



Pacific Southwest (HHS Region 9)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

The Needs and Joys of our (Im)migrant* Students, Families, and Community Partners: Expanding our School Mental Health Practice

Three-Part Learning Series

Session 1 | April 19, 2021 | 3-5 p.m. PT

What is the What? Nuances, Complications, and Contributions of (Im)migrant & Latinx Student Mental Health

Session 2 | May 17, 2021 | 3-5 p.m. PT

Fronterismo - Supporting Transborder School Mental Health

Session 3 | June 21, 2021 | 3-5 p.m. PT

School Mental Health Strategies to Support Newcomers: CBITS and Community Building Circles

- If you have questions during the session, please post them in the chat box. We will do our best to address them during the session, but if we are unable to, we will provide follow-up after the session.
- A copy of today's presentation and handouts are available here:
<https://mhttcnetwork.org/centers/pacific-southwest-mhttc/news/needs-and-joys-our-immigrant-students-families-and-community>
- All phone/audio lines will be muted today.
- This session is being recorded. The recording will be available in 4 weeks and can be accessed here.
https://mhttcnetwork.org/centers/global-mhttc/products-resources-catalog?center=35&product_type=26
- At the conclusion of the webinar a feedback form will be provided. Please share your thoughts as this is important for quality control and funding.
- Technical issues? Email lrojas@cars-rp.org.



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School Mental Health Strategies to Support Newcomers: CBITS and Community Building Circles

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At the time of this presentation, Tom Coderre served as Acting Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant 5H79SM081709-03 and from the DHHS, SAMHSA.

SECURITY DISCLAIMER

In the case of any security issues that may occur, this session will immediately end and will not resume. A separate email will be sent to all participants with further instruction.

Thank you.

Services Available

No-cost training, technical assistance, and resources



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED/
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

La Red de los Centros de Transferencia de Tecnología sobre Salud Mental (MHTTC, por sus siglas en inglés) utiliza un lenguaje afirmativo, respetuoso y orientado a la recuperación de las personas, en todas sus actividades.

Este lenguaje es:

BASADO EN LAS
FORTALEZAS Y EN LA
ESPERANZA

INCLUSIVO Y DE
ACEPTACIÓN A
DIVERSAS CULTURAS,
GÉNEROS,
PERSPECTIVAS Y
EXPERIENCIAS

CENTRADO EN LA
SANACIÓN Y SENSIBLE
AL TRAUMA

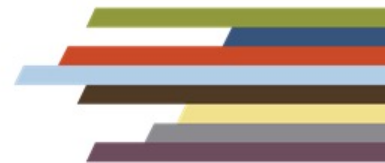
MOTIVA A QUE LAS
PERSONAS DECIDAN
SU CAMINO

CENTRADO EN LA
PERSONA Y LIBRE DE
ETIQUETAS

LIBRE DE
SUPOSICIONES Y
JUICIOS

RESPECTUOSO, CLARO
Y COMPRENSIBLE

CONSISTENTE CON
NUESTRAS ACCIONES,
POLÍTICAS Y
PRODUCTOS



Today's Presenters



Claudia Rojas, MA

Claudia Rojas earned her BA in Sociology from UCR, an MA in Education from UCLA, and an Administrative Credential from CSUDH; she has been an educator since 2003 and has always worked at high need schools in Los Angeles. Currently, Claudia serves as a Newcomer Coach and previously she served as a Restorative Justice Teacher Advisor. From 2012-2018, she served as a founding high school principal located in the heart of South-Central Los Angeles. The school focused on mental and behavioral health and is a student-centered, teacher-driven school. Claudia is committed to student voice, social justice, equity and access, innovation, and community collaboration.



Claudia Gonzalez, LCSW, PPSC-SW is the lead child and adolescent mental health clinician at a Federally Qualified Health Center in South San Diego. She has a Master of Social Work and Pupil Personnel Services Credential from San Diego State University. She has over 10 years of experience working along the U.S.-Mexico border close to her hometown of San Ysidro. Her personal experience and work in the border region have afforded Claudia the opportunity to understand the intersection of the communities social, sexual, and family ties in both countries.



