



SELECT NCTSN RESOURCES RELATED TO TRAUMATIC SEPARATION AND REFUGEE & IMMIGRANT TRAUMA









TRAUMATIC SEPARATION:

- **Children with Traumatic Separation: Information for Professionals (2016) (PDF)**
<https://www.nctsn.org/resources/children-traumatic-separation-information-professionals>
Provides information and suggestions for helping children who experience traumatic separation from a caregiver. This fact sheet describes how many children experience the loss of a caregiver, either permanently due to death, or for varying amounts of time due to other circumstances.
- **Traumatic Separation in Children and Adolescents (2017) (Webinar)**
<https://www.nctsn.org/resources/traumatic-separation-children-and-adolescents>
Describes the impact of traumatic separation, attachment, and attachment disruption on children and adolescents. This webinar shares the perspectives of being involved in the child welfare system, including clinicians, former foster youth, along with a biological and foster parent, as well as discusses supporting foster or adoptive children and youth who are coping with traumatic separation in out-of-home care and the impact of traumatic separation on birth parents. Speakers include: Judith Cohen, Matt Kliethermes, Diane Lanni, and Amnoni Myers.







REFUGEE AND IMMIGRANT TRAUMA:

- **Refugee Trauma (NCTSN Webpage) (2018)**
<https://www.nctsn.org/what-is-child-trauma/trauma-types/refugee-trauma>
Features National Child Traumatic Stress Network tools and materials to help those caring for refugee children and families. Includes information on effects, screening and assessment, and interventions,
- **Understanding Refugee Trauma: For Primary Care Providers (2018) (PDF)**
<https://www.nctsn.org/resources/understanding-refugee-trauma-primary-care-providers>
Outlines different considerations that primary care providers need to take into account when working with refugee youth and their families. This fact sheet describes the cultural, child and youth, family, and provider considerations that healthcare providers should understand when working with this population.
- **Understanding Refugee Trauma: For School Personnel (2018) (PDF)**
<https://www.nctsn.org/resources/understanding-refugee-trauma-school-personnel>
Outlines different considerations that school personnel need to take into account when working with refugee youth and their families. This fact sheet describes the school, classroom, individual, and family considerations that school staff should understand when working with this population.
- **Data Collection Offers Opportunities for Unpacking the Refugee Experience (2017) (PDF)**
<https://www.nctsn.org/resources/data-collection-offers-opportunities-unpacking-refugee-experience>
Outlines with use of data for discovering best practices for reaching and helping traumatized refugee children involves collaborations between mental health providers and communities. This Spotlight on Culture describes how, for a few different NCTSN centers, data sets have convinced them of the enormous potential data collection has to inform the delivery of services.








-  **Trauma and Mental Health Needs of Immigrant Minors: Part One (2015) (PDF)**
<https://www.nctsn.org/resources/trauma-and-mental-health-needs-immigrant-minors-part-one>
Offers information on the delivery of trauma-informed services to immigrant children who cross the border into the United States unaccompanied by parents or protective adults. This is part I of a series of articles in the Spotlight on Culture addressing the mental health needs of immigrant youth.
-  **Trauma and Mental Health Needs of Immigrant Minors: Part Two (2015) (PDF)**
<https://www.nctsn.org/resources/trauma-and-mental-health-needs-immigrant-minors-part-two>
Addresses the mental health needs of immigrant minors during their resettlement process and integration into American schools. This is part 2 in a series of the Spotlight on Culture that provides information about the trauma and the mental health needs of immigrant minors.
-  **Unaccompanied Migrant Children (2015) (PDF)**
<https://www.nctsn.org/resources/unaccompanied-migrant-children>
Provides an overview of working with unaccompanied minors and the unique nature of the trauma they may have experienced. This resource describes symptoms or behaviors unaccompanied minors may display, cultural considerations for providers, and additional resources.
-  **For Immigrant Families, Language Opens Door to Healing from Trauma (2012) (PDF)**
<https://www.nctsn.org/resources/immigrant-families-language-opens-door-healing-trauma>
Outlines the use of language as a door to healing from trauma for many immigrant families. This Spotlight on Culture discusses trauma and culture, and the barrier that language may have on access to quality care.
-  **Helping Latin-American Immigrant Pregnant Women Exposed to Trauma: Reflections on Mirroring (2011) (PDF)**
<https://www.nctsn.org/resources/helping-latin-american-immigrant-pregnant-women-exposed-trauma-reflections-mirroring>
Discusses mirroring as a fundamental maternal capacity through which a baby “sees” himself in the mother’s face and makes sense of who he is, which helps the child to feel and incorporate a sense of self. This Spotlight on Culture describes how culture is also a mirror and how trauma can affect how a mother uses mirroring with her child.
-  **Understanding Refugee Trauma: For Mental Health Professionals (2011) (PDF)**
<https://www.nctsn.org/resources/understanding-refugee-trauma-mental-health-professionals>
Outlines different considerations that mental health professionals need to take into account when working with refugee youth and their families. This fact sheet describes the cultural, child and youth, family, and provider considerations that professionals should understand when working with this population.
-  **Working with Immigrant Latin-American Families Exposed to Trauma (2011) (PDF)**
<https://www.nctsn.org/resources/working-immigrant-latin-american-families-exposed-trauma>
Describes how to use Child-Parent Psychotherapy (CPP) with immigrant Latin American families exposed to trauma. This Spotlight on Culture offers information on assisting with problems of living, case management, and crisis intervention; providing reflective, unstructured, and developmental guidance; as well as attending to a family’s cultural norms and values.
-  **Immigration and Trauma: Clinical Observations of Four Immigrant Psychotherapists Working With Latino Immigrant Families (2010) (PDF)**
<https://www.nctsn.org/resources/immigration-and-trauma-clinical-observations-four-immigrant-psychotherapists-working>
Offers strategies to make services culturally responsive to the needs of the Latino immigrant population. This webinar addresses factors inherent to the immigration process such as bilingualism, sense of self, and acculturation, as well as the impact of identity, culture, and trauma. Using personal experiences the presenters discuss how Latino clinicians have used their immigration experience in their clinical work.






