Globalization in the 21st century has dramatically transformed the sociocultural and economic ethos of the world and there has been an unprecedented acceleration of human movement across the globe. These migratory flows have posed many new challenges to education systems all over the world, and over half of these migrants are children. Nepalese-Bhutanese (N-B) refugees are one such group that were forcibly displaced from their homes in Bhutan, since the early 1990s, because of persecution and ethnic cleansing. This dissertation study explores the acculturation and sociocultural adaptation of N-B youth in Northeast Ohio public schools using multiple theoretical frameworks, such as acculturation, ecological systems theory, and the theory of segmented assimilation. Qualitative interviews were conducted with a sample size of six intergenerational families including recent high school graduates. The study found that N-B students face multiple challenges at school, such as language insecurity, cultural and pedagogical differences, teasing and bullying, and an unwelcoming environment at schools. However, all the participants in this dissertation study overcame the obstacles and created their own pathways to higher education and diverse careers. Even though there is evidence of dissonant acculturation, the participants in this study had positive outcomes because N-B youth facilitated the acculturation process of their parents. The
preferred strategy of acculturation of participants at school was initially, *separation*, followed by *integration*. There are reports of truancy, significant dropout rates and use of alcohol, drugs and gambling among N-B youth. Further research is needed to confirm these reports of sociocultural maladaptation.