Alicia Arambula, ACSW, PPSC is a Latinx School Social Worker in the south San Diego region. As a School Social Worker, she has developed a mental health program to address youth mental health by providing professional learning opportunities for staff, establishing systems of support utilizing restorative practices and bridging the gap for students to access mental health counseling in or outside of school. She has a Master's of Social Work Degree from San Diego State University with a pupil personnel services credential in social work. She has over ten years of experience serving youth and their families in various capacities such as addressing diverse needs including substance dependency, immigration, and education. Additionally, she is a fronteriza, a hybrid culture that exists within border regions, which directly impacts her theoretical approach in serving her community.



Angela J. Castellanos, LCSW, PPSC serves as a School Mental Health Training Specialist. Angela Castellanos is an experienced mental health consultant and administrator with 25+ years of diverse and progressive expertise in the mental health care industry and school settings. She specializes in administering school mental health programs, mentoring industry professionals (local, state, and federal), developing and teaching best practices in the area of Trauma, Suicide Prevention, Crisis Response and Recovery and School Mental Health. As a direct practitioner, Angela has developed programs and services for newcomers in a school district setting. Internationally, she has provided trauma-based work in El Salvador.

OBJECTIVES

01

Build understanding of: the impact of mental health on newcomer students and its relation to their learning, adapting to the American school system, and resources to support their growth.

02

Explore myths and misconceptions about newcomer students and build empathetic partnerships for their academic and social emotional growth.

03

Examine the risk factors and increase support systems to enhance protective factors, such as CBITS and restorative justice Community Building Circles.

AGENDA

01 Review of Session 1 and 2

02 Define Newcomer

03 Mental Health Impact on Newcomers

04 Best practices in Support for Newcomers

05 Supporting and Engaging Newcomers through CBITS, Restorative Circles

06 Stories from the Field

Where are
we now?

**Join us for the remainder of
the three-part learning series!**

Session 3 | June 21 | 3-5 p.m. PT

**School Mental Health Strategies to Support Newcomers: CBITS
and Community Building Circles**


**Summer Extended Learning Invitation” Join the
Series' Faculty for a "Supporting (Im)migrant
School Mental Health Community of Practice"**

Monday Sessions | 3:15 - 4:30 p.m. PT

August 2 | August 9

Register for any or all of the sessions and learn more about the
amazing faculty here: TinyURL.com/needs-and-joys

Accessing Resources and Materials



The Needs and Joys of our (Im)migrant* Students, Families and Community Partners: Exploring and Expanding our School Mental Health Practice

Publication Date: Mar 15, 2021

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"Do work that matters. Vale la pena"
— Gloria E. Anzaldúa

Join the [Pacific Southwest Mental Health Technology Transfer Center](#) for a special three-part series followed by a four-part learning community focused on improving student mental health. Through this program, we hope to:

- Deepen our understanding and awareness of the unique gifts, strengths, and challenges students with (immigration) stories hold
- Explore practical strategies to apply and deepen our work
- Examine the What + How – what are the issues + how do we then take the what and impact our school mental health practice?

Together, we discuss and unpack nuances of students who are (immigrants, newcomers, undocumented, transborder learners so that we can strengthen our school mental health systems, services, practices, and policies.

Visit the event webpage to access resources and materials from this series:

[TinyURL.com/needs-and-joys](https://tinyurl.com/needs-and-joys)



Basic Level
May 2021

Northern Triangle Unaccompanied Children and Families Seeking Asylum: Traumatic Effects on Children's Attachment and Reunification

Unaccompanied minors from Guatemala, Honduras, and El Salvador make up 48%, 27%, and 14%, respectively, of all unaccompanied minors arriving in the United States. This population is at significant risk for psychological distress, including depression, anxiety, and posttraumatic stress, and is less likely to access culturally responsive mental health services, thus continuing to be undiagnosed or untreated. This can lead to negative outcomes, such as negative interactions at school and with authorities, increased disconnection from family and society, and exposure to the criminal justice system.

