is a working model or dynamic behavioral system. A caveat to this is that working models that are formed early in life, or are particularly strong, will tend to persist (Gillath, 2009).

Based on this dynamic theory of attachment, it can be hypothesized that an abrupt developmental disturbance, such as the experience of an unaccompanied minor, may influence attachment style. If the Pedro Pan experience was significant enough in the life of the child, these changes may still be detectable and have persisted into adulthood.

Child Neglect and Institutionalization

No prior studies have explored the long-term consequences of an exodus on unaccompanied refugee minors. Past research most relevant to this question (in terms of profound disruption to conventional attachment) has explored childhood abuse and neglect. Adults with a history of child abuse and neglect are more likely to have physical health problems and chronic pain symptoms (Lamont, 2010). Adult survivors have higher rates of diabetes, high blood pressure, gastrointestinal problems, arthritis, headaches, gynecological problems, stroke, hepatitis, and heart disease than the general public. In addition, exposure to abuse and neglect in childhood may also contribute to the development of chronic pain disorders. Patients with chronic pain were more likely to report having been abused or neglected in childhood than healthy controls in a meta-analysis study. Childhood abuse and neglect was also shown to be associated with increased risk for obesity. Some researchers suggest that these poor outcomes of neglect and abuse can be due to the impact of early life stress on the immune system (Lamont, 2010).

Childhood abuse and neglect has also been associated with mental health problems. Some mental health conditions often noted in adults with histories of abuse and neglect include: personality disorders, post-traumatic stress disorder, dissociative disorders, anxiety disorders, and psychosis (Lamont, 2010). Depression is one of the most commonly occurring consequences of past abuse and neglect. In an American representative study, adults who had experienced child abuse were two and a half times more likely to have major depression and six times more likely to have post-traumatic stress disorder compared to adults who had not experienced abuse. Additionally, associations have often been made between childhood abuse and neglect and later substance abuse. In the Adverse Childhood Experiences Study in the United States, adults with four or more adverse experiences in childhood were seven times more likely to consider

themselves an alcoholic, five times more likely to have used illicit drugs, and ten times more likely to have injected drugs compared to adults with no adverse experiences. These higher rates of substance abuse in adults with histories of child abuse and neglect may be due to victims using substances to self-medicate trauma symptoms such as anxiety, depression, and intrusive memories caused by an abusive history (Lamont, 2010).

Studies conducted on institutionalized children as part of the Bucharest Early Intervention Project have revealed difficulties with attachment associated with neglect. Specifically, the results of the study showed that all children who lived in an institution as young children exhibited high levels of indiscriminate behavior (Zeanah, 2002). Indiscriminate behavior refers to a pattern in which attachment behaviors are evident but are directed non-selectively or indiscriminately, even at relative or complete strangers. Additionally, having a preferred caregiver did not preclude having high levels of indiscriminate behavior, and this behavior persisted even after being adopted (Zeanah, 2002).

Unaccompanied Minors

The children of Pedro Pan faced a unique situation as unaccompanied minors in the United States that differs significantly from cases of childhood abuse and neglect. The definition of unaccompanied minors is “children and young people under the age of 18 who are outside of their country of origin and separated from both parents, or their previous legal/customary primary caregiver” (Raghallaigh, 2010). The author only found two previous articles that explored unaccompanied minors, but neither investigated the long-term effects of the experience. Studies conducted on unaccompanied minors in Finland have shown behavioral problems compared to children who were not unaccompanied minors (Sourander, 1998). About half of the refugee children had behavior symptoms in the clinical or borderline range when evaluated with

the “Child Behavior Checklist” (Achenbach, 1981). The most common symptoms were related to post traumatic stress disorder, depression, and anxiety (Sourander, 1998). The study also noted that age was an important factor in the children’s outcomes. The younger children had significantly more severe behavioral problems and seemed to be more vulnerable to emotional distress than older children (Sourander, 1998).

Another study conducted by Raghallaigh et al. studied the coping strategies of unaccompanied minors in Ireland. In the study, researchers identified six different coping strategies for these children: maintaining continuity in a changed context, adjusting by learning and changing, adopting a positive outlook, suppressing emotions and seeking distraction, acting independently, and distrusting. In addition, all but one of the 32 participants mentioned the importance of religion in their lives. This suggested to the researchers that religion and religious beliefs often seemed to facilitate coping strategies (Raghallaigh, 2010). This study helped clarify how unaccompanied minors are agentive purposeful actors who cope in a variety of individual ways depending on what they perceive as most appropriate to their circumstances. However, this study did not look at the long-term consequences of these coping strategies on the unaccompanied minors.

Aims of the Current Study

No previous studies have explored this particular kind of developmental disruption in social connectedness or the Operation Pedro Pan population. Therefore, the results of this study could shed light on the long-term consequences of such an exodus of unaccompanied minors on the children themselves. This cohort of children, who are now in their fifties and sixties, provide a unique opportunity to explore the long term effects of such an experience on adulthood and long term attachment. The goal of this study is to investigate whether this Pedro Pan population

exhibits differences in their physical health, mental health, socio-economic status, attachment, and social connectedness that have persisted into adulthood secondary to separation from their family in childhood compared to a control sample. The control group consists of Cuban immigrants who are comparably aged and immigrated to the United States with their families at the same time as the Pedro Pan participants.

We hypothesize that for the Operation Pedro Pan cohort, physical health, mental health, and attachment deficit severity will correlate directly with the adversity of their experience, as quantified by their scored answers on the questionnaire. Verification of this hypothesis would suggest that separation from family and institutionalization in childhood could have physical and cognitive repercussions that persist into late adulthood.

Materials and Methods

Subjects

Participants included 102 adults who participated as children in the Operation Pedro Pan exodus. The average ages of these participants was 65.1 years, and the average age at which they arrived to the United States is 12.3 years (Figures 7, 8, 9, 10). These participants were contacted through The Operation Pedro Pan Group, Inc. This group, which is based in Los Angeles, California, and Miami, Florida, was founded in 1991 by former unaccompanied Cuban children. They are currently in contact with approximately 2000 of the 14,000 Operation Pedro Pan participants. This research was advertised via email providing information about the project and how to participate. This email included a link that allowed interested participants to access an online consent form and the study questionnaires.

Controls

Control participants included 27 Cuban refugees who immigrated to the United States in the 1960s but were not part of Operation Pedro Pan. The average age of these participants is 66.2 years, and the average age at which they arrived to the United States is 11.7 years (Figures 7, 8, 9, 10). These participants were enlisted by word of mouth from contacts in the Cuban-American community in Miami and provided the link to access the control questionnaire and consent form.

Questionnaires

The questionnaires for the research study are divided into three main categories: demographic information, Pedro Pan information, and standardized questionnaires (Appendix). All questionnaires are anonymous and confidential. No identifying information is obtained. The demographic questionnaire asks for sex, age, highest education level, employment, and marital status. In addition, the demographic questionnaire asks about any physical and mental health problems the participant experienced in the past or is currently experiencing.

The Pedro Pan information portion of the questionnaire asks for personal details regarding the participant's individual experience as a Pedro Pan. Details include the age of their departure from Cuba, if they left with any siblings, where they were housed during their time in the United States, their overall rating of their experience as an unaccompanied minor, and if they were ever reunited with their parents.

The final portion of the questionnaire includes two standardized questionnaires to assess attachment and social connectedness. The first of the two standardized questionnaires is the Experiences in Close Relationships – Revised Scale, published by Fraley, Waller, and Brennan (Sibley, 2005). This questionnaire consists of 36 questions designed to assess attachment-related anxiety and attachment-related avoidance along a scale (Sibley, 2005). The questions refer to how a participant feels in emotionally intimate relationships. For the purpose of this study, the

ECR-R questions were modified to assess the participant's experience with past parental relationships. In addition, for the Operation Pedro Pan participants, they are asked to fill out two of these questionnaires: one considering their relationship with their parents prior to separation, and one considering their relationship after separation. While the instructions for the two questionnaires are different, the questions in these questionnaires are otherwise the same.

The second standardized questionnaire is the State Adult Attachment Measure (SAAM), which measures state levels of attachment related anxiety, avoidance and security (Gillath, 2009). The questionnaires consist of 21 questions that are designed to assess current sense of attachment security and insecurity (Gillath, 2009). This questionnaire was not modified for the purposes of this study.

Additionally, each questionnaire was translated into Spanish. The author translated the questionnaires, and the translation was checked and back translated by two additional native Spanish speakers to verify the accuracy of the translation. Participants were given the option to fill the questionnaires in Spanish or English, depending on their language preference.

Data Analysis and Results

Data was collected using Qualtrics online survey software (Qualtrics, 2013). Statistical analysis was done using IBM SPSS Statistics software (IBM SPSS Statistics, 2011).

Operation Pedro Pan Participant Data Analysis

A multiple Spearman's rho correlation was run to examine relationships between highest education level completed (HEL), total areas of employment (TAE), total physical health complaints (TPH), total mental health complaints (TMH), overall health ranking (OH), age of departure from Cuba (A), whether they left with siblings (S), relationship with siblings (RS),

total number of foster home locations (TNL), whether they were reunited with their parents (R), years of separation from their parents (Y), self-reported relationship with parents before and after separation (RB, RA, RR), ECR-R scores for before and after separation from their parents (EAXB, EAVB, EAXA, EAVB), and SAAM scores (SS, SAs, SAV).

Significant correlations were found between the following variables, and corresponded with our a priori hypothesis (Figure 1). Total Areas of Employment and total mental health (ρ : $-.212$; $p=.033$), the age they left from Cuba (ρ : $.219$; $p=.034$), total number of locations (ρ : $.252$; $p=.013$), the ECR-R avoidance score before separation (ρ : $-.232$; $p=.026$), the ECR-R avoidance score after being separated (ρ : $-.251$; $p=.028$), and their relationship with their parents after being reunited (ρ : $.204$; $p=.048$). Total physical health complaints and ECR-R avoidance score after separation (ρ : $.241$; $p=.033$). Total Mental Health Complaints and ECR-R avoidance score after separation (ρ : $.247$; $p=.029$), SAAM security score (ρ : $-.264$; $p=.018$), SAAM anxiety score (ρ : $.435$; $p=.000$), SAAM avoidant score (ρ : $.291$; $p=.009$), relationship with parents after being separated (ρ : $-.246$; $p=.017$), and relationship with parents after being reunited (ρ : $-.391$; $p=.000$). Overall health ranking and ECR-R avoidance score after being separated (ρ : $-.285$; $p=.012$), SAAM security score (ρ : $.231$; $p=.040$), SAAM anxiety score (ρ : $-.240$; $p=.034$), SAAM avoidance score (ρ : $-.283$; $p=.012$), relationship with parents after being separated (ρ : $.257$; $p=.013$), and relationship with parents after being reunited (ρ : $.249$; $p=.015$). The age of departure from Cuba and the ECR-R anxiety score after separation (ρ : $-.362$; $p=.002$), ECR-R avoidance score after separation (ρ : $-.320$; $p=.005$), SAAM anxiety score (ρ : $-.289$; $p=.012$), relationship with parents after being separated (ρ : $.215$; $p=.041$), and relationship with parents after being reunited (ρ : $.251$; $p=.016$). The ECR-R anxiety score before separation and the relationship with their parents before separation (ρ : $-.298$; $p=.004$), the relationship with their

parents after separation ($\rho: -.336; p=.001$), and the relationship with their parents after being reunited ($\rho: -.467; p=.000$). The ECR-R avoidance score before being separated and the relationship with their parents before separation ($\rho: -.383; p=.000$), the relationship with their parents after separation ($\rho: -.331; p=.002$), and the relationship with their parents after being reunited ($\rho: -.508; p=.000$). The ECR-R anxiety score after being separated and the relationship with their parents before separation ($\rho: -.441; p=.000$), the relationship with their parents after separation ($\rho: -.406; p=.000$), and the relationship with their parents after being reunited ($\rho: -.527; p=.000$). The ECR-R avoidance score after being separated and the relationship with their parents before separation ($\rho: -.433; p=.000$), the relationship with their parents after separation ($\rho: -.456; p=.000$), and the relationship with their parents after being reunited ($\rho: -.694; p=.000$). The SAAM security score and the relationship with their parents before separation ($\rho: .371; p=.001$), and the relationship with their parents after being reunited ($\rho: .345; p=.002$). The SAAM anxiety score and the relationship with their parents before separation ($\rho: -.247; p=.028$), the relationship with their parents after separation ($\rho: -.290; p=.011$), and the relationship with their parents after being reunited ($\rho: -.226; p=.049$). The SAAM avoidance score and the relationship with their parents before separation ($\rho: -.394; p=.000$), the relationship with their parents after separation ($\rho: -.307; p=.007$), and the relationship with their parents after being reunited ($\rho: -.446; p=.000$).

To correct for multiple comparisons, we conducted a Bonferroni correction and found the following relationships to still be significant. Total mental health and SAAM anxiety score and relationship with parents after being reunited. The age of departure from Cuba and ECR anxiety score after separation. ECR-R anxiety score before separation and relationship with their parents after separation and after being reunited. ECR-R avoidance score before being separated and

relationship with their parents before being separated, after being separated, and after being reunited. ECR-R anxiety score after being separated and the relationship with their parents before being separated, after being separated, and after being reunited. ECR-R avoidance scores after being separated and the relationship with their parents before separation, after separation, and after being reunited. SAAM Security score and relationship with parents before being separated and after being reunited. SAAM avoidance score and relationship with parents before separation and after being reunited. Relationships that did not survive the Bonferroni correction were still considered when relevant to the a priori hypothesis.

A point biserial correlation was then run to observe relationships between the locations the participants stayed during their time unaccompanied in the United States and highest education level completed, total areas of employment, total physical health complaints, total mental health complaints, overall health ranking, age of departure from Cuba, whether they left with siblings, relationship with siblings, total number of foster home locations, whether they were reunited with their parents, years of separation from their parents, self-reported relationship with parents before and after separation, ECR-R scores for before and after separation from their parents, and SAAM scores (Figure 2). Significant correlations were found between staying at a Catholic Welfare Group Shelter and the highest education level completed (correlation= .234; $p=.019$), total physical health (correlation =-.201; $p=.046$), and total number of locations (correlation=-.448; $p=.000$). Staying at an orphanage and the age at which they left Cuba (correlation=.238; $p=.021$), and the SAAM avoidance score (correlation= -.261; $p=.020$). Staying at a foster home and total number of locations (correlation: -.373; $p=.000$). Staying at the home of a family member or family friend and highest education level completed (correlation: -.281; $p=.005$) and SAAM avoidance score (correlation: .226; $p=.046$).

A paired sample T-Test was run to analyze the difference between the ECR-R scores before and after separation from their parents (Figure 4). A significant difference was found between the ECR-R avoidance score before and after separation ($p=.007$), but not between the anxiety scores ($p=.276$). To account for the non-parametric variables, a related-samples Wilcoxon signed rank test was run. The results of this test yielded no significant differences between anxiety scores before and after separation ($p=.938$), or significant differences between avoidance scores before and after separation ($p=.062$).

A paired sample T-Test was run to observe if there was any difference between the participant ratings of overall relationship with their parents before and after separation and after reunion (Figure 5). The results of this test showed a significant difference between the relationship rating before separation and after separation ($p=.000$), and before separation and after being reunited ($p=.000$), with the ratings before separation being higher in both cases. However, the test revealed no significant difference between the relationship after separation and after reunion ($p=.053$). To account for the non-parametric variables, a related-samples Wilcoxon signed rank test was also run. This test also revealed a significant difference between the relationship rating before separation and after separation ($p=.000$), and before separation and after being reunited ($p=.000$). The non-parametric test also revealed no significant difference the test revealed no significant difference between the relationship after separation and after reunion ($p=.087$).

Control Participant Data Analysis

A multiple Spearman's rho correlation was run to search for relationships between highest education level completed, total areas of employment, total physical health complaints, total mental health complaints, overall health ranking, age of departure from Cuba, ECR-R

scores, and SAAM scores (Figure 3). Significant correlations were found between the following variables. How old they were when they left Cuba and the highest education level completed (ρ : $-.566$; $p=.003$). Highest educational level completed and ECR anxiety score (ρ : $-.415$; $p=.044$). Total mental health and ECR anxiety score (ρ : $.444$; $p=.030$).

To account for the influence of the smaller sample size on the p value, the correlation coefficients of the Spearman's rho correlation were compared to the correlation coefficients of the Pedro Pan participant Spearman's rho correlations post hoc. The lowest correlation coefficient that was deemed significant in the Pedro Pan correlation was ρ : $.219$, therefore control correlation coefficients above that value were also noted, even though they did not reach significance. These correlations include total physical health and age (ρ : $-.218$, $p=.295$), highest education level (ρ : $.364$, $p=.067$), and ECR anxiety score (ρ : $-.239$, $p=.261$). Overall health and Highest education level (ρ : $-.371$, $p=.062$), ECR avoidance score (ρ : $-.291$, $p=.168$), and SAAM security score (ρ : $.258$, $p=.224$). Total mental health and ECR avoidance score (ρ : $.313$, $p=.136$). Age upon arrival to the United States and ECR anxiety score (ρ : $.392$, $p=.064$), and ECR avoidance score (ρ : $.213$, $p=.330$).

Operation Pedro Pan Participant vs. Control Participant Data Analysis

An Independent T-Test was run to search for significant differences between the Pedro Pan participants and the control participants, however no significant differences were found between the groups in current age ($p=.292$), age at departure ($p=.449$), highest educational level completed ($p=.910$), average household income from age 20 to 29 ($p=.390$), average household income from 30 to 39 ($p=.785$), average household income from 40 to 49 ($p=.703$), average household income from 50 to 59 ($p=.833$), current household income ($p=.290$), total physical health ($p=.067$), overall health ($p=.093$), total mental health ($p=.493$), ECR Anxiety Score

($p=.718$), ECR Avoidance Score ($p=.445$), SAAM security score ($p=.849$), SAM anxiety score ($p=.471$), or SAAM avoidance score ($p=.823$). The only significant difference was found in the sex of the participants ($p=.004$).

