



FAMILY STRENGTHENING INTERVENTION FOR REFUGEES (FSI-R)

برنامه "خانواده ی قوی"

INTERVENTIONIST MANUAL

رهنمای تسهیل کننده

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A family-based intervention (barnama/ برنامه) to promote mental health for use with Afghan children and families with a refugee life experience

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THIS APPENDIX EXPANDS UPON SOME KEY TOPICS ADDRESSED THROUGHOUT THE FSI MANUAL AS WELL AS PROVIDES ADDITIONAL RESOURCES INTERVENTIONISTS CAN REFER TO EXPLORE SPECIFIC TOPICS FURTHER. FAMILIES WILL BE PROVIDED WITH THEIR OWN RESOURCE PACKET. PLEASE NOTE, SOME OF THE RESOURCES AND TOPICS IN THIS APPENDIX AND THE FAMILY RESOURCE PACKET ARE SIMILAR. THE INFORMATION PROVIDED IS NOT EXHAUSTIVE. PLEASE CONSULT YOUR AGENCY AND COMMUNITY FOR ADDITIONAL LOCAL RESOURCES. 150

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Family Strengthening

Intervention for Afghan Families

INTRODUCTION TO THE MANUAL

More than 90,000 Afghan individuals evacuated to the United States (U.S.) since 2021 with 40% being under the age of 18. The ongoing exposure of Afghan families to acute trauma places them at high risk for poor family functioning and child mental health concerns including anxiety, depression, child conduct problems, and traumatic stress reactions. Upon resettlement in the U.S., there is additional risk and vulnerability due to resettlement stressors (e.g., economic pressures, legal status, education, experiences of discrimination and struggles with health care access). The inherent challenges of adjusting to life in the U.S. are known to affect the entire family system, often resulting in parenting problems, impaired marital and family relations, family conflict, and risk of poor mental health and functioning in children. Mental health promotion services for the whole family and support in parenting are needed to reduce risks of mental health problems and strengthen family relationships essential for health, wellbeing, and long-term success.

To address the urgent needs of Afghan evacuee families, the Boston College School of Social Work's Research Program on Children and Adversity (RPCA) co-adapted and evaluated the impact of an evidence-based intervention to promote family functioning and child mental health. This intervention, known as the Family Strengthening Intervention for Refugees (FSI-R), was evaluated for impact on both Somali Bantu and Bhutanese resettled populations in New England with promising effects on both reducing child mental health problems and improving family functioning. The FSI-R seeks to improve child mental health and family functioning in resettled families who have often experienced trauma due to armed conflict, loss, and displacement, as well as ongoing stressors related to resettlement and acculturation. Developed using a Community-Based Participatory Research approach, resettled community members are engaged in all aspects of the study, from design to implementation to evaluation.

This manual is for the prevention intervention (*barnama*/برنامه) for resettled families living in the U.S. It is recommended for families with at least one school-aged child. Through this intervention, we hope to improve family functioning and prevent mental health problems in children. *Preventive* interventions focus on the *future* of the child to prevent problems and build resources in individuals, families, and social systems. *Treatment* helps people who currently have serious complications, including mental health problems, and works to address those issues. This intervention is not a treatment, but it works together with other tools used by resettled mental health providers to help address current problems. The Family Strengthening Intervention (FSI) focuses on the long-term needs of children and families while strengthening the support system they have (e.g. family, peers, community) that increase healthy child development.

FAMILY STRENGTHENING INTERVENTION OVERVIEW

The FSI-R is a strengths-based family-centered intervention (*barnama*/برنامه) for Afghan resettled families. The children in these families may already have or may develop mental health problems because of stressors in the resettled life experience. **Resettled life experiences** may include violence and loss due to war or government suppression; dislocation; extreme poverty and other stressors from the migration journey including time spent at resettlement camps and resettlement stressors like language, housing, and job insecurity, and cultural disconnect. One goal of the FSI-R is to improve the family environment by helping families **build strengths that increase resilience**. The intervention (*barnama*/برنامه) includes meetings with both caregivers and children to talk about their experiences as resettled and how they affect the family.

In this intervention (*barnama*/برنامه) the caregivers and children talk about their family's history and **family's strengths and future goals**, to identify the emotions, beliefs, and attitudes towards major life events. These meetings are for the family to share and understand each other and their experiences together. The family strengths and goals are important for the FSI. Families can use the family strengths and goals to talk about concerns, challenges, positive memories, and resilience. The intervention (*barnama*/برنامه) uses psychoeducation and skill-building to help the family plan and problem solve.

GOALS OF THE FSI

1. Use caregivers' and children's perspectives to build an understanding of how the resettled experience has affected family life,
2. To discuss healthy living, mental health risk factors, and resilience with families,
3. To help families understand the needs of each child, keep them healthy, and know how to get help,
4. To help parents and children find their strengths and build resilience,
5. To improve communication between family members by helping them talk about problems.
 - a. Have a successful family meeting
6. To help families connect to the community and find resources in that community,
7. To help families plan for the future.

STRUCTURE: OVERVIEW

The intervention (*barnama*/برنامه) will include **meetings every week at the home or living space of the family** (or any other location that they are comfortable with). The FSI is organized in flexible modules for the needs of different families. One module can be completed in over a couple of sessions if they need more time; or, more than one module can be completed each week if they are moving at a faster pace. This manual gives information and activities for each module. In total, the

intervention (*barnama*/برنامه) has a pre-meeting and 9 modules. It should take 10-14 weeks to complete the FSI. **Each meeting is about 1.5 - 2 hours.**

Modules	For Whom	Theme(s)	Description of Contents	Aims
1	Entire Family	Introduction	<ul style="list-style-type: none"> ▪ Introduce the intervention's (<i>barnama</i>/برنامه) goals & structure 	<ul style="list-style-type: none"> ▪ To prepare caregivers for intervention ▪ To motivate family's participation
2	Caregivers only	Family Strengths and Goals	<ul style="list-style-type: none"> ▪ Learn about the family's unique strengths and goals 	<ul style="list-style-type: none"> ▪ To build a trusting relationship with caregivers ▪ To understand family's unique situation
3	Children only	Children and Family Relationships	<ul style="list-style-type: none"> ▪ Learn about the children's unique strengths and goals ▪ Talk about family strengths and challenges ▪ Build communication skills for family meeting 	<ul style="list-style-type: none"> ▪ To build a trusting relationship with children ▪ To understand family's unique situation from a child's point of view
4	Caregivers only	Responsive Parenting and Caregiving	<ul style="list-style-type: none"> ▪ Find ways to act with children, build a positive parent-child relationship, and encourage good behavior. ▪ Talk about ways to discipline children ▪ Explain importance of adults' active involvement and communication with their children 	<ul style="list-style-type: none"> ▪ To understand family relationships and routines ▪ To introduce specific strategies to manage stress and give discipline

5	Caregivers only	Engagement with the US Education System	<ul style="list-style-type: none"> ■ Importance of participating in the US education system and talking about school with children ■ Practice specific, age-appropriate activities that families can use to talk to their children about 	<ul style="list-style-type: none"> ■ To teach caregivers about the education system in the US ■ To help caregivers participate with schools and their children
6	Caregivers only	Promoting Health, Wellbeing, and Safety	<ul style="list-style-type: none"> ■ Discussion and tips for stress management ■ Guide for healthy eating and physical activity ■ Discussion of household hygiene ■ Effective strategies for prevention and wellness ■ Understand the health risks of too much alcohol consumption ■ Staying safe in the community and at 	<ul style="list-style-type: none"> ■ To help caregivers learn about good physical and mental health ■ To identify strategies that promote health, wellbeing and safety
7-8	Caregivers (Mod 7) & Children (Mod 8)	Communicating with Children and Caregivers	<ul style="list-style-type: none"> ■ Build communication skills ■ Find ways to respond well to hard questions ■ Use strategies for building stronger families ■ Prepare for Family 	<ul style="list-style-type: none"> ■ To prepare caregivers and children for the Family Meeting ■ To build skills for improved child-parent communication

9	Entire family	Uniting the Family: Family Meeting	<ul style="list-style-type: none"> ■ Family Meeting (Gathering) ■ Create shared understanding of resettlement and focus on family strengths ■ Understand each family member's experience and views 	<ul style="list-style-type: none"> ■ To build positive communication between children and caregivers
10	Entire family	Bringing It All Together	<ul style="list-style-type: none"> ■ Review all modules ■ Create a plan with the family 	<ul style="list-style-type: none"> ■ To help the family to practice new strategies and skills learned

STRUCTURE: COMPONENTS OF EACH SESSION

Sessions always begin with **check-in, discussion of the past week, review of the previous session, overview of the agenda for that day, and questions.** After that, a **new topic or skill** will be discussed or taught. Sessions end with optional **home activities, a check-out, and time for questions.**

Check-in:

You will start each session with a “check-in.” This is a time when family members can tell concerns and/or ask questions. Write what they say in the workbook. Congratulate caregivers for taking the time to attend the meeting. *Remind parents that you will be recording yourself in the session.*

Materials:

Materials are listed at the top of each Module outline and in the *Interventionist (Tas-heel-Konandah) Workbook.*

Activities:

- **Short stories:** These short stories are designed to start conversations.
- **Role-plays:** These are used to practice a skill.

Psychoeducational and Appendix Materials:

There are “tip sheets” in the appendix. These can be used as needed. In addition to the information provided in the appendix, there are also resources to further your knowledge and education on

the topics. It is strongly encouraged that you explore these resources so that you can better prepare for family's questions about resettlement topics.

- **Resettlement Education for Adults:** This tool provides adults with information about resettlement, common problems, and reactions to resettlement, how children respond, and what helps families.
- **Resettlement Education for Children:** This tool has an activity you can do with the child to help them learn about resettlement and their feelings about it.
- **Understanding of Mental Health and Trauma:** This tool helps the family understand the common problems and feelings that can be experienced after a trauma.
- **Parenting Skills:** This tool gives caregivers strategies that can be used to strengthen families through positive parenting.
- **Identifying Drug & Alcohol Use in Children:** This tool can be useful for talking to caregivers about drug and alcohol use in children and teens.
- **Suicide Prevention:** This tool can be useful for talking to families about suicide, how to support each other, identify signs that things might not be okay, and how to get help.
- **Physical Health:** This tool provides useful information about babies and breastfeeding and the COVID-19 vaccine
- **Education:** This tool provides examples of report cards and individualized education plans (IEPs)
- **Safety:** This provides more information about calling 911, police interactions, avoiding scams, a sample emergency contact card.
- **Race and Racism:** This section can be useful if your families engage in a conversation about racism and discrimination. This is meant to be a preliminary starting point for these important conversations and more resources are provided if you would like to learn more.
- **Public Benefits:** This section provides information on what public benefits are offered in the U.S. and links to help families apply.

Check-out:

You will end each session with a “check-out.” During check-out, you will review the session's main topics, ask questions, and discuss the next session's material and meeting time. **Always end each session on a positive note.** Thank and praise the caregivers again for coming to the session. End the session with an encouraging statement, activity, or prayer.

THE INTERVENTIONISTS' ROLE

نقش تسهیل کننده

د اسانتیا برابر و نکی رول

- Always arrive prepared. Remember to review the module **before** you meet the family.
- Help caregivers and children feel welcome and comfortable. Thank them for meeting with you.
- Build trust with the family by introducing yourself and sharing something about yourself.

-
- Tell caregivers and families how important they are, and remind/encourage families that this is a mutual learning experience
 - Ask family members to speak directly to each other (not to you).
 - Listen actively by nodding your head and making eye contact, if appropriate.
 - Always allow the family to ask questions.
 - Ask the family about their schedule and find a time/location convenient for them to meet.
 - If you do not feel comfortable or are not able to address the challenges the family is facing, ask for support and guidance from your supervisor.
 - Help the caregivers in taking the lead, especially during the Family Meeting.

THE FAMILY'S ROLE

Resettled families are the heart of our intervention (*barnama*/برنامه). Each family has a unique story related to their resettled life experience, and we want to understand that story. Caregivers come in many forms, but all have an impact on their child's development and growth. Therefore, fathers, mothers, grandparents, aunts, and other caregivers can participate in this intervention (*barnama*/برنامه). Together with the family's active engagement, you can help the family overcome challenges, understand their strengths, and work towards goals.

WORKING WITH CHILDREN

- Meetings with children (with caregivers' full permission) helps you understand the child's perspective.
- You can explain to the caregivers what you will be talking about with their children.
- You can have different meetings with the younger children (aged 7-12) and with the older adolescents (aged 13-17) if it is better for the family. You can also separate groups by gender if they prefer that. Be flexible.
- Psychoeducation, or mental health education, is important. Resettled children and adolescents often have more mental health problems (such as depression and post-traumatic stress disorder) than other children.

THE FAMILY MEETING/GATHERING: WHAT IS IT?

The Family Meeting/Gathering (Module 9) will help the family set goals and talk about the resettled life experiences and family challenges and strengths. The family meeting may be hard for families to understand, at first. For some resettled groups, getting together as a family to share opinions is a new idea and might be uncomfortable. Some parents may find it difficult to discuss personal issues with their children. Tell caregivers to share only what feels comfortable.

During earlier modules, talk with caregivers about the format of the family meetings to help them make a plan. What would they like to discuss at the family meeting? What do they hope to accomplish through it? The caregivers should lead the family meeting, not the children.

INTERVENTIONIST TOOLS

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د اسانتیا برابر ونکی لپاره اړین توي

Interventionist (*Tas-heel-Konandah*) Workbook

The Interventionist (*Tas-heel-Konandah*) Workbook includes the materials and tools that you will need for documenting each family’s progress. You will take the Workbook to every session. It will help you in reminding you of the detailed content from this manual. In addition, it will aid you in keeping your notes organized in one place. It has a worksheet for writing down family information and **space for taking notes** during sessions.

“Reminders and Tips” to the Interventionist (*Tas-heel-Konandah*)

These notes are located throughout each module. They include tips for how to lead the session and handle common challenges. Read these **before** you start the module!

Interventionists’ (*Tas-heel-Konandah*) Session Notes, Fidelity Checklist

After each module, you will need to complete **Session Notes and a Self-Report Fidelity Checklist (in your workbook)** to track what occurred and your feelings toward the progress.

Referral and Resource Lists

Please bring with you a copy of the social, mental, and physical health **resource list** for your area. When families bring up other challenges or services they need, you can refer them to these agencies or services. If your families would like the Family Resource Packet, which has general resources about resettlement topics, with some being in Dari and Pashto, you may provide them this at the start of the intervention. You may need to assist your families with accessing the QR code on the Family Resource Packet so that they can click on the links in their phone.

Interventionist’s (*Tas-heel-Konandah*) Satisfaction “Exit Interview” Evaluation

This survey documents your satisfaction with the FSI and asks for suggestions and recommendations. It will be completed once the intervention (*barnama*/برنامه) has been completed with all families.

Once you become familiar with the FSI manual, each Module's elements, the Interventionist (*Tas-heel-Konandah*) Workbook, and all assessments, you are ready to begin the FSI!

Risk of Harm Referral

There might be a case when you find participants have significant mental health concerns. In that case, you must report it to your clinical supervisor to find appropriate services for them. If the participants' distress presents as a 'risk of harm case' (suicide ideation, hurting someone else, someone else hurting them, please report it to your clinical supervisor ***immediately***. Clinical supervisors have expertise in dealing with the risk of harm cases, such as domestic violence or mental health conditions cases

Refer to the Risk of Harm Flowchart, section 2.5 in your appendix if you are unsure what steps to take during a potential crisis. Make sure to review your agency's policy for reporting risk of harm cases with your supervisor.

Pre-Meeting



STRENGTHENING FAMILIES

Purpose:

Introduce families to the Family Strengthening Intervention (FSI), answer any questions, and confirm verbal consent for their participation.

Materials:

Interventionist (*Tas-heel-Konandah*) Workbook (**Pre-Meeting Module Log**), Consent Form, writing utensil

REMINDERS AND TIPS: Beginning

- Take the time to make the family feel as comfortable as possible. Try to model good parenting behaviors such as good communication skills.
- Empower parents and have them take the leadership role. This will lead to a successful family meeting in Module 9 and improve family functioning.
- When talking about the interventions' (*barnama/برنامه*) purpose and goals, try to sound as positive as you can. Emphasize some of the family's strengths before suggesting areas for improvement.
- If caregivers have questions, listen carefully. Answer the questions as best as you can. If you do not know the answer to a question, be honest. Let the family know that you will discuss it with your supervisor, and you will have more information during the next session.

PRE-MEETING CHECK-LIST

- ✓ Check-in
 - Build Rapport
- ✓ Orientation to the intervention (*barnama/برنامه*)
- ✓ Goals of the FSI-R
- ✓ How is the FSI-R organized?
- ✓ Identify who will be participating
- ✓ Discuss confidentiality
- ✓ Discuss informed consent
- ✓ Intervention (*barnama/برنامه*) guidelines
- ✓ Check-out
 - Prepare for future modules



CHECK-IN

REMINDER: The Check-in is a time to build rapport with the family. Show your appreciation for their participation and remember to ask them how they are doing. The goal is to make the parents and children feel as comfortable as possible.

Introduction:

(Introduce Yourself and Your Role (Pre-Meeting ONLY))

My name is [name] and I am an interventionist (Tas-heel-Konandah) for the Family Strengthening Intervention (barnama/برنامه) for resettled families. I have been trained to work with families on various topics that will help them overcome resettlement stressors and gain knowledge and skills needed to be a stronger family and reach their goals. Today, I am here to tell you more about the intervention (barnama/برنامه).

Thank Family

Thank you very much for taking the time out of your busy schedules to meet with me today. I really appreciate your commitment to the Family Strengthening Intervention (barnama/برنامه).

Ask Check-In Questions

How are you all doing today?

Do you have any questions before I begin?

How are the children doing?

REMINDERS AND TIPS: Starting the Intervention (barnama/ برنامه)

To help the session go smoothly and ensure comfort among participants:

- Ask the family frequently if they have questions or concerns.
- Often, parents have concerns (e.g., financial, safety) that must be addressed for progress to be made. It is important to hear these concerns and provide guidance. Write parent concerns in **The Interventionists (Tas-heel-Konandah) Workbook Concern List**. During Check-in from week to week, the interventionist (Tas-heel-Konandah) can check to see if family concerns are being addressed.
- Show interest in learning about the parents and their family. Begin to fill out the **Family Information Worksheet** in your **Workbook**.
- Listen and remember important details to review in later sessions. Write notes in your **Workbook**.
- Always review the day's agenda. Ask parents if the agenda seems okay, or if they want to change it in any way (e.g., the parents need to leave early, or a certain agenda item seems too difficult and they are not ready to cover it).
- Always leave time for questions at the end.
- You should always serve as a role model for the family by being organized and using a direct style of communication.

ORIENTATION TO THE FSI PROGRAM

It is important to explain the FSI-R clearly since many families are unfamiliar with this type of program.

Explain main topics of the FSI:

- Understanding the impact of resettlement on the family,
- Learning about resettlement challenges, mental health issues and resilience,
- Understanding the children's perspective,
- Having the family meeting and a follow-up session,

The modules all cover different topics:

- Each module covers a different topic and information.
- The intervention (barnama/ برنامه) is also flexible and tries to address the unique needs of each family.
- The intervention (barnama/ برنامه) covers information that can be more useful for one age group of children than the other. For example, some information may be helpful for teens, but inappropriate for younger children. We will try to help you navigate parenting with kids of different ages.

GOALS OF THE FSI

Now we will review the goals of the FSI:

1. To use caregiver's and children's perspectives to understand how the resettled experience has affected family life.
2. To inform parents and children about adapting to life in the U.S., mental health risk factors, and resilience.
3. To help families recognize and understand the current needs of each child, encourage the healthy development of children in the family, and know how to get help if/when needed.
4. To help parents and children find strengths and build resilience in the family.
5. To improve communication in the family by developing strategies for talking about challenges and problems within the family.
 - Have a family meeting
6. To help families connect to the community and find/use community resources.
7. To help families plan for the future.

Sometimes when there are challenges in the family because of the refugee experience, families may lose hope. In many situations, children are often left out of the discussion of resettlement stressors, even though these experiences can affect everyone in the family. With this intervention (barnama/برنامه), we hope that families will have a better, shared understanding and can plan better for the future.

It can be useful to meet with caregivers and, with your permission, with the children separately. We do this to ask the children about their experiences with coming to a new environment and to find out if the children have any questions or concerns.

This intervention (barnama/برنامه) provides information, allows the family to hear each other's experiences, and then make plans for the future. Talking about experiences and future goals together can build family unity. We will be working together to talk about the family story and shared goals that you all have together. We will focus on how your life experience has affected your family life and how the family has made it through the difficult times in the past.

Each topic will give time for questions. You should know that this intervention (barnama/برنامه) focuses on preventing problems from getting worse, so it does not provide treatment for parental or child mental health problems. If needed, we will find someone that can help you. Do you have any questions so far?

— Pause here to hear caregiver questions and concerns —

Write down the caregivers' concerns and their questions about the goals of the FSI in your **Workbook**.

HOW IS THE FSI ORGANIZED?

Number and structure of sessions:

- The intervention (barnama/برنامه) has **ten modules** and each has a similar structure, yet each has a particular focus.
- Sessions will always begin with **check-in, discussion of the past week, review of the previous session, overview of the agenda for that day, and questions**. Next will be a **new topic or skill** (and practice exercises). Finally, sessions end with optional **home activities, a check-out, and time for questions**.

Length and timing of sessions:

- Modules will be about 1-1.5 hours; however, sessions can be shorter or longer, and involve all family members or only some, depending on the specific goals of the session and the needs of the family. The needs of *all* family members must be addressed.
- Some modules can be done on the same day or week, if the family prefers. Other times, modules can be broken up over more than one day, if the family needs more time on topics.
- The intervention (barnama/برنامه) is usually completed in about **10-14 weekly sessions, but the number and length of sessions are flexible**. Some sessions are with caregivers, others are with just the children.
- At the end of the intervention (barnama/برنامه), the family will meet together to discuss their thoughts and feelings. Any concerns about children will be discussed with the caregivers as well.

IDENTIFY WHO WILL PARTICIPATE IN THE FSI

Any and all family members can participate

REMINDER: The family may include biological parents, adoptive or foster parents, grandparents, step-parents, extended family like aunts/uncles or a combination of these individuals as caregivers. *Family members that did not complete the baseline assessment can also still participate in the intervention (barnama/برنامه).*

For sessions with caregivers, it is best if both/all caregivers are present, however at times, only one might be able to attend. We understand it can be difficult with challenging schedules. We will do what works best for you and the family.

REMINDER: At times, caregivers or children might feel uncomfortable participating. Understand that a spouse/partner or child may not be able to attend sessions because of time and/or personal stressors related to resettlement. While the participation of all family members is important, it is also necessary to respect the family's wishes.

Do you need help with describing the intervention (barnama/برنامه) to the children? The children's participation is very important. I can help you if you would prefer.

REMINDER: There are **two sessions only with the children** - module 3 and module 8. Parents may worry about their children's participation. Prior to the modules with children, you can also explain to caregivers what you will be discussing in the program with the children so they feel more comfortable. You could have a simple child session to get to know each other or just have fun together (e.g., playing games, coloring, listening to music together, etc). Another option is to speak with the child before the session and answer any questions or concerns the child has about coming in. In your **Workbook**, note the plan for introducing the intervention (barnama/برنامه) to the children.

Which family members do you think will be present for the sessions?

REMINDER: When working with refugees, remember that their extended family network might be smaller now after fleeing their country of origin. Separation from family support networks might also cause family conflict and difficulties. This can be complex with unique family configurations and close family members in different households. Please discuss with the family and follow the wishes of the caregivers.

Who is in your family in this household?

REMINDER: Include number and names of children, sex, age, and grade. Add any additional information to the **Family Information Worksheet** in your **Workbook**. Use the chart in your **Workbook** to list who will be participating.

CONFIDENTIALITY

During this intervention (barnama/برنامه) whatever we discuss will remain between you and I. This means that any and all information about your family is private and will not be shared with other people without your permission unless safety issues arise, such as a risk of suicide or abuse. These issues are referred to as 'risk of harm', meaning that if I feel that someone might hurt themselves or others, or be hurt by others, we cannot keep these secrets and must take steps to ensure that all family members are safe.

In general, however:

- *Discussions between me and the children are not shared with other people, including caregivers, without permission, unless there are safety issues or risk of harm concerns (e.g. suicidality, abuse).*
- *The child should know that parents are given general information about how he/she is doing and the session agenda.*

- *Discussions between me and the caregivers are not shared with the children or other people without permission unless safety issues arise.*
- *All information you tell me is private; however, as the interventionist (Tas-heel-Konandah), I am working as part of a team so, at times, I will share some information with my supervisors to help me improve, and they will keep the information confidential.*

REMINDERS AND TIPS: Risk of Harm

In such risk of harm cases, we cannot keep secrets and must take steps to ensure that all family members are safe. All staff should be trained in and be comfortable with the risk of harm protocol and referral network for cases of abuse, suicidality or health crisis (Protocol of Response outlined in Appendix section 2.5).

INFORMED CONSENT

*You already agreed to participate when my colleague came to ask you survey questions, however, I just wanted to confirm that you still are able and willing to participate in the intervention (**barnama/ برنامه**). Do you agree to participate after you listened to all my explanations? Or is there any question you want to ask?*

REMINDERS AND TIPS: Consent

During the intervention (*barnama/ برنامه*), you may need to get oral consents from the caregivers to speak with other medical, mental health, and school professionals that are also working with the family to better support their needs and care coordination. Always request permission to talk to the mental health care clinician treating family members first. Parents themselves can tell their providers about their participation in this prevention intervention (*barnama/ برنامه*). Our goal is to minimize any confusion with care and improve care coordination for the family.

Please bring unsigned copies of the consent and assent forms to show them, if needed.

INTERVENTION GUIDELINES

رهنمودهای برنامه

د پروگرام لاربنوونی

*Here are the intervention (*barnama/ برنامه*) guidelines. It is important that these are respected because everyone's perspective is important.*

1. *Respect each other*
2. *One person speaks at a time – everyone's opinion is important*
3. *Listen to each other*

4. *Pay attention*
5. *Any others?*

Write them in your **Workbook**.



CHECK-OUT

Thank Family

If you have a little more time, we can continue with the next section. It is a short section.

If they do not want to continue,

Congratulations, we are now done with today's module! You did really great. Thank you for taking the time to meet with me and discuss these important topics.

- **Ask Checkout Questions**

How did it feel to participate today?

Do you have any questions? Was anything unclear?

Do you have anything you want to follow up on during the next session?

REMINDER: Record any items for follow-up in your **Workbook**.

- **Summarize this Module and Provide a Preview of the Next Module**

- **Confirm Date and Time for Next Session**

I will plan to meet you at (Location) on (Day) at (Time) next week. Thanks again and looking forward to our next session.

- **Introducing FSI to Other Families**

Do you know any other families that might be interested in this program?



REMEMBER:

- If you find any family members are in risk of harm, make sure to report to your supervisor.
- If you give a referral for the family, remind them you will follow-up.
- Refer to the checklist to make sure you covered all topics.

Module 1

CAREGIVERS AND FAMILY RELATIONSHIPS

Purpose: *Start building rapport with the caregivers and begin to understand the family's story.*

Materials: Interventionist (*Tas-heel-Konandah*) Workbook (**Module 1 Log**), toys for kids (if possible and appropriate)



REMINDERS AND TIPS: Learning about the caregivers

The purpose of this module is to help you get an understanding of the caregivers' strengths, concerns, and goals. These conversations may be new for the family so remember:

- Respect parent/caregiver boundaries when asking about the partner's perspective, especially if a non-biological parent is participating in the intervention (*barnama*/برنامه) (Please note that this individual may not know some information about the family's life experiences).
- Past experiences, especially prior to arriving in the United States, may be difficult to discuss. This is normal. Let the family guide the conversation and focus on the strengths.
- Focus on the strengths! (Give referrals for mental health support as needed).
- If both a man and a woman are in the room, make sure to pay attention to both

MODULE 1 CHECK-LIST

- ✓ Check-in
- ✓ Learning about the family/Focus on family
- ✓ Focus on children
- ✓ Check-out



CHECK-IN

Thank Family

*Thank you very much for taking the time out of your busy schedules to meet with me today. I really appreciate your commitment to the Family Strengthening Intervention (*barnama*/برنامه).*

Ask Check-In Questions

Since last time...

How are you all doing?

What have you done since our last session?

*What are your thoughts so far about the intervention (*barnama*/برنامه)?*

How are the children doing?

Review the FSI Goals

- Identifying how resettlement may have affected family life.
- Identifying existing family strengths and building on them.
- Strengthening family relationships through communication and good parenting.
- Improving the family's access to resources.

ICE-BREAKER ACTIVITIES

“Icebreaker” activities are not typically used in Afghan culture and some families may be resistant to a game. Make sure not to pressure the family into any activity, but use these topic starters as ways to get to know the family more.

- **Two Truths and a Lie:** Tell three things. Two things are truths, and one is a lie. Let others guess which ones are which.
- Share favorite foods, places to go, holidays, seasons, books, movies, shows, games, activities, etc.

FOCUS ON FAMILY

It is important to understand how life experiences affect their family. I started to learn a bit about your family when we met during the Pre-Meeting. Today I am eager to learn a little bit more.

- *What do your children like to do? What do you like to do?*
- *What do you like about your family?*
- *How would you describe each other? How would you describe yourself?*
- *Tell me about the important people in your life and family– what role(s) do(did) they play? What are they like?*
- *Tell me about you as a parent – what are your goals? How do you interact with your children?*
- *What are your unique strengths, as a family?*
- *What are some challenges your family faces?*
 - If you find families in need of some resources, you can share it with them. If you need more information, you may reach out to your clinical director as well.

FOCUS ON CHILDREN

This should be a conversation that helps you to get to know the family more deeply and help them focus on the needs, strengths, and expectations of each child. Remember that you are still developing rapport with the family, so respond naturally to what they share. It should not feel like an interview. Record responses in the Interventionist Workbook.

It is important to understand how refugee life experiences affect each child. The following questions are to help all of us understand your children on an individual level, their relationships with each other, and with you. We will also think about your expectations for them and the support you receive, if any. A well-rounded understanding of your family and children will help us make the most of this intervention. When we met during the Pre-Meeting, you told me that you have [number] of children. Let’s talk a little about each one of them, starting with [child]. Repeat this with all the children.

- I would like to hear about each of the children you have. Can you tell me their names, their ages, and some things that you notice about each of your children?
 - What do each of your children enjoy doing for fun?
 - What things does your oldest child enjoy?

- What things does your second child enjoy?
 - Ask for each child.
 - How do your children play? Do they like to play alone or with friends/siblings? Do they use toys or books when they play?
 - What are each of your children's routines during the day? (Example: go to school, help the family with work). What is their routine when attending school? Routine when out of school (when school is closed)?
 - Daily routine for the oldest child?
 - Daily routine for the second child?
 - Ask for each child
 - What do you notice about their personality that may be unique or different than their siblings/other children?
 - What are the challenges they are facing?
 - What are their strengths?
 - What are their big questions? What are the things they want to know most about?
 - How do your children interact with each other?
- What is it like when you spend time with your children? What are some of the things that you do when you are together?
 - How would you describe your relationship with each of your children?
 - Relationship with your oldest child?
 - Relationship with your second child?
 - Ask for each child
 - What are some of the things that you and your children talk about when you are together?
 - What do you talk about with your oldest child?
 - What do you talk about with your second child?
 - Ask for each child
 - What things do each of your children share with you about their experiences in the community or at school when they come home?
 - What things does your oldest child share?
 - What things does your second child share?
 - Ask for each child
- Can you tell me what some of your hopes or fears are for your children's future?
 - Is there anything you would like your children to be able to do that you were not able to do?
 - What are some of the character qualities you think are important for your children to have as they become adults?
 - Do you feel scared about bad things happening to your children as they grow up? What are some of the things you are afraid of?
- Can you tell me about any support you get from extended family or others in the community?
 - Do you know other Afghans or families who can help watch your children when you need to go outside the home?

- If your family has any challenges, do you have others in your community that you can ask for help?
- Do you hear any advice about parenting from people in your community, your church/mosque, or in your extended family? If so, what is that advice?

Write responses in the **Workbook**.

REMINDER:

Talking about children might be hard for some caregivers because the caregiver may be afraid of hurting the child or may have fears that he or she has not been a good parent. Thank the caregivers for talking about difficult topics.



CHECK-OUT

- **THANK FAMILY**

Congratulations, we are now done with today's module! You did really great. Thank you for taking the time to meet with me and share about yourself and your children.

- **ASK CHECK-OUT QUESTIONS**

- *How did it feel to participate today?*
- *How do you feel right now?*
- *Do you have any questions? Was anything unclear?*
- *Do you have anything you want to follow up on during the next session?*

Record any items for follow-up in your **Workbook**.

- **SUMMARIZE THIS MODULE AND PROVIDE A PREVIEW OF THE NEXT MODULE**

- **CONFIRM DATE AND TIME FOR NEXT SESSION**

I will plan to meet you at (Location) on (Day) at (Time) next week. Thanks again and looking forward to our next session.

NOTE: You should watch for signs of depression or trauma reactions. If there was anything alarming that came up during the interview, make sure to note, provide necessary referrals, and speak with your supervisor.

If you gave a referral for the family, remind them you will follow-up

Helpful Tips:

It is important to always conclude each session with positivity. You can say something like,

- *You can be a good parent/caregiver even with the stressors of resettlement.*
- *You have a voice and it is important.*
- *Stay positive, take things one step at a time.*
- *Support yourself and your family.*



REMEMBER:

- If you gave a referral for the family, remind them you will follow-up.
- Refer to the checklist to make sure you covered all topics.

Module ₂

FAMILY STRENGTHS AND GOALS

Purpose: To discuss Family Strengths and Goals with a focus on caregivers' experiences of resettlement and the strengths.