Northern Triangle Unaccompanied Children and Families Seeking Asylum: Traumatic Effects on Children's Attachment and Reunification:

https://mhttcnetwork.org/sites/default/files/2021-05/NTU_final.pdf



Who is here today?

- Use the chat box to let us know your organization, role, and location.
- Did you the first two learning sessions?
- Using one word, what is one take away from the last two sessions?

What has transpired?



“In the Circle, we are all equal.

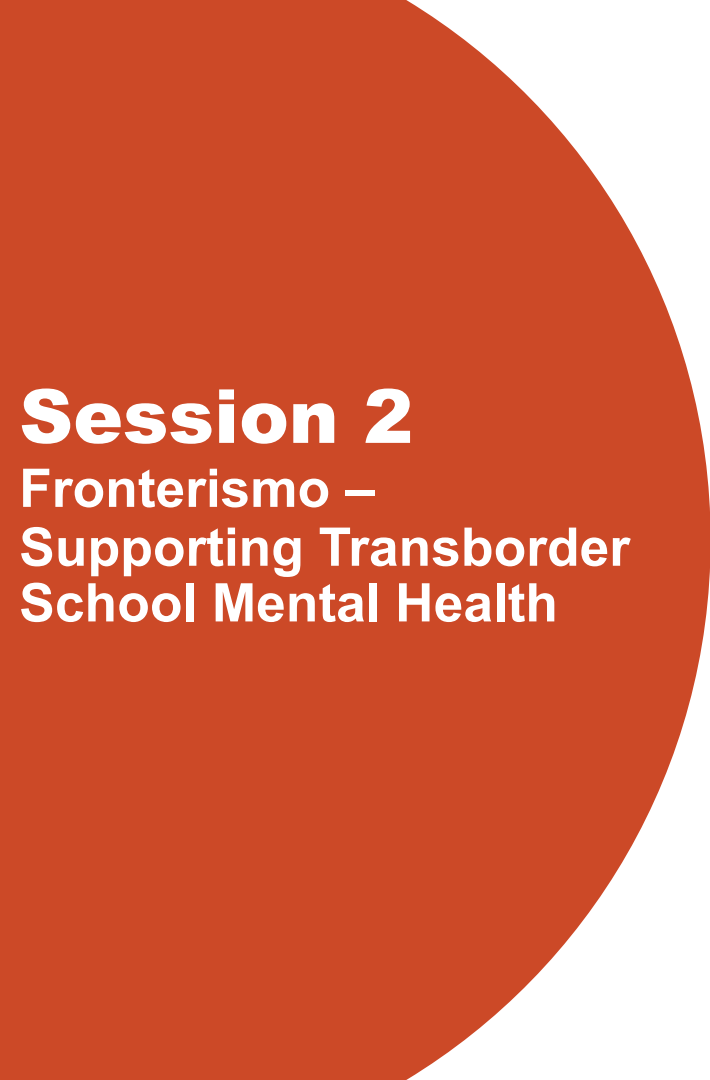
No one is in front. No one is behind. No one is above. No one is below.

We are all related-Circles create unity”. – Oglala Lakota

Session 1

**What is the What?
Nuances, Complications,
and Contributions
of (Im)migrant & Latinx
Student Mental Health**

- Define the Population
- Understanding of Policies that Impact our (Im)migrant Students and Families
- Triple Trauma: Leaving, Migration, and Arrival
- COVID-19 Nuances and Considerations
- Student Development and Triple Resilience

A large red circle is positioned on the left side of the slide, partially overlapping the text.

Session 2

**Fronterismo –
Supporting Transborder
School Mental Health**

- Who are Transborder/Fronterizo Students?
- Policies that Impact Tranborder/Fronterizo Students
- Impact on Mental Health of Transborder/Fronterizo students
- Opportunities for Collaboration

Who Are Our Newcomers?

Refers to any foreign-born students and their families who have recently arrived in the United States.