-  **Addressing the Mental Health Problems of Border and Immigrant Youth (2009) (PDF)**
<https://www.nctsn.org/resources/addressing-mental-health-problems-border-and-immigrant-youth>
Helps mental health care providers, working in the Mexico-US border region, understand the diverse cultural, socioeconomic, environmental, and political factors that daily affect the lives of their clients/patients. This report offers guidance on how to provide culturally competent care while simultaneously addressing families' misconceptions and knowledge gaps about the causes of mental health problems and their treatment.
-  **Children of War: A Video for Educators Resource Guide (2005) (PDF)**
<https://www.nctsn.org/resources/children-war-video-educators-resource-guide>
Accompanies the Children of War video and includes discussion questions, suggestions about ways schools and teachers can help refugee students and families, and provides information on the effects of traumatic stress on school performance.
-  **Culture and Trauma Brief: Promoting Culturally Competent Trauma-Informed Practices (2005) (PDF)**
<https://www.nctsn.org/resources/culture-and-trauma-brief-promoting-culturally-competent-trauma-informed-practices>
Highlights the need for clinicians and policymakers to understand the links between trauma and culture. This brief outlines cultural competence in trauma treatments and practices to encompass race, ethnicity, immigrant status, sexuality, urbanity and rurality, and disability. Data from the National Child Traumatic Stress Core Data Set are summarized, demonstrating the significant differences between refugee/non-refugee, racial, and ethnic groups in lifetime exposure to trauma.
-  **Mental Health Interventions for Refugee Children in Resettlement: White Paper II (2005) (PDF)**
<https://www.nctsn.org/resources/mental-health-interventions-refugee-children-resettlement-white-paper-ii>
Describes the mental health issues for refugee children in resettlement. This white paper outlines refugee experiences and mental health needs including exposure to trauma, access to mental health services, stresses in resettlement, and the need for comprehensive services. It offers a review of literature including trauma-informed treatments for refugee children, strategies to improve access to care, engagement strategies, approaches to cultural competence, and interventions designed to address the stresses of resettlement.
-  **Review of Child and Adolescent Refugee Mental Health (2003) (PDF)**
<https://www.nctsn.org/resources/review-child-and-adolescent-refugee-mental-health>
Gives an overview of child and adolescent refugee mental health. This white paper offers providers information on phases of the refugee experience, stressors affecting refugee children, coping and protecting children from stress, common stress reactions and outcomes, intervention for refugee children and families, and implications for working with refugees.
-  **Exploring Policy Challenges, Solutions, and Resources for Addressing Trauma among Refugee Youth (2018) (Webinar)**
<https://www.nctsn.org/resources/exploring-policy-challenges-solutions-and-resources-addressing-trauma-among-refugee-youth>
Explores policy challenges and solutions relevant to working with refugee youth. This webinar provides an overview of NCTSN activities and resources related to refugee youth. Federal, state, and NCTSN perspectives were highlighted. Presenters included: Heidi Ellis, Sarah Ferriss, Heather Shattuck-Heidorn, Curi Kim, and Diane Elmore Borbon.