To correct for non-parametric data, an Independent Samples Mann-Whitney U Test was run to compare the groups. Once again, no significant differences were found in current age ($p=.127$), age at departure ($p=.902$), highest educational level completed ($p=.856$), average household income from age 20 to 29 ($p=.416$), average household income from 30 to 39 ($p=.580$), average household income from 40 to 49 ($p=.935$), average household income from 50 to 59 ($p=.908$), current household income ($p=.369$), total physical health ($p=.065$), overall health ($p=.657$), total mental health ($p=.757$), ECR Anxiety Score ($p=.658$), ECR Avoidance Score ($p=.505$), SAAM security score ($p=.984$), SAM anxiety score ($p=.556$), or SAAM avoidance score ($p=.939$) (Figure 4, Figure 6). The only significant difference was found in the sex of the participants ($p=.004$).

A Chi Squared test was then run to check for differences in the rate of individual physical and mental health complaints. However, the Chi Squared test revealed no significant differences in the reported number of strokes ($p=.205$), high blood pressure ($p=.077$), diabetes ($p=.159$), heart problems ($p=.361$), cancer ($p=.580$), blood clots ($p=.581$), no physical health concerns ($p=.165$), depression ($p=.762$), anxiety ($p=1.000$), ADHD ($p=1.000$), or no psychiatric diagnosis ($p=.615$).

Discussion

Effects of Separation on Attachment and Parental Relationship

There was a significant difference between the participant's reported relationship with their parented before being separated and after being separated, as well as between their relationship before being separated and after being reunited. However, there was no significant difference between their relationships with their parents after separation and after being reunited. These results suggest that being separated from their parents did result in a negative shift in their relationship. Additionally, the relationship did not recover as a result of being reunited. Parental relationships before separation, after separation, and after being reunited were correlated with all measures of attachment, with poorer relationships being associated with higher ECR and SAAM avoidance and anxiety scores, and better relationships being related to higher SAAM security scores. This result is consistent with previous studies that have shown that quality of relationship with parents is a strong predictor of adult attachment type (Hazan, 1987). These results highlight the significant role of the parental relationship in determining the attachment style of their children towards future relationships.

Among the Pedro Pan participants there was a significant difference in ECR avoidance scores before and after separation, while there was no significant difference in ECR anxiety scores before and after separation. This difference was still marginally significant after running a non-parametric test as well. This may be indicative of an adaptive attachment strategy adopted by these children when confronted with separation from their parents. This interpretation is consistent with previous research that suggests that people who have avoidant attachment styles use attachment deactivation strategies as an attempt to maximize the distance from attachment figures, avoid interdependence, strive for self-reliance and control, to suppress distressing thoughts, and to repress painful memories (Shaver, 2002). It seems that avoidant individual's use of deactivation strategies reduces the accessibility to negative memories (Shaver, 2002). This is

reflective of what Bowlby called ‘segregated mental systems,’ which are due to the defensive exclusion of painful memories (1980). These results suggest that the children may have taken on a more avoidant style towards relationships as a result of their experience.

Relationship between Location of Stay and Outcomes

Pedro Pan participants who indicated they stayed at a Catholic Welfare Group Shelter were associated with having lower levels of education and higher total physical health concerns. Additionally, they had higher number of overall locations, suggesting that if they were placed in a Catholic Welfare Group Shelter, they were more likely to move around to different locations while separated from their parents. Staying at an orphanage was associated with age at arrival, with participants who reported arriving at younger ages being more likely to indicate they stayed at an orphanage. This suggests that younger children were more likely to be placed in orphanages as opposed to other shelters possibly because they were too young to stay anywhere else. Additionally, those who indicated having stayed at an orphanage had higher SAAM avoidance scores, suggesting that staying at an orphanage may lead to more avoidant attachment styles, possibly as an adaptive coping strategy (Shaver, 2002). Participants who indicated having stayed at a foster home reported staying in more locations while separated from their parents, revealing that children placed in foster homes were more likely to move around to several temporary homes. Lastly, participants who indicated staying with a family member or family friend reported having higher levels of education and had lower SAAM avoidance scores. These results suggest that the location in which the children were placed as unaccompanied minors may play a role in their outcomes. The data obtained from this experiment suggests that the best housing scenario would be with a family member or family friend since it was associated with better

outcomes, while staying in an orphanage may be least beneficial as a result of its impact on attachment.

Relationship between Attachment and Mental Health, Physical Health, and Age of Departure

A. Mental Health

Pedro Pan participants who reported having more overall mental health conditions also had higher ECR avoidance scores after separation, SAAM anxiety scores, and SAAM avoidance scores. Similarly, control participants who reported more mental health diagnoses had higher ECR anxiety scores. Control participants also showed a similar trend, with higher ECR avoidance scores being related to more mental health complaints. Conversely, higher SAAM security scores were related to fewer mental health complaints in Pedro Pan participants. These results point to a relationship between attachment styles in emotional relationships and mental health outcomes, with more anxious and avoidant styles relating to more mental health conditions. Additionally, Pedro Pan participants who reported having poorer relationships with their parents after separation and after being reunited had more mental health complaints, once again highlighting how parental relationships may play a role in future mental illness.

This result is consistent with studies exploring childhood neglect, which report higher instances of mental health conditions among children who were neglected (Lamont, 2010). Additionally, when exploring behavioral problems in unaccompanied minors, Sourander reported higher incidence of depression and anxiety among the children (1998). Further studies have shown relationships between insecure attachment and higher rates of mental disorders, including mood and anxiety disorders (Palitsky, 2013).

B. Physical Health

The Pedro Pan participant's rating of overall health was negatively correlated with their ECR avoidance score after separations, their SAAM avoidance score and their SAAM anxiety score. Similarly, control participants showed a similar trend with overall health being negatively correlated with ECR avoidance scores. Conversely, overall health was positively correlated with SAAM security for both Pedro Pan and control participants. These data suggest a relationship between attachment in relationships and physical health outcomes, with better outcomes being related to more secure attachment styles. Additionally, overall health was positively correlated with the Pedro Pan participant's rating of their relationship with their parents after being separated and after being reunited, indicating that better health outcomes were present for those with better relationships with their parents. This illustrates how the quality of their parental relationship may predict poorer long-term health outcomes.

These results are consistent with studies on childhood neglect that report higher instances of physical health complaints (Lamont, 2010). Similarly, previous research has shown that insecure attachment contributes to increased disease risk and poor physical health. There are several proposed mechanisms for this observation, including disturbance in arousal and recovery within physiological systems that respond to stress; physiological links between the mediators of social relationships, stress, and immunity; links between attachment style and various health behaviors; and disease risk factors that serve as external regulators of dimorphic affect, such as nicotine and alcohol (Maunder, 2008).

C. Age of Departure

It was noted that Pedro Pan participants who reported having come over to the United States at younger ages had higher ECR anxiety scores after separation, ECR avoidance scores after separation, and SAAM anxiety scores. In addition, Pedro Pan participants who arrived at

younger ages reported having poorer relationships with their parents after being separated and after being reunited. These results suggest that outcomes as a result of being an unaccompanied minor are related to the age at which the child is separated from his or her parents, with younger children being affected more from the separation.

Conversely, the effect of age seemed to be reversed among the control participants. The control participants also showed a correlation between age and ECR anxiety and avoidance scores, however the trends were positive instead of negative, as seen with the Pedro Pan participants. This indicates that control participants that arrived at younger ages had lower ECR anxiety and avoidance scores than those who arrived at older ages. For the control participants, there was a relationship between age upon arrival and highest level of education, with participants who arrived at younger ages achieving higher levels of education. This can be interpreted as the result of children who arrive to the United States young being able to more easily assimilate to their new environment, thus leading to higher education levels.

This discrepancy in the effect of age may be indicative of the effect of parental separation. Being separated from your parents as an unaccompanied minor seems to have a more significant effect on attachment for younger children. This would explain the higher anxiety and avoidance scores for children who arrived through Operation Pedro Pan at younger ages. This result is consistent with previous literature on unaccompanied minors, which reports that younger children had more behavioral problems and were more vulnerable to emotional stress (Sourander, 1998). On the other hand, since the control participants were never separated from their parents, the results observed may instead be an effect of relocation. In this case, it appears that the children who immigrated at younger ages were less affected, possibly because they adapted to the new location more easily, while the older children were more significantly

affected. This would explain the opposite trends observed among the control participants when compared to the Pedro Pan participants. This interpretation would be consistent with previous research studying children who were relocated as a result of parental divorce which found that young children adjusted better to their new homes (Stewart, 1997).

D. No Significant Differences between Pedro Pan and Control Groups

Despite these opposing relationships with age of departure, no significant differences were found between the Operation Pedro Pan group and the Control group across any of the variables. There are several interpretations to this result.

First, it is possible that the small number of control participants resulted in analyses being underpowered to detect statistical significance. Second, it is possible that if the Pedro Pan participants did have any disadvantages as a result of their experience as unaccompanied minors, they were able to overcome these setbacks to more similarly resemble the general Cuban exile population. Differences between the control and Pedro Pan group may have been more pronounced closer to the time of the separation, but over time the Pedro Pan children were able to compensate for any effect the exodus may have had.

Lastly, it is possible that the results obtained may result from the exile experience in general. Since the control group also consisted of Cubans who left their country to the United States at the same age as the Pedro Pan participants, it may be possible that they both reflect similar outcomes. This interpretation suggests that regardless of whether the participant left alone or with their family, leaving their home country had the most significant impact. As the author's grandmother, a Cuban exile, once explained, "nada duele mas que dejar a su patria;" nothing hurts more than to leave your country. These results may reflect that sentiment.

Limitations

There are several limitations to this study. First, as previously mentioned, the control group was a small sample compared to the Pedro Pan group. The fewer number of control participants may have limited the results obtained by reducing the statistical power of the results.

Second, many of the questions on the questionnaire are retrospective. As a result, current opinions and moods may influence the participants' interpretation of past events. Since the ECR-R questionnaires for Pedro Pan participants were retrospective, they may not present an accurate representation of the actual shift in parental attachment that occurred at the time of the separation, and may instead be influenced by the participants' current feelings towards their parents. Additionally, a similar bias may have influenced the participants' answers when asked to describe their overall relationship with their parents before separation, after separation, and after being reunited.

Third, there is a possible sampling bias as a result of the setup of the questionnaire. As previously explained, the questionnaire was an online questionnaire accessed by clicking a link. This format requires technical literacy; therefore some potential participants may not have been able to access the survey if they were not comfortable or familiar with the technology. Additionally, it is possible that some Pedro Pan participants who are severely physically or mentally ill may not be capable of filling a questionnaire at all, preventing the experimenter from obtaining data from those extreme cases. Furthermore, there were several cases noted where participants began to fill out the questionnaire, then stopped and did not complete all of the questions. It is possible that these people were most affected by the Pedro Pan exodus, and were too uncomfortable to continue answering the questions, resulting in biased data.

Lastly, there is the possibility of selection bias in the results, especially with regards to the control group. The control participants were found to be more difficult to find than the Pedro

Pan participants, and so were mostly obtained through word of mouth. As a result, the group is not a random sample, and may have introduced bias to the results.

Conclusion

The aim of this experiment was to explore the long-term consequences of an unaccompanied minor exodus on the Operation Pedro Pan participants. In doing so, relationships were found between age upon arrival, physical health, mental health, relationships with parents, location of stay during separation, and attachment styles among the Pedro Pan participants. Most strikingly, however, was the result of no significant differences between the Pedro Pan participants and the control participants across all variables.

There are several possible improvements that can be made for future experiments. First, a larger control group should be recruited in order to achieve higher statistical power, which could possibly lead to more significant and accurate results when comparing the control group and the Pedro Pan group. Second, to verify if no significant differences were found as a result of the shared exile experience between the two groups, an additional control group should be obtained. This control group would ideally be Cuban-Americans of approximately the same age as the Pedro Pan and current controls, who were born in the United States, and therefore never experienced leaving their home country. This additional control can help shed light onto the nature of the similarities between the Pedro Pan group and the control group, and aid in determining whether they resulted from overcoming early setbacks or from the overall exile experience.

The results of this study may help clarify the long-term effects of an unaccompanied minor exodus on the children. This information can be used to help children facing similar

circumstances in the future. Better understanding of the impact of an early childhood exodus will inform the development of a more tailored support framework for children undergoing similar adversity.

This issue is of particular significance considering recent events. A record number of unaccompanied minors have been crossing the border into the United States from Central America. In 2013, 25,000 children arrived at the United States, up from 5,800 a decade earlier (Millman, 2014). Ninety-five percent of the children come from Honduras, Guatemala, and El Salvador, which are countries in Central America where crime and violence have increased in recent years (Millman, 2014). The US conference of Catholic Bishops predicts that 60,000 unaccompanied minors will cross the border into the Southwest US this year (Millman, 2014). The Catholic Bishops report identifies poverty, paucity of educational opportunities, and the urge to join family already in the US as the main factors propelling these children northward. However, the strongest motivation is fear of growing crime and violence.

Currently the Office of Refugee Resettlement is in charge of the shelter-and-release process for illegal minors. This year, the Office of Refugee Resettlement is receiving children at a rate of around 100 per day, all delivered by the Department of Homeland Security to shelter operated by civilian contractors (Millman, 2014). About 90% of these children are then reunited with their families, although their families are often in the country as undocumented immigrants themselves (Millman, 2014).

Shedding light on the experience of the Operation Pedro Pan children could possibly inform future policy towards caring for these large numbers of children. There are several differences between the two exoduses. While the Operation Pedro Pan left Cuba for ideological and political reason, these children escaping Central America are motivated by poverty and

violence. Operation Pedro Pan was a coordinated effort with the US Department of State, while this recent influx of unaccompanied children is not planned or coordinated. Additionally, the amount of unaccompanied minors coming from Central America is almost double the amount of children that came to the United States as part of Operation Pedro Pan. Despite these differences, however, the long term outcomes of the children of Operation Pedro Pan can help inform how best to care for the unaccompanied refugees before they are reunited with family members.

Hopefully, future research into the experiences of unaccompanied minors can help shed light on the unique obstacles and inform future policies towards current children facing similar circumstances.

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Figures

Figure 1: Overview of Results of Operation Pedro Pan Data Spearman Rho Correlation

	TAE	TPH	TMH	O H	A	EAx B	EAvB	EAx A	EAvA	SS	SAX	SAv
TAE			* +		* +		* +		* +			
TPH				** +					* +			
TMH	* +								* +	* -	** +	** +
OH		** +							* -	* +	* -	* -
A	* +							** -	** -		* -	
EAxB			* +				** +	** +	** +		* +	** +
EAvB	* +					** +		** +	** +	** +		** +
EAx A					** -	** +	** +		** +	** +	** +	** +
EAvA	* +	* +	* +	* -	** -	** +	** +	** +		** +	* +	** +
SS			* -	* +			** -	** -	** -		** -	** -
SAX			** +	* -	* -	* +		** +	* +	** -		** +
SAv			** +	* -		** +	** +	** +	** +	** -	** +	
RB						** -	** -	** -	** -	** +	* -	** -
RA			* -	* +	* +	** -	** -	** -	** -		* -	** -
RR	* -		** -	* +	* +	** -	** -	** -	** -	** +	* -	** -

Legend:

TAE: Total Areas of Employment

TPH: Total Physical Health

TMH: Total Mental Health

OH: Overall Health

A: Age

EAxB: ECR-R M Anxiety score before separation

EAvB: ECR-R M Avoidance score before separation

EAxA: ECR-R M Anxiety score after separation

EAvA: ECR-R M Avoidance score after separation

SS: SAAM Security Score

SAX: SAAM Anxiety Score

SAv: SAAM Avoidance Score

RB: Relationship with parents before being separated

RA: Relationship with parents after being separated

RR: Relationship with parents after being reunited

*: $p \leq .05$

** : $p \leq .01$

+ = positive correlation

- = negative correlation

highlighted: still significant after Bonferroni Correction

Figure 2: Overview of Results of Operation Pedro Pan Data Point Biserial Correlation

	CWGS	O	FH	FM
HEL	* +			** -
TAE				
TPH	* -			
A		* +		
TMH				
TNL	** -		** -	
EAxB				
EAvB				
EAxA				
EAvA				
SS				
SAX				
SAv		* -		* +

Legend:

TAE: Total Areas of Employment

TPH: Total Physical Health

TMH: Total Mental Health

A: Age

EAxB: ECR-R M Anxiety score before separation

EAvB: ECR-R M Avoidance score before separation

EAxA: ECR-R M Anxiety score after separation

EAvA: ECR-R M Avoidance score after separation

SS: SAAM Security Score

SAX: SAAM Anxiety Score

SAv: SAAM Avoidance Score

CWGS: Catholic Welfare Group Shelter

O: Orphanage

FH: Foster Home

FM: Home of family member or family friend

*: $p < .05$

** : $p < .01$

+ = positive correlation

- = negative correlation

Figure 3: Overview of Results of Control Participant Spearman Rho Correlation

	HEL	TAE	TPH	TMH	OH	A	EAx	EAv	SS	SAX	SAV
HEL			+		-	** -	* -				
TAE						-					
TPH	+				**+						
TMH					** +		* +	+			
OH	-		**+	** +				-	+		
A	** -		-				+	+			
EAx	* -			* +		+		** +	* -		** +
EAv				+	-	+	** +		** -		* +
SS					+		* -	** -			** -
SAX											
SAV							** +	* +	** -		

Legend:

HEL: Highest Education Level

TAE: Total Areas of Employment

TPH: Total Physical Health

TMH: Total Mental Health

OH: Overall Health

A: Age

EAx: ECR-R M Anxiety score

EAv: ECR-R M Avoidance score

SS: SAAM Security Score

SAX: SAAM Anxiety Score

SAV: SAAM Avoidance Score

*: $p \leq .05$

** : $p \leq .01$

+ = positive correlation

- = negative correlation

Figure 4: Comparison of Pedro Pan Participant and Control Participant ECR-R M Data