Materials: Interventionist (*Tas-heel-Konandah*) Workbook (**Module 2 Log**), optional piece of paper, tape, pens/markers, Tip sheet – Resettlement Education for Adults (Appendix section 1.1), toys



REMINDERS AND TIPS: Discussing resettlement

The first module began with getting to know the family. The second module begins with discussing the family strengths and goals. Throughout this module, remember:

- Please remember that 1) we want to focus on the strengths that families have, 2) not to trigger any trauma or challenges that families experienced in the past, if possible.
- Please refrain from using the word "Trauma" if not used by families first. Please make sure to use the family's vocabulary to understand how the family is affected by resettlement and mental health issues.
- Making action plans can help start the conversation. It may be easier for families to ask questions or talk about new things in their life after you have provided some basic information.
- Be respectful of family roles with gender, gender roles, or communication. To keep the conversation open, you might use language like: "I do not want to offend. I do not understand how your family feels about this topic. Can you tell me more about _____?"
- Take notes in your **Workbook** after this session.

CHECK-LIST

- ✓ Check-in
- ✓ Discussing the Family Strengths and Goals
 - Identifying Family Strengths
 - Identifying Family Goals
- ✓ Discussing the facts: Resettlement and coping
 - Increase Caregiver Knowledge of Post-resettlement Family Life
 - Discussion: Managing and Coping with the Stress in Family Life
 - Helping Children Cope with Stress
 - Discussion: Distress related to Resettlement
- ✓ Discussing the Children's Role in the Family Strengths and Goals
- ✓ Check-out
 - Prepare for the Child Meeting



CHECK-IN:

● THANK FAMILY

Thank you very much for taking the time out of your busy schedules to meet with me again today. I really appreciate your commitment to the Family Strengthening Intervention (barnama/برنامه) and I hope you are enjoying it.

● ASK CHECK-IN QUESTIONS

Since the last time:

- *How are you all doing?*
- *What are your thoughts so far about the intervention (barnama/برنامه)?*
- *How are your children doing?*

- **REVIEW THE FSI GOALS**

- *Identifying existing strengths and building on them.*
- *Identifying how resettlement experiences may have affected family life.*
- *Strengthening family relationships through communication and good parenting.*
- *Improving the family's access to resources.*

Take time to continue the important job of building a comfortable atmosphere. Write down any comments about the previous session in your **Workbook**.

REMINDERS AND TIPS: The Family Strengths and Goals

- **REMINDER:** Every family has a very different journey and each person has different experiences. The focus of this session is to identify family strengths and goals for the future. It is very important to focus on strengths that helped them get through difficult times and how to build on the strengths. Participants might need your support, empathy, and encouragement. **Do not focus on traumatic events, but instead focus on their strengths and resiliency.** *Referrals for trauma support can be given.*
- Start the Family Strengths and Goals session by acknowledging that you know they have been through a lot.
- You should learn the family's strengths from each caregiver perspective **individually**.
- Pay attention to similarities and differences in views and amplify the strengths.

It is important to remember:

- Even with the stressors of resettlement, your family and children can be strong together and can overcome difficult challenges.
- Being a resettled family does not stop you from being a good caregiver. You can still educate your children, help your family, and be part of the community.
- Children are the future. Your children can grow strong and make a difference, they can be very successful. You are VERY important to your child's life and future.
- Good family communication can help make your family stronger and build

GETTING TO KNOW FAMILY STRENGTHS AND GOALS

In this session, we are going to discuss your unique family strengths and your hopes and goals for the future. With your kids and family in mind, we want to know how you are doing here in the United States and learn more about your strengths and goals. Let us start with a story and get your opinion about it.

 **Vignette- Story of the Mighty Ant**

Read caregivers this brief story and then discuss it after.

دلیل آن را از او پرسیدند، گفت: زمانی که از دشمن فرار کرده بودم به ویرانه ای پناه برده بودم و به آینده و عاقبت خود فکر می‌کردم؛ ناگاه نظرم به مورچه ی ضعیف ی افتاد که دانه غله ای از خود بزرگ تر را برداشته و از دیوار بالا می‌برد. وقتی با دقت برای مدتی به آن نگاه کردم و دفعات افتادن دانه را شمردم، متوجه شدم که آن دانه شصت و هفت مرتبه بر زمین افتاد، ولی مورچه بلاخره آن دانه را بر سر دیوار برد. از دیدار این استقامت و کردار مورچه انگیزه و درس بزرگی گرفتم که هیچگاه آنرا فراموش نمی‌کنم. با خود گفتم: ای منصور تو از موری کمتر نیستی، برخیز و تلاش بیشتر کن! سپس همت بسیار کردم تا به موفقیت رسیدم.

Mansour was so determined and resilient in everything he did that no problem hindered him. They asked him how and, he said: "When I escaped from the enemy and took refuge in the ruins, I was ruminating about the future and what would happen to me. Suddenly, I saw a weak ant picking up a seed larger than itself and lift it from the ground. When I looked closely and counted, I saw that the seed fell to the ground sixty-seven times, and then finally the ant carried the seed to the wall. Seeing this ant's action inspired me and I will never forget it. I said to myself: O Mansour, you are no less than an ant. Get up and do what you can. Then, I got up and made efforts and succeeded.

Let us talk about the story of the ant.

- What do you think about this story?
- What are the ant's strengths in this story?
- How do you think this story relates to your position as a recently resettled family?
- How could you use this story to discuss and encourage resilience, especially with your children?

IDENTIFYING FAMILY STRENGTHS

Despite resettlement challenges, families can raise healthy children and do well together using family strengths and community. Our job is to help identify and build your strengths and your children's strengths.

Each individual possesses some strength. Your individual strengths are skills, abilities or qualities that you have as a person. People use their strengths to achieve goals and be successful. Remember how the ant did not give up and kept trying. The ant showcased the strengths of perseverance and determination. Additionally, there can be family strengths. A family strength is the skills, qualities or abilities of a family unit. Just as with personal strengths, these are qualities that allow families to achieve their goals and add to the emotional health and well-being of the family as a whole unit.

Here are some examples of different family strengths:

- **There is open communication** between parents and children
- **All members work together** to solve family problems
- Every member of the family has **a supportive environment** to succeed in what they are doing.
- Members of the family **mutually respect** each other

- *Everyone's ideas are respected and discussed and listen to each other patiently.*

Activity

Now let's talk about your strengths and your family strengths. Often, living in a new environment can be challenging and might obscure positive or good things that your family has. Can you please share good things about your family?

- *What are the strengths you see in yourself and the other caregiver(s)? Why do you think so?*
- *What are the strengths you see in each of your children? What are some things they do that you really appreciate?*
- *What are the words that come to mind to describe a strong family? How would you describe your family?*
- *Tell me a time you have been happy as a family or a positive time in the past.*
- *How do you support each other?*

NOTE: Be sure to ask each caregiver the same question!

When family members support each other, the family is strong and can overcome challenges. In order for families to face challenges, they need to know they have a support system (within themselves and in the community) to help them stay strong.

Great job discussing the strengths. Keep these in mind when we talk about goals.

IDENTIFYING FAMILY GOALS

Now that we have talked about your family's strengths, we are now going to discuss some of your goals – big and small – that you and your family might have. A goal is something that we want to achieve. You can reach larger goals through small, achievable steps. Family unity and community support can help you reach your goals.

You can have individual goals as well as family goals. Some examples of goals families have include: to learn how to have family conversations about difficult topics, to help children stay healthy, to help children do better in school, to reduce anger and conflict, to buy a home or a car, to learn English together, etc. Do you share any of these goals?

Identifying goals

- *What goals do you have for yourselves?*
- *What are some other goals you, as caregivers, have for the family?*
- *What aspirations do your children have?*
- *Is there anything else that you want to achieve as a family?*
- *What would help your family grow stronger?*

Brainstorming ways to reach goals:

- *What would help you, as caregivers, to achieve these goals?*
- *What would help your children to achieve the goals you have for them?*

NOTE: Be sure to ask *each* caregiver the same question!

Great job discussing your goals.

Write these on the **Goals** template in the **Workbook**.

DISCUSSING THE FACTS: RESETTLEMENT AND COPING

Now we're going to talk about resettlement and its related stressors. Talking about overcoming challenges can help us identify our strengths and coping mechanisms.

- *What do you understand about resettlement stressors in general?*
- *Here is some information and common responses to resettlement I would like to share. You may know some of this already:*

Resettlement Facts

Facts	<ul style="list-style-type: none">● Resettlement stressors can be challenging to overcome● Sometimes stress from resettlement and orientation/integration to new culture can contribute to mental health problems, and sometimes therapy or treatment is necessary● There are common reactions BUT everyone responds to resettlement differently
Stressors	<ul style="list-style-type: none">● Language barriers● Trouble navigating the U.S. education system● Financial strain due to lack of employment opportunities● Difficult to find safe & affordable housing● Barriers to obtaining health services● Limited transportation● Gap between child and parent acclimation speed● Mental health symptoms: Anger, depression, anxiety, feelings, of being overwhelmed, powerlessness
Benefits	<ul style="list-style-type: none">● Job opportunities● Citizenship● Access to education & healthcare● New opportunities● Potentially better future for children

Refer to section 1.1 in the appendix for more information on resettlement education for adults and additional resettlement resources

- *What questions do you have about how resettlement can affect your family?*
- *What is unclear or would help you in understanding resettlement?*

Now, I would like to learn a little more about your experiences related to resettlement and how it may have affected your family in different ways.

- What were your thoughts about resettling in the United States?
- What are the things that most helped you in your new life in the U.S?

Now, we will discuss the impact that resettlement can have on children. For your children:

- How have the lives of your children changed since resettling to the U.S?
- How are your children doing at school?
- What are the things that help your children the most in their day-to-day lives after they have entered into the United States?

Considering the points that I shared with you,

- Despite the resettlement challenges you may face, how do you support your children?
- Can you think of other things you can do to support your children?
- How does your family (especially your children) stay strong, despite having challenges related to resettlement?
- What resources do you need to help your child? What resources do your children need?

NOTE: You should **watch and listen to caregivers for any signs of distress**. Take notes in your **Workbook** and record any distress after the session. If distressed, offer a referral for counseling services. Follow risk of harm protocol if necessary and advise supervisor of any major signs of distress.

Discussion: Managing the Stress in Family Life

- Can you share with me what you think causes stress in parenting and family life?
- What things do you think one can do to prevent or reduce stress?
- What do you usually do to cope with the stress of family or family life?
- Do you know anyone who rarely or never seems stressed? How do you think they stay so calm?
- Have you ever helped your child manage stress? What worked? What didn't work?

Coping with Stress and Its Effects

Stress is common: In parenting, there are happy and stressful moments for all families. It is normal to feel frustrated at other family members from time to time. However, it is important to cope with the stress in a healthy way so it does not control the family life and cause problems.

- There are many sources of stress in family life including but not limited to illnesses and/or death in the family, finding time to look after children, financial hardship, tense family relations, work, school and others.
- **Avoid unhealthy behaviors:** It is important to avoid unhealthy behaviors such as aggression and drinking alcohol/smoking as these can cause problems in the home and negatively affect family relationships. It can be especially dangerous to engage in harmful activities around infants and children. For example with aggression, forcibly and consistently shaking an infant can cause death as can ignoring the infants for extended periods of time.
- **Try healthy behaviors:** Examples of healthy things we can do to cope with stress include,

- Get enough sleep,
- Stay active/play
- Try to think positively,
- Practice deep breathing techniques,
- Sing/Dance,
- Pray/Meditate,
- Get support from friends and relatives,
- Cooking/gardening

Families can also take time to pray together as this can help build resilience and reduce stress.

Helping Children Cope with Stress

Children feel stress too. We also need to help our children feel less stressed. Children can get stressed, especially when there is harsh punishment, abuse or conflict in the family. Talking to children about stress and offering good support during stressful moments can help children cope in a healthy way.

- *Helping stressed children: Make sure you tell your child she/he is not responsible for any problems or arguments in the home.*
- **Try to encourage healthy behaviors within your family:** *Examples of healthy things parents can do to help children cope with stress include*
 - *Making sure children adhere to a proper schedule and get enough sleep,*
 - *Encouraging children to stay active/play*
 - *Help children in thinking positively,*
 - *Practice deep breathing techniques with them,*
 - *Sing/dance with them,*
 - *Teach them how to pray/meditate, or pray/meditate with them,*
 - *Arrange playdates for them whenever possible,*
 - *Involve them in household chores like cooking/gardening,*
 - *And, most importantly, always leave room open for your children to come and share anything they want with you.*
- *Disciplining children: Threatening, hitting, and yelling at children are common things caregivers do to discipline their children. However, these do not help the children behave well. Instead, this makes the children scared of the caregiver and can affect their relationship. Also, it may cause children to think it is okay to hit and yell at others which can make their behavior worse.*

Discussion: Distress Related to Resettlement

NOTE: If caregivers indicate they have experienced a traumatic event, you may want to discuss the **Psychoeducation** supplement. If needed, please refer to additional mental health support.

Distress	<ul style="list-style-type: none"> • Distress refers to mental or physical discomfort. The psychological symptoms of distress include, but are not limited to, malaise, anxiety, and depression. It can present itself in the form of lethargy, headaches, a feeling of doom, or feeling worthless, and in severe cases lead to depression or anxiety disorders.
Common Reactions from going through Traumatizing Events	<ul style="list-style-type: none"> • Constant fear and anxiety - feeling jumpy, shaky, easily startled • Unwanted thoughts, memories, nightmares or images of the trauma • Avoiding situations, people, or places that remind you of the trauma • Trouble concentrating or sleeping • Difficulty getting along with others and isolation
Common Feelings/ Thoughts	<ul style="list-style-type: none"> • Impatience, anger, and irritability → I cannot trust anyone • Numbness and lack of emotions → I am going crazy • Guilt and shame → I am bad, damaged, or weak • Grief, depression, and hopelessness → The world is bad and dangerous • Survivor's guilt → I should not have made it out when others did
Child Response	<ul style="list-style-type: none"> • The child's response depends on age, support, & family environment • Children are resilient and strong, yet negative reactions can occur (school problems, sad, anxious, irritable, trouble connecting & getting along with others, bullying, learning new languages)
What Helps?	<ul style="list-style-type: none"> • Being part of a larger community • Positive communication and relationships within the family • Seeking outside help from social services
Resources	<ul style="list-style-type: none"> • Doctors, nurses, and social workers at health centers, hospitals, or schools • Family, friends, and community

DISCUSSING CHILDREN'S ROLE IN THE FAMILY STRENGTHS AND GOALS

Remind caregivers that the next session, Module 3, will be only with the children.

When I return for the next session, Module 3, I would like to meet with just your children. During Module 3, I will introduce myself and the intervention (barnama/برنامه) to them and ask your children about their unique strengths, and goals. Privacy is important for these sessions so children feel they can speak freely from the heart. If I find something that concerns me about the session or your child's behavior, I will share it with you straightaway.

When I return for Module 3:

- Which children will I be able to meet with?
- Do you have any questions or concerns about this?

- *If so, are there any topics I should avoid discussing with them?*
- *Do you have any suggestions for how I can make your children comfortable during the meeting (I.e. topics the children enjoy talking about, etc)?*
- *Is there anything specific you would like me to talk to them about? (I.e. a specific family issue that may really be affecting the child or family).*

NOTE: Caregivers should feel comfortable about their children participating. If they feel strongly about you not meeting with them alone, please try to understand why and discuss this with your supervisor. You should help the caregivers relax and ask questions about their children’s participation. Ask for suggestions on how to make the children feel comfortable during the meeting. Take notes in your **Workbook**.



CHECK-OUT

- **THANK FAMILY**

Congratulations, we are now done with today’s module! You did really great. Thank you for taking the time to meet with me and discuss these important topics.

- **ASK CHECK-OUT QUESTIONS**

- *How did it feel to participate today?*
- *How do you feel right now?*
- *Do you have any questions? Was anything unclear?*
- *Do you have anything you want to follow up on during the next session?*

Record any items for follow-up in your **Workbook**.

- **SUMMARIZE THIS MODULE AND PROVIDE A PREVIEW OF THE NEXT MODULE**

- **CONFIRM DATE AND TIME FOR NEXT SESSION**

I will plan to meet you at (Location) on (Day) at (Time) next week. Thanks again and I’m looking forward to our next session.



REMINDERS:

If you gave a referral for the family, remind them you will follow-up

- Refer to checklist to make sure you covered all topics

Module 3

CHILDREN AND FAMILY RELATIONSHIPS



THIS MODULE IS ONLY WITH THE CHILDREN

Purpose: To introduce the intervention (*barnama*/برنامه) to the kids, to identify strengths and hopes of children and to talk about family relationships.

Materials: Interventionist (*Tas-heel-Konandah*) Workbook (**Module 3 Log**), paper, pens/markers/ crayons. Toys are also useful, if resources allow.

REMINDERS AND TIPS: Talking with Children

For some children, it can be uncomfortable to talk with an interventionist (*Tas-heel-Konandah*) for the first time. Try to help the children feel more comfortable and at ease.

Don't forget to:

- Thank the children for participating and congratulate them for coming today.
- Show interest in learning about things they like to do.
- Listen well and remember important details for sessions in the future.
- Remind children what they share with you will remain private, unless there is a risk of harm, in which case you will need to talk with their parents and possibly other adults to help them.
- Give time for questions.
- Negotiate privacy with parents. Acknowledge their interest and tell them "Thank you for your interest. It is very important for this session that I am just with the children, and they have the privacy that will allow them to share their thoughts openly." While it is encouraged

MODULE 3 CHECK-LIST

- ✓ Check-in
- ✓ Introducing children to the Intervention (*barnama*/برنامه)
- ✓ The FSI-R Goals and Intervention Guidelines
- ✓ Child Strengths and Family Strengths
- ✓ Child Goals and Family Goals
- ✓ Khadija's Story
- ✓ Preparing for the Family Meeting
- ✓ Check-out



CHECK-IN (WITH KIDS):

- **INTRODUCE YOURSELF**

My name is _____ and I work with families in your community. I'll be coming to talk with you and your family for the next several weeks about how I can help you all grow stronger together as a family and support you with the new life in the U.S.

- **THANK CHILDREN**

Thank you very much for taking the time to meet with me today. I really appreciate your commitment to the Family Strengthening Intervention (barnama/برنامه) and I think you are going to enjoy it!

- **ASK CHECK-IN QUESTIONS**

- *How are you all doing?*
- *What have you done for fun this week?*

- **ASK IF THEY HAVE QUESTIONS**

- *Do you have any questions at this point?*
- *Do you have any concerns?*

Write down any concerns in the **Workbook**.

INTRODUCING THE INTERVENTION

معرفی برنامه

د پروگرام معرفت

I want to make sure you know a few things about what we will be doing together:

- *As you may have heard, what we are doing is called the Family Strengthening Intervention (barnama/برنامه). We are working with many families from our community to help them overcome challenges and grow stronger together.*

- *I will come to meet your family for around 10 sessions over the next few months. There will be two sessions just between me and you, and the others are just with your caregivers or everyone together.*
- *The sessions that are between you and me will be confidential, and no information will be shared with others without your permission. There is one exception, and that is if you inform me that you or someone else is in danger of getting hurt. In that case, I will have to tell an adult who can help.*
- *I want to help your family succeed and better understand your perspective.*
- *Your voices and experiences are important.*
- *This meeting topic can be one or two sessions. Everyone's perspective is meaningful.*

Reminder and Tips:

- Consider the ages of the children and use age-appropriate language and approaches when discussing resettlement.

The FSI-R Goals

The FSI-R goals that we are working towards include:

- Learning about your strengths and building on them.
- Strengthening your family relationships through communication and helping your parents support you.
- Learning about resources in the community that can assist your family.

Intervention Guidelines

I'll need you to help me follow some guidelines during these sessions. If we all follow these rules, the sessions will be very fun and helpful for everyone. Let us think about some ground rules together. I can give you a few examples first; then, let us brainstorm what to do and what not to do, okay?

1. *Respect each other.*
2. *One person speaks at a time – everyone's opinion is important.*
3. *Listen to each other.*
4. *Pay attention.*
5. *Ask questions by raising your hand.*
6. *Keep phones on silent or off during the session.*
7. *No other TV, screens or distractions should be present so we can all focus on our discussion.*
8. *Any guidelines previously provided by your caregivers must be followed.*

Do you have any other rules you would like to add?

Reminders and Tips: Building Trust

Building trust and confidence with the children is very important. How you sit, talk, and behave will affect the children. The most important thing in this session is to build a good relationship with the children. When working with young children, bringing blank paper and crayons or markers to draw can help make the session more fun.

Reminders and Tips: Asking Children about their Family

When working with children, remember to change your interview style according to the age of the child. Young children might want to draw a picture of their family where using diagrams might help with teenagers.

IDENTIFYING THE FAMILY STRENGTHS AND GOALS

This intervention (barnama/برنامه) is about understanding and building your family's strengths. Together, we want to find strengths that you have as well as your brother or sister's strengths (as relevant) and learn from each other. We also want to talk about your dreams-what you want to do when you grow up and what you want to see from your family in the future.

Do you have any questions before we begin?

Write any concerns in the **Concern List** in your **Workbook after the session**.

Vignette- Story of the Mighty Ant

Today, I would like to begin with the story of the Mighty Ant. You might already know this story. I would like to talk about this story with you and I want to know what you think of the story.

دلیل آن را از او پرسیدند، گفت: زمانی که از دشمن فرار کرده بودم به ویرانه ای پناه برده بودم و به آینده و عاقبت خود فکر می‌کردم؛ ناگهان نظرم به مورچه ی ضعیف ی افتاد که دانه غله ای از خود بزرگ تر را برداشته و از دیوار بالا می‌برد. وقتی با دقت برای مدتی به آن نگاه کردم و دفعات افتادن دانه را شمردم، متوجه شدم که آن دانه شصت و هفت مرتبه بر زمین افتاد، ولی مورچه بلاخره آن دانه را بر سر دیوار برد. از دیدار این استقامت و کردار مورچه انگیزه و درس بزرگی گرفتم که هیچگاه آنرا فراموش نمی‌کنم. با خود گفتم: ای منصور تو از موری کمتر نیستی، برخیز و تلاش بیشتر کن! سپس همت بسیار کردم تا به موفقیت رسیدم.

Mansour was so determined and resilient in everything he did that no problem hindered him. They asked him how and, he said: "When I escaped from the enemy and took refuge in the ruins, I was ruminating about the future and what would happen to me. Suddenly, I saw a weak ant picking up a seed larger than itself and lift it from the ground. When I looked closely and counted, I saw that the seed fell to the ground sixty-seven times, and then finally the ant carried the seed to the wall. Seeing this ant's action inspired me and I will never forget it. I said to myself: O Mansour, you are no less than an ant. Get up and do what you can. Then, I got up and made efforts and succeeded.

[For children aged 10-17] Resettlement brings many challenges to your family. Let's talk a bit about challenges.

- What do you think about this story?
- What do you like and dislike about this story?
- What did the ant do in the story? What were the ant's challenges? What helped him to overcome challenges?
- How do you think this story relates to you as a newcomer to the U.S?
- What can we learn from the story of the Mighty Ant?

[For children aged 7-9] Resettlement brings many challenges to your family.

- Let's draw what you learned from the story, what did you see from the story? Do you know what an ant looks like? Can you draw it for me on paper?
- What was in the story?
- What happened to the ant?
- What do you like about the ant?

Discussion: Child's Strengths

Let's talk about strengths that you have. A strength is something that you are good at or something that you can do easily. For example, strengths can be knowing how to draw well, knowing how to do math, knowing how to care for others, knowing how to play sports. Knowing one's strengths can help you better understand yourself and how best you can use them. Your strengths make you stronger and help you achieve your goals. They can help you in never giving up on yourself or your goals. Remember how the ant continued to work hard even when it was facing many obstacles. That is what strength is. This is what we will talk about now.

- *What are some things you are good at doing?*
- *What are some of the things that make you feel happy about yourself at school? At home?*
- *What are the good things that your friends say about you?*
- *What are the positive things your teachers say about you?*
- *What are positive things your parents say about you?*
- *Can you describe a time when you helped a family member?*
 - *How did helping the family make you feel?*
 - *How did the family respond to your help?*

Discussion: Family Strengths

Now let's talk about your family strengths. Families can find strengths and support in many places. A family strength is related to how united a family is. A family strength can be having a good talk with parents, not fighting with siblings, sharing worries with parents, and getting good help from them, listening patiently from each other.

- *What do you like about your family?*
- *What makes you happy when you are with your family?*

- *What are the good things you like the most among your siblings/parents?*
- *What are some strengths in your family?*

Write strengths in the “Strengths” sections in your **Workbook after the session**.

Discussion: Child Goals

Now let’s talk about the goals that you have. A goal is something you want to achieve. For example, next year, you want to get a good grade in English, or you want to learn how to ride a bike.

You can have different types of goals, both in the short term and the long term. Short term goals are like getting a good grade at school, and long-term goals are related to your future career, for example being a doctor, or a teacher when you grow up. Please make sure to cover both short term and long-term goals separately. Let’s talk about your long-term goals first.

- *Do you have any goals for yourself? Can you share them with me?*
- *What do you want to be when you grow up?*
- *What do you want to do here in the U.S.?*
- *What are you good at?*

Now let us talk about the steps that you want to take to achieve your long-term goals. These will be your short-term goals.

- *Which subjects do you like the most at school?*
- *How can you improve your grades in this subject?*
- *Is this subject related to something that you want to do when you grow up?*
- *What, if anything, have you learned about summer programs or other ways to learn about this subject?*

Discussion: Family Goals

We talked about your goals. There can be family goals as well. This time, we want to talk about your family’s goals. A family goal is something you want to achieve together as a family. As I explained, there are no right or wrong answers.

There can be different types of family goals, both in the short term and the long term. Short term family goals can be you wanting to have more family time together or getting together regularly to pray. Long-term family goals can be saving up to buy a car, planning for vacations as a family to another city, becoming fluent in English . Your family goals can be achieved through small steps. Working together as a team and getting the support from your friends and family can help get you there.

- *What words come to your mind when you think of your family?*
- *What goals do you have for your family?*
- *What do you wish to do every day with your family?*

- *What are things you wish you could do together as a family in the future?*

Now let us talk about the steps you want to take to achieve your long-term goals.

- *What do you think you can do to help your family achieve their goals?*
- *How do these goals help your family be strong?*

Write goals in the “Goals” sections in your **Workbook after the session.**

Note: If the children say “nothing,” that is fine. Follow-up with a question about what they think they could do to help a family member. After children have discussed these questions, do an activity that is fun like an icebreaker (standing up to do a silly dance or song, or some time drawing or playing another game). Remember, not every game suggested may fit the family, so assess what the children may enjoy doing in previous sessions while getting to know the family.

Vignette- Khadija’s Story

Read the child this brief story and then discuss it after. Please discuss this story with children aged between **11-17 only.**

Khadija, a 12-year-old girl, came to the U.S. with her parents and younger brothers a few months ago. Both of her parents started working. The father found a full-time job and works very hard. The mother has an afternoon job; she has time to prepare breakfast for the family and send the children to school. Sometimes, Khadija helps her mother to cook for the family.

Even though Khadija’s father is very busy, he likes to play with Khadija and her brothers. Khadija’s father likes to teach lessons that he learned from work and share stories from their childhood. That is Khadija’s favorite time of the day. She really enjoys that family time together and wants to have more. The last time they all spent time together, they were talking about Khadija’s birthday plans and Khadija was excited to prepare and invite friends to their place.

Khadija then became worried that her friends might not want to come to her apartment, because it is so small and crowded. So, Khadija reached out to her mom as she had solutions for everything. Khadijah’s mom had the idea to also use the community space outside of the apartment for Khadijah’s party. Her mom also encouraged her by reminding Khadija that she is a smart and caring girl, and people will love her for it and will like to be friends and visit no matter how big their apartment is. Khadija thinks her mother is very wise and patient because she listens to her and helps her to solve problems. Khadijah is very thankful for her family’s help with planning the party despite their other obligations. She is excited to celebrate with both her friends and her family.

Moving to the United States is a challenge that can affect the entire family.

- *What do you think is happening in the story?*
- *What is something that Khadija is doing well in this story? (asking for help)*
- *What are some of the strengths that Khadija and her family have?*
- *What did she do to solve her problems?*

Although resettling can be hard, your family has a lot of strengths that will help you overcome the challenges together. Family members supporting each other can make adjusting to the new environment easier.

For more information on discussing resettlement with children, refer to section 1.2 in the appendix.

PREPARING FOR THE FAMILY MEETING

In a few weeks, your family will all meet during one of our sessions to have a Family Meeting, or Family Gathering. This will be a time to discuss what we shared together. We want to talk about your strengths, your family's strengths, and goals as a family. We will hear from each family member. At this session, we will also talk about other things that are important to you or your family members.

- *Do you have any topics you would like to discuss at the family meeting?*

o Examples include: discussing school, friends, bullying, activities you like to do as a family, chores or responsibilities, etc.

Make a list of questions they would like to talk about during the family meeting. Write these in the **Workbook**. You can write these out with the kids during the session.

Tips and Reminders:

- If the children cannot come up with topics today, they will have a chance again in later modules. Ask them to think about it for the next time.
- If they mentioned something earlier that might be a good agenda topic you can say, "You mentioned _____ before and I think that might be a good topic to discuss with the family. Would it be okay if I add it to the list?"

SPECIAL CIRCUMSTANCES IN WHICH CONFIDENTIALITY MUST BE BROKEN

Review notes from the child meeting and identify important problems the children in the family face related to resettlement and family functioning. There may be other problems that cannot be ignored, such as child sexual abuse or severe family violence. It is important referrals are made and additional services be accessed using best practices. In case of child sexual abuse or severe violence, the interventionist (Tas-heel-Konandah) must break confidentiality to protect the participants. The interventionist (Tas-heel-Konandah) should follow these steps:

- Inform the supervisor immediately about any risk of harm situation

CHECK-OUT

● THANK CHILDREN

Congratulations, we are now done with today's module! You did really great. Thank you for taking the time to meet with me and discuss these important topics.

● ASK CHECK-OUT QUESTIONS

- *How did it feel to participate today?*
- *How do you feel right now?*
- *Do you have any questions? Was anything unclear?*
- *Do you have anything you want to follow up on during the next session?*

Record any items for follow-up in your **Workbook**.

● PROVIDE AN OVERVIEW OF THIS MODULE AND EXPLAIN YOU WILL MEET AGAIN WITH THEM IN A FEW WEEKS

● CONFIRM DATE AND TIME FOR NEXT SESSION WITH CAREGIVERS

I will plan to meet you at (Location) on (Day) at (Time) next week. Thanks again and looking forward to our next session.



REMINDERS:

- If you gave a referral for the family, remind them you will follow-up
 - Refer to checklist to make sure you covered all topics
 - Make sure you complete all sections of Module 3 in your workbook.
-

Module 4



POSITIVE PARENTING STRATEGIES

Purpose: To help caregivers review their use of parenting strategies and develop positive parenting strategies that strengthen their family

Materials: Interventionist (*Tas-heel-Konandah*)'s Workbook (**Module 4 Log**), Tip Sheet – “Parenting Skills” (see section 4 in Appendix), pens/markers, paper

“Sometimes we need to be close as a parent, and sometimes we need to keep our space. Sometimes we need to show and give love to our kids, get involved and talk with them. And sometimes we need to be strict with them. Give instructions or ask them not to do something.” - Refugee parent

Reminders and Tips: Discussing Parenting

- Parenting means how you raise, nurture, or take care of your child(ren).
- Parenting is a complicated, delicate, and a personal topic. There are ways to talk about parenting that can help caregivers openly discuss parenting with you.
- Not every child may be being taken care of by a parent. They could be cared for by a relative, friend, neighbor, or foster parent. If this is the case with the family you are working with, the word caregiving may be more appropriate to use.
- With resettlement stressors, parenting can become even more challenging.
- Positive feedback is very important. Caregivers do the best they can for their children. Praise good interactions and focus on the positive aspects and strengths of their parenting.
- You are there to support the family. Empower the caregiver to lead the sessions with you there to offer support and guidance.
- As you learn more about the family and child through talk and play, write concerns in the Module Log to help guide your goals for the family.
- Even if you are not a parent yourself, this does not make you less

MODULE 4 CHECK-LIST

- ✓ Check-In
- ✓ Warm-up Discussion: Current parenting practices and challenges
- ✓ Building a good relationship with children
 - Spending time with your children
 - Playing and interacting with your children
 - Communication and active involvement
 - Spending time together as a family
- ✓ Involvement of all caregivers
 - Facilitate caregivers' discussion to enable them to understand each other's household and parenting responsibilities
 - Understand the role of father and mother, and other adults in the family
- ✓ Hitting and any forms of violence damages family relationships
 - Other forms of abuse
 - Tension amongst caregivers
- ✓ Effective Discipline and Positive Parenting Strategies
 - What is Positive Parenting?

- Consistent boundaries
- Encouraging good behavior
- Preventing undesired behavior through natural consequences, by modeling good behavior, and by giving good instructions
- Staying Calm
- ✓ Vignette – Mahmood and Sakina’s Story
- ✓ Fidelity Checklist
- ✓ Check-Out



CHECK-IN

- **THANK FAMILY**
 - *Thank you very much for taking the time out of your busy schedules to meet with me again today. I really appreciate your commitment to the Family Strengthening Intervention (barnama/برنامه) and I hope you are enjoying it.*

- **ASK CHECK-IN QUESTIONS**

Since last time:

- *How are you all doing?*
- *What have you done since our last session?*
- *What are your thoughts so far about the intervention (barnama/برنامه)?*
- *How are the children?*

- **REVIEW THE FSI GOALS**

- *Identifying how resettlement may have affected family life*
- *Identifying existing strengths and building on them*
- *Strengthening family relationships through communication and positive parenting*
- *Improving the family’s access to resources*

Thank you again for sharing your Family Strengths and Goals. Learning about your family and your family's strengths, and goals will help me guide you through this intervention (barnama/برنامه).

Note: If caregivers report a negative response to the discussion, tell them that these responses are normal at the beginning of an intervention (barnama/برنامه). Tell caregivers it will become easier to talk about family and other personal issues and that it is important to

begin these talks early so you understand how you can best support the family. Tell them all caregivers need support.

WARM-UP DISCUSSION: CURRENT PARENTING PRACTICES AND CHALLENGES

To get us started today, I would like to hear about your experiences as a parent.