U.S. Department of Education, Newcomer Toolkit 2016



**Over half of
the refugees
worldwide are
under the age of 18**

UNHCR, 2017

**Top 9 countries of origin* most
represented among unaccompanied
refugee minors in 2018 served in the
U.S. URM program**

Source: United Nations High Commissioner for Refugees

1. Guatemala
2. Democratic Republic of Congo
3. Eritrea
4. Honduras
5. Burma (majority of newer arrivals are Rohingya)
6. Afghanistan
7. Mexico
8. Somalia
9. El Salvador

Northern Triangle Journey



Mental Health Impact on Newcomers



Possible Traumatic Exposure During the Migration Journey

Pre-Migration (Country of Origin)	During Migration (Journey)	Post Migration (Relocation)
Direct exposure to or witnessing violence	Long and dangerous journeys on foot	Community violence
Trauma loss of family	Living in refugee camps	Camps/Detention Centers
Sexual assault	Living in strange homes and unknown locations	Immigration policies
Torture	Death of a loved one during the journey	Health concerns
Detention	Sexual assault	Community Integration
Lack of basic resources (water, food, shelter)	Forced to work	
	Coercion/Blackmail	

The Role of Trauma on Learning and Academic Achievement

- The student's "Triple Trauma" experience
- Educational mobility
- Educational experience in the country of origin
- Language
- Attendance concerns
 - Adapting to a new environment
 - Adult responsibilities
 - Trauma exposure

How Can Schools Support Newcomer Students?

- A welcoming environment
- High-quality academic programs designed to meet the academic and language development needs of newcomer students
- Social emotional support and skills development, to be successful in school and beyond
 - Primary provider of mental health services
 - Access to services increase academic achievement
- Encouragement and support to engage in the education process

Trauma-Informed and Culturally Responsive Interventions in Schools

- Understand the barriers as to why newcomer students are not accessing services
 - Stigma
 - Finances
 - Lack of health coverage
- Most effective when offered evidence-based
- Trauma-informed provider
- “Few programs have been rigorously evaluated” (Kataoka et al., 2003, p. 311)

Time to Reflect and Reconnect

Place in the Chat

Which of the four basic needs does my school/district offer?

- A welcoming environment
- Academic programs to meet academic and language development
- Social emotional supports
- Support to engage in the education process

Best Practices in Support for Newcomers



Orientation Process

- Office staff trained to notify support staff whenever a newcomer student is enrolling
 - Including and not limited to: Newcomer counselor/coach, ELD teachers, psychiatric social worker, attendance counselor, campus aides, administrators
- Newcomer counselor/coach meets with student to learn about previous schooling, current supports, current needs, etc.
- Newcomer counselor/coach connects student with other newcomer students in classes and clubs

Academic Support

- Newcomer student is programmed in appropriate classes.
 - Determined by administering language assessments
 - In California - ELPAC (English Language Proficiency Assessments for California)
- Newcomer student receives English Language Development classes.
 - Designated ELD
 - Integrated ELD
- Newcomer student works with teachers/counselor/coach to establish goals for graduation and beyond.
- Newcomer student receives intervention support services (before school, afterschool, and/or on Saturdays).
- Newcomer student is enrolled in summer school courses in order to have greater chances of graduating in 4 years if so desired, can remain enrolled until the age of 21.

Culturally Responsive Instruction

“...cultural responsiveness is more of a process than a strategy. It begins when a teacher recognizes the cultural capital and tools students of color bring to the classroom. She is then able to respond to students' use of these cultural learning tools positively by noticing, naming, and affirming when students use them in the service of learning. The most common cultural tools for processing information utilize the brain's memory systems -- music, repetition, metaphor, recitation, physical manipulation of content, and ritual. The teacher is ‘responsive’ when she is able to mirror these ways of learning in her instruction, using similar strategies to scaffold learning.”