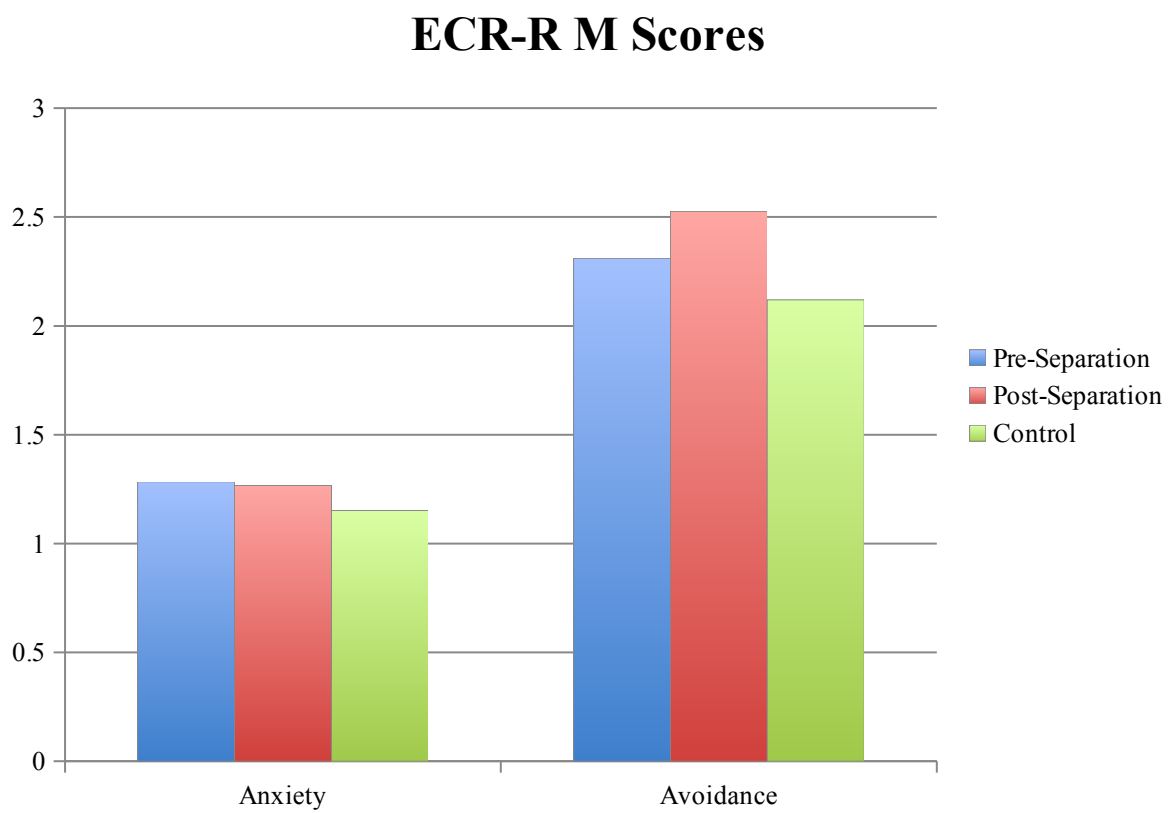
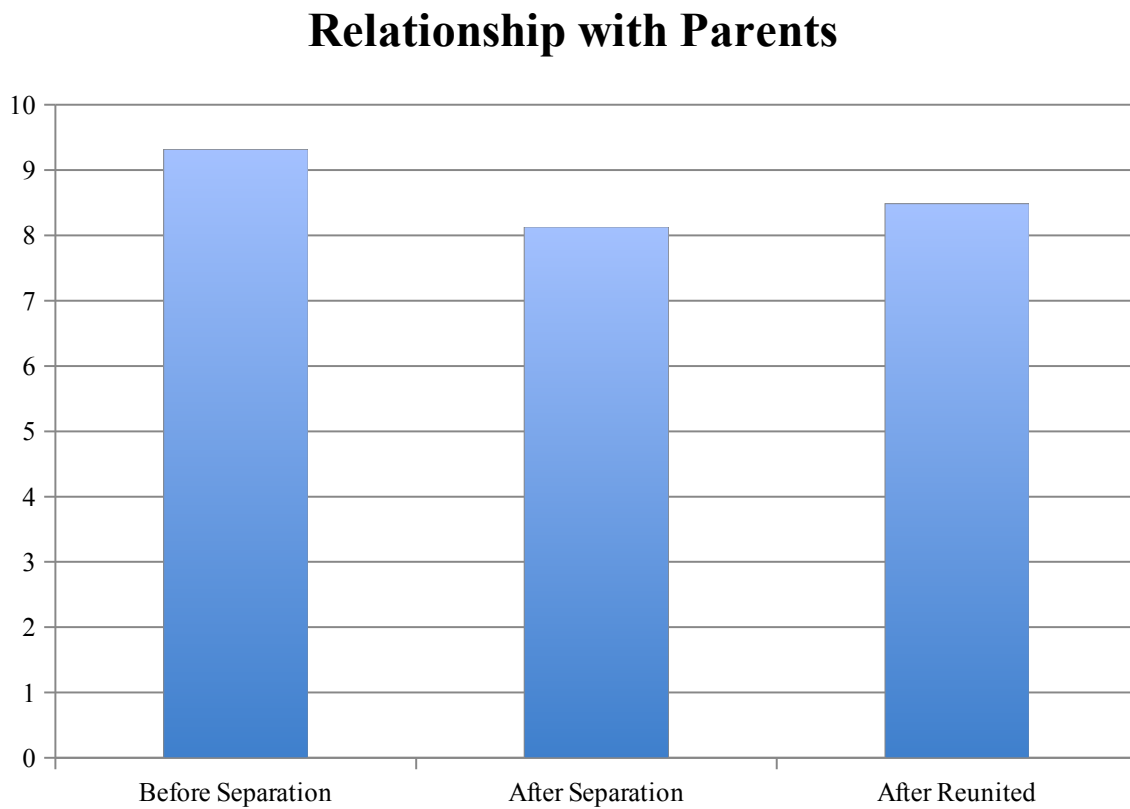


Figure 5: Comparison of Pedro Pan Participant Self-Reported Relationship with Parents Before Separation, After Separation, and After Reunion



Legend: $*=p<.05$

Figure 6: Comparison of Pedro Pan Participant and Control Participant SAAM Scores

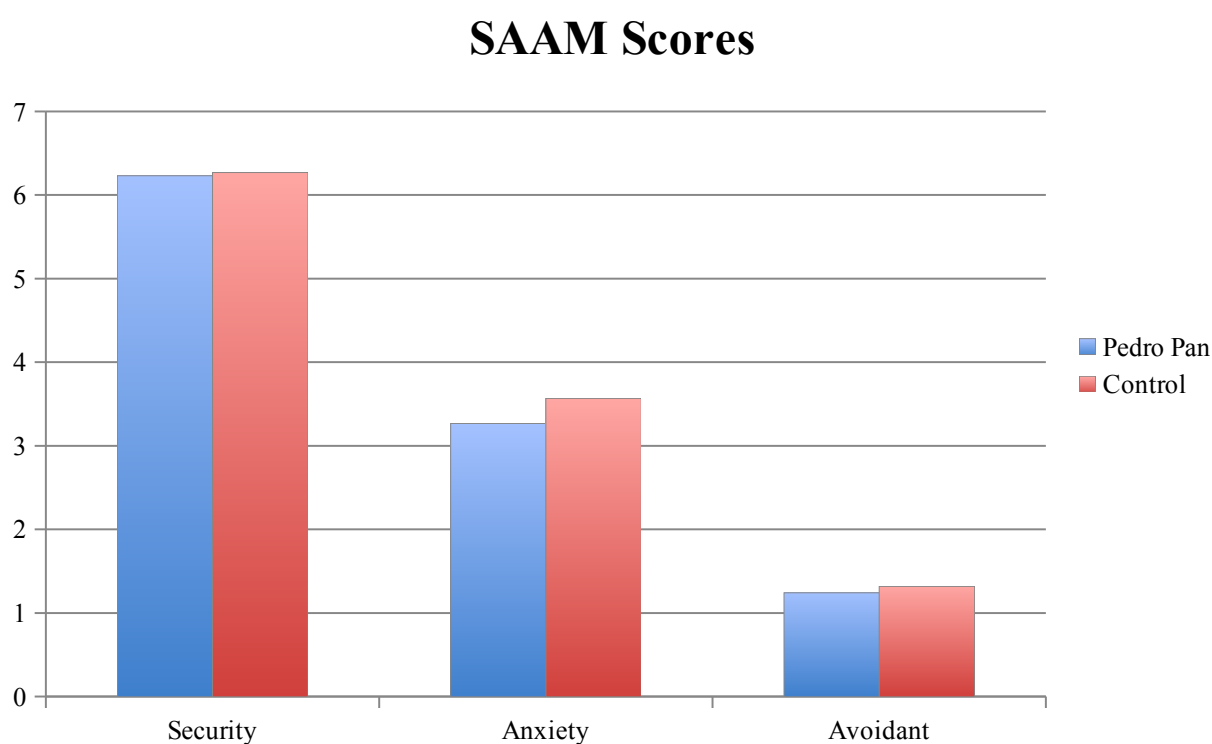


Figure 7: Table of Descriptive Statistics for Current Age of Participants

Group	Mean	Std. Dev.	Range	Min	Max
Pedro Pan	12.3	3.446	20	2	22
Control	11.7	5.103	19	1	20

Figure 8: Table of Descriptive Statistics for Age at Arrival to the United States of Participants

Group	Mean	Std. Dev.	Range	Min	Max
Pedro Pan	65.1	3.485	15	55	70
Control	66.2	7.011	31	47	78

Figure 9: Boxplots for Current Age of Pedro Pan Participants and Control Participants

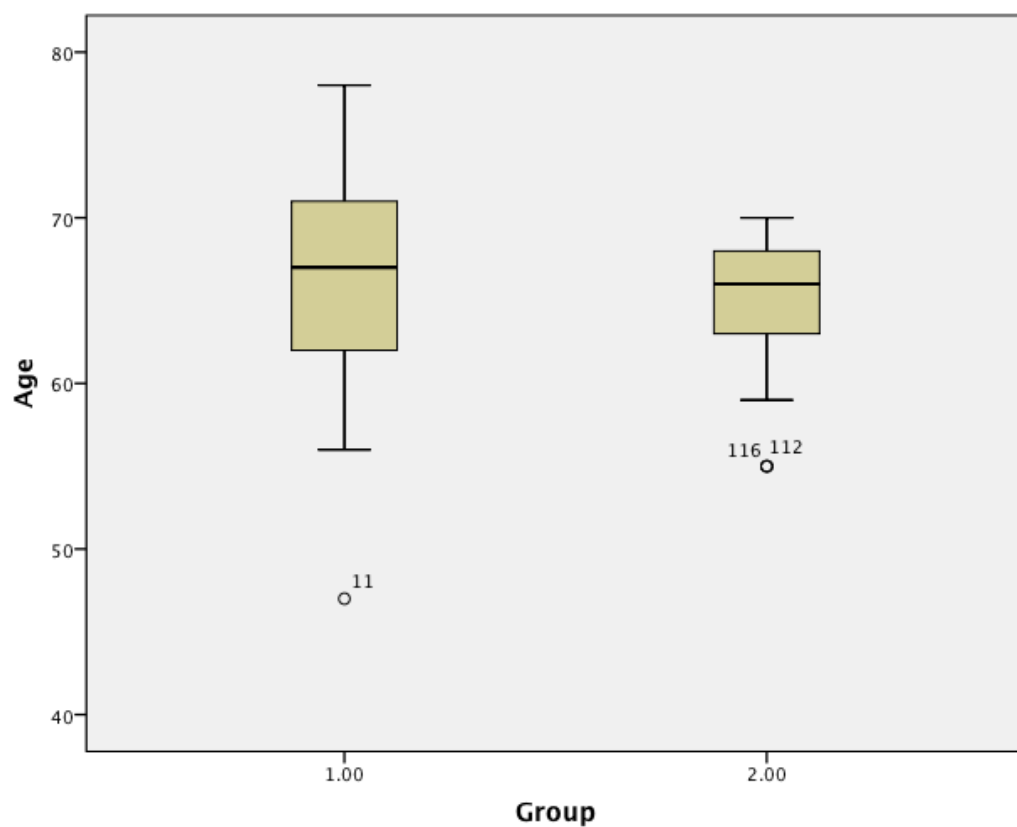
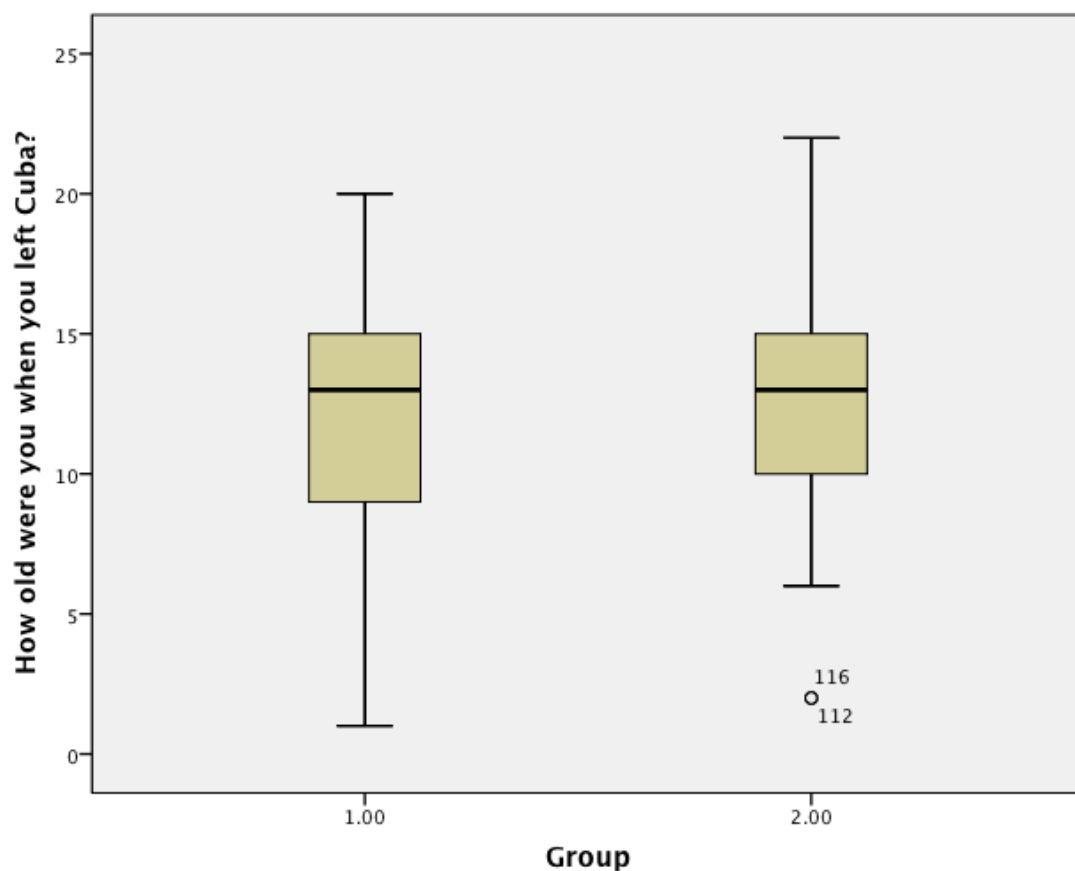


Figure 10: Boxplots for Age at Arrival to the United States for Pedro Pan Participants and Control Participants



Appendix

Appendix Item 1: Pedro Pan Participant Questionnaire

Q87 What is your preferred language?

- ☐ English (1)
- ☐ Español (2)

Q106 In order to participate in this study, you must first provide consent. Please carefully read the following consent form.

Q105 Compound Authorization and Consent For Participation in a Research Project Yale University Department of Psychology Study Title: An assessment of the long-term physical and cognitive consequences of the Operation Pedro Pan exodus Principal Investigator: Deanna Palenzuela Advisors: James McPartland, Ph.D. and Charles Nelson III, Ph.D. Invitation to Participate and Description of Project: You have been invited to be in a research study in which we will ask you a series of questions in order to learn more about the experience of individuals who were part of the Operation Pedro Pan. You have been invited to participate because you identified as someone who immigrated to the United States under the Operation Pedro Pan. We hope to enroll 100 people into this study. In order to decide whether or not you would like to participate in the research study, you should know enough about its risks and benefits to make an informed judgment. This consent form gives you detailed information about the research study. This discussion should go over all aspects of this research: its purpose, the procedures that will be performed, any risks of the procedures, and possible benefits. Once you understand the study, you will be asked if you wish to participate; if so, you will be asked to sign this form. Purpose: No previous studies have explored the experience of children who have undergone an exodus as an unaccompanied minor, or the Operation Pedro Pan population. The goal of this study is to investigate the influence of this experience in adulthood of the Operation Pedro Pan cohort. Physical health, mental health, socio-economic status, attachment, and social connectedness will be compared in relation to a Cuban refugee control group that did not participate in Operation Pedro Pan. Therefore, the results of this study could shed light on the long-term impression of such an exodus of unaccompanied minors on the children themselves. Description of Procedures: This study will use questionnaires to assess your personal experience. This questionnaire will be divided into three main categories. The first part of the questionnaire will assess your experience in the Operation Pedro Pan. In the second part of the questionnaire, you provide basic information about your more recent life experiences, including education, employment, marital status, and health history. The last category will consist of several standardized questionnaires focused on social relationships. The entire questionnaire should take about twenty minutes. The questionnaire is not timed, so feel free to answer the questions at your own rate. Risks and Inconveniences: The questionnaires will ask about aspects of your experience that may be emotionally difficult to recall. If at any point you feel uncomfortable continuing with the questionnaire, you may discontinue your participation in the research study. The primary investigator has no direct relationship with you and cannot influence your employment status. Your participation will have no impact on your employment. Benefits: This study is not designed to benefit you directly. But the results of the questionnaire may help clarify the long-term effects of an unaccompanied minor exodus on the children. This information can be used to help children facing similar circumstances in the future. Better understanding of the impact of an early childhood exodus will inform the development of a more tailored support framework for children undergoing similar adversity. Economic Considerations: You will not be charged for any of the questionnaires that are part of this study. You will not receive monetary compensation for your participation. Confidentiality and Privacy: Your answers to this study are completely confidential. No information that can identify you will be obtained. Only the experimenter and her advisors will have access to your anonymous answers to the questionnaires. This information will be deleted at the conclusion of the research project. We will collect self-reported physical and mental health information, including:· If you have experienced any physical health problems, such as high blood pressure, diabetes, heart problems, cancer, stroke, or blood clots.· If you have been diagnosed

with any mental health conditions such as depression, anxiety, attention deficit and hyperactivity disorder, and antisocial personality conduct disorder.· If you have ever seen a counselor or therapist.· If you have ever taken medication to help with mood. All of this information will be collected without any identifying information. Voluntary Participation and Withdrawal: You are free to choose not to take part in this study and if you do participate, you are free to stop and withdraw from this study at any time during its course. To withdraw, you can contact the principal investigator at any time and tell them that you no longer want to take part. When you withdraw your permission, information that has already been gathered about you may still be used and given to others to complete the study. This may be done when it is necessary for the research to be reliable. Questions: Please feel free to contact the Principal Investigator to ask about anything you don't understand and to consider this research and the consent form carefully – as long as you feel is necessary – before you make a decision. Authorization and Permission: I have read (or someone has read to me) this form and have decided to participate in the project described above. Its general purposes, the particulars of involvement and possible hazards and inconveniences have been explained to my satisfaction. My signature also indicates that I have received a copy of this consent form.