- *Before you had your own children, what are some of the things you noticed about parenting in your community?*
- *When you first became a parent, how did you know how to raise your children?*
- *What are some things that surprised you about becoming a parent?*
- *What are the things that you love about being a parent?*
- *What things do you enjoy about being the parent of each of your children?*
 - *What do you enjoy about being the parent of your oldest child?*
 - *What do you enjoy about being the parent of your second child?*
 - *Ask for each child*
- *Are there things your parents did to raise you that you appreciated when you were growing up? Are there any things in their parenting style that surprised you?*
- *What are some of the ways you are proud of **your** parenting?*
- *What are some things that have been challenging for you about being the parent of each of your children?*
 - *What, if any, have been some challenges with parenting your oldest child?*
 - *What, if any, have been some challenges with parenting your second child?*
 - *Ask for each child*

BUILDING A GOOD RELATIONSHIP WITH YOUR CHILDREN

Building and maintaining strong relationships with your children and family are important to their short- and long-term well-being. These relationships will help everyone during this time of adjustment and resettlement as well. Many problems can be prevented if relationships at home are healthy. Today, we will talk about parenting strategies that support these relationships.

Building and keeping a positive relationship with your children is not always easy. Especially as children grow up, and when families have many other stressors. However, having a good relationship with your children is crucial to effective parenting and their wellbeing. A good relationship means one where everyone feels safe, loved, and respected. Having a good relationship with your children can help:

- *Children behave well*
- *Children and parents to communicate about problems and solve them together*
- *Children learn how to develop healthy relationships with everyone*
- *Parents know what their children are doing and the problems they are facing*

Children need to feel safe and loved to succeed in life. Children who feel they can trust their caregivers will usually come to them for help. There are many ways to develop this trust, such as:

- *Displaying love and affection to your child*
- *Spending quality time with your child*
- *Communicating with your child*
- *Being consistent in how you communicate with and act towards your child*
- *Setting and maintaining clear boundaries for your child*
- *Taking part in your child's day-to-day activities*
- *Caregivers modeling healthy relationships with each other and other adults*

Do you feel that you do any of these things already with your children? If so, can you please elaborate? (with whom?) Is there anything you want to do more of or do differently?

Great. Now, let's review a few of the ways you can create a good relationship with your child.

Displaying love and affection

Parents often forget that the most important thing they can do for their children is to show them that they love them. And this can be done in numerous ways such as giving them a simple hug or a kiss. Countless research studies have proven that children with physically and emotionally affectionate parents grow up significantly happier and less anxious individuals. They have more positive emotions to display as they grow up and feel much more at ease with the world.

Hugs are extremely important for younger children as they comprehend love that way. Younger children feel much more emotionally secure and connected with their environment when they know that their parents love them, and are there for them.

Ask both the caregivers:

- *Do you remember how your parents showed you love?*
- *How often did they hug or kiss you?*
- *How often do you hug or kiss your children? Would you like to change that?*

Spending time with your children

Children respond well to positive attention and time with their caregivers. When caregivers are very busy, or when there are a lot of children in the family, it can be difficult to find time to spend individually with each child. But it is these moments that keep a family strongly connected. It can help children learn new things and improve their behavior.

Spending time with your children does not need to consist of long activities; it can be short moments of talking and doing something together but it just needs to happen often. When a child shows you something or talks to you about something, take the time to listen and respond to them. This is important for building their self-esteem and your relationship with them.

Playing and interacting with your children

In many families, parents do not play with their children. However, playing with your children can be a good way to build a relationship. It can teach children many new skills, let caregivers learn more about the child, and open an opportunity for children to share their joys and challenges with you. It might feel strange to play with your children at first, but with practice, it feels more normal and fun.

Some key things to remember:

- *Play activities depend on the age of the child.*
- *Play can be built into daily routines.*
- *Play does not need to be long.*
- *Play can be led by the children.*
- *Play should be fun and enjoyable.*
- *Play can use the imagination.*

- **Activity**

Ask the caregivers to think about the following question and note their answers in the

Workbook:

- *What do you already do that is helpful in building a relationship with each of your child(ren)?*
- *What are some other activities you could do with your children for play or for a fun interaction? (Examples: playing with a ball or balloon, hide-and-seek, a card or board game, chasing)? Are there games, stories, or traditions from your childhood that would be fun to share with your children?*

Ensure that caregivers think of activities for **all of their children of different ages.**

Culture Tip: Can you think of games from Afghanistan or Afghan traditions that might be fun to teach your kids how to play? Or fun games that you played as a child? Ex: Flying a Kite, Hide and Seek, Lay Lay [hopscotch game], Pazel [Puzzle Game], Video Games, Yaqol Doqol [Five Stones Game]!

Engaging with children does not always have to be through playing. There are normal caregiving tasks you can do together with children, such as cooking a meal or grocery shopping, which are still very important, and provide moments to connect with children. While doing these tasks together, you can talk to them about their day, tell a story about the family, share a joke, etc.

Many responsibilities of caregivers involve doing things **for** the children, but not necessarily **engaging with** the children. What are the ways you could turn the time you are doing things for them into positive interactions?

Ask both caregivers:

- When and how could you spend more time with the children?
- What kinds of things do you like doing with the children?
- How could you involve your children in the things you already do?
- What are some things the children would like to do with you?

Some examples include:

- Read or tell a story together
- Play with a ball for a few minutes outside
- Walk with your children to school or the store
- Plan meals and the grocery list with your children
- Work together on household chores
- Cook together
- Sing a song together
- Talk about their day at school
- Talk about their favorite TV show

Practice is important and you may need to try a few activities before you find an enjoyable routine with your children. Also remember, as children grow older, caregivers will need to change the activities they do with each child. All children are different, and some may be more difficult to engage, and that is okay. A different kind of activity might be better for one child. Or, it could be that

your child is just not used to this kind of attention, yet. The important thing is you let your children know you are available to spend time and talk with them.

Communication & Active Involvement

“Advice I would give to resettled parents is to monitor your children closely. Don’t just sit back and hope that everything will be fine. [This is] very different from the resettled camp – you let your kid go and they can wander around, but over here, you can’t do that; monitor their movements; know your kids’ friends – who do they hang out with? Get involved in their lives in any way you can. Be very close with them. Spend time with them.” - Resettled parent

One way to communicate with your child is by building a positive relationship and showing that you care about them and are actively involved in their life. This builds strong relationships, helps children feel loved, and helps them share information with caregivers. If there is good communication and strong relationships in the family:

- *Children feel they can come to caregivers for help with problems (e.g.: being bullied, not sleeping well, having no appetite, getting behind in schoolwork).*
- *It makes it much easier for parents to supervise their children and know that their children are safe.*
- *It makes difficult conversations easier if the family has practice at communicating.*

Often in families that have moved to the U.S., there can be difficulties between parents and children about keeping the culture of their home country and adjusting to the new culture. So, keeping a good relationship and open communication with your children will help you to understand the other’s perspectives and hopefully reduce conflict. It is also very important for caregivers to be actively involved with their children’s education. Caregivers should attend school events and meet with teachers. It is important to talk with your children about what is happening in school. We will talk about this more in the next module.

Spending Time Together as a Family

In addition to spending time with your child, it is also important to spend time together as a family. Family activities create shared memories, opportunities for communication, and develop trust. There are many ways a family can do this, such as:

- *Create a “family event” each week/month/night, and let all family members participate in planning and deciding on activities. Activities might include sharing a special meal, soccer game, playing outside, or playing a board game.*
- *Share a meal together each day (or whenever possible), and have children help make the meal.*

- *Set a time for everyone to talk about their day's activities – maybe at dinner or bedtime.*
- *Create a bedtime schedule, such as brushing teeth, reading or telling a story before bed, and going to sleep at the same time each night.*

Reminders and Tips: Every family is different

If the current family relationships are not strong, these tasks may seem too difficult. Tell caregivers that this is okay, they can take things slow. They can speak to their children about things they want to do as a family, or they can introduce a small activity, like a story-time before bed. These are small steps towards long-term goals.

Activity

- Ask caregiver(s) to think about different ways their family spends time together and write them down in the **Workbook**.
- Next, talk about when and how caregivers could do new activities for the family. Write in the **Workbook** these ideas, as well as when during the day or week are good times for the family to do them. You can also suggest ideas from what you know about the family.
- Ask caregivers to select one idea to do the following week before you return.

INVOLVEMENT OF ALL CAREGIVERS

Sharing childcare, household responsibilities and chores is important for a positive family environment and can also reduce the stress that leads to conflict. Caregivers should balance responsibilities or take turns doing different chores and spending time with the children. They can also do chores and activities together. The time spent together will help strengthen family ties and build love, affection, and empathy.

We are going to conduct a short activity to talk about how household responsibility is currently distributed in your family.

Activity

- *What are some of the things that are hard for you in your daily life? Do any of these chores make it challenging to take care of your children?*
- **[Only if 2 caregivers are present]:** *Ask Caregiver 1 (e.g. father) to list Caregiver 2's (e.g. mother) household and parenting responsibilities, and write them down in the **Workbook**. Caregiver 2 should remain quiet until Caregiver 1*

*finishes. Then, you can ask him/her to list any missed. Record these in the **Workbook** as well.*

- *What is your typical schedule? Or, describe a typical day.*
- *Repeat the same activity: now ask Caregiver 2 to list all Caregiver 1's responsibilities. Caregiver 1 should remain quiet until Caregiver 2 finishes. Then, you can ask him/her to list any missed. Record these in the **Workbook**.*
- *Next, ask each caregiver which of his/her partner's responsibilities surprised them. When one or both caregivers work out of the house, they often do not realize all their partner does.*
- *[Ask single or multiple caregivers] How do chores around the home affect the way you take care of your children? Do your children help you with household chores? Which ones?*
- *If you are feeling stressed or sad during the day, does it change the way you interact with your children?*
- *When you must make a decision about parenting, do you make the decision together?*
- *Do you both help discipline children?*

Record answers in your **Workbook**. Praise any examples of caregiver teamwork and acknowledge that coordinating can be difficult but also important because it strengthens the entire family. If neither caregiver has ideas, you can suggest ideas from your knowledge of the family and caregivers' unique skills and preferences.

Sometimes it can be difficult for caregivers to find time for children's needs. Sharing household and family responsibilities can reduce stress and make it easier for both caregivers to spend time with your children. Both caregivers spending time with children benefit you and your children in many ways:

- *Children learn different skills, knowledge, and experience from each caregiver*
Note: Leave this point out if working with a single caregiver.
- *Children receive different interactions from each caregiver (i.e. one engages in more calm, gentle play, while the other may be more likely to engage in active, physical play.)*
Note: Leave this point out if working with a single caregiver.
- *Both caregivers have the opportunity to build a strong relationship with their children*
- *Caregivers can be productive, or get needed rest, when the other is engaging the children*
- *Caregivers stress is relieved when one is not responsible for all childcare duties*

- *Children benefit from consistent messaging between caregivers*

If a caregiver doesn't usually interact with the children, it can take time to learn the children's routines and preferences. The best way to get to know children is to talk and share activities with them, as we discussed earlier. It is also critical for adults to communicate with each other about their children so you provide consistent care. Consistency is important in routines, care, and discipline, so it is important that parents and other caregivers are "on the same page."

Reminders and Tips: Caregiver Roles

In some families, the mother is the primary caregiver for the children and the father provides money and food for the family. Fathers do NOT need to have the same responsibilities as mothers. Instead, parents should talk about when and where the father can help, so that the mother and father can be a team.

Now that we have discussed how you can build a positive and strong relationship with your child, we would also like to discuss a few things that caregivers and other relatives should be avoiding when dealing with children. We will start by discussing certain parenting behaviors that are harmful to our children. We know that this can be a sensitive topic, and it may not be directly related to your family. However, we see this exists in families around us and, as a result, we want to talk to everyone about it.

HITTING AND ANY FORM OF VIOLENCE DAMAGES FAMILY RELATIONSHIPS

*We usually think of discipline as punishment but **hitting** and yelling at children are common forms of discipline that do not help children learn or behave in positive ways. It can even hurt your relationship with them. Children learn how to behave by observing others in their homes. As they learn positive behavior from caregivers, they can also learn harmful behaviors. Girls and boys can learn and use violence like hitting, if they witness that within their surroundings. This can, in turn, start a negative cycle of violence, where the more children that are hit, the more they misbehave and the more they are hit. Hitting of any kind, breaks a child's sense of safety and trust in their caregivers. They may become afraid of their caregivers, which makes it hard to develop a strong, loving relationship with children. It teaches them that causing someone pain when you are frustrated is okay. An unhealthy relationship with their caregivers affects their social skills in all settings and can have long-lasting consequences.*

Hitting of any kind, can land caregivers in legal trouble in the U.S. Anyone suspecting a child of going through physical abuse is required to report it to the authorities. In such cases, Child Protective

Services (CPS) get involved as they are responsible for evaluating reports of suspected child abuse and neglect. Child Protective Services is a department in each state which protects children from caregivers who may be harming them. It may be called different names in different states. After receiving a report they then determine if the information for the case meets the guidelines for child maltreatment and also establish the urgency with which CPS case workers have to respond to the specific case. CPS Case Workers decide on the final steps to take for each case, and if the situation is severe, for example, a threat to the child's life or body, then immediate removal of the child from his/her home can be done by the help of law enforcement. This depends on the specific situation and each state has different regulations in place about discipline. It is encouraged to further learn more about your state's specific regulations which can often be found online on the child protective services governmental web site.

Caregivers should remember it is their responsibility to discipline and nurture their children, but this must be done without hitting them or harming their mental or physical health. Children who experience any form of abuse and neglect suffer from immediate physical injuries such as cuts, bruises, or broken bones and long-term emotional and psychological problems including, but not limited to, depression or anxiety, difficulty sleeping, using drugs or alcohol among other possible problems. Such children are also more prone to becoming victims and/or perpetrators of future physical abuse. Children can stray away from religious and cultural values and the whole family can end up suffering.

Other Forms of Abuse

We want to make it clear that hitting or hurting a child in any way is not acceptable. Any threat to a child's health or welfare is classified as **abuse** or **neglect**. In today's world children can be abused by anyone. Whether it is relatives or a stranger, caregivers should be vigilant of everyone. It is essential for the child's safety that parents always keep an eye on their children, who they meet, what they do and what they share with you. Never disregard your child's opinion about a person/relative and always leave room open for communication with your child. For the safety of the children, it is important that caregivers understand what different types of abuse are, so that they can keep their children safe at all times.

Hitting	Hitting is when physical force is applied, either by hand or by a tool or weapon, to cause physical harm to a child.
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Sexual Abuse	Sexual abuse is violating a child’s body. This includes forcing a child to be a part of sexual acts. Inappropriate touching, penetration, and/or forcing a child to be exposed to other sexual activities like prostitution are all part of sexual abuse.
Emotional Abuse	Emotional abuse includes actions that cause harm to a child’s mental health and well-being. Name-calling, shaming, rejecting, threatening, and withholding love are all emotional abuses that damage a child’s personality immensely.
Neglect	Neglect is when caregivers fail to meet a child’s basic physical and emotional needs. These include providing a safe space to live, food to eat, clothing to wear, school to go to, and access to medical care. Additionally, when caregivers refuse to validate a child’s feelings and appropriately respond to them, they are also neglecting him/her.

Reminders and TIPS: Hitting

It is common for caregivers to have different opinions about hitting. It is important that we are **not** forcing the idea onto caregivers, simply inviting them to think about a different option. If caregivers report their parents used hitting, and it worked, and they had no negative consequences, do not argue with their opinion. Ask gently if they would be willing to learn and try out some other options, to see if they work for their family, so that they can then choose which strategies they would like to use.

- *Do you have any questions or concerns about what we have discussed so far including the laws related to hitting and harmful treatment of children in the U.S?*

Vignette – Mahmood and Sakina’s Story-(Part-1)

Read caregivers this brief story and then discuss it after. The second part of this story should be read to them in the end.

The Safi family knew that the transition to the United States would not be easy and they have struggled with adjusting. They miss life in their home country. The parents, Abdul and Jamila, work long hours at different times so they rarely see each other or their children, Mahmood and Sakina. When they do have free time, it must be used to shop for food or clean the house. Abdul and Jamila do not have time to check in with their children, and as a result the children often spend their time alone.

When the family is together, they often argue. Abdul and Jamila frequently fight and yell at each other. When this happens, Mahmood and Sakina become scared and run to a different room and cover their ears. They are scared of their father, who in the past would hit them when they misbehaved. At school, they’ve had a hard time concentrating during class. The school called their parents because Mahmood had been getting in fights with other students.

Resettlement to the United States can put a lot of stress on a family.

- *What strategies did this family use at first to manage their stress and conflict?*
- *What would you do if you were in that situation? What would you do differently?*
- *How did the parent's behavior impact the behavior of the children at first?*

Thank you for your answers. Please do not forget about Mahmood and Sakina as we will be meeting with them towards the end as well.

Tension amongst Caregivers

Children can also sense stress between caregivers, whether it's the parents or other elders in the house, which can cause them to be emotionally upset and withdrawn, depressed, or angry. However, if they see the family/caregivers resolving disagreements in a healthy, calm way, they may copy these behaviors. Hitting also impacts a caregiver’s ability to parent well and relate to their children. It creates a barrier between the child and the caregiver. Caregivers who are experiencing hitting or any other form of violence may have a depressed mood, which makes it harder for them to respond well to their child’s needs. A caregiver who has suffered hitting and other forms of violence/abuse may not notice important changes in their children’s behavior or may respond more angrily than is appropriate. Over time, hitting and other forms of violence stain family relationships and creates an atmosphere of fear, depression, and violence. These emotional stressors discourage family members from working together and can lead to avoidance, criticism, and more violence.

EFFECTIVE DISCIPLINE AND POSITIVE PARENTING STRATEGIES

“Don’t just say, ‘you did something wrong.’ Tell them ‘this is the way’ and show them what they should have done.” – Refugee parent

Let’s now talk about some effective and positive ways we can approach discipline.

The word discipline means to impart knowledge and skill – to teach. However, it is often equated with punishment and control. Discipline should be used to teach children what they SHOULD do, not just what they SHOULDN’T do. If the children fear their caregiver, they may not share anything with them and never open up. Use of effective discipline strategies is an opportunity for caregivers to stop bad behavior and teach positive behavior to their children. Misbehaving is part of how children learn. They test the boundaries to learn what is safe and unsafe behavior. That is why it is important to be consistent, so children do not have to keep testing the boundaries. All caregivers want to have “good” children and should expect to have to discipline their children sometimes.

● **Activity**

I want to ask you about things you currently do to correct your children and their behavior.

- *If your children do something that is bad, what do you do to correct your children?*
- *If your child is being corrected, how does each of your children respond to the correction? How are their responses the same or different?*
 - *How does your oldest child respond to corrections?*
 - *How does your second child respond to corrections?*
 - *Ask for each child*
- *If you need to correct your children, how effective is correction for each child?*
 - *How effective is correction with your oldest child?*
 - *How effective is correction with your second child?*
 - *Ask for each child*

It sounds like there are already a lot of positive ways you are disciplining and correcting your children. Like all parents, it also sounds like there are some situations that are challenging (**Note to interventionists: modify this based on the response to above probes**). We now want to introduce some different positive parenting strategies that can promote good behavior in children and a positive parent-child relationship.

What is Positive Parenting?

Parenting means how you raise, nurture, and take care of your child(ren). It is a skill. You are not born with perfect parenting instincts, we learn them from our caregivers, or by watching others. Parenting is one of the hardest things humans do. It involves both happy and stressful moments for all families. It is normal to feel frustrated with other family members from time to time. You can develop new skills and techniques and may need to find what works best for each child.

Positive Parenting is an approach to parenting that includes using a lot of different techniques, and is an effective way to discipline children while also developing a strong relationship with your children. These techniques help children to feel safe and loved and be able to thrive outside of it. Positive Parenting can be hard to do when life is busy or when children are misbehaving, but it will become easier; both for you and the children over time. You may already do some of the things we will talk about and that is great. If not, you might learn things you would like to do differently and set new goals for parenting.

Positive Parenting Strategies

Let's now discuss several different positive parenting strategies. Some of these may be things you are already doing with your children and others may be new to you and things you want to start using with your children.

1. Consistent Boundaries

A boundary is a line or limit that you establish with your children in terms of what kind of behavior is okay and what behavior is not okay. Clear, appropriate boundaries help children feel safe. Children often "test" these boundaries by misbehaving. It can be difficult for children to learn what the rules or expectations are when caregivers are inconsistent, so they need to respond to a situation or behavior in the same way. It is critical for adults to communicate with each other about their children so that they provide consistent care. Caregivers should agree on strategies and use them as consistently as possible. This sets children up for success and prevents confusion and conflict. If one caregiver says "no" to a child's request but the other one says "yes," the child will learn to go to the other caregiver. Remind caregivers that they are a team and working together strengthens their relationship and helps children learn expectations.

- What are some family "rules," routines, or limits you set for your children?
- Are there any that just one caregiver sets or enforces? How can you be united?

Teaching children clear boundaries is also important as they develop their social skills. They learn from caregivers what is and is not okay to do to other people. For example, seeing caregivers express their needs, ask for forgiveness, and treating each other with affection will encourage their children to do the same with their friends and future relationships. However, witnessing any type of violence between caregivers will lead children to believe that enacting violence on other people is okay. It is important to teach and model safe, healthy behavior.

2. Encouraging Good Behavior

Children are much more likely to repeat a positive behavior if they are praised or rewarded. Children are more likely to stop repeating a negative behavior if they understand why not to do it anymore, or if there is a consequence. Fear of punishment for negative behavior, like getting yelled at or hit, can stop children from repeating the behavior for a little while, but usually not for long. Children are more motivated by receiving praise as compared to receiving punishment.

Ask caregivers:

- What are some positive behaviors you see in your children? Think about and share what motivates them to engage in these positive behaviors.
- To think about a time someone has told you you are doing a good job. Did it motivate you to keep doing what you were doing?
- To think about the rewards you might receive from working in your job, such as benefits. Do the benefits motivate you to keep working?

Explain that it's the same for children- they are often motivated by receiving positive rewards. These can be just positive attention from caregivers, praise with words, or physical rewards like a new toy or giving them their favorite sweet. Praise builds their self-esteem and lets them know what they are doing is right, so they will succeed if they do it again.

Caregivers should address negative behaviors, but more importantly, **reward positive behaviors** to motivate children. Taking time to notice and reward positive behaviors will prevent negative behaviors in the future.

Thinking about how to reward positive behavior:

- Positive attention can be rewarding for children- if you notice your child doing something you like, how could you let them know? Sometimes a smile, or a pat on the back can be enough.
- You can also praise your child to show them what it is you like. Praise must be specific, so that children understand what they are doing well. A simple, "Good job" is not as

effective as a specific comment like, "It makes me so happy and proud to see you working on your homework right now."

*Some caregivers like to reward their children by giving them something nice for good behavior. This does not have to be food or toys, or **things**. Some caregivers can reward their children by giving them a special privilege such as choosing what is for dinner, going to the park to play, etc.*

Activity

Ask caregivers to think about something that one of their children does well. Tell caregivers that rewarding positive behaviors can be very helpful. Ask them to think of a way they could praise their child for good behavior.

Have caregivers roleplay saying praise to each other. It should be: genuine, specific, and simple.

Examples:

- *"I really like how you're playing so nicely with your sister."*
- *"Great job following my instructions."*
- *"Thank you for being so helpful with the dishes after dinner."*

Write down this behavior and wording of the phrase in your **Workbook and** ask caregivers how they think their child would respond. Answer any questions or concerns caregivers may have.

Reminders and Tips: Praise

- Some caregivers were not praised as children. It may feel strange for caregivers at first, especially if their caregivers did not praise them. Practice will help it feel more natural.
- Some caregivers might feel that praise will make their child 'spoiled.' Invite caregivers to practice. It might feel strange for children and caregivers at first, but if caregivers continue to praise their children, children usually respond well. Caregivers do not have to **believe** you, encourage them to try it out and you can talk more about how it went at the next session.
- Praise that **encourages effort and behavior** can increase children's self-esteem and encourage good behavior to continue

3. Preventing Undesired Behavior

There are ways to limit undesired behavior in children. It is easiest for everyone when children do not misbehave, but it will happen, which is why we will talk about discipline after this section. Together, let's think of ways to build strong relationships, encourage positive behaviors, and prevent bad

behaviors with your children. Using these a lot can help decrease bad behavior and increase good behavior. After all, “prevention is better than a cure.”

Natural and Logical Consequences

We’ve learned that the best way to prevent undesired behavior is to use natural and logical consequences. Natural consequences are those things that happen as a result of a child’s behavior without parental involvement. These are some examples:

- A natural consequence for throwing a ball over a fence is that the ball game is now over.
- A natural consequence for a child staying up late on a school night is they will be tired the next day at school.

Logical consequences refer to disciplinary options that parents suggest to a child. Making a child sit in the corner alone for breaking a toy will not help the child understand why this behavior was wrong. A better, logical consequence might be fixing the toy together. Here are some other examples:

- A logical consequence for breaking a window is that they will have to pay restitution for the damage. They can earn the money by doing chores.
- A logical consequence of making a mess is that they will need to clean it up before the child can continue playing.

These help children understand why certain behaviors are harmful or unhelpful.

Modeling Good Behavior

A good strategy for caregivers is to **model the behavior they want to see in their child**. For example, if caregivers want their child to speak nicely to other family members, they should speak nicely to other children and their partner. If caregivers want children to clean up, caregivers should clean up. If caregivers want to teach their children to show respect towards others, they should show respect. Children are often watching and listening to caregivers, more than we realize, imitating the behaviors they see around them, and often behaving like their caregivers once they are grown.

Activity

Ask caregivers:

- Did you learn any positive habits from your parents you want to teach our children?
- Did you pick up any ‘bad habits’ from your parents you do not want to teach your children?
- Are there any ‘bad habits’ your children may have picked up from you?

Write these in your **Workbook**.

Giving Good Instructions

The way we give instructions to children is important. We need to make sure instructions:

1. Are given when the caregiver is close to the child

If you call an instruction from a different room, the child might not do it. Try to walk over to the child before asking him/her to do something.

2. Be specific

If an instruction is too difficult, a child might not be able to do it. Keep it simple. [e.g. Instead of saying be respectful to the guests when they come, tell him: “will you say hello and hug your cousin when he comes along with your Aunty?]

3. Give a few simple steps at once

If an instruction has too many steps, the child might not do them all (e.g. “pack your school bag, put your shoes on, and get your coat” might be too hard for a young child). It can be helpful to break up instruction into several steps and wait for the child to complete each one before asking them to do the next one (e.g., “First put your book in your bag”. Then stop until child completes. “Then put your lunch in your bag”. Pausing while child does this.)

4. Are clear, calm, and easy to understand

An example of an unclear instruction would be “get your things ready to go please” (if the child is not sure what they need). Be specific. For an older child, a clear instruction might include what time they will be home and what they should do if they are late.

5. Tell children what to do, not just what NOT to do (redirect the behavior)

An example would be saying, “Please stop bothering your sister. Come to the table and do your homework”. For an older child, you could say “Do not be late”, and also give them a reminder of what to do (e.g. “please call me when you are coming home”). Use positive instead of negative language (e.g. instead of “do not slam the door,” say “shut the door gently, please”)

6. Are not repeated many times

Sometimes caregivers repeat their instructions and children don't follow them. If there is no consequence, children learn that they do not need to follow them. Try not to repeat an instruction and check that children listen and act the first time.

Activity

Ask caregivers to think of a common situation in their household. Ask caregivers to role play giving an instruction to their child to stop doing something and start doing something else.

Ask how they normally give instructions to children. Do they think anything is important to remember?

Write them in the **Workbook**.

4. Staying Calm

When you find yourself getting very angry in response to your children's behavior, you should leave the situation and wait until you feel calm enough to discipline thoughtfully and effectively.

*Experiencing different emotions including anger, sadness, and frustration, is common for caregivers. It is not a bad thing to have these feelings; however, caregivers should try to maintain control of their emotional **behavior, body language, and hands** when disciplining their children, even if they **feel** frustrated or angry. Changing difficult behaviors into more positive behaviors requires time, thought, and effort. Children also learn from your responses and will copy both positive and negative reactions to stressors. You can help your child learn to solve problems positively by modeling positive, peaceful, respectful resolution.*

For example, if your child starts crying and yelling "I want to go outside!":

- 1. It is important that you stay calm when responding to frustrating behaviors. Wait and give time for yourself and your children to calm down.**
- 2. Communicate with your child about the negative behavior** ("I do not like it when you yell at me" in a strong, but not angry voice.)
- 3. Understand the child's emotions and validate their feelings** ("I can see that you are frustrated, but it is not okay to yell at me and scream to get what you want.")
- 4. See the child's experience so they feel understood** ("I know you really want to go outside and play...")
- 5. Explain and show a positive option** ("... if you can talk to me calmly, then we can make a plan to play outside together this afternoon.")

You know your child best. There may be times where he/she may be too upset or angry to listen. In these situations, you can be short. For example: "Please do not yell. When you can speak to me in a calm voice, I will listen to you."

All children need to learn to calm down their emotions and respond in an appropriate way even when upset or angry. When a child is very upset or angry, parents can suggest they take a "cool down" time, which is some time to calm down and then return to practicing appropriate behavior. Caregivers can also model this behavior by taking a "cool down" when they need it as well. "Time-Outs," asking children to stay in another room or designated area for a specified time can be an effective strategy to help them calm down before addressing the original misbehavior.

Activity

*Ask Caregivers to think about actions they can take when they are very upset/angry with their child. Write responses in your **Workbook**.*

Examples:

- *Take a few slow deep breaths*
- *Leave the room for a short time*
- *Make a cup of tea*
- *Call a friend or family member for support*

Remind caregivers it is more effective if they take time to calm down first if they are upset. It is easier to remain calm with children if caregivers are managing stress every day. Ask caregivers to talk about what they do to manage the stress. Remember that different things work for different people.

Examples:

- *Talk to friends/family/partner about the day and discuss parenting*
- *Take some time out from children, even if just moments*
- *Take regular walks, or do other kinds of exercise*
- *Sing/dance*
- *Relaxation exercises, mindfulness exercises*
- *Religious practices*

Activity

- *With what you know now, is there anything that you would do differently as a parent with each child?*
- *Anything that you would do differently with your oldest child?*
- *Anything that you would do differently with your second child?*

- [Ask for each child](#)

Notes for interventionists (*Tas-heel-Konandah*):

If caregivers report difficulties in managing stress, tell them that we will talk more about this in Module 6. If necessary, you may also discuss a referral to an appropriate mental health service for them. Remind them that many refugee families experience high levels of stress and it is natural to feel this way. Seeking support can be a positive step for the caregiver and their family to manage the stress in a healthy manner.

Activity

Now, we are going to try to **practice** some of these skills. *Demonstrate and roleplay a few examples of responsive, effective discipline in the following situations (or any situation that is relevant to the family) with the caregivers. Be sure to practice natural consequences, labeling feelings, validating experiences, addressing negative behaviors, and teaching positive behaviors. You can demonstrate the first example for the caregivers and ask them to roleplay the other ones. Help them if they need any guidance on how to handle the particular situation.*

Examples:

- *Your child is playing with another child. He/she wants to play with a toy, but the other child will not share. Your child gets frustrated and hits/yells at the other child. (Example natural consequence: your child is not allowed to play with the other child for 5 minutes. After this time, return them to the game and remind them to ask nicely for their turn.)*
- *Your child refuses to do his/her homework after school. (Example natural consequence: your child can not go on the computer or watch TV until the homework is done.)*
- *Your child stays out late with friends instead of coming home for dinner. (Example natural consequence: Your child is not allowed out with friends the following evening, but is allowed the next night with a reminder to be home on time.)*

- **Activity**

- Which parenting strategies would you consider trying?
- Can you try to practice these strategies between now and the next session?

Reminder and Tips: Behavior Change

It is common to see some behavior get worse before getting better. Many times, caregivers can think “this is not working” or “it’s making it worse.” Ask them to be consistent so they can see improvements over time. It will likely get better!

Now I am going to share the second half of the story with you about a family who resettled in the U.S.

Vignette – Mahmood and Sakina’s Story-(Part-2)

Read caregivers this brief story of Mahmood and Sakina and then discuss it after. If you think they might have forgotten part 1, please remind them by giving them a short summary in your own words.

Abdul and Jamila were unhappy with how things were going for their family and decided to make some changes in their communication as a couple.. Now, they work together to find times to check in with each other and they ask Mahmood and Sakina to help with chores. The Safis clean the house together and therefore, they have more time to spend together on the weekends doing fun activities. In addition, Jamila takes the children with her when she shops so that they can help her and spend time together. After some hard work at this new schedule, the family is happier. They even found time to play games and do activities together. Abdul and Jamila know that they are a big part of their children’s lives and that they can still be happy despite the challenges their family faces.

Abdul and Jamila are also now learning positive parenting approaches that bring them into greater communication and connection with their children and using positive disciplinary approaches rather than ever again resorting to threats and violence. Mahmood no longer gets into fights at school ever since his parents began modeling more constructive ways to work through problems. The children are able to focus at school and make friends more easily. The family’s successes have given them the confidence to face the difficulties that lie ahead.

Resettlement to the United States can put a lot of stress on a family.

- *What strategies did the parents use at the end of the story?*
- *What impact did this have on their children?*
- *What impact did this have on each other?*
- *How do you think these changes will impact their experience of resettlement?*

For more information on positive parenting practices and effective discipline tips, refer to section 4 in the appendix



CHECK-OUT

- **THANK FAMILY**

Congratulations, we are now done with today's module! You did really great. Thank you for taking the time to meet with me and discuss these important topics.

- **ASK CHECK-OUT QUESTIONS**

- *How did it feel to participate today?*
- *How do you feel right now?*
- *Do you have any questions? Was anything unclear?*
- *Do you have anything you want to follow up on during the next session?*

Record any items for follow-up in your **Workbook**.

- **SUMMARIZE THIS MODULE AND PROVIDE A PREVIEW OF THE NEXT MODULE**

- **CONFIRM DATE AND TIME FOR NEXT SESSION**

I will plan to meet you at (Location) on (Day) at (Time) next week. Thanks again and looking forward to our next session.

"Set up your own rules and stick to them." – Somali Bantu Resettled parent



REMINDERS:

- If you gave a referral for the family, remind them you will follow-up.
- Refer to the checklist to make sure you covered all topics.