Zaretta Hammond (2015) *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*

Extracurricular Programs

School

- Mentorship program that pairs recent newcomer students with older students
- Afterschool clubs that focus on language development, college readiness, and social emotional support

Community

- Connect newcomer students to organizations that host youth groups, especially those that are civically engaged and support immigrant justice

Supporting and Engaging Newcomers through: Restorative Circles



Community Building Circles

Purpose: to build community among newcomer students and provide a safe space for them to share feelings and experiences

Participants: facilitators (teachers, counselors, coaches, etc.), students, teacher assistants

Frequency: as often as possible; weekly is highly recommended

Topics: determined by student interest/need; facilitators meet to plan circle process

Student Voices

“What I appreciate the most about circles is how they encourage me to be self-confident and have more self-control over my emotions. What I have learned about myself cannot only be applied at school, but also in my personal life since I now have a new way of communicating. I’m so happy that we have circles because they were something that I didn’t realize I needed.”

ANTONIO - GUATEMALAN - 18 YEARS OLD

“What I appreciate the most about circles is the confidence I have gained in sharing about my experiences. Circles have motivated me to continue to share about my life and encourage younger students to share about their experiences as well.”

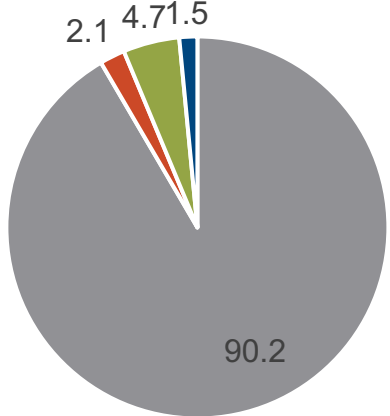
KIMBERLY - GUATEMALAN - 17 YEARS OLD

**Supporting and Engaging
Newcomers through:
Cognitive Behavioral
Interventions for
Trauma in Schools (CBITS)**



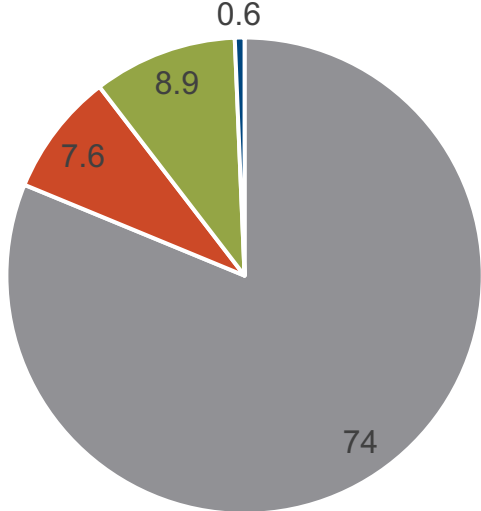
Urban School

Students



- Hispanic
- Black or African American
- White
- Asian

Student Demographics



- Socially Economically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth
- Homeless

Orientation Process

- Office staff trained to notify support staff whenever a newcomer student is enrolling
 - Including and not limited to: Newcomer counselor/coach, ELD teachers, attendance counselor, campus aides, administrators
- Newcomer counselor/coach meets with student to learn about previous schooling, current supports, current needs, etc.
- Newcomer counselor/coach connects student with other newcomer students in classes and clubs.
- School counselor link to Serenity Center
 - Serenity Center Staff intake for services
 - Intake included: Introduction to program, completion of screener to best program fit

Cognitive Behavioral Intervention for Trauma in Schools (Jaycox, 2004)

- Group Intervention
- Recommended for students ages 11-15
- Skill Areas of Intervention:
 - Psychoeducation and Relaxation
 - Realistic and Helpful Thinking
 - Problem Solving Skills
- Parent Education
- Teacher Education



Cognitive-Behavioral Intervention for Trauma in Schools (CBITS)

Developed by Lisa Jaycox, PhD, Marleen Wong, PhD., Pia Escudero, LCSW., Sheryl Kataoka, MD, MSHS., Bradley Stein, MD, PhD.

Logic Model created by the Evidence-based Prevention and Intervention Support Project (EPIS) at Penn State University's Prevention Research Center

The Problem

A **traumatic event** is one that threatens a child or their loved one's life, safety, or well-being. Examples include: community/school violence, accidents and injuries, physical abuse and domestic violence, or natural/man-made disasters.