By agreeing, I give permission to the researchers to use [and give out] information about me for the purposes described in this form. By refusing to give permission, I understand that I will not be able to be in this research. If you have questions about this research project or if you have a research related injury, please contact the principal investigator, Deanna Palenzuela (786) 853-1496, or deanna.palenzuela@yale.edu . If you have questions about your rights as a research participant, please call the Yale Human Investigation Committee at (203) 785-4688. If after you have signed this form you have any questions about your rights, please contact the Yale Privacy Officer at (203) 436-3650.

Q107 Answer:

- ☐ I agree to participate in this study (1)
- ☐ I disagree, and would not like to participate in the study (2)

Q108 Date:

Q1 Age

Q2 Sex

- ☐ Male (1)
- ☐ Female (2)

Q3 Primary Language

- ☐ Spanish (1)
- ☐ English (2)
- ☐ Other (3)

Q4 Fluent in English?

- ☐ Yes (1)
- ☐ No (2)

Q5 Highest Educational Level Completed

- ☐ Grammar School (1)
- ☐ High School or Equivalent (2)
- ☐ Vocational / Technical School (3)
- ☐ Some college (4)
- ☐ Bachelor's Degree (5)
- ☐ Master's Degree (6)
- ☐ Doctoral Degree (7)
- ☐ Professional Degree (MD, JD, etc) (8)
- ☐ Other (9) _____

Q6 Areas of Employment: For each area of employment indicated, include the number of years employed

- ☐ Homemaker (1) _____
- ☐ Retired (2) _____
- ☐ Student (3) _____
- ☐ Unemployed (4) _____
- ☐ Agriculture, Forestry, Fishing, or Hunting (5) _____
- ☐ Arts, Entertainment, or Recreation (6) _____
- ☐ Broadcasting (7) _____
- ☐ Education- College, University, or Adult (8) _____
- ☐ Education - Primary / Secondary (K-12) (9) _____
- ☐ Education - other (10) _____
- ☐ Construction (11) _____
- ☐ Finance and Insurance (12) _____
- ☐ Government and Public Administration (13) _____
- ☐ Health Care and Social Assistance (14) _____
- ☐ Hotel and Food Services (15) _____
- ☐ Information - Services and Data (16) _____
- ☐ Information - other (17) _____
- ☐ Processing (18) _____
- ☐ Legal Services (19) _____
- ☐ Manufacturing - Computer and Electronics (20) _____
- ☐ Manufacturing - other (21) _____
- ☐ Military (22) _____
- ☐ Mining (23) _____
- ☐ Publishing (24) _____
- ☐ Real Estate, Rental, or Leasing (25) _____
- ☐ Religious (26) _____
- ☐ Retail (27) _____
- ☐ Scientific or Technical Services (28) _____
- ☐ Utilities (29) _____
- ☐ Wholesale (30) _____
- ☐ Other (31) _____

Q7 Are You Currently Employed?

- ☐ Yes (1)
- ☐ No (2)

Q8 Marital Status

- ☐ Married (1)
- ☐ Divorced (2)
- ☐ Never Married (3)
- ☐ Separated (4)

Q9 Are you currently receiving any government assistance?

- ☐ Yes (1) _____
- ☐ No (2) _____

Q88 Did you work before the age of 18? If Yes, how many hours a week?

- ☐ Yes (1) _____
- ☐ No (2) _____

Q10 Average Household Income from age 20 to 29:

- ☐ Under \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ over \$150,000 (9)

Q89 Average household income from age 30 to 39:

- ☐ Under \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000-\$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ over \$150,000 (9)

Q90 Average household income from age 40 to 49:

- ☐ Under \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ over \$150,000 (9)

Q91 Average household income from age 50 to 59:

- ☐ Under \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ over \$150,000 (9)

Q92 What is your current average household income?

- ☐ Under \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ over \$150,000 (9)

Q12 Have you ever experienced any of the following? Indicate all that apply.

- ☐ High Blood Pressure (1)
- ☐ Diabetes (2)
- ☐ Heart Problems (3)
- ☐ Cancer (4)
- ☐ Stroke (5)
- ☐ Blood Clots (6)
- ☐ None (7)

Q13 Have you ever been diagnosed with any of the following? Indicate all that apply.

- ☐ Depression (1)
- ☐ Anxiety (2)
- ☐ Attention Deficit and Hyperactivity Disorder (ADHD) (3)
- ☐ Antisocial Personality or Conduct Disorder (4)
- ☐ Other Psychiatric Diagnosis (5) _____
- ☐ None (6)

Q14 Have you ever seen a counselor or therapist? If Yes, explain the circumstances.

- ☐ Yes (1) _____
- ☐ No (2)

Q15 Have you ever taken medication to help with mood?

- ☐ Yes (1)
- ☐ No (2)

Q16 Overall, how would you consider your health (on a 0-10 scale, with 0 being very unhealthy and 10 being very healthy)?

_____ Click to write Choice 1 (1)

Q18 At what age did you leave Cuba as a part of Operación Pedro Pan?

Q19 Did you leave with any siblings?

- ☐ Yes (1)
- ☐ No (2)

Q20 Age of Siblings:

Q21 Sex of Siblings:

Q22 If you answered "Yes" to siblings, how would you gauge your relationship with your siblings (on a 0-10 scale, with 0 being very distant and 10 being very close)?

_____ Click to write Choice 1 (1)

Q23 During your time in the United States, were you housed in any of the following? Please indicate all that apply, and duration of your stay at each location.

- ☐ Catholic Welfare Group Shelter / Camp (1) _____
- ☐ Orphanage (2) _____
- ☐ Foster Home (3) _____
- ☐ Catholic Boarding School (4) _____
- ☐ Home of Family Member or Family Friend (5) _____
- ☐ Other: (6) _____

Q93 For each place you stayed during your time as an unaccompanied minor in the United States, please indicate your overall experience:

Q94 Using the six housing options provided in the previous question, describe location 1:

Q24 Location 1 overall experience:

- ☐ Very Pleasant (1)
- ☐ Mostly Pleasant (2)
- ☐ Indifferent (3)
- ☐ Mostly Disagreeable (4)
- ☐ Very Disagreeable (5)

Q95 Using the six housing options provided in the previous question, describe location 2:

Q96 Location 2 overall experience:

- ☐ Very Pleasant (1)
- ☐ Mostly Pleasant (2)
- ☐ Indifferent (3)
- ☐ Mostly Disagreeable (4)
- ☐ Very Disagreeable (5)

Q97 Using the Six housing options provided in the previous question, describe location 3:

Q98 Location 3 overall experience:

- ☐ Very Pleasant (1)
- ☐ Mostly Pleasant (2)
- ☐ Indifferent (3)
- ☐ Mostly Disagreeable (4)
- ☐ Very Disagreeable (5)

Q99 Using the six housing options provided in the previous question, describe location 4:

Q100 Location 4 overall experience:

- ☐ Very Pleasant (1)
- ☐ Mostly Pleasant (2)
- ☐ Indifferent (3)
- ☐ Mostly Disagreeable (4)
- ☐ Very Disagreeable (5)

Q101 Using the six housing options provided in the previous question, describe location 5:

Q102 Location 5 overall experience:

- ☐ Very Pleasant (1)
- ☐ Mostly Pleasant (2)
- ☐ Indifferent (3)
- ☐ Mostly Disagreeable (4)
- ☐ Very Disagreeable (5)

Q25 Were you ever reunited with your parents?

- ☐ Yes (1)
- ☐ No (2)

Q26 If Yes, after how many years of separation?

Q27 Overall, how would you describe your relationship with your parents before being separated as a result of Operation Pedro Pan (on a 0-10 scale with 0 being very distant and 10 being very close)?

_____ Click to write Choice 1 (1)

Q103 Overall, how would you describe your relationship with your parents after being separated as a result of Operation Pedro Pan (on a 0-10 scale with 0 being very distant and 10 being very close)?

_____ Click to write Choice 1 (1)

Q104 If you were reunited with your parents, how would you describe your relationship with your parents after being reunited (on a 0-10 scale with 0 being very distant and 10 being very close)?

_____ Click to write Choice 1 (1)

Q109 The statements bellow concern how you have felt in emotional relationships with your parents. We are interested in how you experienced these relationships in the past. Therefore when answering these questions, consider your experience before your separation as a result of Operation Pedro Pan. Respond to each statement clicking the number that indicates how much you agree or disagree with the statement.

1 2 3 4 5 6 7
 Disagree Strongly Neutral/Mixed Agree Strongly

Q110 I found it relatively easy to get close to my parents.

_____ Click to write Choice 1 (1)

Q111 It was not difficult for me to get close to my parents.

_____ Click to write Choice 1 (1)

Q112 I was afraid that I would lose my parent's love.

_____ Click to write Choice 1 (1)

Q113 I often worried that my parents would not want to stay with me.

_____ Click to write Choice 1 (1)

Q114 I often worried that my parents didn't really love me.

_____ Click to write Choice 1 (1)

Q115 I worried that my parents wouldn't care about me as much as I cared about them.

_____ Click to write Choice 1 (1)

Q116 I often wished that my parent's feelings for me were as strong as my feelings for them.

_____ Click to write Choice 1 (1)

Q117 My parents really understood me and my needs.

_____ Click to write Choice 1 (1)

Q118 I worried a lot about my relationship with my parents.

_____ Click to write Choice 1 (1)

Q119 When my parents were out of sight, I worried they might lose interest in me.

_____ Click to write Choice 1 (1)

Q120 When I showed my feelings to my parents, I was afraid they would not have the same feelings about me.

_____ Click to write Choice 1 (1)

Q121 I rarely worried about my parents leaving me.

_____ Click to write Choice 1 (1)

Q122 My parents made me doubt myself.

_____ Click to write Choice 1 (1)

Q123 I did not often worry about being abandoned.

_____ Click to write Choice 1 (1)

Q124 I found that my parents didn't want to get as emotionally close as I would like.

_____ Click to write Choice 1 (1)

Q125 Sometimes my parents would change their feelings for me for no apparent reason.

_____ Click to write Choice 1 (1)

Q126 My desire to be very emotionally close would sometimes scare people away.

_____ Click to write Choice 1 (1)

Q127 I was afraid that once my parents got to know me they wouldn't like who I really am.

_____ Click to write Choice 1 (1)

Q128 It made me mad that I didn't get the affection and support I needed from my parents.

_____ Click to write Choice 1 (1)

Q129 I worried that I wouldn't measure up to other people.

_____ Click to write Choice 1 (1)

Q130 My parents only seemed to notice me when I was angry.

_____ Click to write Choice 1 (1)

Q131 I preferred not to show my parents how I felt deep down.

_____ Click to write Choice 1 (1)

Q132 I felt comfortable sharing my private thoughts and feelings with my parents.

_____ Click to write Choice 1 (1)

Q133 I found it difficult to allow myself to depend on my parents.

_____ Click to write Choice 1 (1)

Q134 I was very comfortable being close to my parents.

_____ Click to write Choice 1 (1)

Q135 I didn't feel comfortable opening up to my parents.

_____ Click to write Choice 1 (1)

Q136 I preferred not to be too close to my parents.

_____ Click to write Choice 1 (1)

Q137 I got uncomfortable when my parents wanted to be very emotionally close.

_____ Click to write Choice 1 (1)

Q138 I would usually discuss my problems or concerns with my parents.

_____ Click to write Choice 1 (1)

Q139 It helped to turn to my parents in times of need.

_____ Click to write Choice 1 (1)

Q140 I told my parents just about everything.

_____ Click to write Choice 1 (1)

Q141 I would talk things over with my parents.

_____ Click to write Choice 1 (1)

Q142 I was nervous when my parents got too emotionally close to me.

_____ Click to write Choice 1 (1)

Q143 I felt comfortable depending on my parents.

_____ Click to write Choice 1 (1)

Q144 I found it easy to depend on my parents.

_____ Click to write Choice 1 (1)

Q145 It was easy for me to be affectionate with my parents.

_____ Click to write Choice 1 (1)

Q146 The statements bellow concern how you have felt in emotional relationships with your parents. We are interested in how you experienced these relationships in the past. Therefore when answering these questions, consider your experience after your separation as a result of Operation Pedro Pan. Respond to each statement clicking the number that indicates how much you agree or disagree with the statement.

1 2 3 4 5 6 7
Disagree Strongly Neutral/Mixed Agree Strongly

Q147 I found it relatively easy to get close to my parents.

_____ Click to write Choice 1 (1)

Q148 It was not difficult for me to get close to my parents.

_____ Click to write Choice 1 (1)

Q149 I was afraid that I would lose my parent's love.

_____ Click to write Choice 1 (1)

Q150 I often worried that my parents would not want to stay with me.

_____ Click to write Choice 1 (1)

Q151 I often worried that my parents didn't really love me.

_____ Click to write Choice 1 (1)

Q152 I worried that my parents wouldn't care about me as much as I cared about them.

_____ Click to write Choice 1 (1)

Q153 I often wished that my parent's feelings for me were as strong as my feelings for them.

_____ Click to write Choice 1 (1)

Q154 My parents really understood me and my needs.

_____ Click to write Choice 1 (1)

Q155 I worried a lot about my relationship with my parents.

_____ Click to write Choice 1 (1)

Q156 When my parents were out of sight, I worried they might lose interest in me.

_____ Click to write Choice 1 (1)

Q157 When I showed my feelings to my parents, I was afraid they would not have the same feelings about me.

_____ Click to write Choice 1 (1)

Q158 I rarely worried about my parents leaving me.

_____ Click to write Choice 1 (1)

Q159 My parents made me doubt myself.

_____ Click to write Choice 1 (1)

Q160 I did not often worry about being abandoned.

_____ Click to write Choice 1 (1)

Q161 I found that my parents didn't want to get as emotionally close as I would like.

_____ Click to write Choice 1 (1)

Q162 Sometimes my parents would change their feelings for me for no apparent reason.

_____ Click to write Choice 1 (1)

Q163 My desire to be very emotionally close would sometimes scare people away.

_____ Click to write Choice 1 (1)

Q164 I was afraid that once my parents got to know me they wouldn't like who I really am.

_____ Click to write Choice 1 (1)

Q165 It made me mad that I didn't get the affection and support I needed from my parents.

_____ Click to write Choice 1 (1)

Q166 I worried that I wouldn't measure up to other people.

_____ Click to write Choice 1 (1)

Q167 My parents only seemed to notice me when I was angry.

_____ Click to write Choice 1 (1)

Q168 I preferred not to show my parents how I felt deep down.

_____ Click to write Choice 1 (1)

Q169 I felt comfortable sharing my private thoughts and feelings with my parents.

_____ Click to write Choice 1 (1)

Q170 I found it difficult to allow myself to depend on my parents.

_____ Click to write Choice 1 (1)

Q171 I was very comfortable being close to my parents.

_____ Click to write Choice 1 (1)

Q172 I didn't feel comfortable opening up to my parents.

_____ Click to write Choice 1 (1)

Q173 I preferred not to be too close to my parents.

_____ Click to write Choice 1 (1)

Q174 I got uncomfortable when my parents wanted to be very emotionally close.

_____ Click to write Choice 1 (1)

Q175 I would usually discuss my problems or concerns with my parents.

_____ Click to write Choice 1 (1)

Q176 It helped to turn to my parents in times of need.

_____ Click to write Choice 1 (1)

Q177 I told my parents just about everything.

_____ Click to write Choice 1 (1)

Q178 I would talk things over with my parents.

_____ Click to write Choice 1 (1)

Q179 I was nervous when my parents got too emotionally close to me.

_____ Click to write Choice 1 (1)

Q180 I felt comfortable depending on my parents.

_____ Click to write Choice 1 (1)

Q181 I found it easy to depend on my parents.

_____ Click to write Choice 1 (1)

Q182 It was easy for me to be affectionate with my parents.

_____ Click to write Choice 1 (1)

Q65 The following statements concern how you feel right now. Please respond to each statement by indicating how much you agree or disagree with it as it reflects your current feelings. Please circle the number on the 1-to-7 scale that best indicates how you feel at the moment:

1 2 3 4 5 6 7
 Disagree Strongly Neutral/Mixed Agree Strongly

Q66 I wish someone would tell me they really love me.