-  **Celebrating World Refugee Day: Understanding Refugee Experiences and Improving Services (2017) (Webinar)**
<https://www.nctsn.org/resources/celebrating-world-refugee-day-understanding-refugee-experiences-and-improving-services>
Offers information about refugee arrivals in the U.S. and refugee mental health needs and best practices. This webinar discusses how host communities and service providers need to take trauma and loss into consideration as they support refugees, as well as refugee core stressors and the importance of creating trauma-informed, culturally accessible services. Additionally, the webinar describes Trauma Systems Therapy for Refugees (TST-R) as an example of an intervention specifically tailored to address the needs of refugees.
-  **We Left One War and Came to Another: The Double Edge Sword of Resettlement in Urban Communities for Refugee Youth (2015) (Webinar)**
<https://www.nctsn.org/resources/we-left-one-war-and-came-another-double-edge-sword-resettlement-urban-communities-refugee>
Offers information on refugee youth and their families. This webinar discusses how refugee youth and families are often resettled in urban neighborhoods in North America that have high rates of community violence. In this webinar, the presenters will discuss the “double edge sword” that refugee youth experience in resettlement.
-  **Best Practices in Screening and Assessment of Refugee Youth (2013) (Webinar)**
<https://www.nctsn.org/resources/best-practices-screening-and-assessment-refugee-youth>
Highlights best practices in screening and assessment for refugee youth. This webinar addresses challenges and key issues when conducting mental health assessments with refugee children and adolescents; evidence-based screening and assessment tools for refugee youth; and best practices in assessment administration, including information about translating assessments and existing assessments that have already been adapted for this population. This webinar also describes best practices in the use of screening and assessment instruments for treatment planning and program evaluation.
-  **Immigration and Trauma: Clinical Observations of Four Immigrant Psychotherapists Working With Latino Immigrant Families (2010) (Webinar)**
<https://www.nctsn.org/resources/immigration-and-trauma-clinical-observations-four-immigrant-psychotherapists-working>
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-  **Children of War: A Video for Educators (2005) (Video)**
<https://www.nctsn.org/resources/children-war-video-educators>
Includes a segment from the play Children of War and a documentary about the scope and impact of refugee trauma and its consequences for youth in schools. This video presents five adolescent refugees from Afghanistan, Iraq, El Salvador, Sierra Leone, and Somalia who tell their stories of war, traumatic loss, and relocation to the United States in the play Children of War.



ASSESSMENTS AND INTERVENTIONS FOR REFUGEE TRAUMA:

-  **Refugee Standardized Measures (2015) (PDF)**
<https://www.nctsn.org/resources/refugee-standardized-measures>
Provides a table of standardized measures that are appropriate for refugee children and families.
-  **Trauma Systems Therapy for Refugees (2016) (PDF)**
<https://www.nctsn.org/interventions/trauma-systems-therapy-refugees>
TST-R is a comprehensive method for treating traumatic stress in children and adolescents that adds to individually based approaches by specifically addressing social environmental/system-of-care factors that are believed to be driving a child's traumatic stress problems. TST-R is adapted for refugee youth and families who have experienced war and violence prior to resettlement and continue to face ongoing acculturation and resettlement stress. It consists of three components of prevention and intervention. TST-R has been adapted for, and implemented with, various refugee communities.
-  **International Family Adult and Child Enhancement Services Factsheet (2011) (PDF)**
<https://www.nctsn.org/interventions/international-family-adult-and-child-enhancement-services>
IFACES is a program that provides comprehensive community-based mental health services to refugee children, adolescents, and families. Outreach the cornerstone of the program and occurs throughout the treatment process. It includes identifying refugee children who can benefit from services, engaging them and their families in services, retaining them in services, and supporting them as necessary after the active treatment phase has ended.

GENERAL INFORMATION ABOUT CHILD TRAUMATIC STRESS:

-  **Age-Related Reactions to a Traumatic Event (2010) (PDF)**
<https://www.nctsn.org/resources/age-related-reactions-traumatic-event>
Describes how young children, school-age children, and adolescents react to traumatic events and offers suggestions on how parents and caregivers can help and support them.
-  **What is Child Traumatic Stress? (2003) (PDF)**
<https://www.nctsn.org/resources/what-child-traumatic-stress>
Defines child traumatic stress. This fact sheet gives an overview of trauma, describes traumatic stress symptoms, and ways children may be impacted.
-  **After a Crisis: Helping Young Children Heal (2005) (PDF)**
<https://www.nctsn.org/resources/after-crisis-helping-young-children-heal>
Offers tips to parents on how to help young children, toddlers, and preschoolers heal after a traumatic event.