More than half of all youth will experience a traumatic event by age 18. A national survey of U.S. teens found:

- 8% experienced sexual assault
- 22% experienced physical assault
- 39% witnessed violence

(National Center for PTSD)

Impact

While many children are very resilient in the face of trauma, research has repeatedly shown that childhood trauma is associated with a wide range of negative outcomes, including anxiety and depression, post-traumatic stress disorder, problems with peers and family, and impaired learning.

Multiple traumas and low social support put children at increased risk for poor outcomes.

CBITS Overview

Target Population

- Youth in 5th-12th grade and their caregivers.
- Youth are identified for participation using a universal screening tool, to detect symptoms of PTSD and assess exposure to traumatic events.
- Delivered in school settings to increase accessibility.

Treatment

- 10 group sessions for 6-8 youth at one time
- 1-3 individual sessions to process trauma narrative
- 2 caregiver sessions to provide psycho-education and process caregiver reactions to youth trauma
- 1 teacher educational session
- Homework for youth and caregivers

Training

Mental health professionals, preferably masters level, complete 2 days of in-person training, 5 hours of on-line training, and participate in a series of bi-weekly consultation calls with a CBITS expert, during the initial implementation. Consultation calls reduce to monthly once initial implementation is completed and program is established.

Core Values

- Skills-based
- Respectful of Cultural Values
- Feasible and Acceptable in Schools
- Strengths Oriented

Outcomes

Child Outcomes

- Decrease in youth PTSD symptoms
- Decreased depression
- Decrease in behavioral problems at school and at home
- Improved coping skills
- Improved social functioning
- Enhanced peer, teacher, and parent support

Caregiver Outcomes

- Improved understanding of common youth reactions to trauma
- Decreased stress regarding youth trauma
- Improved ability to help youth cope with trauma

Follow-up studies show

- PTSD symptom improvement
- Depression symptoms improvement

CBITS Logic Model: Evidence Based and Intervention Support

Outcome

- Reduction in students returning to their country of origin
- Increase in student's motivation to continue their education
- Increase in caregiver involvement
- Assist in immediate linkage to additional support if needed
- Post-test/screener symptom reduction
- Students enjoyed connecting with each other, life experience, create networking



BREAK

Joys from the Field



Panel

- Opportunity for community to **learn and listen** from students
- We will ask panelists the following questions:
 - What supports helped the most in their success?
 - How can schools ensure that support is available for newcomers? Increase in caregiver involvement
- Each panelist will answer each question for about 1 minute
- Audience will write questions to the panelists in the chat box

Let's meet the panelists!



Ashley Englander



Francisco Lopez



Susana Acosta



Josue Cruz

**What new ideas or insights
did you gain during the panel
discussion?**





**What needs and joys do our
(Im)migrant students have
that can help them be a
successful student in the
United States?**

OR

**What do you think we as a
school might try or do
differently to ensure our
(Im)migrant students
succeed?**

Please use the chat box.

Upcoming
PS MHTTC
Events
CEU's Available

Summer Extended Learning Invitation: Join the Series' Faculty for a "Supporting (Im)migrant School Mental Health Community of Practice"

Monday Sessions | 3:15 - 4:30 p.m. PT
August 2 | August 9

Register for any or all the sessions and learn more about the amazing faculty here: [TinyURL.com/needs-and-joys](https://tinyurl.com/needs-and-joys)

Additional Events of Interest

The Mental Health Impacts of Surviving COVID-19: Implications for School Mental Health Systems Leaders and Providers

June 25, 2021 | 10:30 am PT

[Learn More](#)

Wellness Wednesdays

August 11, 2021 | 2:00 pm PT

[Learn More](#)

Webinars Recordings

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Access our recorded webinars!

The recording* of this webinar will be made available in the Pacific Southwest Products & Resources Catalog on our website.

To view this and all previously recorded webinars that are currently available go to the link below. Check back often as new additions are always being added.

<https://mhttcnetwork.org/centers/global-mhttc/products-resources-catalog?center=35>

**Recordings are made available within 4 weeks.*

Certificate of Completion

A Certificate of Completion will automatically be emailed to all online participants. If you joined through the phone only, please email Livia Rojas at lrojas@cars-rp.org to report your participation.