_____ Click to write Choice 1 (1)

Q67 I would be uncomfortable having a good friend or a relationship partner close to me.

_____ Click to write Choice 1 (1)

Q68 I feel alone and yet don't feel like getting close to others.

_____ Click to write Choice 1 (1)

Q69 I feel loved.

_____ Click to write Choice 1 (1)

Q70 I wish someone could see me now.

_____ Click to write Choice 1 (1)

Q71 If something went wrong right now I feel like I could depend on someone.

_____ Click to write Choice 1 (1)

Q72 I feel like others care about me.

_____ Click to write Choice 1 (1)

Q73 I feel a strong need to be unconditionally loved right now.

_____ Click to write Choice 1 (1)

Q74 I'm afraid someone will want to get too close to me.

_____ Click to write Choice 1 (1)

Q75 If someone tried to get close to me, I would try to keep my distance.

_____ Click to write Choice 1 (1)

Q76 I feel relaxed knowing that close others are there for me right now.

_____ Click to write Choice 1 (1)

Q77 I really need to feel loved right now.

_____ Click to write Choice 1 (1)

Q78 I feel like I have someone to rely on.

_____ Click to write Choice 1 (1)

Q79 I want to share my feelings with someone.

_____ Click to write Choice 1 (1)

Q80 I feel like I am loved by others but I really don't care.

_____ Click to write Choice 1 (1)

Q81 The idea of being emotionally close to someone makes me nervous.

_____ Click to write Choice 1 (1)

Q82 I want to talk with someone who cares for me about things that are worrying me.

_____ Click to write Choice 1 (1)

Q83 I feel secure and close to other people.

_____ Click to write Choice 1 (1)

Q84 I really need someone's emotional support.

_____ Click to write Choice 1 (1)

Q85 I feel I can trust the people who are close to me.

_____ Click to write Choice 1 (1)

Q86 I have mixed feelings about being close to other people.

_____ Click to write Choice 1 (1)

Q183 Para poder participar en este estudio, debe dar primero su consentimiento. Por favor, lea cuidadosamente la siguiente forma de consentimiento.

Q184 Autorización y Consentimiento Compuesto Para la participación en un proyecto de investigación Yale University Departamento de Psicología Título: Una evaluación de las consecuencias a largo plazo físicas y cognitivas del éxodo Operación Pedro Pan Investigadora Principal: Deanna Palenzuela Asesores: James McPartland, PhD. and Charles Nelson III, PhD.

Invitación a participar y descripción del proyecto: Usted ha sido invitado a participar en un estudio de investigación en el que vamos a hacerle una serie de preguntas con el fin de conocer más sobre la experiencia de las personas que formaron parte de la Operación Pedro Pan. La razón por la cual usted ha sido invitado a participar en este cuestionario es porque usted fue uno de los miembros del grupo que inmigró a los Estados Unidos en la Operación Pedro Pan. Esperamos matricular 100 personas en este estudio. Con el fin de decidir si desea o no desea participar en el estudio de investigación, usted debe saber suficiente sobre los riesgos y beneficios para hacer un juicio informado. Este formulario de consentimiento le da información detallada sobre el estudio de la investigación. Esta discusión debe ir sobre todos los aspectos de esta investigación: su propósito, los procedimientos que se van a realizar, cualquier riesgo de los procedimientos y los posibles beneficios. Una vez que entienda el estudio, se le preguntará si desea participar; si es así, se le pedirá que firme este formulario. Propósito: No hay estudios previos que han explorado la experiencia de los niños que han sufrido un éxodo como un menor no acompañado, o la población Operación Pedro Pan. El objetivo de este estudio es investigar la influencia de esta experiencia en la edad adulta de los participantes de la Operación Pedro Pan. La salud física, la salud mental, la situación socioeconómica, el apego y la conexión social serán comparados en relación a un grupo de control de refugiados cubanos que no participó en la Operación Pedro Pan. Por lo tanto, los resultados de este estudio podrían arrojar luz sobre la impresión a largo plazo de un éxodo de los menores no acompañados propiamente. Descripción del Procedimiento: Este estudio utilizará cuestionarios para evaluar su experiencia personal. Este cuestionario se divide en tres categorías principales. La primera parte del cuestionario evaluará su experiencia en la Operación Pedro Pan. En la segunda parte del cuestionario, usted proporciona información básica acerca de sus experiencias de vida más recientes, como la educación, el empleo, el estado civil, y la historia de la salud. La última categoría consistirá en varios cuestionarios estandarizados que se concentran en las relaciones sociales. Todo el cuestionario debe tomar unos veinte minutos. El cuestionario no mide el tiempo, así que no dude en responder a las preguntas en su propio ritmo. Riesgos e inconvenientes: Los cuestionarios le preguntarán sobre diferentes aspectos de su experiencia que pueden ser emocionalmente difíciles de recordar. Si en algún momento se siente incómodo de continuar con el cuestionario, puede suspender su participación en el estudio de investigación. El investigador principal no tiene relación directa con usted y no puede influir en su situación laboral. Su participación no tendrá ningún impacto en su empleo. Beneficios: Este estudio no está diseñado para beneficiarlo directamente. Pero los resultados del cuestionario pueden ayudar a aclarar los efectos a largo plazo en los niños de un éxodo de menores no acompañados. Esta información se puede utilizar para ayudar a los niños en circunstancias similares en el futuro. Una mejor comprensión del impacto de un éxodo en la primera infancia ayudará al desarrollo de un futuro plan en casos de niños en una situación similar. Consideraciones económicas: No se le cobrará por cualquiera de los cuestionarios que forman parte de este estudio. Usted no va a recibir una compensación monetaria por su participación. Confidencialidad y privacidad: Sus respuestas a este estudio son totalmente confidenciales. Ninguna información que le pueda identificar se obtendrá. Sólo el investigador y sus consejeros tendrán acceso a sus respuestas. Los cuestionarios se mantendrán totalmente privados y se garantiza su anonimidad. Esta información será totalmente borrada en

la conclusión del proyecto de investigación. Vamos a coleccionar información sobre su salud física y mental en este reporte, incluyendo: • Si ha tenido algún problema físico, como la presión arterial alta, diabetes, problemas del corazón, cáncer, accidente cerebrovascular, o coágulos de sangre. • Si usted ha sido diagnosticado con alguna condición de salud mental como la depresión, ansiedad, déficit de atención e hiperactividad y trastorno de la conducta antisocial de la personalidad. • Si alguna vez has visto a un consejero o terapeuta. • Si alguna vez ha tomado medicamentos para ayudar con su estado de ánimo. Toda esta información se recogerá sin ninguna información de identificación. Participación voluntaria y retiro: Usted es libre de optar por no participar en este estudio y si participas, usted es libre de parar y retirarse de este estudio en cualquier momento durante su curso. Para retirarse, puede ponerse en contacto con el investigador principal en cualquier momento y decirles que usted ya no desea continuar participando. Cuando usted retira su autorización, la información que ya ha sido recopilada sobre usted puede todavía ser utilizada y darsela a otros para completar el estudio. Esto se puede hacer cuando es necesaria formalizar la investigación. Preguntas: No dude en ponerse en contacto con el investigador principal para preguntar acerca de cualquier punto que no entienda y considere esta investigación y el formulario de consentimiento cuidadosamente - todo el tiempo que creas necesario - antes de tomar una decisión. Autorización y Permiso: He leído (o alguien me ha leído) este formulario y he decidido participar en el proyecto descrito anteriormente. Sus objetivos generales, los detalles de los peligros e inconvenientes de participación han sido explicado a mi satisfacción. Mi firma también indica que he recibido una copia de este formulario de consentimiento.

Al acordar este formulario, doy permiso a los investigadores a utilizar [y dar] información sobre mí para los fines descritos en este formulario. Al negarme a dar el permiso, entiendo que no seré capaz de estar en esta investigación.

Q185 Respuesta:

- ☐ Estoy de acuerdo, y me gustaría participar en este estudio (1)
- ☐ No estoy de acuerdo, y no me gustaría participar en este estudio (2)

Q186 Fecha:

Q187 Edad

Q188 Sexo

- ☐ Masculino (1)
- ☐ Femenino (2)

Q189 Idioma Principal

- ☐ Español (1)
- ☐ Inglés (2)
- ☐ Otro (3)

Q190 Fluido en ingles?

- ☐ Sí (1)
- ☐ No (2)

Q191 Nivel de educación mas alta terminado

- ☐ Escuela primaria (1)
- ☐ Escuela secundaria (2)
- ☐ Escuela vocacional o técnica (3)
- ☐ un poco de colegio (4)
- ☐ Bachillerato (5)
- ☐ Maestría (6)
- ☐ Doctorado (7)
- ☐ Título profesional (MD, JD, etc) (8)
- ☐ Otro (9) _____

Q192 Áreas de empleo: Por cada área de empleo indicado, incluye cuantos años empleado

- ☐ Ama de casa (1) _____
- ☐ Retirado (2) _____
- ☐ Estudiante (3) _____
- ☐ Desempleado (4) _____
- ☐ Agricultura, silvicultura, pesca, o cacería (5) _____
- ☐ Artes, entretenimiento, o recreación (6) _____
- ☐ Radiodifusión (7) _____
- ☐ Educación - colegio, universidad, o de adulto (8) _____
- ☐ Educación - primaria/secundaria (9) _____
- ☐ Educación - otra (10) _____
- ☐ Finanzas y seguro (11) _____
- ☐ Gobierno y administración pública (12) _____
- ☐ Cuidado de la salud y asistencia social (13) _____
- ☐ Hotel y servicios de alimentación (14) _____
- ☐ Información - servicios y data (15) _____
- ☐ Información - otro (16) _____
- ☐ Tratamiento (17) _____
- ☐ Servicios legales (18) _____
- ☐ Fabricación - computadoras o electrónica (19) _____
- ☐ Fabricación - otra (20) _____
- ☐ Militar (21) _____
- ☐ Minería (22) _____
- ☐ Publicación (23) _____
- ☐ Bienes raíces, alquiler, o arrendamiento (24) _____
- ☐ Religioso (25) _____
- ☐ Venta al por menor (26) _____
- ☐ Servicios científicos o técnicos (27) _____
- ☐ Utilidades (28) _____
- ☐ Venta al por mayor (29) _____
- ☐ Otro (30) _____

Q193 Esta empleado en este momento?

- ☐ Sí (1)
- ☐ No (2)

Q194 Estado civil

- ☐ Casado(a) (1)
- ☐ Divorciado(a) (2)
- ☐ Nunca casado(a) (3)
- ☐ Separado(a) (4)

Q195 Esta recibiendo asistencia del gobierno corrientemente?

- ☐ Sí (1) _____
- ☐ No (2)

Q196 Usted trabajó antes de los 18 años? Si marcaste sí, cuantas horas cada semana?

- ☐ Sí (1) _____
- ☐ No (2)

Q197 Ingreso de hogar promedio de 20 a 29 años de edad:

- ☐ Menos de \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ más de \$150,000 (9)

Q198 Ingreso de hogar promedio de 30 a 39 años de edad:

- ☐ Menos de \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000-\$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ Más de \$150,000 (9)

Q199 Ingreso de hogar promedio de 40 a 49 años de edad:

- ☐ Menos de \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ Más de \$150,000 (9)

Q200 Ingreso de hogar promedio de 50 a 59 años de edad:

- ☐ Menos de \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ Más de \$150,000 (9)

Q201 Que es su ingreso de hogar promedio corrientemente?

- ☐ Menos de \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ Más de \$150,000 (9)

Q202 Ha padecido de algunas de estas condiciones medicas? Indique las que aplican.

- ☐ Hipertensión (1)
- ☐ Diabetes (2)
- ☐ Problemas del corazón (3)
- ☐ Cáncer (4)
- ☐ Infarto cerebral (5)
- ☐ Coágulo (6)
- ☐ Nada (7)

Q203 Ha sido usted diagnosticado de algunas de las siguientes condiciones medicas? Indique las que aplican.

- ☐ Deprimido (1)
- ☐ Ansiedad (2)
- ☐ Déficit de atención y hiperactividad (3)
- ☐ Personalidad antisocial o trastorno de conducta (4)
- ☐ Otro diagnosis psiquiátrico: (5) _____
- ☐ Nada (6)

Q204 Ha visitado usted un consejero o terapeuta? Si marcaste sí, explica la circunstancias:

- ☐ Sí (1) _____
- ☐ No (2)

Q205 Ha tomado usted medicaciones para ayudar con su estado de animo?

- ☐ Sí (1)
- ☐ No (2)

Q206 En total, como usted considera se salud? (en una escale de 0 a 10, con 10 siendo muy insalubre y 0 siendo muy saludable)

_____ Click to write Choice 1 (1)

Q207 A que edad usted se fue de Cuba como parte de Operación Pedro Pan/

Q208 Usted se fue con hermanos?

- ☐ Sí (1)
- ☐ No (2)

Q209 Edad de hermanos:

Q210 Sexo de hermanos:

Q211 Si usted respondió "sí" como es su relación con sus hermanos? (En una escala de 0 a 10, con 0 siendo muy distante, y 10 siendo muy cerca)

_____ Click to write Choice 1 (1)

Q212 Durante su primera estancia en los Estados Unidos, en cual de los siguientes lugares fue usted alojado? Indica todos que aplican. Por favor indica la duración de su estancia.

☐ Albergue Católico de bienestar o en campamento de niños y niñas (1)

☐ Orfelinato (2) _____

☐ Casa de acogida (3) _____

☐ Internados en colegio Católico (4) _____

☐ Casa de miembro de la familia o amigo de la familia (5) _____

☐ Otro (6) _____

Q213 Indique su experiencia en cada uno de los lugares en el cual usted se quedó durante su tiempo como un menor no acompañado en los Estados Unidos:

Q214 Usando una de las seis opciones de hogar dado en la ultima pregunta, describe locación 1:

Q215 Experiencia en locación 1:

- ☐ Muy agradable (1)
- ☐ En su mayoría agradable (2)
- ☐ Indiferente (3)
- ☐ En su mayoría desagradable (4)
- ☐ Muy desagradable (5)

Q216 Usando una de las seis opciones de hogar dado en la ultima pregunta, describe locación 2:

Q217 Experiencia en locación 2:

- ☐ Muy agradable (1)
- ☐ En su mayoría agradable (2)
- ☐ Indiferente (3)
- ☐ En su mayoría desagradable (4)
- ☐ Muy desagradable (5)

Q218 Usando una de las seis opciones de hogar dado en la ultima pregunta, describe locación 3:

Q219 Experiencia en locación 3:

- ☐ Muy agradable (1)
- ☐ En su mayoría agradable (2)
- ☐ Indiferente (3)
- ☐ En su mayoría desagradable (4)
- ☐ Muy desagradable (5)

Q220 Usando una de las seis opciones de hogar dado en la ultima pregunta, describe locación 4:

Q221 Experiencia en locación 4:

- ☐ Muy agradable (1)
- ☐ En su mayoría agradable (2)
- ☐ Indiferente (3)
- ☐ En su mayoría desagradable (4)
- ☐ Muy desagradable (5)

Q222 Usando una de las seis opciones de hogar dado en la ultima pregunta, describe locación 5:

Q223 Experiencia en locación 5:

- ☐ Muy agradable (1)
- ☐ En su mayoría agradable (2)
- ☐ Indiferente (3)
- ☐ En su mayoría desagradable (4)
- ☐ Muy desagradable (5)

Q224 Usted fue reunido con sus padres?

- ☐ Sí (1)
☐ No (2)

Q225 Si marcaste sí, después de cuantos años de separación?

Q226 Como fue su relación con sus padres antes de estar separados como resultado de la Operación Pedro Pan? (en una escala de 0 a 10, con 0 siendo muy distante y 10 siendo muy cerca)

_____ Click to write Choice 1 (1)

Q227 Como fue su relación con sus padres después de estar separados como resultado de la Operación Pedro Pan? (en una escala de 0 a 10, con 0 siendo muy distante y 10 siendo muy cerca)

_____ Click to write Choice 1 (1)

Q228 Si usted fue reunido con sus padres, como fue la relación con sus padres a reunirse con ellos después de estar separados? (en una escala de 0 a 10, con 0 siendo muy distante y 10 siendo muy cerca)

_____ Click to write Choice 1 (1)

Q266 Las declaraciones de abajo se refieren de cómo se ha sentido en sus relaciones emocionales con sus padres. Estamos interesados en la forma en que usted se sentía estas relaciones en el pasado. Por lo tanto, cuando usted respuesta a estas preguntas, considere su experiencia antes de su separación como resultado de Operación Pedro Pan. Responda a cada declaración marcando el número que indica el nivel de acuerdo o en desacuerdo de usted en esta declaración.

1	2	3	4	5	6	7
Muy en Desacuerdo			.....	Neutral/Mixta	.....	Muy de Acuerdo

Q267 Me pareció relativamente fácil estar cerca con mis padres.

_____ Click to write Choice 1 (1)

Q268 No fue difícil para mí estar cerca con mis padres.

_____ Click to write Choice 1 (1)

Q269 Tenía miedo de que iba a perder el amor de mis padres.

_____ Click to write Choice 1 (1)

Q270 A menudo me preocupaba que mis padres no quisieran quedarse conmigo.

_____ Click to write Choice 1 (1)

Q271 A menudo me preocupaba que mis padres no me amaban realmente.