Module 5

EDUCATION AND FAMILY ENGAGEMENT



Purpose: *Teaches parents about education, the school system, in the United States. It helps parents understand why they should be involved in their children’s schooling and gives advice for when and how to do this.*

The module is designed for parents, not for children. In some cases, children may choose to participate as well, but be sensitive to the topics parents may not want to discuss in front of their children.

Materials: Interventionist (*Tas-heel-Konandah*) Workbook (**Module 5 Log**), Family Strengths and Goals, pens/markers

MODULE 5 CHECK-LIST

- ✓ Check-in
 - Build rapport
- ✓ Continue Family Strengths and Goals by including school experiences
 - Learn about the family’s educational background
- ✓ The American School System: Rights and Responsibilities
 - Teach caregivers about the education system in the U.S. – introduce Basic Facts and use psychoeducational materials, if appropriate.
- ✓ General Conversations with children about school
- ✓ General Performance and School Progress
- ✓ Report Cards
- ✓ Homework

- ✓ After School/ Extracurricular Activities
- ✓ Children’s Personal Relationships/Social Life
- ✓ Children’s Emotional Life
- ✓ Bullying and Other Hard Conversations
- ✓ Health and Food at School
- ✓ Check-out

Reminders and Tips: U.S. Education System

It is important to use this module to encourage participation in the United States school system. This module gives parents the opportunity to learn about education in the US, talk about concerns, and create tools to help children with their educational experience. Education is one major opportunity for refugee children. Even with different language skills or educational background, each parent has the skills to help their child with school and make their child’s experience in school more successful.

This may be the first time that parents are thinking about being more involved in the education system —personally or for their children— so it is important to remember:

- Be respectful of the parent/caregiver’s discomfort in talking about the education system. This may be the first time parents are asked to talk about schooling. In many cultures, success is measured by grades. In this module, you will talk about academic, social, and emotional success in school.
- If both male and female caregivers are in the room, make sure to pay attention to both perspectives.
- Remember that some parents will speak or read English fluently and others may not know it at all. Some parents completed many levels of education and others never entered a school.



CHECK-IN

• **THANK FAMILY**

- *Thank you very much for taking the time out of your busy schedules to meet with me again today. I really appreciate your commitment to the Family Strengthening Intervention (barnama/برنامه) and I hope you are enjoying it.*

• **ASK CHECK-IN QUESTIONS**

Since last time:

- *How are you all doing?*
- *What have you done since our last session?*
- *What are your thoughts so far about the intervention (barnama/برنامه)?*
- *How are the children?*

- **REVIEW THE FSI GOALS**

- *Identifying how resettled experiences may have affected family life*
- *Identifying existing strengths and building on them*
- *Strengthening family relationships through communication and good parenting*
- *Improving the family's access to resources*

CONTINUING THE FAMILY STRENGTHS AND GOALS

We have talked about how things are going for your family and today we are going to talk about your family and school. Every family has challenges with schooling. These challenges can be difficult, but every family has strengths to help them navigate the school system. Together, we will add the major educational experiences in your lives to the timeline.

- *Firstly, can you tell me a little bit about your own educational experiences?*
- *How about your children's educational experiences so far?*
- *What are some challenges your family has or has had with education? (Examples: helping your child with homework, understanding student success, discipline, bullying, and social and emotional health.)*
 - *What do you do about these challenges?*
 - *What do other members of the family do?*
 - *Can you point to where this challenge falls on the timeline?*

Write responses in **Workbook**, add to timeline and add to **Challenges, Strengths, and Goals** in **Module 1**.

THE AMERICAN SCHOOL SYSTEM: RIGHTS AND RESPONSIBILITIES

*Can you share with me your understanding of the U.S. education system and any concerns you might have right now? Write their answers in the **Workbook**.*

It's important to know you all have certain rights when it comes to education. Every child in the U.S. has a right to equal access to education. With these rights, you also have responsibilities. Parents and children are responsible for, and expected to, actively participate with the education system. If you want your child to have the best education possible, you must know your rights and understand your responsibilities.

RIGHTS

- *All children between the ages of 5 and 21 have the right to go to school*
- *You have the right to participate in your child's education.*
- *You have the right to know if your child gets in trouble at school and about the school's discipline policies.*
- *You have the right to get extra help for your child if you feel he/she needs it.*
 - *Mental health services or support at school*
 - *Right to request an assessment for an Individualized Education Plan (IEP) (See 5.2 in Appendix for more information on IEPs)*
- *You have the right to ask for help communicating with the school. This can include asking for a translator to help you communicate with teachers and to understand school papers before you sign them.*
- *Your child has the right to be safe in school; nobody can physically or verbally abuse your child. A teacher or other school staff can never hit your child.*
- *You have the right to speak to the school about accommodating your child's dietary or supplementary needs.*
- *You have the right to know where the bus routes go.*

Responsibilities

- *School is mandatory for all children under 16. It is your responsibility to make sure your child goes to school and participates every day (unless your child is sick. In this case, you must call the school to notify them your child will not be there.)*
- *It is your responsibility to make sure your child has transportation to and from school. Most schools provide transportation, but you must sign up and request.*
- *It is your responsibility to participate in your child's education. This includes communicating with your child about their educational experience, making sure your child does homework every day, and making sure your child understands how to behave in school.*
- *It is your responsibility to make sure your child is clean, fed, and sleeps well.*
- *It is your responsibility to understand the school's discipline procedures.*
- *It is your responsibility to reach out to schools and advocate for your child(ren). Schools expect you to reach out.*

GENERAL CONVERSATIONS

*Parents are important to the child's success in school and life. Conversations with your children about what they are doing every day in school are the most important. These conversations should be taking place **every day**, before and after school.*

START A CONVERSATION WITH CHILDREN

Asking children specific questions will help them answer. Here are some suggested questions you can ask...

Before School:

- What classes will you have today?
- What are you excited that you will do in school today?
- What are you worried about today?
- What do you want to learn today?

After School:

- What did you do at school today?
- What classes did you go to?
- What was one thing you learned?
- What was your favorite/least favorite part of the day?
- Did you try anything new?

WHEN AND WHERE TO GET HELP: DISCUSSION PROMPTS FOR PARENTS

You can ask the teacher:

- Do you have any helpful tips about how I can talk to my child about what they are doing in school each day?
- Could you share the class syllabus with me so I know what is being taught in school and then I can discuss it with my child?
- How often will we have parent-teacher meetings and when?
- I am concerned about _____, how can we work together on this?
- Is there anything else I should know?
- Where can my child pray when it is time for his/her prayers?

You can ask friends or community members:

- How do you talk with your children about school?
- Do you have any advice as to how to get my child to share stories about their day with me?

What do you feel about these questions and do you have any questions that you feel will help you more?

Write their answer in the **Workbook**.

GENERAL PERFORMANCE AND PROGRESS

*Success in schools is important to all parents, but remember, each student learns in a different way. Grades and performance reports are important, but they do not tell the whole story of student progress. To understand how a child is doing, it is important to look at **progress over time**. Many refugee students enter the United States education system with different educational backgrounds and English language skills. We are now going to talk about information on general documents, such as homework and report cards, which are used to grade students and how we can have conversations about school performance with our kids.*

CONVERSATION STARTERS WITH CHILDREN

- What did you learn today?
- Are you finding some things about school easier than you did before?
- What are you excited to learn more about?
- Are there subjects or classes that are difficult?
- Can I do anything to help you with school?

REPORT CARDS

A few times a year, children will bring home a report card — a document to show individual school performance. Sometimes the report card will be online and accessible by you. A teacher writes the report card to show a child's academic work, progress, and behavior in school. Each school and teacher grades differently. Schools have parent-teacher conferences to discuss student performance. Parent-teacher conferences are short, informal meetings with your child's teacher at the school. They will tell you about how your child is doing in their class, and it is an opportunity for you to share your questions or concerns. It is essential to know when these are and attend them to establish good relationships with teachers and advocate for your children.

It is important that you look at every report card that your children bring home so you can understand where your child does well and where they have difficulties. Talking to children about the things they do well helps to build their self-confidence.

*These conversations should take place a **few times every year** when report cards are available.*

Show parents the report card examples from section 5.1 in the appendix

CONVERSATION STARTERS WITH CHILDREN

- Have you received a report card, may I please see it?
- Before we open it, why don't you tell me how you think you did and why?
- Do you think these are the grades you deserve?

- What are you proud of?
- What do you need to work on?

WHEN AND WHERE TO GET HELP: DISCUSSION PROMPTS FOR PARENTS

You can ask the teacher:

- When will you be sending out report cards?
- Can you explain your grading system?
- How do you determine the grade each child gets?

If child is not improving:

- I am concerned about my child's grades/performance. Can you tell me why my child's grades are staying the same or are not improving?
- Could we discuss how we can help my child succeed?
- What do you think I should do to help my child?
- What can you do to help?
- Are extra support services available?

Other helpful people may include: School Counselor, Social Worker, Case Manager or Community Liaison.

Some of the children you serve may be on Individualized Education Plans (IEPs) or may need to be evaluated for one. If parents have questions about (IEPs), refer to section 5.2 in the appendix for more information and resources.

HOMework

Teachers give homework to help students practice what they are learning. It is important for you to know what homework your child has, when it is due, and how it is graded. Sometimes children will need help understanding or completing their homework. You should do what you can to help your children. Even if you do not understand your child's homework, you can still talk with them about what they are learning and ask them to explain the work, to show interest in their learning.

Often, children do not want to do homework. You may want to speak with them about their homework before, after school, or both times. It is important to set rules and ask direct questions.

*These conversations should be taking place **every day**.*

CONVERSATION STARTERS WITH CHILDREN

In the morning:

- Do you have all your homework for today?
- Was there anything in your homework that was difficult?

- What do you need to do to make sure you understand your homework?
- Is there anyone at school that you could ask for help?

After school:

- Do you have homework tonight?
- Can I see your homework for tonight?
- How can I help you?
- How did you do your last homework?
- Do you understand your homework?
- What part of the homework did you like/not like?

When your child will not do homework or is receiving low grades on homework:

- Is there a reason you do not want to do your homework?
- Is it because you do not understand the material?
- Do you enjoy the subject?
- Do you need help?
- Who is someone in your class who is really good at this?
- Have you asked them for help?

WHAT TO ASK THEIR TEACHER(S)

When your child is having difficulties completing assignments:

- My child is struggling with his/her homework. It is important to me that they do well. How can we help him or her together?
- Do you think my child understands the material?
- Are there any resources I can use to help my child at home with this material?

When your child's grades are not improving, find out why and make a plan:

- I am concerned that my child's grades are not improving, do you have any thoughts on why that may be?
- How often do you send home assignments and when are they due?
- Is my child turning in his/her assignments?
- What is the biggest challenge for my child in your class?
- Is there anything I can do to help my child?
- Is there anything the school can do to help my child?
- Are extra support services available?

Checking in:

- *Do you feel comfortable talking to your children and helping them with homework?*
- *Do you understand how report cards and US grading systems work?*

- *Is there any additional information that I can help you with?*

Most schools have hired people that can provide help with translation services. Even if they do not have anyone in the office, you can always request translation services when you go to meet the teachers.

Write their responses to these questions in the **Workbook**.

AFTER SCHOOL/EXTRACURRICULAR ACTIVITIES

Many schools offer academic, social, athletic or artistic activities outside of the regular school day. These activities are not mandatory, but can be especially beneficial to your child and are often free or low-cost. Academic activities can help their learning. Art activities may help them express themselves. Sports are good for health and exercise. You should find out about all the extracurricular activities that are available for your child and decide if they can participate. These activities build children's confidence, grow friendships, and increase health and happiness. They can also help your child get into college or get a good job after graduating.

*These conversations should happen **at least once a year**. However, since activities change with the seasons you may want to ask a few times a year. Registration for clubs, sports, and other activities take place at different times, so be sure to ask your child's teacher when registration will take place.*

QUESTIONS FOR CHILDREN

- What do you like to do? Are there any opportunities to do these things after school?
- Are you interested in joining any sports teams or school clubs?
- Have you ever thought about joining the school choir/band/musical/play?
- Do your friends do after school activities?

QUESTIONS FOR TEACHERS

- What activities are at the school?
- When do they start?
- How much time is this activity?
- Is there transportation?
- Does it cost money? Do you offer scholarships?
- Do you think any of the activities could help my child succeed?

School Administrators, Athletic/Artistic Directors, Social Worker, Case Manager: These people may be a good resource for more information about the school's activities.

Are you aware of the kinds of extracurricular activities that are available to your child? Do you have any concerns about your child participating in extracurriculars?

Write responses in the **Workbook**.

PERSONAL RELATIONSHIPS AND SOCIAL LIFE

*Personal relationships and social life are very important in school. Parents can talk to children about their friends and teachers **every day** and during all meetings with teachers. As caregivers, here are some questions you can ask your children and their teachers. The following are some examples:*

QUESTIONS FOR CHILDREN

About friends:

- Who do you spend time with at school?
- Do you eat lunch with friends?
- How are your friends doing?
- Is there anyone at school you do not like/do not get along with? Why?

About Teachers:

- What are your teachers' names? What do they teach?
- How is your relationship with your teacher?
- Are you learning from your teacher?
- Is he/she respectful?
- Does your teacher help if you do not understand something in class?

When something is wrong, try to find out why by asking:

- You seem upset, can you tell me what happened at school today?
- Are you having a hard time making friends?
- Why do you think that is?
- Are people at school nice to you? What are they saying or doing and why?
- Do you feel you are a target for bullying? What has happened exactly?

QUESTIONS FOR TEACHERS

If your child is young, they will most likely have one teacher. Older students have different teachers for each subject. Questions can be directed to the teacher of a specific class, or with whomever you have the best relationship.

When your child is having difficulties with their friends, you can ask the teacher:

- Have you noticed anything with my child and his/her friends?

If your child has a problem, explain your child's situation, and ask:

- Is there anything I can do to help my child?
- Is there anything the school can do?

If the problem is with the teacher, try talking to him/her directly (if you feel comfortable). Get the teacher's side of the story, and ask the following:

- My child told me about something that happened in class and I want the chance to talk to you about it.
- Can you tell me what happened in your opinion?

Establish a relationship and ask:

- How can we work together to improve this situation?

If talking to the teacher does not help or you feel uncomfortable talking to the teacher, go to the Administrator. Administrators are helpful in resolving bullying and finding resources for your child.

With the school administrator:

- Explain your child's concern.
- If you spoke with the teacher, explain why you need help
- If you did not speak with the teacher, explain why you are not comfortable going to the teacher with this issue.
- Ask the administrator: How can we work together to improve this situation?

Use the questions in the **Workbook** to ask parents about personal relationships and social life and write their responses.

EMOTIONAL LIFE

If you talk a lot with your child, you will notice changes in their emotions. School can be difficult, especially in a new environment. Talking about emotional life will help you know if your child is adjusting well to school.

These conversations should happen whenever you see that your child is sad or upset. This can also be an opportunity to talk about positive emotions.

QUESTIONS FOR CHILDREN

- You seem upset, did something happen at school today?
- What's bothering you?
- **IMPORTANT:** Is there anything I can do?
- You seem very excited/ happy today! Tell me about your day.

It helps to match the emotions of your child. For example, when they are calm, you should act calm. When they are happy or excited, you should be happy and excited with them. When they are sad or upset, speak slowly and calmly. Do you want to practice?

WHO TO TALK TO WHEN A PARENT NEEDS HELP

Teachers, School Counselor, Social Worker, and Case Managers may also be helpful to talk to about your child's emotional changes. It is totally encouraged to reach out to them if you have any concerns about your children.

Use the questions in the **Workbook** to ask parents about emotional life and write their responses.

BULLYING AND OTHER HARD CONVERSATIONS

Many children experience challenges with bullying or integration into schools. Parents should be prepared to answer hard questions that children may have about discrimination, cultural differences, resettlement, and personal history. These conversations should happen when needed. There can be a lot of reasons why your child might be upset. When you find out why they are upset you might need to have difficult conversations about discrimination, cultural differences, resettlement and personal history. Now I am going to share a story with you about another child, Ayesha, and her family who resettled in the US.

Vignette- Ayesha and her family's story

Ayesha, a 13-year-old girl, came to the US with her parents and two younger brothers as a resettled family a few months ago. She started going to public school for the first time after they were resettled. On the first day of school, Ayesha wore her traditional clothes from home and a scarf over her head (Qadifa). She also brought her family's food to school to eat for lunch. Other students said it smelled funny and sat somewhere else instead of with her. Ayesha felt sad. She wanted to sit with the other girls, but she didn't want to eat the school food that she thought tasted terrible. Other times, when Ayesha was walking in the hallway, she felt someone pull on her head-covering (Qadifa) and make fun of her accent. No one else in her class prayed five times a day, and Ayesha felt too scared and nervous to ask her teacher about it. Ayesha felt all alone at school and just wanted to disappear. She started feeling anxious all the time and didn't want to go to school. She thought her parents wouldn't understand and would make her go, so she pretended to be sick and stayed in bed. Ayesha started staying in bed all the time. Ayesha's parents didn't speak English, so they didn't call her teacher. A classmate encouraged Ayesha to talk with her parents and suggested that her parents could use a translation app to send an email to the school counselor. Ayesha felt relief after telling her parents about the problem and hearing their supportive words. The parents worked together to send the email. The school counselor arranged a translator so the parents could talk with Ayesha's teacher and school Administration. The Administration was able to work with Ayesha's teacher so she could leave class to go pray in a room set up for prayer. They also made plans to catch and prevent further bullying between students. The family asked if the class could be educated more on other cultural customs and the teacher suggested hosting a cultural day for the students to share and learn about different cultures. Ayesha began to build more confidence in school and started to make new friends. She felt good that her family was there for her when she needed them and felt better about going to her

Bullying is a challenge that can seriously affect your child's ability to learn at school and could negatively affect their mental health.

- *What are some of the challenges that Ayesha is experiencing?*
- *Have you or your family ever had any of these challenges?*
- *What other challenges do you think your children could face at school? (E.g. language ability, etc.)*
- *How, if at all, have challenges at school impacted your family?*
- *How might you talk to your children about the challenges they face at school?*
- *How might you advocate for them?*

Although the unfamiliar environment at school can be hard, your family has a lot of strengths that will help you overcome the challenges together. Family support can make school easier and more successful for your children.

HARD QUESTIONS YOUR CHILDREN MAY ASK YOU:

- *Am I different from my friends?*
- *Why am I so different from my friends/classmates?*
- *Why am I in a class with kids who are younger than me?*
- *Why do people call me a refugee?*

It is important to note that most schools in the United States provide bullying prevention programs, but it is still a topic that newcomer parents should talk to their child about especially if they suspect the child is being discriminated against or is a perpetrator of bullying. Parents can always go to the child's teacher or school staff about this issue as schools have policies in place for these problems and some states even have laws against different types of bullying. No child deserves to feel emotionally or physically unsafe in school and it is up to parents to start these conversations in the home so that children may feel comfortable coming to their family for help when they need it.

WHO TO TALK TO WHEN A PARENT NEEDS HELP

Teachers, School Counselor, Social Worker, and Case Managers may also be helpful to talk to about bullying or other integration challenges.

Use the questions in the **Workbook** to ask parents about bullying and other hard conversations and write their responses.

HEALTH AND FOOD AT SCHOOL

Every parent wants their children to be healthy. You should talk about health and diet with your child.

*These conversations should happen **every day**.*

QUESTIONS FOR CHILDREN

Many children have problems eating in school for different reasons. Parents can talk to other parents for advice about how to encourage children to eat healthy. It is also important to talk to your kids about their eating habits, especially when they are at school. Here are some questions you can ask your kids about their eating habits at school.

- What did you eat for lunch today?
- Did you like it?
- What did other kids eat?
- Why are you not eating?
- Are you hungry during the day?
- Do they give you snacks?

Also, if your child has dietary restrictions for health and/or cultural/religious reasons, your child's school might be able to help. It is your responsibility, as a parent, to ask the administration to see if they can have food prepared for your child, taking into consideration the necessary food accommodations.

Use questions in the **Workbook** to ask parents about health and food and record their responses.



CHECK-OUT

- **THANK FAMILY**

Congratulations, we are now done with today's module! You did really great. Thank you for taking the time to meet with me and discuss these important topics.

- **ASK CHECK-OUT QUESTIONS**

- How did it feel to participate today?
- How do you feel right now?
- Do you have any questions? Was anything unclear?
- Do you have anything you want to follow up on during the next session?

Record any items for follow-up in your **Workbook**.

- **SUMMARIZE THIS MODULE AND PROVIDE A PREVIEW OF THE NEXT MODULE**

- **CONFIRM DATE AND TIME FOR NEXT SESSION**

I will plan to meet you at (Location) on (Day) at (Time) next week. Thanks again and looking forward to our next session.



REMINDERS:

- If you gave a referral for the family, remind them you will follow-up
- Refer to checklist to make sure you covered all topics

Module 6

PROMOTING HEALTH, WELL-BEING, AND SAFETY



Purpose: To promote the health, wellbeing, and safety of families. This module is to help caregivers learn about good physical and mental health and strategies that promote health, wellness, and safety; and address challenges in ways that support overall health. Children can be invited to attend.

Materials: Interventionist (*Tas-heel-Konandah*) Workbook (**Module 6 Log**), pens/markers, Tip sheet – “Identifying Drug and Alcohol Use in Children” (see Appendix section 6)

REMINDERS AND TIPS: Discussing Health and Wellbeing

- Review concerns and identify health issues of the family based on information you learned from earlier modules. You can use this information to tailor the health module to the needs of the family.
- It is important to remember that many Afghan families may have **dietary restrictions, cultural preferences for food and physical activities, restrictions on outdoor activities due to neighborhood safety concerns, concerns about discrimination in the U.S. or lack of space, and limitations on food choices due to “food deserts” and/or high costs.** Be respectful of the caregiver's discomfort talking about certain physical and mental health related topics. In some cultures, discussing certain health topics can be sensitive, so you will want to approach this module with sensitivity, but also let caregivers and families learn ways of leading healthy lives. Help caregivers address these challenges by coming up with other solutions. Find out what other concerns or challenges they have and help address them.
- During this module, **it is important to stress that each caregiver is the expert on his or her child,** and can play an active role in the health, wellbeing, and safety of themselves and their child.
- Make sure to be inclusive and pay attention to both men and women when both are present. With the exception of breastfeeding and prenatal visits, the health topics covered in this module are meant to address the health, wellbeing, and safety of

MODULE 6 CHECK-LIST

- ✓ Check-In
- ✓ Managing Stress/Tension
- ✓ Healthy Eating
- ✓ Physical Activity
- ✓ Household Hygiene
- ✓ Prevention and Wellness
- ✓ Puberty
- ✓ Alcohol
- ✓ Safety
- ✓ Check-Out



CHECK-IN

- **THANK FAMILY**
 - *Thank you very much for taking the time out of your busy schedules to meet with me again today. I really appreciate your commitment to the Family Strengthening Intervention (barnama/برنامه) and I hope you are enjoying it.*

- **ASK CHECK-IN QUESTIONS**

Since last time:

- *How are you all doing?*
- *What have you done since our last session?*
- *What are your thoughts so far about the intervention (barnama/برنامه)?*
- *How are the children?*

- **REVIEW THE FSI GOALS**

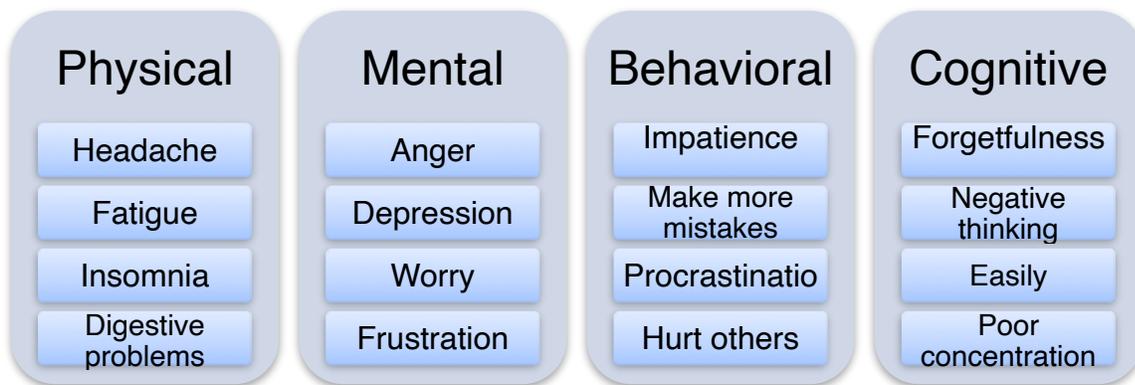
- *Identifying how resettled life experiences may have affected family life*
- *Identifying existing strengths and building on them*
- *Strengthening family relationships through communication and good parenting*
- *Improving the family's access to resources*

MANAGING STRESS/TENSION

It is normal to occasionally feel stressed or frustrated with family, work, school, and other life events. Caregivers may also face stress due to their experiences as refugees. The important thing is how to deal with stress and frustration, so that it does not take over and negatively affect one's health. For example, it is common for people who have experienced trauma and violence to have challenges with feeling anger and even resorting to violence when they feel overwhelmed. In this section, we will cover stress and discuss strategies for reducing stress and violence in the home.

What is Stress?

- *Stress or tension is a reaction to events or situations that can be harmful to your mind and/or body.*
- *Stress is normal, and everyone experiences stress at some point due to the demands and pressures on life due to school, work, money, relationships, etc. Some stress is normal, but too much stress can be unhealthy, affecting your physical and mental health.*
- *Since it is not always possible to remove stress, the key is to try to reduce stress so that you do not negatively affect your health. Below, are some ways that stress/tension can affect your health:*



❖ Activity

- Ask caregivers to think of times when they feel stressed.
- Ask the questions below and then write their responses down in the Workbook.
 - What do you find stressful in life? Why did you feel stressed about those events/issues?
 - What happens to your family members and relationships when you are stressed?
 - Do you use any strategies to decrease stress? If so, what types of strategies do you use? How effective are they?
 - What else could you do to manage or reduce stress/tension?
 - Who do you know who is the least stressed? How do you think they stay so relaxed even after they are in a stressful situation?

Stress/Tension Management Strategies

Now we are going to discuss some simple strategies that caregivers can use to manage stress/tension. Let's practice some of them as we go along:

□ **Try to change your response to stressful triggers**

If a relationship is stressful (for example with your child, spouse, or other family member), try changing your style of communication by being a good listener, or try changing how you respond by pausing first before reacting or taking a break from the situation before addressing it.

REMINDER AND TIP: Discussing Mindfulness

Mindfulness practices can be useful to strengthen coping skills for caregivers. It's important to be sensitive when discussing this stress management strategy. If caregivers feel uncomfortable with mindfulness practices, reassure them that, in this context, mindfulness is **not religious/cultural**, but, rather, a type of self-care strategy that may involve tools like deep breathing and paying attention to the present moment. If they still feel uncomfortable or unwilling to continue, move on to the next strategy. If caregivers want to incorporate their religious/cultural beliefs when trying mindfulness (e.g., prayer), you can encourage them to do so.

□ **Mindfulness** is a simple way to help feel calm and have inner peace. Another benefit is, you can practice anywhere at any time (e.g., walking, sitting, at home, or outside). While you can incorporate your religious/cultural beliefs, in this case, it is simply a way of relaxation. Below are two types of mindfulness techniques you can try. All you need is a few minutes, and you should start to feel relaxed. There is no right way to practice mindfulness. Do not stress about doing it perfectly.

1. Deep Breathing

Deep breathing is quick, simple, and can help you feel calmer and react less emotionally in under a minute. Here is a simple way to do deep breathing:

1. *Breathe slowly in through your nose for 4 seconds, breathing into your lower belly*
2. *Hold your breath for 1 – 2 seconds*
3. *Breathe out through your mouth for another 4 seconds*
4. *Wait 1 – 2 seconds*
5. *Repeat*

After 6 – 8 breathing cycles, you will start to feel calmer. If you feel you need longer than a minute of deep breathing, you can continue for longer or until you feel calmer, and your stress is reduced. It may feel weird initially, but it's an effective strategy and can be done anywhere and at any time.

2. Walking with mindfulness

This strategy has the added benefit of combining walking with mindfulness for a healthy way to reduce stress. While walking, slow your pace and pay attention to each movement of your body. It's not about where you walk, but about focusing on each of the movements involved in walking. You can combine this strategy with repeating a phrase (see below) by repeating action words such as "move your leg," "lift your foot," or "place your foot on the ground." This allows you to focus on your movements and feel relaxed.

□ **Seek out support from friends, families and/or relatives**

- *Talking with friends and/or relatives can help relieve the burden of dealing with stressful events alone.*

□ **Exercise**

- *Physical activities such as walking, soccer, dancing, etc. can help release stress in a healthy way. You can do this individually or as a family.*

□ **Repeat or read a phrase that is soothing or gives you strength**

- *The phrase could be a motto, a proverb, piece of poetry, a verse from your spiritual practice, or any simple phrase that is meaningful to you.*
- *This strategy involves repeating a positive phrase that you choose. Close your eyes and focus on reciting the phrase either out loud or silently. An example of a positive motto is "I feel at peace." You can sync the phrase with your breaths and allow the*

repetition to prevent distracting thoughts. Clearing your mind of distracting thoughts can take time and requires practice. Once you are used to it, you can increase it to 30 – 60 minutes.

○ *Examples:*

- Wait a day or two, I know that you are so frustrated,
Because I want to present you against a friend
"Halali Jaqtayi"

یک دو روزی صبر کن، ای جان بر لب آمده
زانکه خواهم در حضور دوست بسپارم ترا
"هالالی جغتای"

- Patience will eventually cure incurable pain
Khedr's disappointment led him astray
"Saeb Tabrizi"

صبر درد بی دوا را عاقبت درمان کند
ناامیدی خضر ره شد رهرو گمراه را
"صائب تبریزی"

□ **Express yourself**

- Singing, music (e.g., playing instruments), and art are some great ways to reduce stress and feel happier. In addition to being a fun stress reliever, you can also use this strategy to teach your children about traditional/cultural songs, instruments, and dances.
- Writing your thoughts and feelings in a journal is another great way to express yourself because it allows you to let out how you feel and can be useful later to reflect on later.

□ **Laugh**

- Laughing helps release stress. Try engaging in activities or interactions that will make you laugh.

□ **Get enough sleep every night**

- Your body needs enough sleep every night to re-charge for the next day. Lack of sleep can affect how you feel throughout the day, so make sure you get enough each night.
- Number of hours of sleep you need according to age:
 - Children under 5 years need 10 – 12 hours
 - School-age children need 9 – 10 hours
 - Teens need 8 – 9 hours
 - Adults need 7 – 8 hours

□ **Eat right and drink water**

- Regular balanced meals can help you feel better and can give you the energy to handle stress. Start each day with a healthy breakfast. Also, drink lots of water to stay hydrated! (Remember that caffeine and alcohol are dehydrating, so limit your intake of these, if possible.)
- **Get involved in the community and help others**
 - Get involved with helping others, whether it's with an Afghan support group, your child's school, or a local community organization. Getting involved is not only good for the community but can also help to reduce your stress through helping others, spending time with your family, meeting new people, and becoming involved with your community.

Caregivers' help on child stress reactions

Children face stress as well, especially in response to school, harsh punishment, conflict within the family, or resettlement and acculturation. With support from caregivers, however, children can be resilient. Caregivers can help reduce children's stress by talking to them about why they are feeling stressed. Talking to children about stress can teach them critical life skills, which will help them in the future. When having a conversation with children it's important to **stick to the basic facts, ask what is happening, how the child feels, and what can be done to improve the situation.**

Some caregivers may find it difficult to talk about stressful situations with their children, especially if it involves conflict within the family. Here are some helpful tips for caregivers:

- Acknowledge the stress
- Explain to your children what they are feeling is normal and it's okay to feel stressed
- Be specific about a stressful event
- Reassure children they are not the cause of the stressful event

Wrapping up discussion on stress:

Now that we have discussed these strategies:

- Which stress-reducing strategies do you like and which ones do you think the whole family can do?
- Do you have any other strategies that you like to use to manage stress/tension?

Demystify mental health:

- What we have been talking about, so far, can also be called taking care of your mental health. Just like your physical health, every person is affected by mental health and has to take action to stay healthy.
- Mental health is affected by your biology, life experiences, and family history.
- Mentally healthy individuals can cope well with life stressors, work productively, meaningfully contribute to their communities, and realize their potential.

- *Just like you need to eat, sleep, and exercise right to be physically healthy, there are things you can do to maintain mental health too. All the strategies we just talked about will help you stay healthy and avoid serious mental health problems.*
 - *Pay attention to yourself and others feelings and behaviors to identify early warning signs.*
- Look in Section 2 on Mental Health Education in the appendix to learn more.**

Record responses in the **Workbook**.

Now that you know some of the ways that your body reacts to stress, if/when you experience a stressful event, pay attention to your body. Ask yourself, “How is my body reacting?” and “What is causing me to feel stressed?” Then try one (or more) of the stress management strategies and see how you feel after.

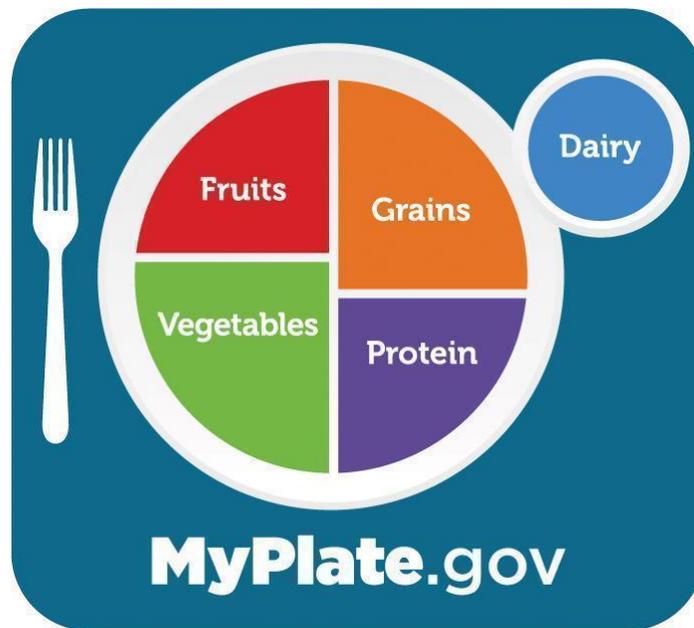
REMINDERS AND TIPS: Sensitivity around eating

Diet can be a sensitive topic and is difficult to change as it can involve **personal, emotional, cultural, and financial** factors. Because this module may be difficult for caregivers, make sure to be sensitive. Some families will be resistant to change, and others may find it time consuming or costly to eat healthy. Discuss whatever challenges families may face in eating a healthy diet. It is important to consider what foods are realistically available. Also, it is important to consider any religious or cultural restrictions on diet or food preparation. Be positive when reviewing and discussing healthy eating. Changing routines requires a lot of time and it can be hard. Positive reinforcement and praising caregivers’ attempts will be necessary.