**Please allow 3-4 weeks for certificates to be issued.*

Optional Continuing Education Hours for Mental Health Professionals

Optional Continuing Education Hours (CEHs) are available for a processing fee of \$25 payable to the Center for Applied Research Solutions (CARS) following the event.

- **2.0 CEHs are available** for ASW, BRN, LCSW, LEP, LMFT, LPCC, and/or PPS as required by the California Association of Marriage and Family Therapists (CAMFT) and CA Board of Registered Nurses. CARS is an approved provider for: CA Board of Registered Nurses #16303 and CAMFT #131736.
- To purchase optional CEHs, please complete the survey after the event. You will be directed to the appropriate link and payment form where you may pay online via PayPal or by credit card: <http://bit.ly/mhttc-njs2>
- For questions regarding CEHs, please email Livia Rojas at pacificsouthwest@mhttcnetwork.org.

**Please allow 4 weeks for CEH certificates to be issued via email following payment.*

Thank you for attending!

We need to hear from you to keep bringing you these FREE resources!

The feedback form will appear on your screen when the webinar ends, and is also included in the follow-up email sent immediately following the webinar.

Your completion of the survey is very important part of our quality control and to our future funding for this project as it allows us to continue to provide you with resources and training, such as this webinar, at no-cost. If you could please take a few minutes to let us know your thoughts it would be greatly appreciated.

References

Franco, D. (2018). Trauma without borders: The necessity for School-Based Interventions in Treated Unaccompanied Refugee Minors.

Hammond, Z (2015). *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*.

Jaycox, L. H., Langley, A. K., Stein, B. D., Wong, M., Sharma, P., Scott, M., Schonlau, M. (2009). Support for Students Exposed to Trauma: A pilot study. *School Mental Health*, 1(2), 49–60.

United States Department of Education (2017) Newcomer Toolkit.

Resources



[Tips to Engage in Mental Health Treatment the Indigenous Populations from the Northern Triangle](#)

[Creating Trauma-Informed Policies: A Practice Guide for School and Mental Health Leadership](#)

[Resources to Support the Mental Health of Asylum Seekers](#)

[Northern Triangle Unaccompanied Children and Families Seeking Asylum: Traumatic Effect on Children's Attachment and Reunification \(2021\)](#)



[Traumatic Separation and Refugee & Immigrant Children, 2018](#)

[Trauma-Informed Care: Understanding and Addressing the Needs of Unaccompanied Children, 2019](#)

[US Department of Education, Newcomer Toolkit, 2017](#)

[The Triple Trauma Paradigm, Center for Victims of Torture 2001](#)

Tackling Trauma: An Introductory Training Manual for Direct Practice With New Immigrants, Refugees and Asylees (2014). Laura Buckley and Mariana Folco, University of Pennsylvania.

<https://www.uscis.gov/humanitarian/consideration-of-deferred-action-for-childhood-arrivals-daca>

<https://www.uscis.gov/humanitarian/victims-of-human-trafficking-and-other-crimes/victims-of-criminal-activity-u-nonimmigrant-status>

<https://www.uscis.gov/humanitarian/temporary-protected-status>

<https://nche.ed.gov/mckinney-vento/>

Geneva Sands & Paul LeBlanc, "Nearly twice as many unaccompanied migrant children apprehended daily at US-Mexico border as a 2019 peak" March 23, 2021 CNN

Ginwright, Shawn. "The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement" *Medium* 31 May 2018, <https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>

Resource: Upcoming Webinar

Supporting the Mental Health of Our Communities in Detention and Deportation Proceedings

Friday, June 25

9:30 am – 12:00 pm PT / 12:30 pm – 2:00 pm ET

by the Latinx Therapists Action Network

Register here: bit.ly/2Txv5Rg

Contact Info

Email: pacificsouthwest@mhttcnetwork.org

Phone: (844) 856-1749

Website: www.MHTTCnetwork.org

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