_____ Click to write Choice 1 (1)

Q272 Me preocupaba que mis padres no me cuidaran tanto como yo cuidaba de ellos
_____ Click to write Choice 1 (1)

Q273 A menudo me hubiera gustado que los sentimientos de mis padres hacia mí fueran tan fuertes como mis sentimientos hacia ellos.
_____ Click to write Choice 1 (1)

Q274 Mis padres realmente me entendían así como a mis necesidades.
_____ Click to write Choice 1 (1)

Q275 Me preocupaba mucho mi relación con mis padres.
_____ Click to write Choice 1 (1)

Q276 Cuando mis padres estaban fuera de mi vista, me preocupaba que podrían perder interés en mí.
_____ Click to write Choice 1 (1)

Q277 Cuando le mostré mis sentimientos a mis padres, tenía miedo de que no tendrían los mismos sentimientos por mí.
_____ Click to write Choice 1 (1)

Q278 Yo rara vez me preocupaba de que mis padres me dejaran.
_____ Click to write Choice 1 (1)

Q279 Mis padres me hicieron dudar de mí mismo.
_____ Click to write Choice 1 (1)

Q280 Yo no me preocupaba de ser abandonado.
_____ Click to write Choice 1 (1)

Q281 Encontré que mis padres no querían estar muy cerca emocionalmente como me hubiera gustado.
_____ Click to write Choice 1 (1)

Q282 A veces mis padres cambiaban sus sentimientos hacia mí sin aparente razón.
_____ Click to write Choice 1 (1)

Q283 Mi deseo de estar muy cerca emocionalmente a veces asustaba a la gente.
_____ Click to write Choice 1 (1)

Q284 Tenía miedo que cuando mis padres conocieran quien era no les gustara realmente lo que yo era.
_____ Click to write Choice 1 (1)

Q285 Me incomodaba no recibir el cariño y el apoyo que necesitaba de mis padres.

_____ Click to write Choice 1 (1)

Q286 Me preocupaba no lograr alcanzar el nivel de otras personas.

_____ Click to write Choice 1 (1)

Q287 Me parecía que mis padres sólo notaban cuando yo estaba enojado.

_____ Click to write Choice 1 (1)

Q288 Yo prefería no mostrar a mis padres cómo me sentía por dentro.

_____ Click to write Choice 1 (1)

Q289 Me sentí cómodo compartiendo mis pensamientos y sentimientos privados con mis padres.

_____ Click to write Choice 1 (1)

Q290 Me era difícil depender en mis padres.

_____ Click to write Choice 1 (1)

Q291 Me sentí muy cómodo estar cerca con mis padres.

_____ Click to write Choice 1 (1)

Q292 No me sentía cómodo expresando mis sentimientos a mis padres.

_____ Click to write Choice 1 (1)

Q293 Preferí no estar demasiado cerca con mis padres.

_____ Click to write Choice 1 (1)

Q294 Me molestaba cuando mis padres querían estar muy cerca a mi emocionalmente.

_____ Click to write Choice 1 (1)

Q295 Yo por lo general hablaba de mis problemas o preocupaciones con mis padres.

_____ Click to write Choice 1 (1)

Q296 Me ayudaba ir a mis padres en tiempos de necesidad.

_____ Click to write Choice 1 (1)

Q297 Les decía a mis padres casi todo.

_____ Click to write Choice 1 (1)

Q298 Me gustaba hablar de las cosas con mis padres.

_____ Click to write Choice 1 (1)

Q299 Me ponía nervioso cuando mis padres emocionalmente se ponían demasiado cerca a mí.

_____ Click to write Choice 1 (1)

Q300 Me sentí cómodo dependiendo de mis padres.

_____ Click to write Choice 1 (1)

Q301 Me resultó fácil depender de mis padres.

_____ Click to write Choice 1 (1)

Q302 Fue fácil para mí ser cariñoso con mis padres.

_____ Click to write Choice 1 (1)

Q303 Las declaraciones de abajo se refieren de cómo se ha sentido en sus relaciones emocionales con sus padres. Estamos interesados en la forma en que usted se sentía estas relaciones en el pasado. Por lo tanto, cuando usted respuesta a estas preguntas, considere su experiencia después de su separación como resultado de Operación Pedro Pan. Responda a cada declaración marcando el número que indica el nivel de acuerdo o en desacuerdo de usted en esta declaración.

1	2	3	4	5	6	7	
Muy en Desacuerdo			.....	Neutral/Mixta		.....	Muy de Acuerdo

Q304 Me pareció relativamente fácil estar cerca con mis padres.

_____ Click to write Choice 1 (1)

Q305 No fue difícil para mí estar cerca con mis padres.

_____ Click to write Choice 1 (1)

Q306 Tenía miedo de que iba a perder el amor de mis padres.

_____ Click to write Choice 1 (1)

Q307 A menudo me preocupaba que mis padres no quisieran quedarse conmigo.

_____ Click to write Choice 1 (1)

Q308 A menudo me preocupaba que mis padres no me amaban realmente.

_____ Click to write Choice 1 (1)

Q309 Me preocupaba que mis padres no me cuidaran tanto como yo cuidaba de ellos

_____ Click to write Choice 1 (1)

Q310 A menudo me hubiera gustado que los sentimientos de mis padres hacia mí fueran tan fuertes como mis sentimientos hacia ellos.

_____ Click to write Choice 1 (1)

Q311 Mis padres realmente me entendían así como a mis necesidades.

_____ Click to write Choice 1 (1)

Q312 Me preocupaba mucho mi relación con mis padres.

_____ Click to write Choice 1 (1)

Q313 Cuando mis padres estaban fuera de mi vista, me preocupaba que podrían perder interés en mí.

_____ Click to write Choice 1 (1)

Q314 Cuando le mostré mis sentimientos a mis padres, tenía miedo de que no tendrían los mismos sentimientos por mí.

_____ Click to write Choice 1 (1)

Q315 Yo rara vez me preocupaba de que mis padres me dejaran.

_____ Click to write Choice 1 (1)

Q316 Mis padres me hicieron dudar de mí mismo.

_____ Click to write Choice 1 (1)

Q317 Yo no me preocupaba de ser abandonado.

_____ Click to write Choice 1 (1)

Q318 Encontré que mis padres no querían estar muy cerca emocionalmente como me hubiera gustado.

_____ Click to write Choice 1 (1)

Q319 A veces mis padres cambiaban sus sentimientos hacia mí sin aparente razón.

_____ Click to write Choice 1 (1)

Q320 Mi deseo de estar muy cerca emocionalmente a veces asustaba a la gente.

_____ Click to write Choice 1 (1)

Q321 Tenía miedo que cuando mis padres conocieran quien era no les gustara realmente lo que yo era.

_____ Click to write Choice 1 (1)

Q322 Me incomodaba no recibir el cariño y el apoyo que necesitaba de mis padres.

_____ Click to write Choice 1 (1)

Q323 Me preocupaba no lograr alcanzar el nivel de otras personas.

_____ Click to write Choice 1 (1)

Q324 Me parecía que mis padres sólo notaban cuando yo estaba enojado.

_____ Click to write Choice 1 (1)

Q325 Yo prefería no mostrar a mis padres cómo me sentía por dentro.

_____ Click to write Choice 1 (1)

Q326 Me sentí cómodo compartiendo mis pensamientos y sentimientos privados con mis padres.

_____ Click to write Choice 1 (1)

Q327 Me era difícil depender en mis padres.

_____ Click to write Choice 1 (1)

Q328 Me sentí muy cómodo estar cerca con mis padres.

_____ Click to write Choice 1 (1)

Q329 No me sentía cómodo expresando mis sentimientos a mis padres.

_____ Click to write Choice 1 (1)

Q330 Preferí no estar demasiado cerca con mis padres.

_____ Click to write Choice 1 (1)

Q331 Me molestaba cuando mis padres querían estar muy cerca a mi emocionalmente.

_____ Click to write Choice 1 (1)

Q332 Yo por lo general hablaba de mis problemas o preocupaciones con mis padres.

_____ Click to write Choice 1 (1)

Q333 Me ayudaba ir a mis padres en tiempos de necesidad.

_____ Click to write Choice 1 (1)

Q334 Les decía a mis padres casi todo.

_____ Click to write Choice 1 (1)

Q335 Me gustaba hablar de las cosas con mis padres.

_____ Click to write Choice 1 (1)

Q336 Me ponía nervioso cuando mis padres emocionalmente se ponían demasiado cerca a mí.

_____ Click to write Choice 1 (1)

Q337 Me sentí cómodo dependiendo de mis padres.

_____ Click to write Choice 1 (1)

Q338 Me resultó fácil depender de mis padres.

_____ Click to write Choice 1 (1)

Q339 Fue fácil para mí ser cariñoso con mis padres.

_____ Click to write Choice 1 (1)

Q340 Las siguientes declaraciones se refieren a cómo se siente en este momento. Por favor responda a cada declaración indicando cuanto esta de acuerdo o en desacuerdo en lo que refleja sus sentimientos en este momento. Por favor circule el número en la escala de 1 a 7 que mejor indique cómo se siente en este momento:

1 2 3 4 5 6 7
Muy en Desacuerdo Neutral/Mixta Muy de Acuerdo
Ahora mismo...

Q341 Me gustaría que alguien me dijera que realmente me ama
_____ Click to write Choice 1 (1)

Q342 Yo estaría molesto(a) si tuviera un buen amigo(a) o una pareja cerca conmigo
_____ Click to write Choice 1 (1)

Q343 Me siento sola(o) y sin embargo no me siento que quiero acercarme a los demás
_____ Click to write Choice 1 (1)

Q344 Me siento amado(a)
_____ Click to write Choice 1 (1)

Q345 Me gustaría que alguien cercano pudiera verme ahora
_____ Click to write Choice 1 (1)

Q346 Si algo me sale mal en este momento siento como si pudiera depender de alguien
_____ Click to write Choice 1 (1)

Q347 Siento que los demás se preocupan por mí
_____ Click to write Choice 1 (1)

Q348 Siento una necesidad fuerte de ser amado incondicionalmente en este momento
_____ Click to write Choice 1 (1)

Q349 Me temo que alguien va a querer estar cerca conmigo
_____ Click to write Choice 1 (1)

Q350 Si alguien trata de acercarse a mí, trataría de mantener mi distancia
_____ Click to write Choice 1 (1)

Q351 Me siento relajado sabiendo que otros están aquí para mí en este momento
_____ Click to write Choice 1 (1)

Q352 Realmente necesito sentirme amado(a) en este momento
_____ Click to write Choice 1 (1)

Q353 Me siento como si tengo alguien en quien confiar

_____ Click to write Choice 1 (1)

Q354 Quiero compartir mis sentimientos con alguien

_____ Click to write Choice 1 (1)

Q355 Siento que soy amado(a) por los demás, pero realmente no me importa

_____ Click to write Choice 1 (1)

Q356 La idea de estar cerca emocionalmente a alguien me pone nervioso

_____ Click to write Choice 1 (1)

Q357 Quiero hablar con alguien que se preocupa por mí sobre las cosas que me están preocupando

_____ Click to write Choice 1 (1)

Q358 Me siento seguro y cerca con otras personas

_____ Click to write Choice 1 (1)

Q359 Realmente necesito apoyo emocional de alguien

_____ Click to write Choice 1 (1)

Q360 Siento que puedo confiar en las personas que están cerca de mí

_____ Click to write Choice 1 (1)

Q361 Tengo sentimientos variados sobre estar cerca a otras personas o no

_____ Click to write Choice 1 (1)

Q28 The statements bellow concern how you have felt in emotional relationships with your parents. We are interested in how you experienced these relationships in the past. Therefore when answering these questions, consider your experience before the age of 18. Respond to each statement clicking the number that indicates how much you agree or disagree with the statement.

1 2 3 4 5 6 7 Disagree Strongly
Neutral/Mixed Agree Strongly

Q29 I found it relatively easy to get close to my parents.

_____ Click to write Choice 1 (1)

Q30 It was not difficult for me to get close to my parents.

_____ Click to write Choice 1 (1)

Q31 I was afraid that I would lose my parent's love.

_____ Click to write Choice 1 (1)

Q32 I often worried that my parents would not want to stay with me.

_____ Click to write Choice 1 (1)

Q33 I often worried that my parents didn't really love me.

_____ Click to write Choice 1 (1)

Q34 I worried that my parents wouldn't care about me as much as I cared about them.

_____ Click to write Choice 1 (1)

Q35 I often wished that my parent's feelings for me were as strong as my feelings for them.

_____ Click to write Choice 1 (1)

Q36 My parents really understood me and my needs.

_____ Click to write Choice 1 (1)

Q37 I worried a lot about my relationship with my parents.

_____ Click to write Choice 1 (1)

Q38 When my parents were out of sight, I worried they might lose interest in me.

_____ Click to write Choice 1 (1)

Q39 When I showed my feelings to my parents, I was afraid they would not have the same feelings about me.

_____ Click to write Choice 1 (1)

Q40 I rarely worried about my parents leaving me.

_____ Click to write Choice 1 (1)

Q41 My parents made me doubt myself.

_____ Click to write Choice 1 (1)

Q42 I did not often worry about being abandoned.

_____ Click to write Choice 1 (1)

Q43 I found that my parents didn't want to get as emotionally close as I would like.

_____ Click to write Choice 1 (1)

Q44 Sometimes my parents would change their feelings for me for no apparent reason.

_____ Click to write Choice 1 (1)

Q45 My desire to be very emotionally close would sometimes scare people away.

_____ Click to write Choice 1 (1)

Q46 I was afraid that once my parents got to know me they wouldn't like who I really am.

_____ Click to write Choice 1 (1)

Q47 It made me mad that I didn't get the affection and support I needed from my parents.

_____ Click to write Choice 1 (1)

Q48 I worried that I wouldn't measure up to other people.

_____ Click to write Choice 1 (1)

Q49 My parents only seemed to notice me when I was angry.

_____ Click to write Choice 1 (1)

Q50 I preferred not to show my parents how I felt deep down.

_____ Click to write Choice 1 (1)

Q51 I felt comfortable sharing my private thoughts and feelings with my parents.

_____ Click to write Choice 1 (1)

Q52 I found it difficult to allow myself to depend on my parents.

_____ Click to write Choice 1 (1)

Q53 I was very comfortable being close to my parents.

_____ Click to write Choice 1 (1)

Q54 I didn't feel comfortable opening up to my parents.

_____ Click to write Choice 1 (1)

Q55 I preferred not to be too close to my parents.

_____ Click to write Choice 1 (1)

Q56 I got uncomfortable when my parents wanted to be very emotionally close.

_____ Click to write Choice 1 (1)

Q57 I would usually discuss my problems or concerns with my parents.

_____ Click to write Choice 1 (1)

Q58 It helped to turn to my parents in times of need.

_____ Click to write Choice 1 (1)

Q59 I told my parents just about everything.

_____ Click to write Choice 1 (1)

Q60 I would talk things over with my parents.

_____ Click to write Choice 1 (1)

Q61 I was nervous when my parents got too emotionally close to me.

_____ Click to write Choice 1 (1)

Q62 I felt comfortable depending on my parents.

_____ Click to write Choice 1 (1)

Q63 I found it easy to depend on my parents.

_____ Click to write Choice 1 (1)

Q64 It was easy for me to be affectionate with my parents.

_____ Click to write Choice 1 (1)

Q229 Las declaraciones de abajo se refieren de cómo se ha sentido en sus relaciones emocionales con sus padres. Estamos interesados en la forma en que usted se sentía estas relaciones en el pasado. Por lo tanto, en sus respuestas a estas preguntas, considere su experiencia antes de cumplir los 18. Responda a cada declaración marcando el número que indica el nivel de acuerdo o en desacuerdo de usted en esta declaración. 1

2	3	4	5	6	7	Muy en Desacuerdo	.....	.....
Neutral/Mixta	.....	.....	.....	.....	.....	Muy de Acuerdo		

Q230 Me pareció relativamente fácil estar cerca con mis padres.

_____ Click to write Choice 1 (1)

Q231 No fue difícil para mí estar cerca con mis padres.

_____ Click to write Choice 1 (1)

Q232 Tenía miedo de que iba a perder el amor de mis padres.

_____ Click to write Choice 1 (1)

Q233 A menudo me preocupaba que mis padres no quisieran quedarse conmigo.

_____ Click to write Choice 1 (1)

Q234 A menudo me preocupaba que mis padres no me amaban realmente.

_____ Click to write Choice 1 (1)

Q235 Me preocupaba que mis padres no me cuidaran tanto como yo cuidaba de ellos

_____ Click to write Choice 1 (1)

Q236 A menudo me hubiera gustado que los sentimientos de mis padres hacia mí fueran tan fuertes como mis sentimientos hacia ellos.

_____ Click to write Choice 1 (1)

Q237 Mis padres realmente me entendían así como a mis necesidades.

_____ Click to write Choice 1 (1)

Q238 Me preocupaba mucho mi relación con mis padres.

_____ Click to write Choice 1 (1)

Q239 Cuando mis padres estaban fuera de mi vista, me preocupaba que podrían perder interés en mí.

_____ Click to write Choice 1 (1)

Q240 Cuando le mostré mis sentimientos a mis padres, tenía miedo de que no tendrían los mismos sentimientos por mí.

_____ Click to write Choice 1 (1)

Q241 Yo rara vez me preocupaba de que mis padres me dejaran.

_____ Click to write Choice 1 (1)

Q242 Mis padres me hicieron dudar de mí mismo.

_____ Click to write Choice 1 (1)

Q243 Yo no me preocupaba de ser abandonado.

_____ Click to write Choice 1 (1)

Q244 Encontré que mis padres no querían estar muy cerca emocionalmente como me hubiera gustado.

_____ Click to write Choice 1 (1)

Q245 A veces mis padres cambiaban sus sentimientos hacia mí sin aparente razón.

_____ Click to write Choice 1 (1)

Q246 Mi deseo de estar muy cerca emocionalmente a veces asustaba a la gente.

_____ Click to write Choice 1 (1)

Q247 Tenía miedo que cuando mis padres conocieran quien era no les gustara realmente lo que yo era.

_____ Click to write Choice 1 (1)

Q248 Me incomodaba no recibir el cariño y el apoyo que necesitaba de mis padres.

_____ Click to write Choice 1 (1)

Q249 Me preocupaba no lograr alcanzar el nivel de otras personas.