Be mindful as well when delivering the intervention during the month of Ramadan. Some families may not be open to meeting as often or during afternoon and evening times, and it is important to be respectful of their choices. It is helpful to have a discussion with the family

HEALTHY EATING

Now we are going to discuss healthy eating. Starting a healthy diet can be difficult. Learning what foods to buy and how to prepare new meals takes time and energy. However, you can make small changes slowly.



NUTRITION OVERVIEW

- *Good nutrition is critical to health at all ages but is particularly important for **early childhood development**.*
- *Malnutrition develops when the body does not get the right amount of nutrients to keep the body healthy and functioning well. **Under-nutrition** is when the body has too little nutrients (can lead to being underweight, which contributes to other health problems like inhibited growth and development, and weakened immune system). Overnutrition is when the body has too many nutrients (can lead to obesity and other severe health problems like diabetes and heart disease).*
- *Complications due to malnutrition:*
 - *Slows a child's physical and mental growth and development.*
 - *Increases a child's risk of diseases and can put their lives at risk faster than adults.*
 - *Can affect a child for the rest of his/her life and cannot always be corrected later.*

Children, Adolescents, and Adults

REMINDERS AND TIPS: Special health-related diets

Ask caregivers if they have a specific diet/meal plan as instructed by their health care provider due to a certain health condition/concern. If so, please advise them to follow that plan. The following recommendations are for general healthy eating and **not intended to replace existing medical advice**.

- *Eating healthy foods can help you and your children stay strong and healthy, which will help you do well at work, school, and home.*
- *Eating healthy includes eating a variety of:*
 - *Fruits and vegetables*
 - *Whole grains*
 - *High protein foods (meat, seafood, beans and dairy products)*
- *Eating healthy means eating less:*
 - *Saturated Fats*
 - *There are certain unsaturated fats that when eaten in moderation can help reduce cholesterol and support a healthy heart. These include: olive oil, safflower oil, sesame oil, peanut oil, avocados, peanuts, walnuts, chia seeds, flax seeds, and fish.*
 - *Sugars*
 - *There are certain foods that have sugar that still contain the vitamins and nutrients that make us healthy like fruits.*
 - *Too many added sugars that are included in products like soda, candies, bread, and cookies can contribute to weight gain, heart disease, diabetes, and some types of cancers.*
 - *Salt*

Fruits and Vegetables

- *Fruits and vegetables give your body very important nutrients to be healthy*
- **Recommendation:** *eat fruits and vegetables at least **5 times** per day.*
 - *Options include: red, green, orange, and leafy fruits and vegetables like tomatoes, spinach, sweet potatoes, carrots, oranges, and mangos.*
 - *Fresh, frozen, and canned are all good options.*
- *If your child is a picky eater, you can start with the fruits and vegetables he/she likes and then slowly introduce new ones to add variety in type of fruit/vegetable and nutrients.*

Whole Grains

- *Whole grains are important because they have fiber. Your body needs **fiber** to help keep your digestive system regular, prevent certain diseases, and help maintain a healthy weight.*
- **Recommendation:** *whole grains at least **2 times** per day. Options include: brown rice, whole wheat pasta, and oatmeal. Try to avoid processed grains such as white bread, white rice, and pasta as they lack much of the fiber your body needs and are high in carbohydrates.*

High Protein Foods

- *High protein foods include meat, fish, beans, and dairy products.*
- *Protein is a good source of energy, vitamins and minerals. It helps you stay satisfied and maintain weight.*
- **Recommendation:** *include high protein foods into your meals each day, like lamb, chicken, fish, eggs, beans, and dairy (e.g. milk, yogurt, cheese).*

❖ Activity

Ask parents/caregivers to think about common foods/meals in their culture that are healthy.

- *What are some of the common foods/meals in your culture? What nutrients do they have?*
- *Now think about some of your family's favorite meals. Do they include these good foods?*

Record responses in the **Workbook**.

Fats, Sugars, and Salt

- *Decreasing the amount of saturated fats, added sugars, and salt you eat each day can also help you be healthy.*
- *Decreasing saturated fats can help you have a healthy weight and lower your risk of heart disease and other chronic diseases/conditions. Reducing salt helps control your blood pressure; and reducing added sugars will help maintain your weight and prevent tooth decay.*
- *It might be hard to limit the amount of saturated fats, added sugars, and salt, but cutting down even a little can help. There are a lot of different ways that you can help reduce unhealthy foods:*
 - *Replace butter, ghee, coconut oil, etc. for healthier options like olive oil or vegetable oil.*
 - *Put less salt and sugar in your food.*
 - *Limit fast foods, chips, cakes, cookies, candies, and sugary drinks like sodas and fruit drinks.*

❖ Activity

Ask caregivers:

- *How can you decrease fats, sugars, and salt from your diet on a daily basis?*
- *What are some strategies that you can incorporate on a daily basis?*

Record responses in the **Workbook**.

Healthy Eating During Ramadan

Many of your families may partake in Ramadan. It is important to remain respectful of their choices but to also educate on how Afghans can monitor their health during this period.

Helpful tips for staying healthy during Ramadan

- It is important to plan meals during Ramadan and make sure that blood sugar does not rise too high or drop too low
- Like any other time, be sure to include all food components in meals
- Limiting fried food and foods that are high in salt can help decrease thirst
- When you break the fast, be mindful of the amount of sweet and salty foods you are eating.

How to Get Your Child Involved in Healthy Eating

- *Your child may not want to try new foods, but this is a typical response. Change is difficult at any age and children are no exception. Generally, children will accept new foods when they realize that this is the new routine and “old” unhealthy foods will not come back.*
- *Eating healthy will take time but having them try new foods gradually will help. Remember to be patient. You are doing this for the health of your children and family. It’s important to be consistent and not give up (even when your children are protesting the new healthy foods). Going back to unhealthy foods will only teach children to wait until you “give in.” This can create more challenges. It’s hard work to get children to eat healthy but, remember, that it is for their health and future wellbeing!*
- *Here are a few ways to get your children to eat healthy:*
 - *Cook with your children – teach them the recipes*
 - *Food shop with your children (let them pick out certain fruit or vegetables)*
 - *Eat meals together*
 - *Introduce new foods slowly*
 - *Be consistent*
 - *Buy less food high in fats, sugars, and salt*
 - *Be a role model*
 - *Make it fun!*

❖ Activity

Ask caregivers:

- Can you think of other ways to get children involved to help the family eat healthier?

Record responses in the **Workbook**.

Here are a few helpful tips to remember on healthy eating:

- *Take your time to enjoy your food – eating too fast can lead to eating too much*
- *Children and adults need the same food, but portions should be age appropriate*
- *Drink plenty of water*
- *Keep meals interesting by trying new foods and preparing meals in new ways*
- *Larger portions of fruits and vegetables are part of a healthy meal*
- *Include red, orange, and dark green vegetables with other types of vegetables*
- *Fruits can be part of a meal and/or eaten as dessert*
- *Smaller portions of dairy, whole grains, and proteins are part of a healthy meal*

Family Meals

- *In general, you will want to prepare three meals a day with 1- 2 snacks. This is common, but you can adjust as needed for your family.*
- *A meal should include a variety of fruits and vegetables, whole grains, and proteins.*
- *Have all family members involved and try to schedule family meals on a regular basis.*
- *Having a mealtime together with the whole family is a great way to talk and spend time together. It also allows you to model healthy eating habits and ensure your children are eating healthy*
- *Use mealtime to ask children about their day and share about your culture.*
- *Children who eat meals together with their families are often healthier, have stronger relationships with caregivers, and do better in school.*

❖ **Activity**

Ask caregivers:

- *Do you have any concerns about healthy eating for you or your children?*

Record responses in the **Workbook** and discuss strategies to promote healthier eating.

PHYSICAL ACTIVITY

This next section covers physical activity.

REMINDERS AND TIPS: Discussing physical activity

- If caregivers or children have any health conditions that would limit/restrict physical activity, please have them contact their doctor or health care provider before starting any type of physical activity. The following recommendations are based on able-bodied children and adults. They are meant for general physical activity and **are not intended to replace existing medical advice.**
- It may take time for caregivers and children to start a new routine. Encourage caregivers to make small changes and build up. Make sure to provide positive reinforcement and help caregivers find ways to include children.

- *Physical activity is important to stay healthy, have more energy, and maintain a healthy weight. It can help reduce your risk of certain chronic diseases and conditions including diabetes, heart disease, and obesity. Being active can also make you feel better and reduce stress.*
- *There are many ways to be active: walking, playing soccer or other sports, dancing, playing in the park, or gardening. You can also be active in little ways such as taking the stairs, parking far from the store, and doing chores around the house.*
- *The minimum recommended amount of activity each day differs by age:*
 - *Children and adolescents should get at least 60 minutes*
 - *Adults should get at least 30 minutes*
- *Encourage children to play outside, when possible. If going out is not possible, try to limit TV, phone, video game, and computer time (except for schoolwork). Too much TV and phone use can lead to poor school performance and weight gain.*
- *Recommendations:*
 - *Children **under 2 years** = NO TV; children **over 2 years** = less than 2 hours of TV per day*
- *Initially, you may find it difficult for both you and your children to limit the amount of TV. Try other ways to engage your children's attention. For example, encourage children to play traditional games or dances that will get them active and also teach them about their culture.*
- *Here are a few helpful tips to remember on being an active family:*
 - **Set specific activity times**
 - *In addition to being active individually, find a time during the week when the whole family can try a physical activity together. It helps to determine a specific time in advance, so that you and your family can plan around everyone's busy schedule. Examples can include taking a walk together or playing a game together outside.*

- **Plan ahead and track progress**
 - *Planning and tracking progress are key parts of getting active. Encourage children to participate in the planning process of each week's activity. Also, you can have children track the progress after finishing each activity.*
- **Plan for all weather conditions**
 - *Because the weather can change, plan for all weather conditions by including activities that can be done indoors and outdoors.*
- **Start small**
 - *Starting something new can be difficult. It helps to start small and plan ahead. When you and your family feel ready, you can add activities.*
- **Use what is available**
 - *You do not need equipment or to go to the gym to be active. There are a lot of free activities you can do as a family including walking, running, doing chores around the house, or playing active games. You can also check with your local community center, parks, libraries, and schools.*
- **Include other families**
 - *You can invite other families and friends to join, which can make it more fun.*
- **Make it fun**
 - *Children will be more likely to participate if you treat being active as something fun. Make sure to include them in planning activities. Also, something active, such as going to the zoo, park, or another fun outdoor activity, can be a reward or a way to celebrate.*
- ❖ **Activity**

Ask caregivers:

 - *Can you think of other ways to get your children and the whole family involved in being active?*

Record responses in the **Workbook**.

HOUSEHOLD HYGIENE

*This section covers household hygiene, which includes **food safety, cleaning, and lead poisoning**. Hygiene is defined as conditions or behaviors to maintain good health and prevent the spread of disease, especially through cleanliness.*

Food Safety

- *Practicing food safety is important for disease prevention and maintaining good health. There are several steps you can take before (food preparation) and after (food storage) to ensure you and your family are healthy.*
- **Food Preparation**
 - *Wash your hands before preparing or cooking food to reduce the chances of getting sick. You will also want to wash hands after handling raw meats, seafood, and chicken. In addition to cleaning your hands, ensure all cooking surfaces are cleaned with water and soap before and after handling raw chicken.*
 - *Keep raw meat and fish away from other food you will eat so the germs do not spread. Cook all raw meat, seafood, and chicken fully to kill harmful bacteria and prevent illness.*
 - *Rinse fruit and vegetables under running water before eating, cutting, or cooking.*
- **Food Storage**
 - *Store dairy products (e.g., milk, eggs, cheese, etc.) in the fridge.*
 - *Prepared foods should be stored in the refrigerator/freezer within 2 hours. Leftovers (in sealed containers) can be stored in the refrigerator for up to 2 days and in the freezer for up to 4 months.*
 - *Keep uncooked meats, seafood, and chicken away from other foods when storing in the refrigerator/freezer and defrost frozen meat, seafood, and chicken in the refrigerator before cooking.*

Cleaning

- *Keeping a clean kitchen is also important to keep bugs and rodents away, which can lead to illness. Washing dishes in the sink after each use, taking out the garbage, and cleaning food crumbs/spills can help prevent bugs and rodents. Cleaning other rooms, including the bathroom, is also important.*
- *Involve children **in cleaning** by giving them age-appropriate chores around the house. For example, younger children can make beds, sweep, and dust, while older children can take out the trash, wash dishes, and clean rooms using cleaning products.*

Lead Poisoning

- *Lead is a poison that used to be present in paints and was found in most homes. While lead is no longer used in paints, some homes may still have lead paint.*
- *Eating and/or inhaling lead paint chips can lead to health issues and poor brain functioning, so it is important to prevent lead poisoning.*
- *Your home may have lead paint if the paint on your walls is peeling.*
- *You can prevent lead poisoning by:*
 - *Teaching younger children not to eat things off the floor and not to eat paint chips.*
 - *Teaching children to wash their hands before eating.*
 - *Washing window ledges using a damp cloth.*
 - *If you suspect your child has lead poisoning, please contact your doctor or health care provider immediately.*

PREVENTION AND WELLNESS

This section covers prevention and wellness, which includes vaccinations, annual check-ups, oral health, personal hygiene, and bedtime. These strategies may take time, energy, and even money, but these prevention strategies are always cheaper than treating the disease/illness they prevent. They are important for the health and wellbeing of caregivers and their families.

“What I would say about the medical, when you get sick, you go to the doctor. When a child is sick, you take that child to his doctor.” -Refugee parent

Vaccinations

- *Everyone needs vaccinations – children, young adults, and older adults. Vaccinations are important because they help protect you from dangerous **diseases** and can save your life.*
- *Make sure you and your children are up to date on your vaccinations. The best way to do this is to keep track of your family’s vaccinations and check with your pediatrician.*
- **See section 3.6 of the Appendix for more information on COVID-19 vaccinations**

Annual Check-ups

- *Regular check-ups are important – even when you and your children are healthy and feel okay. Scheduling annual check-ups can help find potential problems early, which increases your chance for treatment, cures, and improve overall health outcomes.*
- *Your healthcare provider will tell you the screenings and exams you need and when. Your children will probably have more regular check-ups with their pediatrician. For continuity of care, schedule check-ups with the same healthcare provider, if possible.*

ORAL HEALTH

Oral health is an essential part of health. There are several things you and your children can do to care for teeth and have good oral health:

- **Babies:**
 - Avoid putting to bed with a bottle to prevent tooth decay.
 - Clean your baby's teeth with a small soft toothbrush and a tiny amount of fluoride toothpaste.
 - For babies who have been exclusively breastfed, try milk and water cups instead of a bottle.

- **Toddlers:**
 - Teach your children how to brush their teeth and have them brush their teeth in the morning and at night.
 - You can also start dental visits as soon as your baby has their first tooth-- the earlier the better.

- **Children, Adolescents, and Adults:**
 - Children, adolescents, and adults need regular dental check-ups.
 - Healthy foods and drinks can help your teeth. Sugary foods and drinks like soda and candy can be bad for teeth.
 - Using a fluoride toothpaste, brush your teeth in the morning and at night after finishing eating.

PUBERTY

Disclaimer: This is a very sensitive topic. Not all families will be comfortable discussing. At the very least, bring this topic up and express that it is important to discuss with children because they are going through many changes and it may be a challenging time for them. The topic of puberty may also be addressed in health and wellness coursework at school.

- Puberty is a time in your child's life that causes changes in their body, mind, and emotions that are important for the transition from childhood to adulthood.
- Hormones in their body change which leads to physical and emotional changes.
- Puberty differs for boys and girls and can happen at different ages.
- While there are differences, some common changes both boys and girls can experience include:
 - Body odor, growing taller, growing hair in new/different areas of the body (such as under arms), skin and hair becoming more oily, mixed emotions and confusion, interest in relationships and increased focus on social and peer issues.

- *It's helpful to remind children what they are going through is perfectly normal and it will get easier as they get used to the changes they are experiencing. It may feel strange at times, but this is part of the transition to adulthood all children experience.*

Vignette-Saida's Story: Discussing puberty

Read caregivers a brief vignette and then discuss it after.

For Parents with Girls

At recess, Saida, who is 13 years old, goes to the bathroom and finds blood in her underwear. She starts to cry and feels scared. She doesn't know what is happening, but she has been feeling different and can't figure out why. When she gets home, her mother, Fatima, sees her crying and asks her what is wrong. Saida confides in her mother. Fatima had noticed changes in her daughter and was planning on telling her about puberty. Fatima sits down and talks with Saida. She tells her that she's going through changes in her body, mind, and emotions, and this stage in her life is called puberty. She tells her that it is a normal part of life and part of transitioning from childhood to adulthood. She explains to Saida that the blood means she had started her menstrual period. This is something that happens for all females, although it can start at different ages and usually happens once a month. Fatima tells her not to worry and it is actually normal. Saida feels much better. She soon learns that many of her friends have also started their periods and are learning to use feminine hygiene products. Later on, the topic of puberty was discussed in health class where Saida learned even more. Saida is feeling much better now about how her body is changing, as she becomes a woman and feels safe going to her

Vignette-Basit's Story: Discussing puberty

For Parents with Boys

Basit wakes up startled in the morning. He feels around the bed and it's a little wet. He quickly gets scared thinking that he has peed all over his underwear. He gets up to change his clothes embarrassed and realizes that it's not pee but a 'wet dream'. He quickly feels better. He remembers talking to his father about this and reading about it in the book his dad had gotten him on 'puberty'. He goes back to his bedside table and picks it up to open it to the specific page. The book says that boys experience erections and discharges from their penis when they hit puberty. It also talks about changes in their body odor, changes in voice, acne, and hair growth in different areas of the body. It specifies that it's all natural and every boy goes through it as they are growing up. "It is nothing to be ashamed of", he reads the sentence out loud to remind himself. Basit moves towards the mirror in his room and looks at his face in his reflection proudly. He is growing up and will soon become a man, just like his father, he thinks. He was happy that his dad had brought him that book and had told him to ask him any

Discussion points:

- *If you were the caregiver in this vignette, how would you have responded in this situation?*
- *Have you had similar conversations with any of your children?*
- *As you know, children may have questions about puberty such as:*
 - *"What changes can I expect?"*
 - *"When will I go through puberty?"*

- *“Why haven’t I started puberty?”*
- *What are some ways that you can help answer these questions?*
- *What other misconceptions do you think children might have?*
- *What can parents do to talk to their kids about their changing bodies?*
 - *Here is one way you can discuss this with your kids:*

“This is an exciting time in your life where you will experience growth and changes in your body, brain, and emotions. It may feel strange at times, but it is perfectly normal and you will get used to it. Here are some changes to your body that you might experience: 1) body odor; 2) grow taller; 3) grow hair in new/different areas of your body; and/or 4) skin and hair gets oilier. You may need to shower more and use deodorant. You might also find that some of your relationships change. You may feel closer to your friends now because you’re going through similar experiences.”
 - *What are your thoughts on this? Can you come up with additional suggestions?*
- *Do you have access to any resources or communication channels that you can use to talk about his/her puberty?*

Record responses in the **Workbook**.

Personal Hygiene

“Sometimes they abuse him, they say “oh you smell bad, don’t come to our group” and people... the kids who are saying that, they just don’t know anything, and he don’t want to tell his parents.” – Refugee parent

Here are some tips to keep good hygiene for you and your family:

- *Always wash hands with soap and water*
 - *Rub hands together for 20 seconds until soap lathers, rinse thoroughly, and dry.*
 - *Initially, caregivers may need to help children wash their hands thoroughly.*
 - *For younger children, try teaching them a song to sing while washing their hands. It can be a fun way to help them remember for how long to wash.*
- *Remind children that washing hands is important for staying healthy and preventing illness (e.g. Covid-19). They should wash hands throughout the day: before and after meals, after playing outside, and after using the toilet.*
- *Remind children (especially adolescents) to take a bath/shower once a day, and to wear clean clothes, underwear, and socks. This will not only help with body odor, which is common for children who are active and/or going through puberty, but also help with overall personal hygiene.*

Bedtime

- *Children need a lot of sleep, which is important for their health.*
- *Children do best with a bedtime routine. Set bedtime at a regular time every night. You can decide what time based on your child's age. Remember, the younger your children, the more sleep they need. This means you may decide to have different bedtimes for older children.*
- *An example of a bedtime routine you can try with your children is:*
 - *Brush teeth, put on pajamas, read a story or sing a song, and get to sleep at a predetermined time. This is a great way of incorporating stories or songs from your culture.*

ALCOHOL: EXCESSIVE DRINKING

"If the child adopt with the other people in here, he start drinking and doing something bad. He's not going to behave good. And I think they are adopting this behavior from the school." – Refugee parent

REMINDERS AND TIPS: Discussing Alcohol

Some caregivers may be sensitive discussing drinking alcohol either due to religious/cultural beliefs or because of behaviors. Whatever the reason, make sure to approach the subject with sensitivity.

If a caregiver, child, or other family member is struggling with alcohol addiction you can also provide information on resources available in their area, such as counseling or rehabilitation. Framing the issue around one that is impacting the whole community is the best approach so that families do not feel defensive or that you are being accusatory. Families may think this topic is irrelevant to them so it is important to remind them that their children will be exposed to more alcohol in the U.S., as it is easy to access here.

For this next section, we are going to discuss alcohol drinking and the associated health risks. Drinking alcohol has become a growing issue for many communities, so it is important that we discuss the risk factors, prevention strategies, and treatment options so that we can help families support each other and provide support to those who are struggling.

What are your thoughts on this growing issue?

Drinking Alcohol

- *In the U.S., alcohol is legal and available to buy and drink for those over the age of 21 years. However, oftentimes, those younger than 21 years old start experimenting with drinking*

alcohol. In some cases, teenagers or adults may begin drinking too much alcohol and become addicted because of the physical impact alcohol has on the body.

- For some cultures and religions, drinking alcohol is not accepted. It can be difficult for those communities in the U.S. when exposed to a culture of drinking around them. Peer pressure and other life stressors can lead individuals to drink alcohol.

Excessive Drinking

- Some people develop an addiction to alcohol and a disease we call alcoholism. With alcoholism, a person usually drinks excessively, which is defined as:
 - Heavy short-term drinking or “binge drinking” is 4+ (women) / 5+ (men) alcoholic beverages on an occasion.
 - Heavy long-term drinking is 8+ (women) / 15+ (men) or more alcoholic beverages per week.
- The term “alcohol use disorder” is defined as when a person’s drinking pattern causes significant distress or harm
- Alcohol during pregnancy or under age (<21 years) can have bad consequences physically and mentally.
 - Fetal Alcohol Syndrome- refers to the wide range of physical, behavioral, and cognitive impairments that occur due to alcohol exposure before birth
 - Underdeveloped brains of children
- Other risky situations include:
 - drinking alcohol while taking prescriptions or over-the-counter medications. The combination of prescription drugs and alcohol can have harmful reactions when interacting with each other.
 - drinking while having a health status/medical condition. A medical condition can become worse with alcohol use.
- Excessive drinking is associated with both short-term and long-term harmful health outcomes, which vary by individuals according to age, gender, health status/medical conditions, and genetics.
- Excessive drinking can cause problems with functioning, relationships, and health.
- **If the interventionist finds any problems related to alcohol use, report it to your clinical director.**

Health Risks of Excessive Drinking

- Short-term health risks include: violence (towards yourself and/or others); injuries (car crashes, falls, burns, etc.); alcohol poisoning (medical emergency due to high blood levels); and reproductive health problems (miscarriages, stillbirth, etc.)
- Long-term health risks include: chronic diseases (heart disease, liver disease, high blood pressure, digestive problems, etc.); cancers (liver, colon, breast, etc.); learning and memory

problems (dementia, poor school/work performance); mental health problems (depression and anxiety); social problems (family problems, unemployment, etc.); and alcohol dependence (alcoholism).

Prevention Strategies

- *People who feel that drinking has become problematic for their life, responsibilities, or relationships can start by talking to one's doctor about the drinking and request counseling or support with overcoming the addiction.*
- *For those who choose to drink alcohol in moderation, it is important to not drink too much in order to prevent problems. The recommended guidelines include:*
 - *Women: no more than 1 drink per day*
 - *Men: no more than 2 drinks per day*
- *Help prevent under-age drinking by not giving alcohol to children and teens.*
- *Help prevent excessive drinking by not giving alcohol to adults who have had too much to drink.*

Addressing The Issue

- *Alcoholism is a disease just like other diseases and the person experiencing it needs support and help. Many religions teach acceptance and forgiveness. It is important that the community supports the person who needs help so that they can recover.*
- *There are many available mental and physical supports to those suffering from alcohol abuse. If you would like to learn more about the options so that you can be prepared to help those in need, please let me know.*

For additional information on alcohol and substance use, refer to section 6 in the appendix

SAFETY

"They are scared of going outside, they don't want to go outside...They are worried that there are older kids that want to do bad things to the younger ones, that is why they are scared, they don't want to go outside."

– Refugee parent

This section includes strategies for staying safe in the community, at home, and online.

*Note for interventionists: Safety can be a sensitive topic for individuals and families, particularly our refugee community. Having refugee status derives from individuals forcibly fleeing their homeland in pursuit of safety. However, resettlement does not always equate to complete safety. This is important to remember as we discuss this topic with families and communities. This section will focus on potentially helpful ways to protect oneself and one's family from various types of danger, risk, and injury. However, please remember **feeling** safe can be different for everyone and can be different depending on the context. Further, it is important to acknowledge some families, as well as interventionists themselves, may find it difficult to*

discuss this topic due to current and/or past experiences. Please consult your supervisor if you have any concerns or issues.

Do you have any safety concerns for yourselves, your children, and/or the family?

Write responses in the **Workbook**.

Street Safety

- *Make sure to look both ways before crossing the street. Teach children to “stop, look and listen” before crossing. Whenever possible, cross the street at designated crosswalks or intersections.*
- *Walking on sidewalks is safer. When unavailable, walk on the shoulder and face traffic.*

Car Safety

- *Buckle up – this applies to all ages, for every seat, and all the time. Wearing a seat belt can decrease injury and save you and your family’s life.*
- *For younger children, make sure to use age and size appropriate car and booster seats .It is required to use a car seat but be aware that each state has different regulations on car seats and you should be aware of your state’s policies.*
- *Never leave children under 10 years old alone in the car for any amount of time.*



Driving Safety

- *Distracted driving happens when other activities take your attention away from driving.*
- *There are 3 main types of distractions. These are:*
 - *Visual: your eyes are off the road*
 - *Manual: your hands are off the wheel*
 - *Cognitive: your mind is off of driving*
- *Do not text on your cellphone while driving!*

Home Safety

- *All homes have items that are dangerous and should be stored where children cannot reach.*

Examples of dangerous items include:

- *Cleaning liquids and other supplies*
- *Bleach*
- *Matches*
- *Medicines*

- *If a child happens to swallow something hazardous, call 911 right away.*

Public Places Safety

- *When in public places, make sure that children under 8 years old are supervised at all times.*
- *Make sure you know where your children are and that they have your permission to go before leaving.*
- *Teach children not to talk to strangers and not to take anything from strangers.*
- *Have children tell a trusted adult if someone makes them feel uncomfortable. Teach children to yell “stranger danger” if they feel in immediate danger.*
- *Teach children about the dangers of drugs, alcohol, and smoking.*

Personal Safety

- *You have a right to feel safe whether you are at home, at work, or school. If you feel unsafe, there are resources available to you including the police, crisis hotlines, and/or health centers.*
- *If you or someone you know is in immediate physical danger, call 911 and leave the situation immediately. If you or someone you know has been attacked or assaulted, call 911.*
- *Prevention is important to personal safety. Below are few general tips:*
 - *Be alert and aware of your surroundings*
 - *If possible, try to move in populated and well-lit areas*
 - *Walk with a friend or family member, especially at night*
 - *Trust your instincts – if you feel uncomfortable, leave quickly*
 - *If you feel unsafe, do not be afraid to yell for help*
 - *Let someone know where you are going, with whom, and when you plan on returning*

Online Safety

- *The Internet is a great tool that can connect you and your children with the world, allow you to access information, and be creative. However, there are also risks*
- *Social media is a large part of society in the United States. Popular sites include Instagram, TikTok, Twitter, Facebook, and Snapchat.*
- *Online safety is important – you should know what your children are accessing online.*
- *Talk to your children about their online activities. Set guidelines and boundaries to help limit online activities and keep your children safe.*
- *Online safety risks include:*
 - *Cyber bullying*
 - *Exposure to inappropriate material*
 - *Online predators*
 - *Disclosing personal information*
- *Here are some online safety tips to remember:*

- *If you have a computer at home, keep it in an open area.*
- *Place limits on the number of minutes/hours your children are allowed to be online.*
- *Place limits on the online sites your children are allowed to visit.*
- *Use restriction settings on their smartphones to limit websites that they can access (If needed, call phone companies for assistance with this).*

❖ **Activity**

Ask Caregivers:

- *How can you start a discussion with your children about their online activities and being safe?*

Questions you can ask your children:

- *What are some of the websites you like to visit online?*
- *What types of information do you make public? What types of information do you keep private? Why should you keep information private?*
- *What are some steps you can take to be safer online?*
- *Has there ever been a situation where you felt unsafe?*
- *Has there ever been a situation where someone asked you something you know is wrong (e.g., asked to meet you face-to-face)?*
- *Can you think of any additional questions?*

Record responses in the **Workbook**.

Emergency and Disaster Preparedness – The following information is guided by a refugee training plan from FEMA and ORR.

- There is a difference between an emergency and disasters. Emergencies are potentially dangerous situations that require immediate action and often have to be addressed with resources readily available. Emergencies typically refer to events that affect individuals or smaller groups of people. Disasters, on the other hand, are often life-threatening events that can affect a large group of people, such as a community.
- Examples of an emergency:
 - Examples of emergencies include a medical emergency that requires immediate attention, a fire in the house, or a car crash.
- Examples of a disaster:
 - There are natural disasters and human-made disasters. Natural disasters include events such as an earthquake, tsunami, volcano erupting. Human-made disasters can be intentional or unintentional, such as an oil spill.
- In the unfortunate, yet possible, case an emergency and/or a disaster occurs, it is important to be informed of the resources available to you as well as prepare as much as possible for how you and your family may respond.
- Discuss with your families the potential community, local, state, and federal resources that may be available to you in the case of an emergency or a disaster.

- Refer to the section 7.4 to find a link to an Emergency Preparedness Plan template you can work on together with your family.

For additional safety information refer to section 7 in the appendix



CHECK-OUT

- **THANK FAMILY**

Congratulations, we are now done with today's module! You did really great. Thank you for taking the time to meet with me and discuss these important topics.

- **ASK CHECK-OUT QUESTIONS**

- *How did it feel to participate today?*
- *How do you feel right now?*
- *Do you have any questions? Was anything unclear?*
- *Do you have anything you want to follow up on during the next session?*

Record any items for follow-up in your **Workbook**.

- **SUMMARIZE THIS MODULE AND PROVIDE A PREVIEW OF THE NEXT MODULE**

- **CONFIRM DATE AND TIME FOR NEXT SESSION**

I will plan to meet you at (Location) on (Day) at (Time) next week. Thanks again and looking forward to our next session.

"Set up your own rules and stick to them." – Somali Bantu Refugee parent



REMINDERS:

- If you gave a referral for the family, remind them you will follow-up
- Refer to checklist to make sure you covered all topics

Module 7

COACHING CHILDREN ON COMMUNICATING WITH CAREGIVERS

Purpose: For **children** to practice skills related to improved child-parent communication and to plan for the Family Meeting.

Materials: Interventionist (*Tas-heel-Konandah*) Workbook (**Module 7 Log**), Family Strengths and Goals, Psychoeducational materials, pens/markers, string (for ice-breaking activity)

MODULE 7 CHECK-LIST

- ✓ Check-in
- ✓ Defining Resilience
- ✓ Building Communication Skills
- ✓ Planning for the Family Meeting
- ✓ Check-out

REMINDER AND TIPS: Preparing for this module and family meeting.

- Remember to read over your notes before this Module to make sure you know all items on the caregiver Family Meeting agenda.
- Review parent strengths that build children's resilience. Focus on personal traits that protect from resettlement stressors.
- Remember that children will feel uncomfortable telling their true feelings if parents are listening in, so please use the tip sheet on negotiating privacy (*Harim-e-Khosoosi*).
- When you finish this module, read the Family Meeting agenda. Highlight topics that might be challenging and think about how you will help the family if there are



CHECK-IN (WITH KIDS):

- **REMINDE CHILDREN WHO YOU ARE**
 - *To remind you, my name is _____ and I work with families in your community. Do you remember meeting together a few weeks ago?*

- **THANK CHILDREN**
 - *Thank you very much for taking the time to meet with me today. I really appreciate your commitment to the Family Strengthening Intervention.*

- **ASK CHECK-IN QUESTIONS**
 - *How are you all doing?*
 - *What have you done for fun this week?*

- **ASK IF THEY HAVE QUESTIONS**
 - *Do you have any questions at this point?*
 - *Do you have any concerns?*

REMINDER AND TIPS: Building Rapport with Children

To build more rapport with the children, you can spend some time talking or doing an activity. For example, you can sing a song or play a game. Below is an example of an optional game you can play.

- **Ice-Breaking Activity**

Let's start with an activity!

For kids under 11

1. *Let's make a circle on the carpet with string. Then, all of you will stand around the circle. The center of the circle represents water. Outside the circle is land.*
2. *When I say "IN," you have to jump into the water. When I say "OUT," you have to jump onto the land.*
3. *If you miss an instruction or jump the wrong way, you have to stay in the middle until the game's end.*

That was fun! Thanks for playing! Can everyone sit back down so we can begin a discussion?

For kids above 11

Ask them the following ice-breaking questions.

1. *What is your absolute dream job?*
2. *What is your favorite item you have bought this year?*
3. *What sport would you compete in if you were in the Olympics?*
4. *What would your superpower be and why?*
5. *What fictional world or place would you like to visit?*

That was fun! Thank you for answering!

DEFINING RESILIENCE

Remember when we talked about your family story? We will do more of that today together. But before we start, how are you? How's school?

I am glad to hear things are okay. We are going to talk about any problems you have been having today. We will talk about these things to help prepare for the Family Meeting.

- *To start, can one of you share a challenge you have recently faced?*

Thanks for sharing. One way you can solve problems like this is to have resilience.

- *What do you think 'resilience' means?*

Great answers. Resilience is the ability to 'bounce back' or overcome challenges. You all seem like very resilient children, and that is important. Resilient children never give up, they try to stay positive, and are helpful to friends and family.

- **Activity**

Now I am going to tell you a story. Afterwards, we will talk together about the story.

Vignette- Zainab's Story

Zainab came to the US in 2021 with her mother and two younger brothers. She was 16 years old. Elham's father died a few years ago. One day, Zainab's mother became very sick. Zainab's mother had to rest in bed. Zainab and her brothers were worried. Her mother was not able to cook dinner for them and had to leave her job. Zainab started a part-time job babysitting for a neighbor. She went to school in the morning and worked in the afternoon. In the evenings, Zainab and her brothers did homework together in the living room. Zainab struggled with balancing chores, work, and school but wanted to be there for her family. To help herself and her brothers feel better, Zainab told them that hard times make people stronger and that their mother would be better soon. Zainab's brothers did chores around the house everyday while Zainab worked. They cooked dinner together and ate at the table. After a month, Zainab's mother recovered. Her mother was happy that all the children worked

Now let's talk about the story.

- *What do you think about this story?*

Great. Now think about your own family.

- *How is your family resilient?*
- *Was there a specific time that your family was resilient or when a specific family member was resilient?*
- *When was a time when you were resilient and overcame this hardship?*
- *Let's find it on the timeline and talk about it.*

Record responses to these questions and others related to the vignette in your **Workbook**.

Characteristics of resilient kids

Now let's talk about what resilient children look like.

- What do you think a resilient child is like?

Resilient kids:

- Are often involved in activities like sports, clubs, and associations.
- Have a lot of social support—they have people that can help them (e.g., parent, aunt, uncle, grandparent, friend, teacher, or others).
- Understand problems that they have experienced and choose the best path going forward. They understand problems and try to help, but they do not blame themselves or think the problem is all their fault.

List the children's responses in your **Workbook**.

BUILDING COMMUNICATION SKILLS

Now we are going to talk about communication. Being a good communicator is important so other people know how you feel and what you need. Communication is verbal (i.e. what you say), as well as non-verbal (i.e. your face and body language, like nodding, smiling, making eye contact, etc). Being able to communicate well is important both inside and outside the family (e.g., at school). Sometimes family members have difficulties communicating with each other, and this is why it is helpful to learn and practice communication skills. The skills will also be very useful for the family meeting.

Here are some helpful communication tips:

When you are the listener:

- Be respectful and wait to talk or ask questions until the speaker is finished.
- Try to really see and understand what it would be like to be the speaker. You don't need to agree but you can still listen well.
- Show understanding and support by looking at the speaker and smiling or nodding.

When you are the speaker:

- Make periodic eye contact with your listeners.
- Speak confidently, clearly and slowly.
- **IMPORTANT:** Use I-statements for sensitive topics (e.g., **I feel sad when** you yell).

Activity

Now we are going to role-play communicating.

1. I would like one of you to play the “speaker” and one to play the “listener”. Who will be the speaker and who will be the listener?
2. Great, now the speaker will describe something that is important to him/her (e.g., why he/she likes school) for one minute.
3. Then, the “listener” will summarize what the speaker said. Both participants should practice good communication skills.
4. Then, we will switch roles.
5. We will continue until each child has had the opportunity to be the speaker and the listener.

Let’s begin.

**Note: if they are an only child, then you will play the other role instead of their sibling*

PLANNING FOR THE FAMILY MEETING

Great job with that role play. The communication skills we just practiced will be important during the Family Meeting. The Family Meeting can help you communicate with your family, you can discuss family strengths, good memories, bad memories, worries, and needs. The family meeting will take about an hour, and everyone will have a chance to talk.

All the family members will come to the session. Your parents will be in charge of the meeting, but I will be there to help. Talking about difficult challenges and events with the family might feel uncomfortable or different – but that is okay to feel this way. Your caregivers might talk about resettlement in the Family Meeting. Is that okay?

Do you have any other questions about it?

Family Meeting Preparation

Now let’s create a list of topics to discuss with your caregivers at the Family Meeting.

- What are some topics you would like to add to the agenda?
 - Anything related to chores, school, homework, family activities? What about building resiliency, problem solving, or improving communication?
- How can I help during the meeting?
- Do you have any questions or concerns about the Family Meeting?

Write these topics in the **Family Meeting Agenda** template in your **Workbook**.

- **Activity**

Now we are going to roleplay the Family Meeting. The goal is to help you start thinking about what you might want to say. Can each of you think of a topic you want to practice bringing up at the meeting?

1. *I will take the role of parent to practice each topic. (Note: The interventionist (Tas-heel-Konandah) should play a supportive parent, but if difficult topics are expected, they can be practiced as well.)*
2. *Now, each takes turns bringing up a topic and together we will help you think of ways to best bring it up if you need help.*

Make notes of the children's role-play in your **Workbook**.

Before we wrap up, next time I come we will have the Family Meeting. It will be important to think back on our sessions today and a few weeks ago.

- *What are some things you have learned?*
- *What is the thing you have learned that you found to be the most helpful?*
- *What do you think will be most helpful in the Family Meeting?*



CHECK-OUT

- **THANK CHILDREN**

Congratulations, we are now done with today's module! You did really great. Thank you for taking the time to meet with me and discuss these important topics.

- **ASK CHECK-OUT QUESTIONS**

- *How did it feel to participate today?*
- *How do you feel right now?*
- *Do you have any questions? Was anything unclear?*
- *Do you have anything you want to follow up on during the next session?*

Record any items for follow-up in your **Workbook**.

- **SUMMARIZE THIS MODULE AND PROVIDE A PREVIEW OF THE NEXT MODULE**

- **CONFIRM DATE AND TIME FOR NEXT SESSION**

I will plan to meet you at (Location) on (Day) at (Time) next week. Thanks again and looking forward to our next session.



REMINDERS:

- If you gave a referral for the family, remind them you will follow-up
- Refer to checklist to make sure you covered all topics

Module 8

COACHING CAREGIVERS ON COMMUNICATING WITH CHILDREN

Purpose: For caregivers to practice skills related to improved child-parent communication and to plan for the Family Meeting. This module will practice child-parent communication.

Materials: Interventionist (*Tas-heel-Konandah*) Workbook (**Module 8 Log**), Family Strengths and Goals, Psychoeducational material, pens/markers

MODULE 8 CHECK-LIST

- ✓ Check-in
- ✓ Review the Family Strengths and Goals
- ✓ Review Child Module 3
- ✓ Navigating Coeducation and American Dating Culture
- ✓ How to Respond Well to Difficult Questions
- ✓ Building Resilience
 - Strategies for Building Strong Families
- ✓ Review Communication and Problem-Solving Skills
- ✓ Family Meeting Preparation
- ✓ Roleplay Family Meeting
 - Build caregivers' confidence that they are preparing for the Family Meeting
- ✓ Check-out



CHECK-IN

- **THANK FAMILY**
 - *Thank you very much for taking the time out of your busy schedules to meet with me again today. I really appreciate your commitment to the Family Strengthening Intervention (barnama/برنامه). and I hope you are enjoying it.*

- **ASK CHECK-IN QUESTIONS**

Since last time:

- *How are you all doing?*
- *What have you done since our last session?*
- *What are your thoughts so far about the intervention (barnama/برنامه)?*
- *How are the children?*

- **REVIEW THE FSI GOALS**

- *Identifying how refugee experiences may have affected family life*
- *Identifying existing strengths and building on them*
- *Strengthening family relationships through communication and good parenting*
- *Improving the family's access to resources*

INTERVENTION REVIEW / پروگرام ته کتنه/مروری بر برنامه

REMINDERS AND TIPS: Reviewing the intervention ((barnama/برنامه)

Reviewing the intervention (barnama/برنامه) will be unique to each family. You will want to look back at your notes from earlier sessions to help summarize what you have learned about them (specifically related to strengths, challenges, goals and resettlement) and to discuss how each session has gone so far. Remember to emphasize strengths and

We are going to start today's session by reflecting on the sessions we have had so far. We have talked about your strengths and goals and some ways the family communicates in difficult times like resettlement, new information and skills around education, positive parenting practices, and health, safety, and wellbeing. It was great to meet with your children during Module 3 and learn about the family's strengths and goals through their perspective.

I have learned your family is very strong and resilient... [Provide examples]

Today, we will discuss a bit more about ways families can better communicate and solve problems together. Before we continue:

- *Do you have any thoughts you would like to share about this experience so far?*
- *What concerns or questions do you have about the intervention (barnama/برنامه)?*
- *Any questions about the next sessions or the family meeting?*

Write notes in your **Workbook**.

Review the Family Strengths and Goals

- Use your notes on the Family Strengths and Goals to remind the family of 2-3 strengths and goals that they came up with
- You can try to tie this in with their resettlement experience:
 - Example: "You previously identified that one of your strengths is your adaptability. This strength helped you gain resilience through the changes you experienced with resettlement."

Review Child Module 3

REMINDERS AND TIPS: Discussing Module 3 and Confidentiality

For this module, you will want to briefly review how Module 3 with the children went, but you must be very careful to not breach confidentiality. Caregivers may want to hear about the children, and the children may or may not have shared with them about the meeting. Remind caregivers of confidentiality rules and that you can not share the conversation without the children's permission, unless there is a safety issue. However, you can share general impressions and thoughts on how the children are doing.

In an earlier session, I spoke with your children about their experiences. We discussed the challenges and strengths of being a child in a resettlement-affected family. Sometimes children and adults impacted by resettlement can have fears related to their success and mental health in a new country. It might be helpful to understand common fears your kids could have, and good responses to give. Here are some examples:

Discrimination

Try: "There have been times when refugees have been discriminated against, and a lot of refugees fear they will never be treated equally. There are places where you can get help if you feel like you are being discriminated against. There are laws in the U.S. against discriminatory and racist practices, for instance, discrimination in housing or hiring for jobs is prohibited. If you feel you have been experiencing discrimination, it is always helpful to talk to a resettlement staff member or to a parent. In serious cases, you can receive legal help."

- **Bullying**

Try: "Sometimes, due to not having a good grasp on English or having different food or clothing, refugee children experience bullying from other children in their community or schools. Bullying is never okay. There are things you can do to take action to stop bullying. Parents can help a lot by talking with their kids if they ever experience bullying, and by taking action if they do. For instance, in the past, when some of the families we have worked with have had children experience bullying in the public schools, they contacted school leadership (principal or assistant principal) and the bullying stopped. If you are not comfortable in being able to communicate with the school, it can be helpful to ask your home visitor to write an email, or get an interpreter to make a call to the principal's office."

- **Fear of not succeeding**

Try: "Resettled refugee families in the US often fear that they will not succeed. But many refugees have succeeded."

- **Fear of losing culture**

Try: "A lot of people, especially refugee parents, are afraid of losing touch with their own culture once they are in the U.S. Many parents fear that their children will adopt foreign culture and ignore their own. But, families can work together to keep their cultural values. Teaching children the value and importance of culture will help them better understand their culture and be a part of it."

NAVIGATING COEDUCATION AND UNITED STATES DATING CULTURE

Etiquettes around male-female interactions will come up, especially if your children are in high school. Families may be concerned that their children will not be safe in a coeducation setting. Parents can guide their children by helping them set appropriate boundaries and be respectful of others. Share the appropriate story below, based on the gender of the child.

Vignette-Jamal's Story (for school-aged boys)

Jamal (16 years old) is a refugee who came to the US by the end of 2021 with his family. Jamal had lost contact with all of his previous friends and was feeling alone in the US. Jamal was starting to go to a community school in his neighborhood and as he was sitting next to Kaitlyn in the classroom, he thought he liked her and had fantasies about her in his mind so he started talking to her more. Jamal was not very familiar with how to talk to girls, but thought it was going well. One day, as they were leaving the classroom, he touched her bottom. Kaitlyn ran away and didn't sit next to him in the next class. She didn't talk to him at all, and he didn't know why. The next week the school asked Jamal's parents to come to school to talk about inappropriate touch. . At home, his parents asked him about what happened and Jamal explained the situation. They talked with him about respecting others' space and the impact of acting on impulse. The school had a productive discussion with the parents and Jamal about the situation and Jamal understood why what he did was wrong. Jamal apologized to Kaitlyn and let her know he learned why what he did was inappropriate and it would not happen again.

Vignette-Zahra's Story (for school-aged girls)

Zahra (14 years old) started at the public-school last fall after coming to the U.S. She has made a few friends, one of whom is Kevin. Kevin started coming to eat lunch with her every day. He makes her laugh and sometimes helps her with schoolwork when she gets stuck. Sometimes he sits really close to her and puts his hand on her thigh. Zahra felt uncomfortable with him being so close, but she thought it would be rude to say anything. Recently, he asked her for her phone number and has been texting her a lot. One day, Kevin asked her to send a picture of herself without a shirt on. Zahra was embarrassed and didn't know what to say. She didn't want to lose him as a friend and was afraid he would be mad if she said no. She didn't reply and didn't go to school the next day. Her mother, Laila, asked if she was sick, or if something was bothering her. Zahra starts crying and tells her mother about Kevin. Laila was upset, but was not mad at Zahra. Laila assured her daughter that it was absolutely okay to say no and it was important to set boundaries with boys. She said that anyone should receive your permission before touching you and that it was okay to ask for space. Together, they crafted a text response to Kevin to let him know that his text made her uncomfortable. They even practiced asking for physical space until Zahra felt confident that she could say the same thing to Kevin tomorrow at lunch. Zahra and Laila felt closer after the conversation and Laila was glad she had asked about what was going on. The next day at lunch, Zahra felt empowered to set the boundary with Kevin after her conversation with her mother. He apologized to her and respected the boundary moving

Discussion:

- What do you think of this story?

- Where do you think there were misunderstandings between the teenagers?
- What do you wish Zahra/Jamal had known before this happened?
- What was helpful to Zahra/Jamal in this situation?
- How would you describe safe boundaries to your children?
- What are you nervous about discussing with your children?

Remember, feelings of anxiety, uncertainty, guilt, failure, and shame are normal for adults and for children. You are doing a great job working hard to strengthen the family. Despite all these challenges, look at how well you are doing.

Write caregivers' concerns in the **Workbook**.

HOW TO RESPOND WELL TO DIFFICULT QUESTIONS

Children can ask questions that can be difficult to answer. They may ask questions during the Family Meeting. So today we are going to practice answering children's questions so you can be prepared when they ask them.

Write down notes on this in your **Workbook**.

To start:

- *What are the hardest questions you worry about answering with your kids?*
- *Have you had to answer some hard questions already? How was that experience?*
- *What was difficult about answering those questions?*

Here are some questions a child might have for parents when a family is affected by resettlement. Also, not all children will ask their parents these questions, but that does not mean they are not thinking about them. Let's talk about how you might respond if your child asked the following questions and how you can bring these topics up to the child.

- *Are we going to stay in this country for the rest of our lives?*
- *If this is not our country, where is our country? Why did we leave our country?*
- *Why do people call us refugees?*
- *Why does my school not have food like we eat at home?*
- *Are we ever going to have our own house? / When can I have my own room?*
- *What happened to my family and friends in Afghanistan?*
- *How are we going to dress now? Can we dress differently?*
- *Why can we not go outside?*
- *I can not understand what is going on in the classroom. What should I do?*

Here are some tips that can help all caregivers handle hard questions:

- *Try to stay calm and relaxed.*

- *Stay positive.*
- *Do not get defensive or try to push the question away.*
- *Listen to what your child is telling you.*
- *Acknowledge the child's feelings. There are different ways to do this. One way is to tell the child that it is normal to have questions like this. Tell them you appreciate the chance to talk to them.*
- *Respond in a way that is comfortable for you and your family.*
- *It's okay if you do not know the answer right away, but it is important that you respond in some way. It is okay to say, "I do not know right now, I'll have to think about that. Thank you for asking."*
- *Remember that you are the most important person in your child's life.*
- **Activity**

Now, we are going to practice the communication skills we just discussed. We are going to perform several role plays using common situations.

- *First, one of you can pretend to be the child and ask me a hard question, and I will role play how a caregiver may want to respond.*
- *Then, you will practice being the caregiver and I will pretend to be the child and will ask you a difficult question.*

Remember, this is practice! Together, we can brainstorm different ways of responding to difficult questions or scenarios.

Praise caregivers for a good job and record these responses in the **Workbook**.

BUILDING RESILIENCE

Resilience in families is good because it helps families work together and grow stronger. Resilience is your ability to tolerate and bounce back from tough experiences. By building resilience in their children and families, you all can work towards achieving goals.

● **Activity**

Other things that can help families to build resilience include building family trust, patience, self-esteem, good parenting, and community support. To build family trust, families can do short, enjoyable, active things together. This can be things like telling a story at bedtime, talking while preparing a meal, praying together, attending a social event as a family, or visiting with friends and family on the weekend. Doing activities you like together can help increase positive mood and model good behavior for your children.

- *What simple and inexpensive activities do you enjoy doing?*
- *Can any of these activities be done with the whole family?*
- *How can you add these activities more into your life?*

Make a list of these activities in your **Workbook**.

Strategies for building strong families

Resilient individuals also have good social support. For parents, social support might include close relationships with friends, relatives, elders/imams, neighbors, community leaders, community health workers, nurses, etc. Resilient children also have close relationships with people they trust. Sometimes these relationships are with parents, teachers, religious leaders, older siblings, or friends.

- **Activity**

Now we are going to talk about the support system that your family has.

Write in your **Workbook** the social supports that the parents would like to re-build.

- *What are some 'supports' for the family?*
- *Which people can you or your children turn to for extra support?*

These are great sources of support. Self-care is important. Together, let's think of ways to reduce stress/tension, such as going to places of worship, community activities, and family gatherings. Resilient children also have good self-esteem and self-understanding. They should understand what they can and cannot do to help their parents and the family. I think this could be a good topic to add to the family meeting agenda. Would it be okay if we added it?

REMINDER AND TIPS: Reviewing Resettlement and Trauma

- You may want to discuss resettlement and trauma facts (from module 2) with the caregivers again, if these will be items discussed during the family meeting.
- There are tip sheets that can be distributed to the caregivers as supplemental material if they would like.

REVIEW COMMUNICATION AND PROBLEM-SOLVING SKILLS

Good communication will be very helpful during the Family Meeting. Here are some tips that I would recommend for the meeting and in general:

When you are the listener:

- *Be respectful and wait to talk or ask questions until the speaker is finished. This also applies to between you and your children.*
- *Try to understand the speaker. You do not need to agree but you can still listen well.*
- *Look at the speaker while he/she is talking. Keep a smile, and nod when you agree with what the speaker says.*

When you are the speaker:

- *Make eye contact with your listeners.*
- *Speak confidently, clearly, and slowly.*

- **IMPORTANT:** Use I-statements for sensitive topics (e.g., I feel sad when you yell).

- **Activity**

Now let's role-play the presentation of one of the major topics of the Family Meeting. This conversation will probably not go perfectly, and that is okay. By practicing, we can prepare for challenges. Since you will be leading the meeting, you can start by practicing how you will bring up one of the topics.

- Which topic do you want to practice addressing?
- Great, now practice bringing this up. We will pretend to be other family members.

If someone else in the family brings up a problem, it is important that we remember different tips for problem solving. Here are some tips I would suggest:

- Try to understand the problem and his/her perspective
- Think about possible solutions
- Think about pros and cons of each option
- Choose an option and try it. See if it worked. If not, choose another.

Great, before we wrap-up, I want to remind you that next time I come, I will be meeting with the children to help them prepare for the Family Meeting. After that session, we will have the Family Meeting with all of the family members.

Caregiver's Reflections

In the meantime, try to think back to the different skills you have learned in previous sessions. We have discussed skills and new information related to facts about resettlement, parenting, communication, problem-solving, and ways to build resilience.

- What are some things you have learned?
- What is the thing you have learned that you found to be the most helpful?
- What did you think was the least helpful?

Use your **Workbook** to record caregivers' reflections on what they have learned.

FAMILY MEETING PREPARATION

REMINDER AND TIPS: Preparing for the Family Meeting

- After this session, together, you should have completed a full agenda for the family meeting.
- Remember, agenda items can be many different things.
- Do not forget to prepare the caregivers to take a leadership role in the Family Meeting. It is encouraged, but not required, that the participants discuss a resettlement-related issue during the family meeting. If the participant does not want to discuss it, the interventionist (Tas-heel-Konadah) should make a note of why.
- When you finish this module, read the Family Meeting agenda. Think about topics that might be challenging and how you will help the family.

For the next session, I will meet again with the children. After that, there will be the Family Meeting session. The Family Meeting is to help everyone communicate better with each other. We can talk about family strengths, good memories, bad memories, worries, and needs. I hope that all family members can be present for the Family Meeting, as that is very important.

Discussing difficult challenges and events with the family might feel uncomfortable or different. It is okay to feel this way. The skills you have learned in this Module will help you to have good communication with your children and help overcome many difficulties.

For your kids, seeing you participate will be very helpful, even if you disagree about some things. Some things have been part of the children's experiences and should be talked about. If there are things that the children were not part of, then you can choose if you want to talk about them. There are many ways to introduce these topics, and we can decide together how to talk about it.

Building an Agenda for the Meeting

REMINDER AND TIPS: Building the agenda

- Keep the agenda short with only a few topics.
- If the caregivers are having a hard time thinking of items, you can suggest some based on discussions during the previous sessions.
- Some topics are challenging. Things the child saw/experienced (e.g, parents' arguments) are a good starting point.
- Stressful things that have been experienced by children recently should be included.
- Include topics that both caregivers and children agree are important and feel comfortable discussing.
- Include topics that the children want to talk about (if permission was granted).
- Include both challenging and easier (positive) items.

Over the last several sessions, we have started to build the agenda for the meeting. These are the agenda items that we have discussed so far:

[LIST AGENDA ITEMS]

- *Are these agenda items still okay?*
- *What other topics would you like to talk about with your children?*
- *What topics do you NOT want to discuss?*

I understand that some topics are difficult to talk about, but let's find a resettlement-related topic or an event in the family's history you think is important to share with your children. We can practice the topics before the meeting if you want.

Let's discuss the order of the agenda topics.

- *Which topics would you like to start with?*

Remember, no Family Meeting is perfect and the agenda can change if you have topics you want to add or remove.

Write the agenda in your **Workbook**.

Preparing Parents for Facilitation

The Family Meeting will be most effective if you, as the caregivers, lead the discussion. I will be there to support you and the children and facilitate conversation, but it is important that you take the lead.

- *Who will be the leader and start the meeting off?*
- *Do you want to practice starting the meeting?*
 - *Some ideas are to start the meeting include:*
 - *Welcome all the family members to the meeting*
 - *Explain the family will now try meeting together on occasion to discuss important topics*
 - *Everyone will have the chance to share*
 - *Review the agenda for today*



CHECK-OUT

- **THANK FAMILY**

Congratulations, we are now done with today's module! You did really great. Thank you for taking the time to meet with me and discuss these important topics.

- **ASK CHECK-OUT QUESTIONS**

- *How did it feel to participate today?*
- *How do you feel right now?*
- *Do you have any questions? Was anything unclear?*
- *Do you have anything you want to follow up on during the next session?*

Record any items for follow-up in your **Workbook**.

- **SUMMARIZE THIS MODULE AND PROVIDE A PREVIEW OF THE NEXT MODULE**

- **CONFIRM DATE AND TIME FOR NEXT SESSION**

I will plan to meet you at (Location) on (Day) at (Time) next week. Thanks again and looking forward to our next session.



REMINDERS:

- If you gave a referral for the family, remind them you will follow-up
- Refer to checklist to make sure you covered all topics

Module 9

UNITING THE FAMILY

(FAMILY MEETING/GATHERING)

Purpose: To have a successful Family Meeting. The Family Meeting is to help create a shared understanding of resettlement in the family, focus on the family's strengths, and build resilience and improve mental health in the family. Each family member's experience will be heard.

Materials: Interventionist (*Tas-heel-Konandah*) Workbook ([Module 9 Log](#)), Family Strengths and Goals and Child Strengths and Goals Family Meeting Agenda(s) (in Workbook Module Log 7 and 8), pens/markers.

MODULE 9 CHECK-LIST

- ✓ Check-in
 - Put the family at ease – thank them for coming
- ✓ Conduct Family Meeting
 - Review key skills (and ask one of the parents to start the meeting conversation)
 - If appropriate, have caregivers review psychoeducational information
 - Encourage individuals to share their perspectives
 - Point out connections between individual perspectives
 - Address concerns through problem-solving
- ✓ Wrap-up
 - Point out accomplishments
- ✓ Check-out
 - Congratulate family
 - Leave on a positive note

Reminders and Tips: Goals of the Family Meeting

You and the family have worked hard- congratulations! You are prepared for the Family Meeting. Usually, it is completed in one session, but it is possible to have more than one session. Your goal is to help the family have a successful Family Meeting so they can listen, communicate, and problem-solve. The interventionist (Tas-heel-Konandah) should help with the needs of each family. Some families will need more guidance than others and that is okay. The Family Meeting can look different for each family. Usually, families will talk about many topics including: family strengths, resources, psychoeducational information review, family events, concerns about resettlement, and plans for solving problems. Sometimes a family will use all the time on just one topic because it is important and challenging for them. Remember these important goals during the Family Meeting:

- Remind the family that they can have successful resettlement.
- Remind them that many families have moved to the US for a better future. Even though things might be hard sometimes, the family can work together and succeed.
- Listen to each family member's experience of resettlement.
- Talk about the family's strengths.
- Talk about how to solve problems in the family.

The interventionist (Tas-heel-Konandah) should help communicate between caregivers and children. Help the children talk about concerns and experiences but respect the confidentiality agreements you have with each child. If anxious, start with a joke or prayer.

Reminders and Tips: Family Meeting Challenges

Here are some things you can try if problems happen in the Family Meeting:

Difficult Situation: If a family member is distracting and stops you from talking about topics.

- **Try:** Thank the distracter(s) for participating. Remind the family of the goals and agenda of the family meeting. Remind the family that the meeting is not too long so they should stay on topic.
- **For younger children:** bring art supplies to help occupy them during the meeting.

Difficult situation: If someone becomes upset (sad, angry).

- **Try:** Try to understand the emotion. Provide support/empathy. Ask other family members to support the person. Ask the person what upset him/her. Give him/her time, then continue.

Difficult situation: If someone will not talk or share.

- **Try:** Remind the family that the Family Meeting is a new situation and that it can be hard to feel comfortable and to speak. Ask the shy person to talk about a topic that he/she enjoys and feels comfortable discussing. Ask him/her to participate in the Family Meeting when they feel comfortable and ready.

Difficult situation: If conflict starts.

- **Try:** Ask that everyone stay calm so you can understand what is going on. Repeat what was said and ask the family members if you got it right. Try to find out what made them upset. Remind the family that you understand that the situation can be difficult. If the family members have calmed down, continue with the topic. If the family members cannot discuss this topic, change to a different topic, and return to the difficult topic later in a parent-only session.



CHECK-IN

● THANK FAMILY

- *Thank you very much for taking the time out of your busy schedules to meet with me again today. I really appreciate your commitment to the Family Strengthening Intervention (barnama/برنامه). and I am so happy you are all here together for the Family Meeting.*

● ASK CHECK-IN QUESTIONS

Since last time:

- *How are you all doing?*
- *What have you done since our last session?*
- *Is there anyone missing today who should be here?*
- *Does anyone have any questions about today's Family Meeting?*

- **REVIEW THE FSI GOALS**

- *Identifying how refugee experiences may have affected family life*
- *Identifying existing strengths and building on them*
- *Strengthening family relationships through communication and good parenting*
- *Improving the family's access to resources*

THE FAMILY MEETING

Great, so now let's get started! The Family Meeting is typically done in one session; however, if we need more time to finish, that is okay. It is important that we discuss all the topics that we have to.

Before we begin the meeting, I want to remind you why we are here. Gathering as a family can be very helpful in learning about each other, problem solving challenges, and improving communication –all things that contribute to a strong, successful family.

Today, [insert name of caregiver who will lead] will lead the meeting and we will follow along the agenda that you all have helped build during the intervention (barnama/برنامه). We will also talk about resettlement and your family's strength and resiliency. It is important that we listen to each other and allow all family members to speak if they would like to. During this meeting, please do not use cell phones or other distractions.

Okay, great, so now [insert name of caregiver who will lead] will begin by listing off the topics that we hope to discuss today. We will begin with a brief discussion reviewing the main themes of the FSI, followed by sharing individual perspectives, and then proceed with other agenda items.

Review Communication and Problem-Solving skills from Module 7

- *Listening carefully*
- *Eye contact*
- *"I" statements*
- *Problem solving*

REVIEW FSI PSYCHOEDUCATION

Let's review skills and information learned from the different FSI modules. Who would like to share one thing they learned?

DISCUSS INDIVIDUAL PERSPECTIVES

One at a time, I would like each one of you to share your resettlement experience and its effects on the family. If you want to, you can use the Family Strengths and Goals to help you share their experiences. Who would like to go first?

Tips and Reminders: Notes to the Interventionist:

Assist family members by...

- Reminding them of the topics they planned to raise.
- Giving supportive comments.
- Prompting when someone loses their train of thought.

Remember...

- Try to give all family members the opportunity to speak.
- Some might need to be held back, while some might need some encouragement.
- Be supportive-this is hard work for the family.

CONTINUE WITH FAMILY'S UNIQUE AGENDA

The caregiver who is leading the family meeting should proceed with discussion around the remaining agenda items for the meeting.

Tips and Reminders: Managing the Family Meeting

- Every family meeting will look different with each family.
- Even though a caregiver is leading, you can help them stay on topic and on track with time and getting through the agenda.
- Remind the family of their strengths.
- Help to explain something when the speaker gets stuck.
- Help family members to ask each other questions, talk about concerns, and understand differences. This will help them move towards a shared understanding of their experience.
- When you see connections between individual ideas and stories, talk about them.

Take notes in your **Workbook** and use the **Adherence to the Family Meeting Agenda** to write down what topics are discussed. You should review the conversation to help the family

WRAP-UP

At the end of the Family Meeting, it is important to review everything that was accomplished and to encourage the family. It can be short.

You all did a great job with that. We will talk about this experience more next time, at our last meeting, but before we end for the day, are there any questions or comments?



CHECK-OUT

- **THANK CHILDREN**

Congratulations, we are now done with today's module! You did really great. Thank you for all coming together for this important Family Meeting.

- **ASK CHECK-OUT QUESTIONS**

- *How did it feel to participate today?*
- *How do you feel right now?*
- *Do you have any questions? Was anything unclear?*
- *Do you have anything you want to follow up on during the next session?*

Record any items for follow-up in your **Workbook**.

- **SUMMARIZE THIS MODULE AND PROVIDE A PREVIEW OF THE NEXT MODULE**

- **CONFIRM DATE AND TIME FOR NEXT SESSION**

I will plan to meet you at (Location) on (Day) at (Time) next week. Thanks again and looking forward to our last session.



REMINDERS:

- If you gave a referral for the family, remind them you will follow-up
- Refer to checklist to make sure you covered all topics

Module 10

BRINGING IT ALL TOGETHER

(FAMILY MEETING REVIEW)

Purpose: To review the Family Meeting with the family, discuss their experience, and help with any problems. The Review should help families think about how to use FSI skills in the future.

Materials: Interventionist (*Tas-heel-Konandah*) Workbook (**Family Meeting Review Module Log**), Family Strengths and Goals, pens/markers, snacks

MODULE 10 CHECK-LIST

- ✓ Check-in
- ✓ Reflect on the Family Meeting
- ✓ Guided discussion of Family Meeting
 - Review each topic
 - Answer questions and concerns
 - Solve misunderstandings
 - Make connections
- ✓ Review goals and accomplishments
- ✓ Using the FSI to think about the future
- ✓ Planning future family meetings
- ✓ Resources for the future
- ✓ Next steps
- ✓ Check-out

REMINDERS AND TIPS: Reviewing the Family Meeting

In this module, you and the family will review and talk about the Family Meeting together. The family might have learned some surprising or upsetting information in the Family Meeting. In the Family Meeting Review, you will help the family to think about the important parts of the conversation. This helps the family understand the many ideas in the family strengths and goals. The Review can include: hearing the family members' feelings about the Family Meeting; answering questions; helping with problems; reviewing how the family has met the FSI goals; and planning for the future challenges.

During the module, try to:

- Congratulate the family for completing the Family Meeting and the intervention (barnama/برنامه).
- Remind the family that they have tools now to solve problems and communicate better in their lives (not just during the intervention (barnama/برنامه)).
- Ask participants to plan their next Family Meeting.
- Remind caregivers that they are the family leaders, and that their opinions are important.

Before you meet with the family, remember to review your Workbook notes from the Family



CHECK-IN

THANK FAMILY

Thank you very much for taking the time out of your busy schedules to meet with me again today. I really appreciate your commitment to the Family Strengthening Intervention (barnama/ برنامه) and congratulations on a great Family Meeting!