_____ Click to write Choice 1 (1)

Q250 Me parecía que mis padres sólo notaban cuando yo estaba enojado.

_____ Click to write Choice 1 (1)

Q251 Yo prefería no mostrar a mis padres cómo me sentía por dentro.

_____ Click to write Choice 1 (1)

Q252 Me sentí cómodo compartiendo mis pensamientos y sentimientos privados con mis padres.

_____ Click to write Choice 1 (1)

Q253 Me era difícil depender en mis padres.

_____ Click to write Choice 1 (1)

Q254 Me sentí muy cómodo estar cerca con mis padres.

_____ Click to write Choice 1 (1)

Q255 No me sentía cómodo expresando mis sentimientos a mis padres.

_____ Click to write Choice 1 (1)

Q256 Preferí no estar demasiado cerca con mis padres.

_____ Click to write Choice 1 (1)

Q257 Me molestaba cuando mis padres querían estar muy cerca a mi emocionalmente.

_____ Click to write Choice 1 (1)

Q258 Yo por lo general hablaba de mis problemas o preocupaciones con mis padres.

_____ Click to write Choice 1 (1)

Q259 Me ayudaba ir a mis padres en tiempos de necesidad.

_____ Click to write Choice 1 (1)

Q260 Les decía a mis padres casi todo.

_____ Click to write Choice 1 (1)

Q261 Me gustaba hablar de las cosas con mis padres.

_____ Click to write Choice 1 (1)

Q262 Me ponía nervioso cuando mis padres emocionalmente se ponían demasiado cerca a mi.

_____ Click to write Choice 1 (1)

Q263 Me sentí cómodo dependiendo de mis padres.

_____ Click to write Choice 1 (1)

Q264 Me resultó fácil depender de mis padres.

_____ Click to write Choice 1 (1)

Q265 Fue fácil para mí ser cariñoso con mis padres.

_____ Click to write Choice 1 (1)

Appendix Item 2: Pedro Pan Control Participant Questionnaire

Q87 What is your preferred language?

☐ English (1)

☐ Español (2)

Q106 In order to participate in this study, you must first provide consent. Please carefully read the following consent form.

Q105 Compound Authorization and Consent For Participation in a Research Project Yale University Department of Psychology Study Title: An assessment of the long-term physical and cognitive consequences of the Operation Pedro Pan exodus Principal Investigator: Deanna Palenzuela Advisors: James McPartland, Ph.D. and Charles Nelson III, Ph.D. Invitation to Participate as Control Subject and Description of Project: You have been invited to be in a research study in which we will ask you a series of questions in order to learn more about the experience of individuals who were part of the Operation Pedro Pan. You have been invited to participate because you identified as someone who immigrated to the United States from Cuba, but did not participate in Operation Pedro Pan. We hope to enroll 100 people into this study. In order to decide whether or not you would like to participate in the research study, you should know enough about its risks and benefits to make an informed judgment. This consent form gives you detailed information about the research study. This discussion should go over all aspects of this research: its purpose, the procedures that will be performed, any risks of the procedures, and possible benefits. Once you understand the study, you will be asked if you wish to participate; if so, you will be asked to sign this form. Purpose: No previous studies have explored the experience of children who have undergone an exodus as an unaccompanied minor, or the Operation Pedro Pan population. The goal of this study is to investigate the influence of this experience in adulthood of the Operation Pedro Pan cohort. Physical health, mental health, socio-economic status, attachment, and social connectedness will be compared in relation to a Cuban refugee control group that did not participate in Operation Pedro Pan. Therefore, the results of this study could shed light on the long-term impression of such an exodus of unaccompanied minors on the children themselves. Description of Procedures: This study will use questionnaires to assess your personal experience. This questionnaire will be divided into two main categories. In the first part of the questionnaire, you provide basic information about your more recent life experiences, including education, employment, marital status, and health history. The second category will consist of several standardized questionnaires focused on social relationships. The entire questionnaire should take about twenty minutes. The questionnaire is not timed, so feel free to answer the questions at your own rate. Risks and Inconveniences: The questionnaires will ask about aspects of your experience that may be emotionally difficult to recall. If at any point you feel uncomfortable continuing with the questionnaire, you may discontinue your participation in the research study. The primary investigator has no direct relationship with you and cannot influence your employment status. Your participation will have no impact on your employment. Benefits: This study is not designed to benefit you directly. But the results of the questionnaire may help clarify the long-term effects of an unaccompanied minor exodus on the children. This information can be used to help children facing similar circumstances in the future. Better understanding of the impact of an early childhood exodus will inform the development of a more tailored support framework for children undergoing similar adversity. Economic Considerations: You will not be charged for any of the questionnaires that are part of this study. You will not receive monetary compensation for your participation. Confidentiality and Privacy: Your answers to this study are completely confidential. No information that can identify you will be obtained. Only the experimenter and her advisors will have access to your anonymous answers to the questionnaires. This information will be deleted at the conclusion of the research project. We will collect self-reported physical and mental health information, including: If you have experienced any physical health problems, such as high blood pressure, diabetes, heart problems, cancer, stroke, or blood clots. If you have been diagnosed with any mental health conditions such as depression,

anxiety, attention deficit and hyperactivity disorder, and antisocial personality conduct disorder.· If you have ever seen a counselor or therapist.· If you have ever taken medication to help with mood.All of this information will be collected without any identifying information. Voluntary Participation and Withdrawal: You are free to choose not to take part in this study and if you do participate, you are free to stop and withdraw from this study at any time during its course. To withdraw, you can contact the principal investigator at any time and tell them that you no longer want to take part. When you withdraw your permission, information that has already been gathered about you may still be used and given to others to complete the study. This may be done when it is necessary for the research to be reliable. Questions: Please feel free to contact the Principal Investigator to ask about anything you don't understand and to consider this research and the consent form carefully – as long as you feel is necessary – before you make a decision. Authorization and Permission: I have read (or someone has read to me) this form and have decided to participate in the project described above. Its general purposes, the particulars of involvement and possible hazards and inconveniences have been explained to my satisfaction. My signature also indicates that I have received a copy of this consent form. By agreeing, I give permission to the researchers to use [and give out] information about me for the purposes described in this form. By refusing to give permission, I understand that I will not be able to be in this research. If you have questions about this research project or if you have a research related injury, please contact the principal investigator, Deanna Palenzuela (786) 853-1496, or deanna.palenzuela@yale.edu . If you have questions about your rights as a research participant, please call the Yale Human Investigation Committee at (203) 785-4688. If after you have signed this form you have any questions about your rights, please contact the Yale Privacy Officer at (203) 436-3650.

Q107 Answer:

- ☐ I agree to participate in this study (1)
- ☐ I disagree, and would not like to participate in the study (2)

Q108 Date:

Q1 Age

Q2 Sex

- ☐ Male (1)
- ☐ Female (2)

Q3 Primary Language

- ☐ Spanish (1)
- ☐ English (2)
- ☐ Other (3)

Q4 Fluent in English?

- ☐ Yes (1)
- ☐ No (2)

Q360 How old were you when you left Cuba?

Q5 Highest Educational Level Completed

- ☐ Grammar School (1)
- ☐ High School or Equivalent (2)
- ☐ Vocational / Technical School (3)
- ☐ Some college (4)
- ☐ Bachelor's Degree (5)
- ☐ Master's Degree (6)
- ☐ Doctoral Degree (7)
- ☐ Professional Degree (MD, JD, etc) (8)
- ☐ Other (9) _____

Q6 Areas of Employment: For each area of employment indicated, include the number of years employed

- ☐ Homemaker (1) _____
- ☐ Retired (2) _____
- ☐ Student (3) _____
- ☐ Unemployed (4) _____
- ☐ Agriculture, Forestry, Fishing, or Hunting (5) _____
- ☐ Arts, Entertainment, or Recreation (6) _____
- ☐ Broadcasting (7) _____
- ☐ Education- College, University, or Adult (8) _____
- ☐ Education - Primary / Secondary (K-12) (9) _____
- ☐ Education - other (10) _____
- ☐ Construction (11) _____
- ☐ Finance and Insurance (12) _____
- ☐ Government and Public Administration (13) _____
- ☐ Health Care and Social Assistance (14) _____
- ☐ Hotel and Food Services (15) _____
- ☐ Information - Services and Data (16) _____
- ☐ Information - other (17) _____
- ☐ Processing (18) _____
- ☐ Legal Services (19) _____
- ☐ Manufacturing - Computer and Electronics (20) _____
- ☐ Manufacturing - other (21) _____
- ☐ Military (22) _____
- ☐ Mining (23) _____
- ☐ Publishing (24) _____
- ☐ Real Estate, Rental, or Leasing (25) _____
- ☐ Religious (26) _____
- ☐ Retail (27) _____
- ☐ Scientific or Technical Services (28) _____
- ☐ Utilities (29) _____
- ☐ Wholesale (30) _____
- ☐ Other (31) _____

Q7 Are You Currently Employed?

- ☐ Yes (1)
- ☐ No (2)

Q8 Marital Status

- ☐ Married (1)
- ☐ Divorced (2)
- ☐ Never Married (3)
- ☐ Separated (4)

Q9 Are you currently receiving any government assistance?

- ☐ Yes (1) _____
- ☐ No (2) _____

Q88 Did you work before the age of 18? If Yes, how many hours a week?

- ☐ Yes (1) _____
- ☐ No (2) _____

Q10 Average Household Income from age 20 to 29:

- ☐ Under \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ over \$150,000 (9)

Q89 Average household income from age 30 to 39:

- ☐ Under \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000-\$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ over \$150,000 (9)

Q90 Average household income from age 40 to 49:

- ☐ Under \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ over \$150,000 (9)

Q91 Average household income from age 50 to 59:

- ☐ Under \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ over \$150,000 (9)

Q92 What is your current average household income?

- ☐ Under \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ over \$150,000 (9)

Q12 Have you ever experienced any of the following? Indicate all that apply.

- ☐ High Blood Pressure (1)
- ☐ Diabetes (2)
- ☐ Heart Problems (3)
- ☐ Cancer (4)
- ☐ Stroke (5)
- ☐ Blood Clots (6)
- ☐ None (7)

Q13 Have you ever been diagnosed with any of the following? Indicate all that apply.

- ☐ Depression (1)
- ☐ Anxiety (2)
- ☐ Attention Deficit and Hyperactivity Disorder (ADHD) (3)
- ☐ Antisocial Personality or Conduct Disorder (4)
- ☐ Other Psychiatric Diagnosis (5) _____
- ☐ None (6)

Q14 Have you ever seen a counselor or therapist? If Yes, explain the circumstances.

- ☐ Yes (1) _____
- ☐ No (2)

Q15 Have you ever taken medication to help with mood?

- ☐ Yes (1)
- ☐ No (2)

Q16 Overall, how would you consider your health (on a 0-10 scale, with 0 being very unhealthy and 10 being very healthy)?

_____ Click to write Choice 1 (1)

Q28 The statements bellow concern how you have felt in emotional relationships with your parents. We are interested in how you experienced these relationships in the past. Therefore when answering these questions, consider your experience before the age of 18. Respond to each statement clicking the number that indicates how much you agree or disagree with the statement.

1 2 3 4 5 6 7
 Disagree Strongly Neutral/Mixed Agree Strongly

Q29 I found it relatively easy to get close to my parents.

_____ Click to write Choice 1 (1)

Q30 It was not difficult for me to get close to my parents.

_____ Click to write Choice 1 (1)

Q31 I was afraid that I would lose my parent's love.

_____ Click to write Choice 1 (1)

Q32 I often worried that my parents would not want to stay with me.

_____ Click to write Choice 1 (1)

Q33 I often worried that my parents didn't really love me.

_____ Click to write Choice 1 (1)

Q34 I worried that my parents wouldn't care about me as much as I cared about them.

_____ Click to write Choice 1 (1)

Q35 I often wished that my parent's feelings for me were as strong as my feelings for them.

_____ Click to write Choice 1 (1)

Q36 My parents really understood me and my needs.

_____ Click to write Choice 1 (1)

Q37 I worried a lot about my relationship with my parents.

_____ Click to write Choice 1 (1)

Q38 When my parents were out of sight, I worried they might lose interest in me.

_____ Click to write Choice 1 (1)

Q39 When I showed my feelings to my parents, I was afraid they would not have the same feelings about me.

_____ Click to write Choice 1 (1)

Q40 I rarely worried about my parents leaving me.

_____ Click to write Choice 1 (1)

Q41 My parents made me doubt myself.

_____ Click to write Choice 1 (1)

Q42 I did not often worry about being abandoned.

_____ Click to write Choice 1 (1)

Q43 I found that my parents didn't want to get as emotionally close as I would like.

_____ Click to write Choice 1 (1)

Q44 Sometimes my parents would change their feelings for me for no apparent reason.

_____ Click to write Choice 1 (1)

Q45 My desire to be very emotionally close would sometimes scare people away.

_____ Click to write Choice 1 (1)

Q46 I was afraid that once my parents got to know me they wouldn't like who I really am.

_____ Click to write Choice 1 (1)

Q47 It made me mad that I didn't get the affection and support I needed from my parents.

_____ Click to write Choice 1 (1)

Q48 I worried that I wouldn't measure up to other people.

_____ Click to write Choice 1 (1)

Q49 My parents only seemed to notice me when I was angry.

_____ Click to write Choice 1 (1)

Q50 I preferred not to show my parents how I felt deep down.

_____ Click to write Choice 1 (1)

Q51 I felt comfortable sharing my private thoughts and feelings with my parents.

_____ Click to write Choice 1 (1)

Q52 I found it difficult to allow myself to depend on my parents.

_____ Click to write Choice 1 (1)

Q53 I was very comfortable being close to my parents.

_____ Click to write Choice 1 (1)

Q54 I didn't feel comfortable opening up to my parents.

_____ Click to write Choice 1 (1)

Q55 I preferred not to be too close to my parents.

_____ Click to write Choice 1 (1)

Q56 I got uncomfortable when my parents wanted to be very emotionally close.

_____ Click to write Choice 1 (1)

Q57 I would usually discuss my problems or concerns with my parents.

_____ Click to write Choice 1 (1)

Q58 It helped to turn to my parents in times of need.

_____ Click to write Choice 1 (1)

Q59 I told my parents just about everything.

_____ Click to write Choice 1 (1)

Q60 I would talk things over with my parents.

_____ Click to write Choice 1 (1)

Q61 I was nervous when my parents got too emotionally close to me.

_____ Click to write Choice 1 (1)

Q62 I felt comfortable depending on my parents.

_____ Click to write Choice 1 (1)

Q63 I found it easy to depend on my parents.

_____ Click to write Choice 1 (1)

Q64 It was easy for me to be affectionate with my parents.

_____ Click to write Choice 1 (1)

Q65 The following statements concern how you feel right now. Please respond to each statement by indicating how much you agree or disagree with it as it reflects your current feelings. Please circle the number on the 1-to-7 scale that best indicates how you feel at the moment:

1 2 3 4 5 6 7
 Disagree Strongly Neutral/Mixed Agree Strongly

Q66 I wish someone would tell me they really love me.

_____ Click to write Choice 1 (1)

Q67 I would be uncomfortable having a good friend or a relationship partner close to me.

_____ Click to write Choice 1 (1)

Q68 I feel alone and yet don't feel like getting close to others.

_____ Click to write Choice 1 (1)

Q69 I feel loved.

_____ Click to write Choice 1 (1)

Q70 I wish someone could see me now.

_____ Click to write Choice 1 (1)

Q71 If something went wrong right now I feel like I could depend on someone.

_____ Click to write Choice 1 (1)

Q72 I feel like others care about me.

_____ Click to write Choice 1 (1)

Q73 I feel a strong need to be unconditionally loved right now.

_____ Click to write Choice 1 (1)

Q74 I'm afraid someone will want to get too close to me.

_____ Click to write Choice 1 (1)

Q75 If someone tried to get close to me, I would try to keep my distance.

_____ Click to write Choice 1 (1)

Q76 I feel relaxed knowing that close others are there for me right now.

_____ Click to write Choice 1 (1)

Q77 I really need to feel loved right now.

_____ Click to write Choice 1 (1)

Q78 I feel like I have someone to rely on.

_____ Click to write Choice 1 (1)

Q79 I want to share my feelings with someone.

_____ Click to write Choice 1 (1)

Q80 I feel like I am loved by others but I really don't care.

_____ Click to write Choice 1 (1)

Q81 The idea of being emotionally close to someone makes me nervous.

_____ Click to write Choice 1 (1)

Q82 I want to talk with someone who cares for me about things that are worrying me.

_____ Click to write Choice 1 (1)

Q83 I feel secure and close to other people.

_____ Click to write Choice 1 (1)

Q84 I really need someone's emotional support.

_____ Click to write Choice 1 (1)

Q85 I feel I can trust the people who are close to me.

_____ Click to write Choice 1 (1)

Q86 I have mixed feelings about being close to other people.

_____ Click to write Choice 1 (1)

Q183 Para poder participar en este estudio, debe dar primero su consentimiento. Por favor, lea cuidadosamente la siguiente forma de consentimiento.

Q184 Autorización y Consentimiento Compuesto Para la participación en un proyecto de investigación Yale University Departamento de Psicología Título: Una evaluación de las consecuencias a largo plazo físicas y cognitivas del éxodo Operación Pedro Pan Investigadora Principal: Deanna Palenzuela Asesores: James McPartland, PhD. and Charles Nelson III, PhD.