- **ASK CHECK-IN QUESTIONS**

Since last time:

- *How are you all doing?*
- *What have you done since our last session?*
- *Is there anyone missing today who should be here?*

- **REVIEW THE FSI GOALS**

- *Identifying how resettlement experiences may have affected family life*
- *Identifying existing strengths and building on them*
- *Strengthening family relationships through communication and good parenting*
- *Improving the family's access to resources*

REFLECTIONS ON THE FAMILY MEETING

Today, for our last session together, we are going to review your thoughts on the Family Meeting and help the family prepare for continuing to use these skills and ideas in the future.

It is normal that family members might have experienced the Family Meeting in different ways. It is important that you should speak openly about your thoughts, feelings, and concerns about the Family Meeting.

To start, let's each go around and say what we thought about the family meeting. Let's start with the children and finish with the caregivers. Share your thoughts, feelings, and concerns with each other (not you).

We are going to discuss the following questions:

- *What was your experience with the Family Meeting?*
- *How did it make you feel?*
- *Was there anything missing?*

Thank you for sharing those thoughts. You have accomplished so much in this intervention (barnama/برنامه). You came together as a family, and are very brave for working through difficult topics. Let's review the topics we talked about in the Family Meeting:

- *What were some of the topics that we discussed?*
- *How did you feel about the topics that were discussed?*
- *Were there any problems discussed that you want to keep working on as a family?*
- *When we talked about _____, how did that make you feel?*
- *Do you have any questions about any of the topics?*
- *Did you learn anything about different family members?*
- *Can you each share one strength that another person showed during the Family Meeting?*

Remember to make connections about how the topics are often related to resettlement. Take notes in your **Workbook**.

USING THE FSI TO THINK ABOUT THE FUTURE

Now, let's review some of the goals your family has shared during the FSI. This can help us think more about current and future challenges. This program is to help families work through challenges together. What are some things that make a family resilient and united? Thanks for sharing. Other things included:

- *Doing activities outside of the house, such as a community organization.*
- *Getting together with other family members.*

- *Communicating openly about resettlement and family problems.*
- *Solving the short-term and long-term problems.*
- *Listening to every family member's opinion.*
- *Solving new problems together, with help from each family member.*

Congratulations on using these skills during the intervention (barnama/برنامه). How do you plan to use these skills in the future?

Remember, it is okay if you have not achieved all of your goals yet. It is a process that the family will work towards. It is difficult for any family to fix all of its problems. Can you share what some of your goals were?

If your family continues to have Family Meetings, these can be a great way to keep on track for achieving your goals.

Write down the family's goals for the future in your **Workbook**.

PLANNING FUTURE FAMILY MEETINGS

If families are able, it is good to continue to have Family Meetings in the future. These can:

- *Help children understand that the family is working through problems*
- *Remind children that no one is to blame for how resettlement affects the family*
- *Bring the family together to talk about challenges*
- *Focus on the family's strengths and ability move past hard times*

When planning family meetings, it is a good idea to:

- *Schedule the meeting when all family members can go*
- *Make an agenda – ask for ideas from all family members*
- *Use the family strengths to discuss the future family goals*
- *Think about what you want to say before you say it*

Write down the family's plans for future meetings in your **Workbook**.

NEXT STEPS

*I want to remind you **that another FSI staff member will be meeting with you separately to complete some surveys again.** There are no right or wrong answers on these assessments – they help us understand the family's progress and to help us improve the FSI for the future. That person will be reaching out to you shortly.*



CHECK-OUT

- **THANK FAMILY**

Congratulations, we are now done with the FSI! You all did really great and have made a lot of progress. You should feel proud!

- **ASK CHECK-OUT QUESTIONS**

- *How did it feel to participate?*
- *Do you have any last questions?*

Record any items for follow-up in your **Workbook**.

- **RESOURCES FOR THE FUTURE**

- *Although this is our last session, there are many resources that you can continue to use for support. Please continue to use the ones I provided you with during the FSI and do not hesitate to reach out to [name of local service agency] for help in the future.*

REMINDERS AND TIPS: Letting the family go

- For many interventionists (*Tas-heel-Konandah*), it is hard to let the family go. Talk to your supervisor if this is difficult for you. Your supervisor can help you decide if the family needs treatment or other services.
- It is very important to take time to think about what you learned from working with this family. Think about how to improve the intervention (*barnama/برنامه*). Write down notes in your Workbook, so that your ideas can help future families.
- Write down if you think anyone in the family needs additional mental health treatment in your **Workbook**.



REMINDERS:

If you gave a referral for the family, remind them you will follow-up

- Refer to checklist to make sure you covered all topics

APPENDIX

This appendix expands upon some key topics addressed throughout the FSI manual as well as provides additional resources interventionists can refer to explore specific topics further. Families will be provided with their own resource packet. Please note, some of the resources and topics in this appendix and the family resource packet are similar. The information provided is not exhaustive. Please consult your agency and community for additional local resources.

To access the embedded links to resources at the end of each section, please scan the QR code below. If the links are no longer working, please inform your supervisor.



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1. RESETTLEMENT

1.1 RESETTLEMENT EDUCATION FOR ADULTS

BASIC FACTS:

- ❖ Resettlement is a challenging experience and can cause many long-term problems.
- ❖ There are some common emotional reactions to resettlement, but everyone responds differently.
- ❖ These reactions are normal and most resettled people feel this way in the early resettlement phase.
- ❖ Sometimes emotional problems continue for a long time after resettlement, and there are treatments that can help.

COMMON RESETTLEMENT PROBLEMS:

- ❖ Language barriers can make it difficult for resettled populations to connect to their new community.
- ❖ The education system in the United States can be difficult for parents to understand.
- ❖ Families have financial difficulties because it is hard to get a job.
- ❖ It can be difficult for resettled families to get safe, affordable housing.
- ❖ It can be difficult to get health services.
- ❖ Transportation problems to work and school.
- ❖ Sometimes children accept the new culture faster than parents.
- ❖ Families are stressed because they are disconnected from other family members.
- ❖ Some families may feel disconnected from fellow community members.

COMMON POSITIVE REACTIONS TO RESETTLEMENT:

- ❖ I have overcome a lot and have new possibilities ahead of me
- ❖ A variety of healthcare, education, and job opportunities
- ❖ The rights I have here may be different than what I had in my home country
- ❖ The environment here encourages me to be independent
- ❖ Opportunity to see and learn things (technology, infrastructure etc.)
- ❖ Basic needs being met and a feeling of security may be experienced
- ❖ Children can have a good future as there are many educational opportunities

COMMON NEGATIVE REACTIONS TO RESETTLEMENT:

- ❖ Anger and irritability
- ❖ Depression and hopelessness
- ❖ Anxiety
- ❖ Overwhelmed
- ❖ Powerlessness
- ❖ Missing families and community back in Afghanistan

HOW CHILDREN MIGHT RESPOND TO RESETTLEMENT:

Different children react to resettlement in different ways; children also show mixed reactions depending upon their age, family environment and the support they are getting from their families, teachers and friends.

Some negative reactions may include:

- ❖ Getting in trouble at school due to things like fighting with other students or lack of motivation or effort in classes.
- ❖ Feel sad, anxious, angry, or irritable
- ❖ Worry about financial problems in the family
- ❖ Trouble concentrating
- ❖ Difficulty getting along with family, friends or other people
- ❖ Having trouble sleeping

Children might also be influenced by and respond to resettlement in positive ways:

- ❖ Better school attendance once they start making friends in school
- ❖ The education system here can have different and/or more resources that may be effective or useful for families. There is one-to-one tutoring provided in many schools for underperforming children
- ❖ Children like to explore many things. There are wider range of opportunities to explore their talents in resettled countries- both in school and outside
- ❖ Children get to make friends with other children from different countries. Sharing experience and different stories can inspire children and give them confidence that they've lost when they were uprooted.

WHAT HELPS FAMILIES ADJUST DURING RESETTLEMENT?

- ❖ Being part of a larger resettled community
- ❖ Positive communication within the family
- ❖ Seeking outside help from social services

1.2 RESETTLEMENT EDUCATION FOR CHILDREN

Psycho-education on resettlement can include the following activities. Make sure to talk about basic information about resettlement. Make sure to give information that is age-appropriate.

- **Activity**

For resettlement education, make sure to talk about the children’s emotional needs. Stories can help with communication. Read the story below and ask questions after.

Ask the following questions:

- Does your caregiver ever act like he/she does not want to be a part of the family?
 - ✓ How do they act?
- Did you ever have to do something you didn’t want to do because of family problems?
 - ✓ How did that make you feel?
 - ✓ What did you do?
 - ✓ How were other members of your family affected?

Next, talk with the children about how resettlement can challenge a family’s strength. Tell the children that supporting a family member can make resettlement easier. Ask:

- What does your [caregiver] do for you when you are having a hard time?
- What do you do when a member of your family is having a hard time?

Note: If the children say “nothing,” that is fine. Follow-up with a question about what they think they could do to help a family member. After children have discussed these questions, do an activity.

- **Activity**

Create a play showing how to help a family member. Have the children act out the play/theater. Then ask:

- Where is the play happening?
- Who are the characters? What are their names?
- What are they doing to help the family member?
- How does helping the family member make them feel?
- How does the family member react?
- How does the play/theater end?

1.3 ADDITIONAL RESETTLEMENT RESOURCES:

- ❖ [Cultural Orientation Resource Exchange \(CORE\)](#)
 - The Cultural Orientation Resource Exchange (CORE), a technical assistance program, connects and supports refugee resettlement staff globally to deliver effective Cultural Orientation which helps refugees and Special Immigrant Visa holders achieve self-sufficiency in the United States.
- ❖ [Switchboard](#)
 - Switchboard provides tools, learning opportunities, research, and technical assistance covering a range of topics related to the newcomer experience.
- ❖ [Sesame Workshop](#)

- Sesame Workshop is a global impact nonprofit organization with a mission to help children everywhere grow smarter, stronger, and kinder.
 - [Resources on Displacement and Resettlement](#)
- ❖ **[USA Hello](#)**
 - USA Hello is a **free** website and app for newcomers and their families that helps identify local resources, specifically for immigrants as they integrate.
 - Current Services and Resources: Legal Help, Resettlement Services, Housing and Food, Healthcare and Counseling, Education and English Classes, Jobs and Careers, Financial Literacy, Children and Teens, Community, and Emergency Services
 - Current Languages Offered: Arabic, Dari, English, Pashto, Spanish, Ukrainian
 - [Afghan-Specific Resource Center](#)
 - [Free Afghan Legal Assistance:](#)
 - [Free Online English Classes](#)
- ❖ **[Settle In](#)**
 - The Settle In website and app is a resource platform for newly arrived migrants in the United States. Settle In has hundreds of resources including videos, podcasts, and fact sheets. Topics include cultural adjustment, employment, housing, U.S. laws, and more.
 - Currently Available in: Arabic, Burmese, Dari, English, Farsi, Kinyarwanda, Pashto, Russian, Somali, Spanish, Swahili, and Ukrainian.
 - [Settle In Facebook Page](#)
- ❖ **[Bridging Refugee Youth and Children Services \(BRYCS\)](#)**
 - BRYCS has an online resource portal for newcomer parents and youth. Resource topics include: Parenting & Family Strengthening, Children & Youth, Education & Literacy, Health & Wellness, Navigating the U.S. Legal System, Navigating Your New Community
 - [Refugee Resource Portal](#)
- ❖ **[Office of Refugee Resettlement \(ORR\)](#)**
 - The Office of Refugee Resettlement (ORR) provides new populations with the opportunity to achieve their full potential in the United States. ORR's programs provide people in need with critical resources to assist them in becoming integrated members of American society.
 - [ORR Network of Resources](#)
- ❖ **[U.S. Citizenship and Immigration Services](#)**
 - USCIS is the government agency that oversees lawful immigration to the United States
 - [How to create a USCIS account online \(Dari\)](#)
 - [How to create a USCIS online account \(Pashto\)](#)
- ❖ **[U.S. Committee for Refugees and Immigrants \(USCRI\)](#)**
 - The U.S. Committee for Refugees and Immigrants (USCRI), established in 1911, is a nongovernmental, not-for-profit international organization dedicated to addressing the needs and rights of refugees and immigrants. USCRI, working with its affiliates, provides legal services, social, and health services to refugees, unaccompanied migrating children, trafficking survivors, and other immigrants in all 50 states. USCRI advocates for the rights of refugees and immigrants both nationally and globally, helping to drive policies, practices and law
 - [Resources for Afghan Allies](#)

2. MENTAL HEALTH

Just like physical health, every person is affected by mental health. Mental health is concerned with how you are doing emotionally, psychologically, and socially. It is important to pay attention to your mental health because it determines how you respond to stress, relate to others, and make decisions. You can take action to prevent mental health problems, just like eating vegetables or staying active prevents physical health problems.

COMMON MISPERCEPTIONS

- ❖ Mental health problems do not affect me
- ❖ Children do not have mental health problems
- ❖ People with mental health problems are crazy and can not be trusted
- ❖ Only people who are weak have mental health problems
- ❖ There is no hope for people with mental health problems
- ❖ Therapy is for the weak and a waste of time
- ❖ I can not do anything about my problems or other's
- ❖ You can not prevent mental problems

BASIC FACTS

- ❖ Mental health impacts your thinking, mood, and behavior
- ❖ Mental health is important and can affect people of all ages
- ❖ Mental health problems are very common.
 - Suicide is a leading cause of death in the United States
 - 1 in 5 Americans experience a mental health issue
 - 1 in 20 Americans have a serious mental illness
- ❖ Mental health is affected by biology (genes and brain chemistry), life experiences, and/or family history
- ❖ Many people with mental illness or mental health struggles are productive members of society
- ❖ People with mental illnesses are more likely to be victims than the perpetrators of violent crime
- ❖ Mental health problems can get better, and people can fully recover
- ❖ There are many treatments, services, and community support systems that are proven to work

HEALTHY MINDS CAN

- ❖ Accomplish their goals
- ❖ Focus in school
- ❖ Make friends, build community
- ❖ Cope with life stressors
- ❖ Succeed at work
- ❖ Contribute to their family and community
- ❖ Learn from challenges

WAYS TO PROMOTE AND MAINTAIN HEALTHY MINDS

- ❖ Connect with others
- ❖ Stay physically active
- ❖ Get enough sleep

- ❖ Practice coping skills
- ❖ Help others
- ❖ Ask for help
- ❖ Seek professional help when needed

IDENTIFY PROBLEMS EARLY

The feelings and behaviors below are signs of poor mental health. It is best to identify them early, before they become bigger problems!

- ❖ Decreased pleasure in people and activities
- ❖ No energy or low energy
- ❖ Feeling like nothing matters
- ❖ Unexplained physical problems
- ❖ Feeling hopeless or helpless
- ❖ Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared
- ❖ Eating much more or much less than usual
- ❖ Sleeping much more or much less than usual
- ❖ Excessive smoking, drinking, or using drugs
- ❖ Frequent yelling or fighting with friends and/or family
- ❖ Frequent severe mood swings
- ❖ Can not get certain thoughts or memories out of your head
- ❖ Hearing voices, seeing or feeling things that others do not
- ❖ Thinking of harming or killing yourself or others

If any of these, or anything else, is causing problems in your relationships, ability to do daily tasks, or impacting school or work, it is time to seek professional help. There are people who want to help you.

2.1 SUICIDE PREVENTION: Seeking help for yourself when life is difficult

WHY IS IT IMPORTANT TO GET SUPPORT WHEN LIFE IS VERY DIFFICULT?

Psychological stress is a common experience, and everyone experiences it sometimes. When stress continues for a long time, it can affect their physical health, their relationships with family, friends, and partners, and their work or education. It can be hard to speak to people about these difficulties, but getting help is very important for reducing stress and improving life.

Sometimes when people have a lot of stress, they might think about suicide. Suicide affects many Americans, and rates of suicide can be even higher in resettled communities. It is important for individuals to know how to recognize the signs and know how to get help.

WHAT ARE SOME COMMON STRESSORS?

- ❖ Job loss
- ❖ Financial losses or difficulties

- ❖ Difficulties or conflicts in the family and community
- ❖ Relationship problems or losses
- ❖ Death or illness of loved ones
- ❖ Feeling alone or without support
- ❖ Violence
- ❖ Stigma and discrimination
- ❖ Trauma

WHAT ARE SOME SIGNS THAT THINGS ARE NOT OKAY?

Below are common feelings and reactions people can experience when they are having a difficult time:

- ❖ Feeling stressed, anxious, or depressed
- ❖ Feeling hopeless
- ❖ Crying easily
- ❖ Having difficulties sleeping, or sleeping too much
- ❖ Loss of appetite, or increase in appetite
- ❖ Not enjoying fun activities
- ❖ Having trouble concentrating, or remembering things
- ❖ Using alcohol or drugs
- ❖ Feeling disconnected from relationships with friends and family
- ❖ Becoming irritable, aggressive or violent
- ❖ Taking risks
- ❖ Has made a suicide attempt in the past, or has been thinking about suicide

WHAT CAN YOU DO TO TAKE CARE OF YOURSELF?

Below are some tips on what you can do to help take care of yourself if you are having a difficult time:

- ❖ Tell someone about what is bothering you
- ❖ Ask for and accept support. It is not weak to ask for help.
- ❖ Share your feelings. It is important to tell someone when you feel depressed, hopeless, helpless, or upset. It is also important to share when you feel all alone, angry, anxious, afraid, ashamed or guilty.
- ❖ Tell an adult who can help. A family member, parent, partner, teacher, coach, nurse, counselor, religious leader, doctor, community member, or trusted friend.
- ❖ Try to practice some strategies to reduce stress/tension. These might include
 - Getting regular sleep
 - Getting regular exercise
 - Keeping a healthy diet
 - Engaging in activities that you enjoy- music, dance, mindfulness, cultural events, reading.
 - Reconnecting with social supports- family, friends, community members.
- ❖ Remember, no matter how difficult things can feel, they will get better with help and support.

WHERE CAN I GET MORE HELP?

Below are some suggestions on where you can get more help.

- ❖ Speak to a medical or mental health professional about your concerns
- ❖ Visit an emergency department or call 911 if you are at risk of harm
- ❖ Samaritans Statewide Hotline: 1-877-870-HOPE (4673)- 24 hours
- ❖ National Suicide Prevention Lifeline: 1-800-273-TALK (8255)- 24 hours, tele-interpreters available

2.2 ADDITIONAL MENTAL HEALTH RESOURCES, SPECIFICALLY FOR INTERVENTIONISTS

- ❖ [Strategies For Staff And Supervisors To Mitigate Burnout, Vicarious Trauma, And Other Occupational Hazards](#) (Webinar)
- ❖ [Give an Hour](#)
 - Give an Hour impacts private, non-profit, government, and all-volunteer organizations focused on helping Afghans evacuate and resettle safely, swiftly, and within the bounds of the law. Through these partnerships, Give an Hour addresses the extreme mental health challenges of Allies serving Afghan resettlers, including the many vocalized challenges with processing evacuation, suicide ideation, depression, anxiety, survivor’s guilt, trauma, substance abuse, and engagement in high-risk maneuvers for both Afghans and US individuals supporting evacuation. They do so by providing mental health intervention and navigation training, peer support groups, a resilience duty officer project, psychoeducation workshops and resources, and mental health professional training. Their website provides additional translated tools and resources regarding Afghan Mental Health.
 - [Afghan Project](#)
- ❖ [What is Refugee Child Trauma?](#)

2.3 SUICIDE PREVENTION - When you are worried about someone

It can be hard to know what to do when you think that someone is having a difficult time, is experiencing a lot of stress, or may even be thinking about suicide. It is important for family and friends to recognize the signs that something is not okay and know how to help the individual.

WHAT ARE THE WARNING SIGNS THAT SOMEONE IS THINKING ABOUT SUICIDE?

Below are common signs that someone may be thinking about suicide or experiencing mental health issues:

- ❖ The person talks about suicide. They may say things like:
 - “I have decided to kill myself”
- “I wish I were dead”
- ❖ The person gives away their things
- ❖ The person plans for death
- ❖ The person thinks or talks about death
- ❖ The person doesn’t enjoy their favorite things or activities
- ❖ The person was sad, but now he/she is calm and happy
- ❖ The person takes risks and might put his/her life in general
- ❖ The person is angry, aggressive, or irritable
- ❖ The person suddenly likes/dislikes religion
- ❖ The person is using drugs and/or alcohol
- ❖ The person had a recent loss: employment, death, divorce, money, status, relationship, etc.
- ❖ The person may talk about:
 - Feeling hopeless or worthless- “Who cares if I’m dead anyway”
 - Being difficult for people, “my family would be better off without me”, “soon you won’t have to worry about me”
 - Being in extreme pain- “I can’t take this anymore!”, “I just want out”
- ❖ The person shows signs of depression. These can include:
 - Sleeping more, or sleeping less than normal
 - Eating more, or eating less than normal
 - Irritability and/or anger
 - Fatigue/ Being tired
 - Disconnection or isolation from others
 - Trouble concentrating
 - Increases in alcohol or drug use
 - Negative thoughts
 - Not taking care of themselves

WHAT CAN YOU DO TO HELP?

Below are some tips on what you can do to help:

ASK AND LISTEN

- ❖ Talk to the person alone in a private place. Plan a lot of time
- ❖ Be supportive and listen to what the person wants to say
- ❖ Tell them that you see that things are different- “I’ve noticed that you said you feel hopeless a lot lately.”
- ❖ Ask if the person is thinking about suicide-“Are you thinking about killing yourself?” “Are you thinking of ending your life?” “Have you been so unhappy lately that you’ve been thinking about ending your life?” “Sometimes when people feel very hopeless they can think about ending

their life. Are you thinking about suicide?” Remember that it is okay to ask someone if they are thinking about suicide. You are not putting the thought into their head by doing so.

- ❖ Listen and allow the person to talk
- ❖ Listen openly and do not judge
- ❖ Believe what a person says, and take all threats seriously

OFFER YOUR SUPPORT

- ❖ Let the person know how much you care about them and want to help them
- ❖ Share your concerns with them
- ❖ Try saying “I am really concerned about you and I am here for you- I want you to know that there is support to help you get through this”
- ❖ Show understanding of their difficulties and be positive and encouraging- “You are going to get through this, but I know it is really hard right now!”

HELP THEM GET SUPPORT

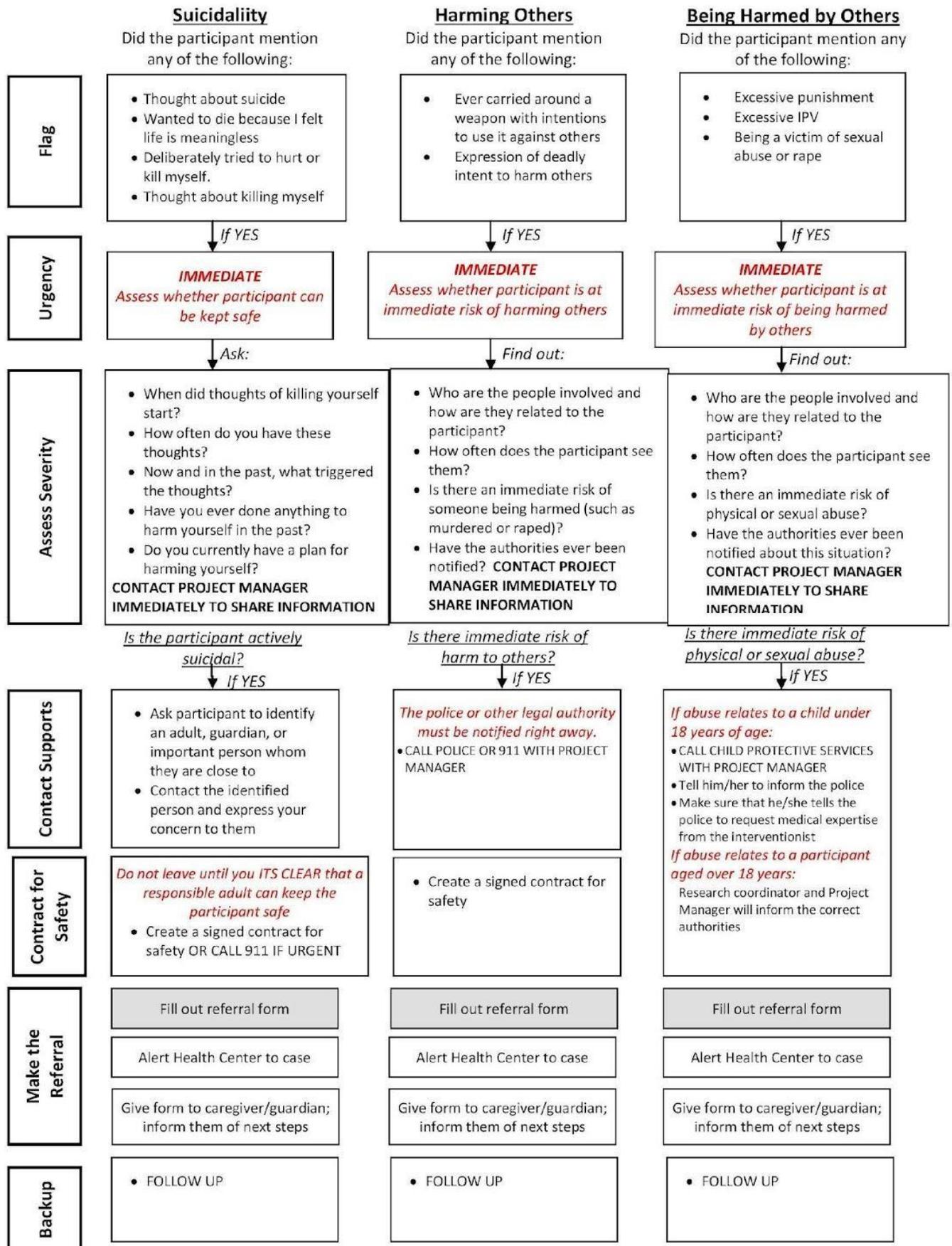
- ❖ Tell the person that help is available and help him/her get help.
- ❖ Give hope, say: “You are not alone”, “Things can get better with help,” or, “We will find a way to get help.”
- ❖ Ask them if you can help them: “Will you go with me to get help?”; “will you let me help you?”
- ❖ If they refuse to go for help, you should talk to a family member, counselor or anyone else you trust.
- ❖ It is important to be serious about what the person says. You can also get help from agencies specializing in crisis intervention and suicide prevention like the National Suicide Prevention Lifeline on at 1-800-273-TALK (8255).
- ❖ If you think they are at immediate risk of suicide, do not leave them alone. Act immediately. You could:
 - Go with them to get help.
 - Call 911 and if you are with the person, stay with them until help arrives.
- ❖ If it is a family member in your home, you can remove things from the home that could hurt the person (e.g. guns, prescription medications, poisons, knives, etc.)

2.4 ADDITIONAL AFGHAN MENTAL HEALTH RESOURCES:

- ❖ [Afghan Mental and Behavioral Health Support](#)
 - USCRI has set up a 24/7 national crisis hotline to support newly resettled Afghans. Counseling is provided on a need-to-need basis, and referrals to the appropriate services are provided immediately. Cases in need of emergency intervention will be flagged to the Crisis Response Team (CRT).
 - **Afghan Helpline: 800-615-6514**
 - [Afghan Helpline Flyer](#)
 - Mental Health First Aid Kit Training Glossary of Terms
 - [English](#), [Dari](#), [Pashto](#)
 - [Video on Mental Health & Wellness for Refugees](#)
 - Bullying
 - [Talking about Bullying with Children and Families:](#)

- Gender Based Violence and Consent
 - Gender Based Violence ([1](#)) ([2](#))
 - [Consent \(Dari\)](#) ([Pashto](#))

2.5 RISK OF HARM ACTION FLOWCHART



2.6 UNDERSTANDING TRAUMA - KEY MESSAGES

BASIC FACTS:

- ❖ Traumatic events produce emotional shock and can cause many long-term problems
- ❖ There are some common reactions to trauma, but everyone responds differently
- ❖ These reactions are normal and most people feel this way for a few months after trauma
- ❖ Individuals and families can develop resilience, and there are treatments that can help

COMMON PROBLEMS AFTER TRAUMA:

- ❖ Fear and anxiety in situations that are not dangerous
- ❖ Unwanted thoughts, memories, nightmares or images of the trauma
- ❖ Avoiding situations, people, or places that remind you of the trauma
- ❖ Feeling jumpy, shaky, easily startled
- ❖ Trouble concentrating or sleeping
- ❖ Problems with getting along with people
- ❖ Isolation
- ❖ Increased use of drugs or alcohol
- ❖ Unhealthy or unsafe behavior
- ❖ Denial of effects of the traumatic events

COMMON FEELINGS AFTER TRAUMA:

- ❖ Impatience, anger, and irritability
- ❖ Numbness and lack of emotion
- ❖ Guilt and shame
- ❖ Grief, depression, and hopelessness

COMMON THOUGHTS AFTER TRAUMA:

- ❖ I am going crazy
- ❖ I am bad, damaged, or weak
- ❖ I cannot trust anyone
- ❖ The world is a bad and dangerous place

HOW CHILDREN MIGHT RESPOND TO A CAREGIVER WITH TRAUMA:

- ❖ Feel confused and not understand their caregiver's behavior
- ❖ Feel worried about their caregiver
- ❖ Think that the caregiver does not like or love them
- ❖ Show some of the same behaviors and feelings that the caregiver does
- ❖ Try to take care of the caregiver and act too grown-up for their age
- ❖ Difficulty getting along with family, friends, or other people in the community
- ❖ School problems

RESOURCES:

- ❖ Doctors, nurses, and social workers at health centers or hospitals
- ❖ Family, friends and community
- ❖ **Additional Mindfulness Activity**
 - This resource, by the International Rescue Committee, provides mindfulness activities for students and/or youth can use whenever they feel dysregulated <https://www.rescue.org/uk/resource/mindfulness-moments-cards>

3. PHYSICAL HEALTH:

1. NUTRITION FOR BABIES

❖ Babies and Breastfeeding

- Breastfeeding has many benefits for both babies and mothers (see table). Breast milk contains everything that a baby needs in exactly the right amount and gives the baby his/her best chance at a healthy childhood.
- For the first 6 months, babies benefit greatly from exclusive breastfeeding and do not need any other foods during that time. Exclusive breastfeeding means that the infant eats only breast milk and no other foods or liquids, including water.
- After 4 – 6 months, you can begin to gradually introduce solid foods. While transitioning to solid foods, breast milk is still very important for their nutrition and growth, and therefore its best to supplement solid food with breast milk.

Breastfeeding Benefits for Babies	Breastfeeding Benefits for Mothers
Easy to digest	Free
Provides right amount of nutrients	Reduces risk of postpartum depression
Promotes healthy tooth and jaw development	Prevents postpartum hemorrhage
Protects against obesity	Reduces risk of iron deficient anemia
Reduces risk of diarrhea by protecting against gastrointestinal and other infections	Protects against breast, ovarian, and uterine cancers
Protects against allergies, asthma, respiratory and ear infections	Reduces likelihood of pregnancy (exclusive breastfeeding)
Protects immune system	Produces soothing hormones (increases calmness)

Some women, due to various health, cultural, religious, environmental reasons may find it difficult to breastfeed and/or prefer to bottle-feed. Please consult your doctor(s) for additional information and guidance on this matter.

2. PRENATAL VISITS

- ❖ Staying healthy during pregnancy is important not only for mothers, but also for babies.
- ❖ There are many things you can do to stay healthy during pregnancy:

- Go to regular scheduled prenatal doctor visits. Your doctor will suggest a schedule, but on average, women have 10-15 visits, with more visits in the third trimester.
- Take prenatal vitamins to prevent birth defects.
- Don't smoke or drink when pregnant. When you smoke or drink alcohol while pregnant, your child does too, which can lead to illness and death.
- Eat healthy and do safe and moderate exercise.

3. “WELL-BABY” VISITS

- ❖ Babies grow and change rapidly; therefore, it's important to see your child's pediatrician for well-baby visits during the time when they are developing the fastest. Even if your baby is healthy, it is still important to go.
- ❖ These visits are important to make sure your baby is gaining weight and height, is progressing developmentally, and also to learn about the future developmental milestones. The numerous visits allow for early detection of problems, which is important to keep your baby healthy.

4. Women, Infant, and Children (WIC)

- ❖ The Special Supplemental Nutrition Program for Women, Infants, and Children, or WIC, aims to safeguard the health of low-income pregnant, postpartum, and breastfeeding women, infants, and children up to age 5 who are at nutritional risk by providing nutritious foods to supplement diets, information on healthy eating including breastfeeding promotion and support, and referrals to health care.
- ❖ For more information, visit: <https://www.fns.usda.gov/wic/about-wic>

5. ADDITIONAL PRENATAL CARE / PREGNANCY RESOURCES

- ❖ [Orienting Afghan Newcomers to Prenatal Care and Delivery in the United States](#)
- ❖ [Center for Disease Control and Prevention Pregnancy Information](#)

3.6 COVID-19 VACCINE

COVID-19 is a serious illness. You can protect yourself and others by following the CDC's recommendations regarding vaccinations, testing, and masking

- ❖ *The COVID-19 vaccine is the best way to keep your family and community safe from the coronavirus.*
- ❖ *The vaccine is proven safe for people from all different races, ethnicities, ages, and health conditions. The vaccine is also safe for people who are pregnant or breastfeeding.*

- ❖ *The COVID-19 vaccine works very well. Most people who get seriously ill from COVID-19 are not up to date on their vaccines. Even if you do get sick, the vaccine can still protect you from becoming seriously ill or dying.*
- ❖ *It is normal to experience side effects after getting your shot. It is different for every person but you may feel sick for 1-3 days after or experience a sore arm. The side effects mean that your body is building protection against the virus.*
- ❖ *The COVID-19 vaccine and boosters are available at no cost to everyone 6 months and older living in the United States regardless of immigration or insurance status*
- ❖ *The COVID-19 vaccine is required in some workplaces in the United States*
- ❖ *Your immigration status will not be at risk if you choose to take the COVID-19 vaccine*

If You Get COVID-19:

- ❖ *Wear a mask over your nose and mouth when away from home. Masks should cover your nose and mouth to be effective.*
- ❖ *Increase your distance with others.*
- ❖ *Clean your hands frequently with soap and water for at least 20 seconds.*

Testing

You should get tested if you have symptoms of COVID-19, have been around someone who tested positive, before/after you travel, before/after you gather indoors with many people, and if it is required by your school or work.