Invitación a participar como sujeto de control y descripción del proyecto: Usted ha sido invitado a participar en un estudio de investigación en el que vamos a hacerle una serie de preguntas con el fin de conocer más sobre la experiencia de las personas que formaron parte de la Operación Pedro Pan. La razón por la cual usted ha sido invitado a participar en este cuestionario es porque usted fue uno de los miembros del grupo que inmigró a los Estados Unidos de Cuba, pero no participaste en Operación Pedro Pan. Esperamos matricular 100 personas en este estudio. Con el fin de decidir si desea o no desea participar en el estudio de investigación, usted debe saber suficiente sobre los riesgos y beneficios para hacer un juicio informado. Este formulario de consentimiento le da información detallada sobre el estudio de la investigación. Esta discusión debe ir sobre todos los aspectos de esta investigación: su propósito, los procedimientos que se van a realizar, cualquier riesgo de los procedimientos y los posibles beneficios. Una vez que entienda el estudio, se le preguntará si desea participar; si es así, se le pedirá que firme este formulario. Propósito: No hay estudios previos que han explorado la experiencia de los niños que han sufrido un éxodo como un menor no acompañado, o la población Operación Pedro Pan. El objetivo de este estudio es investigar la influencia de esta experiencia en la edad adulta de los participantes de la Operación Pedro Pan. La salud física, la salud mental, la situación socioeconómica, el apego y la conexión social serán comparados en relación a un grupo de control de refugiados cubanos que no participó en la Operación Pedro Pan. Por lo tanto, los resultados de este estudio podrían arrojar luz sobre la impresión a largo plazo de un éxodo de los menores no acompañados propiamente. Descripción del Procedimiento: Este estudio utilizará cuestionarios para evaluar su experiencia personal. Este cuestionario se divide en dos categorías principales. En la primera parte del cuestionario, usted proporciona información básica acerca de sus experiencias de vida más recientes, como la educación, el empleo, el estado civil, y la historia de la salud. La segunda categoría consistirá en varios cuestionarios estandarizados que se concentran en las relaciones sociales. Todo el cuestionario debe tomar unos veinte minutos. El cuestionario no mide el tiempo, así que no dude en responder a las preguntas en su propio ritmo. Riesgos e inconvenientes: Los cuestionarios le preguntarán sobre diferentes aspectos de su experiencia que pueden ser emocionalmente difíciles de recordar. Si en algún momento se siente incómodo de continuar con el cuestionario, puede suspender su participación en el estudio de investigación. El investigador principal no tiene relación directa con usted y no puede influir en su situación laboral. Su participación no tendrá ningún impacto en su empleo. Beneficios: Este estudio no está diseñado para beneficiarlo directamente. Pero los resultados del cuestionario pueden ayudar a aclarar los efectos a largo plazo en los niños de un éxodo de menores no acompañados. Esta información se puede utilizar para ayudar a los niños en circunstancias similares en el futuro. Una mejor comprensión del impacto de un éxodo en la primera infancia ayudará al desarrollo de un futuro plan en casos de niños en una situación similar.

Consideraciones económicas: No se le cobrará por cualquiera de los cuestionarios que forman parte de este estudio. Usted no va a recibir una compensación monetaria por su participación. Confidencialidad y privacidad: Sus respuestas a este estudio son totalmente confidenciales. Ninguna información que le pueda identificar se obtendrá. Sólo el investigador y sus consejeros tendrán acceso a sus respuestas. Los cuestionarios se mantendrán totalmente privados y se garantiza su anonimidad. Esta información será totalmente borrada en la

conclusión del proyecto de investigación. Vamos a coleccionar información sobre su salud física y mental en este reporte, incluyendo:• Si ha tenido algún problema físico, como la presión arterial alta, diabetes, problemas del corazón, cáncer, accidente cerebrovascular, o coágulos de sangre. • Si usted ha sido diagnosticado con alguna condición de salud mental como la depresión, ansiedad, déficit de atención e hiperactividad y trastorno de la conducta antisocial de la personalidad. • Si alguna vez has visto a un consejero o terapeuta. • Si alguna vez ha tomado medicamentos para ayudar con su estado de ánimo. Toda esta información se recogerá sin ninguna información de identificación. Participación voluntaria y retiro: Usted es libre de optar por no participar en este estudio y si participas, usted es libre de parar y retirarse de este estudio en cualquier momento durante su curso. Para retirarse, puede ponerse en contacto con el investigador principal en cualquier momento y decirles que usted ya no desea continuar participando. Cuando usted retira su autorización, la información que ya ha sido recopilada sobre usted puede todavía ser utilizada y darsela a otros para completar el estudio. Esto se puede hacer cuando es necesaria formalizar la investigación. Preguntas: No dude en ponerse en contacto con el investigador principal para preguntar acerca de cualquier punto que no entienda y considere esta investigación y el formulario de consentimiento cuidadosamente - todo el tiempo que creas necesario - antes de tomar una decisión. Autorización y Permiso: He leído (o alguien me ha leído) este formulario y he decidido participar en el proyecto descrito anteriormente. Sus objetivos generales, los detalles de los peligros e inconvenientes de participación han sido explicado a mi satisfacción. Mi firma también indica que he recibido una copia de este formulario de consentimiento.

Al acordar este formulario, doy permiso a los investigadores a utilizar [y dar] información sobre mí para los fines descritos en este formulario. Al negarme a dar el permiso, entiendo que no seré capaz de estar en esta investigación.

Q185 Respuesta:

- ☐ Estoy de acuerdo, y me gustaría participar en este estudio (1)
- ☐ No estoy de acuerdo, y no me gustaría participar en este estudio (2)

Q186 Fecha:

Q187 Edad

Q188 Sexo

- ☐ Masculino (1)
- ☐ Femenino (2)

Q189 Idioma Principal

- ☐ Español (1)
- ☐ Inglés (2)
- ☐ Otro (3)

Q190 Fluido en ingles?

- ☐ Sí (1)
- ☐ No (2)

Q361 Cuantos años tenia cuando usted se fue se Cuba?

- ☐ Click to write Choice 1 (1)
- ☐ Click to write Choice 2 (2)
- ☐ Click to write Choice 3 (3)

Q191 Nivel de educación mas alta terminado

- ☐ Escuela primaria (1)
- ☐ Escuela secundaria (2)
- ☐ Escuela vocacional o técnica (3)
- ☐ un poco de colegio (4)
- ☐ Bachillerato (5)
- ☐ Maestría (6)
- ☐ Doctorado (7)
- ☐ Título profesional (MD, JD, etc) (8)
- ☐ Otro (9) _____

Q192 Áreas de empleo: Por cada área de empleo indicado, incluye cuantos años empleado

- ☐ Ama de casa (1) _____
- ☐ Retirado (2) _____
- ☐ Estudiante (3) _____
- ☐ Desempleado (4) _____
- ☐ Agricultura, silvicultura, pesca, o cacería (5) _____
- ☐ Artes, entretenimiento, o recreación (6) _____
- ☐ Radiodifusión (7) _____
- ☐ Educación - colegio, universidad, o de adulto (8) _____
- ☐ Educación - primaria/secundaria (9) _____
- ☐ Educación - otra (10) _____
- ☐ Finanzas y seguro (11) _____
- ☐ Gobierno y administración pública (12) _____
- ☐ Cuidado de la salud y asistencia social (13) _____
- ☐ Hotel y servicios de alimentación (14) _____
- ☐ Información - servicios y data (15) _____
- ☐ Información - otro (16) _____
- ☐ Tratamiento (17) _____
- ☐ Servicios legales (18) _____
- ☐ Fabricación - computadoras o electrónica (19) _____
- ☐ Fabricación - otra (20) _____
- ☐ Militar (21) _____
- ☐ Minería (22) _____
- ☐ Publicación (23) _____
- ☐ Bienes raíces, alquiler, o arrendamiento (24) _____
- ☐ Religioso (25) _____
- ☐ Venta al por menor (26) _____
- ☐ Servicios científicos o técnicos (27) _____
- ☐ Utilidades (28) _____
- ☐ Venta al por mayor (29) _____
- ☐ Otro (30) _____

Q193 Esta empleado en este momento?

- ☐ Sí (1)
- ☐ No (2)

Q194 Estado civil

- ☐ Casado(a) (1)
- ☐ Divorciado(a) (2)
- ☐ Nunca casado(a) (3)
- ☐ Separado(a) (4)

Q195 Esta recibiendo asistencia del gobierno corrientemente?

- ☐ Sí (1) _____
- ☐ No (2)

Q196 Usted trabajó antes de los 18 años? Si marcaste sí, cuantas horas cada semana?

- ☐ Sí (1) _____
- ☐ No (2)

Q197 Ingreso de hogar promedio de 20 a 29 años de edad:

- ☐ Menos de \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ más de \$150,000 (9)

Q198 Ingreso de hogar promedio de 30 a 39 años de edad:

- ☐ Menos de \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000-\$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ Más de \$150,000 (9)

Q199 Ingreso de hogar promedio de 40 a 49 años de edad:

- ☐ Menos de \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ Más de \$150,000 (9)

Q200 Ingreso de hogar promedio de 50 a 59 años de edad:

- ☐ Menos de \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ Más de \$150,000 (9)

Q201 Que es su ingreso de hogar promedio corrientemente?

- ☐ Menos de \$10,000 (1)
- ☐ \$10,000 - \$19,999 (2)
- ☐ \$20,000 - \$29,999 (3)
- ☐ \$30,000 - \$39,999 (4)
- ☐ \$40,000 - \$49,999 (5)
- ☐ \$50,000 - \$74,999 (6)
- ☐ \$75,000 - \$99,999 (7)
- ☐ \$100,000 - \$150,000 (8)
- ☐ Más de \$150,000 (9)

Q202 Ha padecido de algunas de estas condiciones medicas? Indique las que aplican.

- ☐ Hipertensión (1)
- ☐ Diabetes (2)
- ☐ Problemas del corazón (3)
- ☐ Cáncer (4)
- ☐ Infarto cerebral (5)
- ☐ Coágulo (6)
- ☐ Nada (7)

Q203 Ha sido usted diagnosticado de algunas de las siguientes condiciones medicas? Indique las que aplican.

- ☐ Deprimido (1)
- ☐ Ansiedad (2)
- ☐ Déficit de atención y hiperactividad (3)
- ☐ Personalidad antisocial o trastorno de conducta (4)
- ☐ Otro diagnosis psiquiátrico: (5) _____
- ☐ Nada (6)

Q204 Ha visitado usted un consejero o terapeuta? Si marcaste sí, explica la circunstancias:

- ☐ Sí (1) _____
- ☐ No (2)

Q205 Ha tomado usted medicaciones para ayudar con su estado de animo?

- ☐ Sí (1)
- ☐ No (2)

Q206 En total, como usted considera se salud? (en una escale de 0 a 10, con 10 siendo muy insalubre y 0 siendo muy saludable)

_____ Click to write Choice 1 (1)

Q229 Las declaraciones de abajo se refieren de cómo se ha sentido en sus relaciones emocionales con sus padres. Estamos interesados en la forma en que usted se sentía estas relaciones en el pasado. Por lo tanto, en sus respuestas a estas preguntas, considere su experiencia antes de cumplir los 18. Responda a cada declaración marcando el número que indica el nivel de acuerdo o en desacuerdo de usted en esta declaración.

1	2	3	4	5	6	7
Muy en Desacuerdo				.....	Neutral/Mixta	.....
						Muy de Acuerdo

Q230 Me pareció relativamente fácil estar cerca con mis padres.

_____ Click to write Choice 1 (1)

Q231 No fue difícil para mí estar cerca con mis padres.

_____ Click to write Choice 1 (1)

Q232 Tenía miedo de que iba a perder el amor de mis padres.

_____ Click to write Choice 1 (1)

Q233 A menudo me preocupaba que mis padres no quisieran quedarse conmigo.

_____ Click to write Choice 1 (1)

Q234 A menudo me preocupaba que mis padres no me amaban realmente.

_____ Click to write Choice 1 (1)

Q235 Me preocupaba que mis padres no me cuidaran tanto como yo cuidaba de ellos

_____ Click to write Choice 1 (1)

Q236 A menudo me hubiera gustado que los sentimientos de mis padres hacia mí fueran tan fuertes como mis sentimientos hacia ellos.

_____ Click to write Choice 1 (1)

Q237 Mis padres realmente me entendían así como a mis necesidades.

_____ Click to write Choice 1 (1)

Q238 Me preocupaba mucho mi relación con mis padres.

_____ Click to write Choice 1 (1)

Q239 Cuando mis padres estaban fuera de mi vista, me preocupaba que podrían perder interés en mí.

_____ Click to write Choice 1 (1)

Q240 Cuando le mostré mis sentimientos a mis padres, tenía miedo de que no tendrían los mismos sentimientos por mí.

_____ Click to write Choice 1 (1)

Q241 Yo rara vez me preocupaba de que mis padres me dejaran.

_____ Click to write Choice 1 (1)

Q242 Mis padres me hicieron dudar de mí mismo.

_____ Click to write Choice 1 (1)

Q243 Yo no me preocupaba de ser abandonado.

_____ Click to write Choice 1 (1)

Q244 Encontré que mis padres no querían estar muy cerca emocionalmente como me hubiera gustado.

_____ Click to write Choice 1 (1)

Q245 A veces mis padres cambiaban sus sentimientos hacia mí sin aparente razón.

_____ Click to write Choice 1 (1)

Q246 Mi deseo de estar muy cerca emocionalmente a veces asustaba a la gente.

_____ Click to write Choice 1 (1)

Q247 Tenía miedo que cuando mis padres conocieran quien era no les gustara realmente lo que yo era.

_____ Click to write Choice 1 (1)

Q248 Me incomodaba no recibir el cariño y el apoyo que necesitaba de mis padres.

_____ Click to write Choice 1 (1)

Q249 Me preocupaba no lograr alcanzar el nivel de otras personas.

_____ Click to write Choice 1 (1)

Q250 Me parecía que mis padres sólo notaban cuando yo estaba enojado.

_____ Click to write Choice 1 (1)

Q251 Yo prefería no mostrar a mis padres cómo me sentía por dentro.

_____ Click to write Choice 1 (1)

Q252 Me sentí cómodo compartiendo mis pensamientos y sentimientos privados con mis padres.
_____ Click to write Choice 1 (1)

Q253 Me era difícil depender en mis padres.
_____ Click to write Choice 1 (1)

Q254 Me sentí muy cómodo estar cerca con mis padres.
_____ Click to write Choice 1 (1)

Q255 No me sentía cómodo expresando mis sentimientos a mis padres.
_____ Click to write Choice 1 (1)

Q256 Preferí no estar demasiado cerca con mis padres.
_____ Click to write Choice 1 (1)

Q257 Me molestaba cuando mis padres querían estar muy cerca a mi emocionalmente.
_____ Click to write Choice 1 (1)

Q258 Yo por lo general hablaba de mis problemas o preocupaciones con mis padres.
_____ Click to write Choice 1 (1)

Q259 Me ayudaba ir a mis padres en tiempos de necesidad.
_____ Click to write Choice 1 (1)

Q260 Les decía a mis padres casi todo.
_____ Click to write Choice 1 (1)

Q261 Me gustaba hablar de las cosas con mis padres.
_____ Click to write Choice 1 (1)

Q262 Me ponía nervioso cuando mis padres emocionalmente se ponían demasiado cerca a mi.
_____ Click to write Choice 1 (1)

Q263 Me sentí cómodo dependiendo de mis padres.
_____ Click to write Choice 1 (1)

Q264 Me resultó fácil depender de mis padres.
_____ Click to write Choice 1 (1)

Q265 Fue fácil para mí ser cariñoso con mis padres.
_____ Click to write Choice 1 (1)

Q340 Las siguientes declaraciones se refieren a cómo se siente en este momento. Por favor responda a cada declaración indicando cuanto esta de acuerdo o en desacuerdo en lo que refleja sus sentimientos en este momento. Por favor circule el número en la escala de 1 a 7 que mejor indique cómo se siente en este momento:

1 2 3 4 5 6 7
Muy en Desacuerdo Neutral/Mixta Muy de Acuerdo
Ahora mismo...

Q341 Me gustaría que alguien me dijera que realmente me ama
_____ Click to write Choice 1 (1)

Q342 Yo estaría molesto(a) si tuviera un buen amigo(a) o una pareja cerca conmigo
_____ Click to write Choice 1 (1)

Q343 Me siento sola(o) y sin embargo no me siento que quiero acercarme a los demás
_____ Click to write Choice 1 (1)

Q344 Me siento amado(a)
_____ Click to write Choice 1 (1)

Q345 Me gustaría que alguien cercano pudiera verme ahora
_____ Click to write Choice 1 (1)

Q346 Si algo me sale mal en este momento siento como si pudiera depender de alguien
_____ Click to write Choice 1 (1)

Q347 Siento que los demás se preocupan por mí
_____ Click to write Choice 1 (1)

Q348 Siento una necesidad fuerte de ser amado incondicionalmente en este momento
_____ Click to write Choice 1 (1)

Q349 Me temo que alguien va a querer estar cerca conmigo
_____ Click to write Choice 1 (1)

Q350 Si alguien trata de acercarse a mí, trataría de mantener mi distancia
_____ Click to write Choice 1 (1)

Q351 Me siento relajado sabiendo que otros están aquí para mí en este momento
_____ Click to write Choice 1 (1)

Q352 Realmente necesito sentirme amado(a) en este momento
_____ Click to write Choice 1 (1)

Q353 Me siento como si tengo alguien en quien confiar
_____ Click to write Choice 1 (1)

Q354 Quiero compartir mis sentimientos con alguien
_____ Click to write Choice 1 (1)

Q355 Siento que soy amado(a) por los demás, pero realmente no me importa
_____ Click to write Choice 1 (1)

Q356 La idea de estar cerca emocionalmente a alguien me pone nervioso
_____ Click to write Choice 1 (1)

Q357 Quiero hablar con alguien que se preocupa por mí sobre las cosas que me están preocupando
_____ Click to write Choice 1 (1)

Q358 Me siento seguro y cerca con otras personas
_____ Click to write Choice 1 (1)

Q359 Realmente necesito apoyo emocional de alguien
_____ Click to write Choice 1 (1)

Q360 Siento que puedo confiar en las personas que están cerca de mí
_____ Click to write Choice 1 (1)

Q361 Tengo sentimientos variados sobre estar cerca a otras personas o no
_____ Click to write Choice 1 (1)