- *Many places offer testing such as doctor's offices, community health centers, work, school, or a pharmacy. Most pharmacies also carry at home tests you can do yourself.*
- *Testing is confidential, fast, and safe and involves taking a sample from your nose, throat, or saliva.*

6. ADDITIONAL PHYSICAL HEALTH RESOURCES

- ❖ COVID-19
 - Information about COVID-19 for newcomers ([Dari](#)) ([Pashto](#))
- ❖ [Center for Disease Control \(CDC\) Vaccine Statements \(in Dari and Pashto\)](#)
- ❖ [Health Education Resources \(complete with videos in Dari\)](#)

4. PARENTING SKILLS: MESSAGES AND STRATEGIES

This intervention (*barnama*/برنامه) is to help make families stronger. Parenting is a process; this guide can help parents/caregivers connect with their children.

EVERY PARENT IS DIFFERENT

For some caregivers it is easy to share thoughts and feelings with their children. It is more difficult for other caregivers. A parent's behavior, including their anger or fear, can affect a child's feelings and hope. A relationship with good trust and communication (e.g. open, honest, and thoughtful) is important. Here is some advice from refugee parents:

Tips for Parents:

- ❖ Parents can try talking to another adult they trust about a difficult topic. When the parent is ready to speak to his/her children about family issues, he/she will feel more prepared and confident.
- ❖ Always answer children's questions with the truth and in a way they can understand.

IT IS NORMAL FOR CHILDREN TO COMMUNICATE STRESS THROUGH BEHAVIOR CHANGES

Changes in behavior are normal when children first experience or learn about resettlement. Children might: stay close or hold on to caregivers/parents, need attention, and have changes in sleeping, eating and mood. If a child's behavioral changes are serious or last a long time, the caregiver should get help.

Tip for Parents:

Children can recover faster when they feel helpful. You can give them small tasks or chores to each child, like laundry and cooking.

STRONG VERBAL COMMUNICATION CAN HELP TO BUILD RESILIENCE IN FAMILIES

It is important that caregivers share ideas and concerns with children.

Tips for Parents:

- ❖ It is important to participate in family activities to show that you support the family.
- ❖ Parents should help children to participate in activities they will enjoy. For example, playing with other children, going to a place of worship, and joining clubs.
- ❖ Caregivers should give children positive support. For example: "You have a good future," "You have good thoughts and are unique," and "You are important."

REGULAR FAMILY MEETINGS CAN HELP COMMUNICATION

In family meetings, caregivers must listen to their children's opinions so that they can communicate with confidence. Tell children that their thoughts are important and good.

Tips for Parents:

- ❖ Practice eye contact and positive body language. Say:
 - ✓ I care about your thoughts
 - ✓ It is a good idea to share your feelings and worries with me
 - ✓ I am here to help make sure you are safe

ADULTS AND OTHERS IN THE COMMUNITY CAN HELP CHILDREN UNDERSTAND A FAMILY MEMBER'S REACTION TO RESETTLEMENT

Children need extra attention and care to understand resettlement in their families. Caregivers can help children by keeping them safe, listening, speaking kindly, hugging, and playing with them. Making time to talk with children and helping children plan fun activities are important.

Tips for Parents:

- ❖ It is important for children to know that you will do everything you can to keep them safe and healthy; tell them that you love them and will protect them as best you can.
- ❖ Listen to what children say. Children may repeat words without knowing what they mean. Ask them to explain what the words mean so you can understand what the child wants to say.
- ❖ Never lie to children. Always answer questions honestly.

4.1 HEALTHY AND EFFECTIVE DISCIPLINE TIPS BY AGE/STAGE. (RELATED TO THE CONTENT IN MODULE 4)

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<p>Gradeschool-Age children.</p>	<ul style="list-style-type: none"> ● Your child is beginning to get a sense of right and wrong. Talk about the choices they have in difficult situations, what are the good and bad options, and what might come next depending on how they decide to act. ● Talk about family expectations and reasonable consequences for not following family rules. ● Provide a balance of privileges and responsibility, giving children more privileges when they follow rules of good behavior. ● Continue to teach and model patience, concern and respect for others. ● Do not let yourself or others use physical punishment. If you live in an area where physical punishment is allowed in schools, you have the right to say that your child may not be spanked.
<p>Adolescents and Teens</p>	<ul style="list-style-type: none"> ● As your teen develops more independent decision-making skills, you will need to balance your unconditional love and support with clear expectations, rules, and boundaries. ● Continue to show plenty of affection and attention. Make time every day to talk. Young people are more likely to make healthy choices if they stay connected with family members. ● Get to know your teen's friends and talk about responsible and respectful relationships. ● Acknowledge your teen's efforts, achievements, and success in what they do—and do not do. Praise the choice to avoid using tobacco, e-cigarettes, alcohol, or other drugs. Set a good example through your own responsible use of
<p>From American Academy of Pediatrics Recommendation: https://www.healthychildren.org/English/family-life/family-dynamics/communication-discipline/Pages/Disciplining-Your-Child.aspx</p>	

5. EDUCATION

5.1 REPORT CARDS/PROGRESS REPORTS IN THE UNITED STATES

At the end (and sometimes middle) of every semester or quarter, children in school will receive a report card. Report cards list all the grades a child has received over the course of the year. The format of the report card varies by school district. Some schools will send home a paper report card but most schools use an online reporting system that parents can access at any time. It is the parent's responsibility to set up this online account and the school can provide instructions if need be. If online access is restricted for the parent, they can communicate this to the school and the school can mail them a paper copy.

Elementary schools generally use a number system where 4 = exceeding expectations and 1 = not meeting expectations. High schools generally use a letter system where F = failing and A = exceeding expectations. Grades are usually calculated based on test performance, homework completion, and participation. If your child is receiving poor grades, there is lots you can do to support them. Start by talking with their teacher!

Course	T1	T2	T3	T4	FE	FG	Unexcused	Excused	Tardies	Credit Earned
Advisory/HR 100S-6263G Connors, E. Crd: 1.00	P						0	0	0	0.00
Ninth Grade English ACP 211S-03 Chacon, J. Crd: 5.00	A						0	0	0	0.00
French 2 ACP 312S-05 Murphy, M. Crd: 5.00	B+						0	0	0	0.00
Latin 1 ACP 351S-01 Santelli, G. Crd: 5.00	A						0	0	0	0.00
World History to 1775 ACP 411S-073 Gallagher, T. Crd: 5.00	A						0	0	0	0.00
Honors Mathematics 1 601S-04 Kadish, S. Crd: 5.00	A						0	1	0	0.00
Ninth-Grade Health 772S-22F Hanover, C. Crd: 1.00	P						0	0	0	0.00
Physics & Engineering(lab) ACP 813S-06 Van Beaver, D. Crd: 5.00	A-						0	0	0	0.00

This report card for the first trimester (T1) for a first-year high schooler.

Course Name English 6 Comments Have a great summer!	Teacher Adrian [REDACTED]	T1 A	T2 A	T3 A
History/Social Sci 6 Comments Have a great summer!	Jennifer [REDACTED]	A+	A-	A+
Math 6 Comments Have a nice summer!	Andrea [REDACTED]	A+	A+	A+
Science 6 Comments Outstanding work this year in science! Thanks for making science class more enjoyable for everyone and I hope you have a great summer!	Aileen [REDACTED]	A+	A+	A+
French 6 Comments willing to put in extra time Have a great summer!	Sandra [REDACTED]	A+	A+	A+
Art 6 Comments	Shoshana [REDACTED]		A	
Music 6 Comments	Matthew [REDACTED]	A-		
Chorus 6 Comments A pleasure to have in rehearsal	Matthew [REDACTED]	A+	A+	A-
Drama 6 Comments good class participation	Robin [REDACTED]			A

This report card is the last one of the school year. You can see that all three trimesters have grades, except for Art, Music, and Drama which were one-trimester classes.

SPECIAL AREA SUBJECTS

LIBRARY/MEDIA	1	2	3
Demonstrates an understanding of concepts and skills	3	3	
Uses library resources independently	3	3	
Follows directions, classroom rules and procedures	3	3	
Marking Period 1 Comments			
Demonstrates a positive and cooperative attitude Participates often in class			
Marking Period 2 Comments			
Works cooperatively			
Marking Period 3 Comments			

HEALTH AND PHYSICAL EDUCATION	1	2	3
Demonstrates an understanding of concepts and skills	3	3	
Participates in activities	4	4	
Follows directions, classroom rules and procedures	3	3	
Marking Period 1 Comments			
Demonstrates a positive and cooperative attitude			
Marking Period 2 Comments			
A pleasure to have in class			
Marking Period 3 Comments			

ART	1	2	3
Demonstrates an understanding of concepts and skills	3	3	
Demonstrates creative thinking	3	3	
Follows directions, classroom rules and procedures	3	3	
Marking Period 1 Comments			
Is eager and ready to learn			
Marking Period 2 Comments			
Demonstrates a positive and cooperative attitude			
Marking Period 3 Comments			

VOCAL MUSIC	1	2	3
Demonstrates an understanding of concepts and skills	3	3	
Participates in activities	3	3	
Follows directions, classroom rules and procedures	3	4	
Marking Period 1 Comments			
Is an attentive and focused student Demonstrates a positive and cooperative attitude			
Marking Period 2 Comments			
Is an attentive and focused student			
Marking Period 3 Comments			

INSTRUMENTAL MUSIC	1	2	3
Is prepared with instrument and music for all rehearsals and lessons			
Recognizes note names, rhythms, and expressive markings			
Demonstrates performance skills			
Practices at home on a regular basis			
Follows directions, classroom rules and procedures			
Marking Period 1 Comments			
Marking Period 2 Comments			
Marking Period 3 Comments			

WORLD LANGUAGE	1	2	3
Demonstrates understanding of vocabulary	3	3	
Demonstrates communication skills	3	3	
Participates in activities	3	3	
Follows directions, classroom rules and procedures	3	3	
Marking Period 1 Comments			
Demonstrates a positive and cooperative attitude			
Marking Period 2 Comments			
Participates often in class At times, can be too social			
Marking Period 3 Comments			

TENAFLY PUBLIC SCHOOLS
ELEMENTARY REPORT CARD
GRADE 5



Maugham Elementary School
Magnolia Avenue
Tenafly, NJ 07670
201-816-7705

Student: [REDACTED]
Grade: 05 **Student ID:** [REDACTED]
Teacher: Ms. R. [REDACTED]
Principal: Mrs. Jennifer [REDACTED]
School Year: 2021-22

Reporting Key for Academic Development			
4 – Exceeding Learning Standards			
Student performance demonstrates an understanding of the knowledge and skills beyond expectations and consistently shows evidence of higher level thinking.			
3 – Meeting Learning Standards			
Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.			
2 – Approaching Learning Standards			
Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.			
1 – Not Meeting Learning Standards			
Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level.			

READING	1	2	3
Determines key ideas and details of text	2	3	
Recognizes craft and structure of text	2	3	
Analyzes text for inferential meaning	3	2	
Demonstrates fluency	3	3	
Demonstrates word attack skills	2	3	
Demonstrates vocabulary acquisition	2	3	
Constructs meaningful responses to literature	3	3	
Demonstrates reading stamina	3	3	
WRITING			
Creates writing with purpose and meaning	1	2	3
Produces organized and structured writing	3	3	
Applies craft and style to convey ideas	4	4	
Demonstrates command of mechanics and conventions	2	2	
Strengthens writing through revision and editing	3	3	
Demonstrates writing stamina	3	3	
SPEAKING AND LISTENING			
Comprehension and collaboration	1	2	3
Presentation of knowledge and ideas	3	3	

SCIENCE	1	2	3
Demonstrates knowledge of and applies scientific concepts	2	2	
Applies scientific process skills	3	3	

SOCIAL STUDIES	1	2	3
Demonstrates knowledge of and applies social studies concepts	3	3	
Applies process skills in social studies	3	3	

INTERDISCIPLINARY PROCESSES	1	2	3
Demonstrates digital literacy, an understanding of technology concepts and uses digital media to collaborate	2	2	

MATHEMATICS	1	2	3
Understands and applies concepts	2	2	
Communicates mathematical thinking	2	2	
Applies problem solving strategies	2	2	
Computes accurately	3	3	

Reporting Key for Learning Behaviors			
4 – Consistently meets expectations			
3 – Generally meets expectations			
2 – Progressing towards meeting expectations			
1 – Not meeting expectations			
LEARNING BEHAVIORS			
SOCIAL DEVELOPMENT	1	2	3
Takes care of personal belongings	2	2	
Respects rights, views, and feelings of others	4	4	
Exercises self-control	3	3	
Resolves personal conflicts effectively	4	4	
Accepts constructive criticism	4	3	
Follows rules	4	4	
WORK AND STUDY HABITS	1	2	3
Remains on task	2	2	
Participates in lessons:			
Math	3	3	
Reading	3	4	
Writing	3	3	
Social Studies	4	4	
Science	4	4	
Works productively	2	3	
Organizes personal belongings	2	2	
Works carefully and accurately	2	3	
Completes classwork on time	3	3	
Completes homework on time	2	3	
Writes neatly and legibly	4	4	
Listens and follows directions	2	2	
Listens while others are speaking	2	2	

MARKING PERIOD 1 – TEACHER COMMENTS
With support [redacted] has begun to adjust to the 5th grade routine and expectations. She is such a character -has stellar manners- we just have to get her organized. She performed well through the HS level word ID, 14/15 on the oral language, and reached level U (grade level) on the F&P assessments (respectively). LinkIt ELA tests reveal meeting expectations with work needed in point of view; compare & contrast; cause & effect; plot interpreting visuals & graphics; and diverse media. Her writing shows improvement since September with better structure, organization, and conventions. She scored 84%, 97%, and 70% on the Unit 1, 2, and cumulative tests respectively showing emerging competence with content, skills, and algorithms. LinkIt Math revealed she is on the bubble of meeting expectations w/ work needed in measurement & data; number & operations in base ten & fractions; renaming measurements; decimal operations; dividing whole numbers; and operations with fractions. She scored 71.9% on the module 1 test showing emerging understanding of science content and a need for better study strategies. In SS, she has found more success- she has improved in primary document analysis and been an active participant in our simulation. We have some work to do building her work habits and habits of the mind specifically attention with improvement in both, she should find success.

MARKING PERIOD 2 – TEACHER COMMENTS
[redacted] should be proud of effort this marking period. With support she had made progress she reached level V on F&P. ELA LinkIt B shows she meets expectations. Solid skills include text structure, plot, cause & effect, genre, interpreting visuals or graphics, main idea, vocabulary, key ideas & details; areas for growth include compare & contrast, inference, and character. She scored 8/10 on her nonfiction reading assessment and showed improvement in writing responses specifically with voice and showing thinking. She earned 85%, 86% and 89% on her unit math tests showing inconsistent mastery of concepts. The Math LinkIt B shows she is approaching grade level. Strong skills include long division, whole number operations, and measuring volume; emerging skills include decimals operations and rounding, measuring & computing volume; growth areas include adding-subtracting mixed numbers or fractions with unlike denominators, multiplying fractions or mixed numbers, dividing with whole numbers and unit fractions, and renaming measurements. Her science tests (Module 3 84.6%; 84.2% Module 4) and performance tasks confirm emerging mastery of content and skills taught. Her endangered animal slideshow revealed solid research and nonfiction writing. With focus and organization she will find more success. She is well-respected by her peers and can be creative.

MARKING PERIOD 3 – TEACHER COMMENTS

ATTENDANCE	1	2	3	TOTAL
Days Absent	2	3		5
Times Tardy	4	4		8

This report card is from the second trimester (also called “marking period”) of an elementary school. Notice the use of numbers instead of letters for the grades. Elementary report cards also break down progress by skills instead of just classes. Elementary schools have one teacher whereas high school have a different teacher for every class.

5.2 INDIVIDUALIZED EDUCATION PLANS (IEPS)

Individualized Education Plans, or IEPs, are an important component of the United States education system. The Individuals with Disabilities Act is a federal law that protects the rights of students with disabilities to have access to a “free and appropriate public education”. An IEP is a program of instruction and supports to ensure a child thrives in school and is a legally binding document that a school system must adhere to.

- The 13 disability categories that can be covered by an IEP
1. Specific Learning Disability- this can include dyslexia, dyscalculia, and written expression disorder.
 2. Other health impairment- covers conditions that limit a child’s strength, energy, and alertness such as Attention Deficit Hyperactivity Disorder
 3. Autism Spectrum Disorder
 4. Emotional disturbance- various mental health issues can be included in this category such as anxiety disorder, schizophrenial, bipolar disorder, obsessive-compulsive disorder, and depression.
 5. Speech or language impairment- Covers difficulties with speech or language including stuttering, trouble pronouncing words and making sounds.
 6. Visual impairment, including blindness

7. Deafness
8. Hearing impairment- refers to hearing loss not covered by the definition of deafness
9. Deaf-blindness- having both severe hearing and vision loss
10. Orthopaedic impairment- when kids lack function or ability in their bodies. An example is cerebral palsy
11. Intellectual disability- children with this disability may have below-average intellectual ability
12. Traumatic brain injury
13. Multiple disabilities

Examples of supports and services included in IEPs

- ❖ Small group academic support
- ❖ Visual aids
- ❖ Speech therapy
- ❖ Psychological services
- ❖ Occupational therapy
- ❖ Physical therapy

If a parent feels that their child may qualify for an IEP or their teacher has communicated this, it is the parent's responsibility to set up an evaluation for their child. It is also the parent's responsibility to attend IEP review meetings with school staff which are held at least once a year.

5.3 ADDITIONAL SCHOOL & EDUCATION RESOURCES

- ❖ [Guide to Starting School in the United States](#)
- ❖ [A United States School Navigation Guide for Immigrants and Refugees](#)
- ❖ [Find and Contact your Local State Department of Education](#)
- ❖ Individualized Education Plans (IEP)
 - [What is it?](#)
 - [IEP Roadmap](#)
- ❖ [Talking to Children about Violence in Schools](#)

6.SUBSTANCE USE

6.1 IDENTIFYING DRUG AND ALCOHOL USE IN CHILDREN: KEY MESSAGES

Alcohol and drug use is not common in Muslim communities, but substances are easy to access in the U.S. and children may be exposed to substance use through their new settings. It is important for caregivers to know that substance use is dangerous for children, but can be difficult for caregivers to know if their child is using drugs and/or alcohol.

This guide can help caregivers identify the common physical, behavioral, and psychological signs of drug and alcohol use in children. Having conversations with their child and getting help are important steps to help caregivers and their children. It is normal for caregivers to be concerned about their children. But, it is also important for caregivers to know that they can help their children.

Talking about sensitive topics like drug and alcohol use in children may be difficult and upsetting. Caregivers should share their concerns. The goal of the FSI is help start the conversation.

6.2 IMPORTANT INFORMATION ABOUT DRUG AND ALCOHOL USE IN THE UNITED STATES AND THE LAW

- ❖ United States federal law states that you must be 21 years of age to purchase and consume alcohol.
- ❖ Possession, use, or distribution of illicit drugs is illegal by federal law. There are strict penalties for drug convictions. This does **not** include prescribed drugs or medications by your doctor.
- ❖ Some states have legalized the recreational use of marijuana/cannabis. Please consult the legal guidelines of the state you are living in specific information on local marijuana/cannabis regulations.
- ❖ It is illegal in all 50 states to drive a motor vehicle impaired under the influence of alcohol or drugs

6.3 PHYSICAL AND HEALTH SIGNS OF DRUG AND ALCOHOL USE

Below are common physical and health signs of drug and alcohol use:

- ❖ Bloodshot (red) eyes
- ❖ Pupils smaller or larger than normal
- ❖ Runny or bloody nose
- ❖ Red or irritated nostrils
- ❖ Red face or skin

- ❖ Changes in appetite
- ❖ Changes in weight (weight loss/gain)
- ❖ Changes in sleep
- ❖ Changes in personal hygiene and physical appearance
- ❖ Increase in accidents and injuries
- ❖ Uncoordinated and off-balance
- ❖ Unfamiliar or unusual smells on body, breath, or clothing
- ❖ Shakes, tremors, or strange speech

6.4 BEHAVIORAL SIGNS OF DRUG AND ALCOHOL USE

Below are common behavioral signs of drug and alcohol use:

- ❖ Worse school performance such as lower grades, missing classes, or skipping school
- ❖ Fights and arguments
- ❖ Less interest in favorite activities and hobbies
- ❖ Less motivation
- ❖ Complaints from teachers, classmates, and supervisors
- ❖ Changes in friends and other relationships
- ❖ More time alone or isolating self
- ❖ Using candles to hide smells

6.5 PSYCHOLOGICAL SIGNS OF DRUG AND ALCOHOL USE

Below are common psychological signs of drug and alcohol use:

- ❖ Changes in mood (ex. Getting angry easily)
- ❖ Less motivation
- ❖ Sleepy and slow
- ❖ Changes in personality and/or attitude
- ❖ Feeling alone

6.6 TIPS FOR HOW TO TALK TO YOUR CHILDREN

It is important to take time to talk with your children. You are important to your children and you can communicate openly with your child. It may feel uncomfortable to discuss this topic with your child, but it can help him/her. It is also important to know that some of the signs above (especially behavioral) can be seen in children not using drugs or alcohol. Below are tips for talking with your child.

Tips for caregivers:

- ❖ **Encourage conversation.** Try asking your child to talk. Give time to talk openly. Listen.
 - Below are some tips on how to encourage conversation and be an active listener:
 - Listen to *your child's* tone of voice and pay attention to facial expressions

- Listen to *your* tone of voice and pay attention to *your* body and facial expressions
 - Be direct when you speak, tell your concerns clearly
 - Show your concern
 - Show interest by saying things like “Tell me more about that”
 - Be calm and patient (it may take your child time to open up)
 - You can use your own memories or experiences to connect
- Below are some example responses in active listening that you can use:
 - Active listening is about focusing and concentrating on what your child is saying with good questions, paraphrasing, and empathizing:
 - Examples of good questions include: “How did that make you feel?”; “What happened next?”; or “What do you think should happen?”
 - Examples of paraphrasing include: “I hear you saying you feel pressure, is that right?” or “I understand that your friends are important to you, and I am concerned about your safety. Let’s think about activities that you can do with your friends that don’t include drinking.”
 - Examples of empathizing include: focus on what your child is saying and use body language and tone of voice.
 - Note: active listening takes time and practice and will get better the more you talk with your child. Remember that you are the expert on your child and you know what’s best for him/her.
- To begin this conversation with your child, you can say.
 - “I’m worried that you may be using drugs. As your parent, I’m really concerned because drug/alcohol use can hurt you now and in the future. I’d like to talk to you about it. Can we please talk about this together?”
 - “I care about you, and your health is important to me. You may be worried about being in trouble, but it’s important that we talk about this and that you are honest. So, can you tell me about....”
 - I’m concerned that you may be using drugs/alcohol, but I need to talk about this together with you. I want to help you, but I first need to know how to help you. Let’s talk about what’s happening.”
- ❖ **Ask open-ended questions.** Try not to ask questions that have a “yes” or “no” response. Ask your child to tell you how he/she feels and thinks.
- ❖ **Be helpful.** Your child may tell you something you do not like. Try not to respond with anger and try to be helpful. Remember that this is about your child’s health and not about bad behavior or punishment.
- ❖ **Be clear.** Talk to your children about the dangers of drug and alcohol use.
 - Suggested text for Caregivers:
 - “Drugs and alcohol can be dangerous at any age, but even more when you are younger and still growing. Using drugs and alcohol can cause physical health problems, affect your mood and thinking, lead to accidents and injuries, result in poor school performance,

get you into trouble, increase your risk of addiction, and can cause death.”

- ❖ **Act quickly.** If your child admits to drug and alcohol use, get help immediately from a health care provider, the school counselor, or another service provider. You can also call a hotline like 1-855- DRUGFREE (1-855-378-4373) or websites such as drugfree.org. SAMHSA website has a substance abuse treatment locator which will help you find treatment facilities (<https://findtreatment.gov/>)

6.7 ASK FOR HELP; WHERE TO GET HELP

Do not wait to ask for help. It is important to ask for help. Even if you are unsure if your child is using drugs and alcohol, you can get help from a health care provider, the school guidance counselor, or another service provider.

Below are some additional online resources:

- ❖ National Institute on Alcohol Abuse and Alcoholism (www.niaaa.nih.gov)
- ❖ National Institute on Drug Abuse (www.nida.nih.gov)
- ❖ The National Youth Anti-Drug Media Campaign (www.theantidrug.com)

Tips for Parents:

- ❖ Sometimes the signs of drug and alcohol use can be confused with changes due to puberty. But, if you notice physical, behavioral, and psychological signs listed above, it is important to have a conversation with your child and seek help. Drug and alcohol use do not go away.

Discussion Topic:

- ❖ How can you talk to a health care provider, such as a primary care physician? How would do it? What would you say?
- ❖ How can you talk to a school guidance counselor or another service provider? How would you do it? What would you say?

7.SAFETY

7.1 WHEN AND WHY TO CALL 9-1-1

- ❖ In the United States, 9-1-1 is considered the “universal emergency number” you can call or text for assistance, if an individual is having an emergency. Please be advised, when you call 9-1-1, you will be connected with an operator who will assist in ensuring police,

and, if needed, an ambulance and firefighters, are dispatched to your location as soon as possible.

- ❖ You have a legal right to an interpreter over the phone and once the emergency assistance arrives at your location.
 - Please refer to the appendix for an additional worksheet and activity you can do with your family on when and how to call 9-1-1.
- ❖ If you accidentally dial 9-1-1, please do not hang up. You can explain to the operator the call was a mistake. Otherwise, emergency assistance will still be sent to your location.
- ❖ In a situation where calling 9-1-1 may not be needed and/or there is concern it may lead to a higher risk of violence, there are alternatives to calling the police. Please refer to the link in the appendix for a list of suggested alternatives. Many of the provided hotlines can advise further on whether a 9-1-1 call is needed.
- ❖ Please remember that if calling 9-1-1 can save someone's life, you should call!
- ❖ See below for a worksheet to practice how and when to call 9-1-1

CALLING 911 WORKSHEET

Use the following worksheet to guide participants in understanding how and when to call 911.

ASKING FOR AN INTERPRETER WHEN CALLING 911

Instructions: If the participant does not speak English, use this sample template to have the participant practice asking for an interpreter. Explain the importance of staying on the line and waiting for an interpreter.

911 Operator: Hello, 911. What's your emergency?

Caller: Hi, my name is _____. I need a _____ (state language needed) interpreter.

911 Operator: Okay, please stay on the line.

SCENARIOS

Instructions:

Share each scenario. Ask participants the following questions for each scenario:

- Should you call 911?
- What service do you need to ask for?

Time permitting, conduct a role play of the call using provided sample script.

You may add additional scenarios or incorporate visuals based on participants' needs.

Scenario 1

Your child falls while jumping on the bed, and you think that he/she has broken a leg.

Scenario 2

While putting your daughter to bed, you hear a loud beeping sound coming from the kitchen. You go to check, the stove is still on and there is smoke everywhere.

Scenario 3

You woke up in the middle of the night to a loud noise. You get up and come closer to the door to hear someone trying to open your front door.

SAMPLE SCRIPT

Instructions: The following is a suggested script to use to practice calling 911.

911 Operator: Hello, 911. What's your emergency?

Caller: Hi, my name is _____. _____ (explain emergency, For example, Say: My son fell and he/she is in a lot of pain. He/she is laying on the ground. I need an ambulance.)

911 Operator: Okay. What is your address?

Caller: Our address is _____ (say address).

911 Operator: And what's your phone number?

Caller: It is _____ (say phone number).

911 Operator: We are sending an ambulance right away. Stay with me on the phone until it arrives and stay calm.

Caller: Okay

7.2 POLICE INTERACTIONS

- ❖ In the United States, the role of the police is to respect, protect, and uphold the civil rights of individuals and communities. Police enforce local, state, and federal laws and ensure public safety.
- ❖ A police officer will be dispatched to the scene following a 9-1-1 call; however, you may encounter police in various situations, such as for a traffic violation.
- ❖ Interactions with police can vary, particularly for newcomer populations. In some situations and for various communities, police involvement can be dangerous and lead to a higher risk of violence.
- ❖ Below are some general recommendations for if you engage with police.
 - It is okay if you do not understand. You have the right to an interpreter.
 - It can be stressful. As much as you can, remain calm.
 - Do not run or make sudden movements.
 - Be respectful.
 - Do not lie.
 - Keep your hands visible.
 - Carry your I.D. and contact information of individuals you trust, if needed.
- ❖ If you have violated the law and are under arrest, you should be read your “Miranda Rights”. These rights are:
 - You have the right to remain silent.
 - Anything you say can and may be used in a court of law.
 - You have the right to an attorney. If you cannot afford one, one will be appointed to you, without cost.
- ❖ Additional guidance and resources on police interactions and your rights
 - [Your Rights as a Refugee in the U.S.](#)
 - Police Engagement in the United States:
 - [Know your rights if you have been stopped by the police](#)
 - How to interact with police ([Resource 1](#)) ([Resource 2](#))
 - [When to Call Police](#)

7.3 AVOIDING SCAMS

It can be easy to fall prey to scams on the internet, in emails, and on the phone. Children may also be vulnerable to scams if they are using the internet or have a cell phone.

Here are some warning signs provided by the Federal Trade Commission on what to look for with a scam:

- ❖ *Never pay anyone who promises you a job, a certificate that will get you a job, or secret access to a job.*
- ❖ *The government doesn't call to threaten you or demand money. Do not send money to anyone who calls, emails, or texts and says they are with the government.*
- ❖ *Did someone say they could help you win the Diversity Visa Lottery to get a green card? It is free to apply and winners are picked at random. No one can increase your chance of winning*
- ❖ *If you need legal advice about your immigration status, go to a lawyer or an accredited representative, never a notario.*
- ❖ *If you get a call/email/text or social media message saying you won something but that there is a fee, do not pay for the prize as this is a scam.*
- ❖ *If someone is asking you to pay by giftcard, money transfer, Moneygram, or cryptocurrency, they are trying to scam you.*
- ❖ *Do not give someone money in return for a check if they ask you to give part of the money back. Fake checks can look real. You will have to pay back the money.*
- ❖ *Do not click on links in emails, texts, or social media unless you're sure you know what they are. Make sure to remind your children of this as they use the internet or their cell phone.*

7.4 ADDITIONAL EMERGENCY PREPAREDNESS AND PLANNING RESOURCES

- ❖ [Tool designed to help individuals create a family safety plan in the event of a big disaster](#)
- ❖ [American Red Cross Emergency Contact Card](#)

Be Red Cross Ready
Prepare so you can protect.



Emergency Contact Card

Directions:

1. Print out a card for every member of your household.
2. Fill in all information.
3. Carry card to reference in the event of a disaster or other emergency.

Side 2 of the Emergency Contact Card is displayed below.

<p>Emergency Contact Card</p> <p> American Red Cross</p> <p>Cardholder information: Phone: _____ Home address: _____ Healthcare provider: _____</p> <p>Fold here</p> <p>In an emergency, call 911 or: Local Police: _____ Local Fire Department: _____ Poison Control: (800) 222-1222</p> <p>For more information, please visit redcross.org/prepare</p> <p>Be Red Cross Ready Prepare so you can protect.</p>	<p>Emergency Contact Card</p> <p> American Red Cross</p> <p>Cardholder information: Phone: _____ Home address: _____ Healthcare provider: _____</p> <p>Fold here</p> <p>In an emergency, call 911 or: Local Police: _____ Local Fire Department: _____ Poison Control: (800) 222-1222</p> <p>For more information, please visit redcross.org/prepare</p> <p>Be Red Cross Ready Prepare so you can protect.</p>
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8. RACE AND RACISM

- ❖ Race is a social construct, meaning it is a human-invented way to classify individuals, based on inherited physical differences such as skin color, facial features, hair texture, etc. There is no biological foundation for race. However, it can have very real and valid implications for individuals and communities in the United States.
- ❖ Racism, or the prejudice/discrimination, or antagonism by an individual, community, or institution against an individual or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized, is embedded in United States history and society, from the individual level to systematic level (included, but not limited to, healthcare, education, housing). Therefore, acknowledging race and the prevalence of racism are critical.
- ❖ Talking about race and racism may be relatively new, challenging, and uncomfortable to address, particularly for newly arrived families who may identify as members of a marginalized racial group. Acknowledging and talking about race can help individuals see beyond it. It is important in the ongoing effort of seeking justice and equity for all. Additionally, if you do not have these conversations with your loved ones, someone will.
- ❖ Below are some tips, expanded upon from UNICEF’s [“talking to your kids about racism”](#), for exploring your own understanding of race as well as talking about race and racism with children.
 - Identify and explore your own biases/prejudice when it comes to race
 - Stay open and curious
 - Ask questions
 - Find comfort in discomfort
 - Respect, value, and uplift differences as well as similarities
 - Encourage action
 - Remember to take care of yourself!
- ❖ Note for interventionists: It is okay if you find it difficult to discuss race/racism with your families. Please consult your supervisor if you have any concerns and/or have any concern by racist acts of discrimination within your/your family’s communities.
- ❖ [Talking about Race and Racism with Refugees](#)

9. PUBLIC BENEFITS

- ❖ Public benefits are a form of assistance from the United States government that may help low-income and job-seeking families and households pay for necessities such as food, housing, medical, and other basic living expenses. Many eligible households, particularly immigrant households, may not feel empowered to enroll in government assistance due to misinformation, a fear of deportation, and overall stigma. However, these government assistance programs can help alleviate poverty, provide critical access to healthcare, and reduce stress for families. Examples of public benefits programs, outside of refugee-specific programs providing by the Office of Refugee Resettlement, include:
 - Food assistance through the Supplemental Nutrition Assistance Program (SNAP) and Women Infant and Children (WIC).
 - Cash assistance through Social Security Income (SSI) or Temporary Assistance for Needy Families (TANF)
 - Health Insurance (Medicaid, Medicare)

- ❖ For more information on public benefits and where to apply in your state, visit www.usa.gov/benefits
 - [Public Benefits Overview for Refugees and Immigrants](#)
 - [Supplemental Nutrition Assistance Program \(SNAP\)](#)
 - [Women Infant and Children \(WIC\)](#)
 - [Check Public Benefits Eligibility](#)

