Welcome!

Thank you for participating in this peer exchange and your interest in this very important topic!

• If you need help trouble shooting during this presentation, email info@brycs.org.
• This Webinar will be recorded and archived. An evaluation will be sent after the Webinar is completed.
• As a courtesy, moderators have muted all phone lines.
• During the Q&A session, please use the chat pod on the right to submit your questions. Any unanswered questions will be posted and responded to on BRYCS Blog & Forum: http://brycsblog.blogspot.com/

Hugo Kamya, Ph.D.

is Professor and Fulbright Specialist Roster Scholar at the Simmons College School of Social Work where he teaches clinical practice, trauma and narrative therapies. Originally from Uganda, Dr. Kamya came to the U.S. over 30 years ago, and began a career in practice and training in social work, psychology and theology. Dr. Kamya’s work has focused on immigrant populations, refugee families, and developing effective international partnerships. In 2003, he received an award from the American Family Therapy Academy for Distinguished Contribution to Social and Economic Justice in recognition of his work with refugees and unaccompanied minors.
Lisa A. Fontes, Ph.D. works to improve mental health, social service, and criminal justice responses to people from diverse cultures—especially immigrants & refugees. She wrote the books:

- Invisible Chains: Overcoming Coercive Control in Your Intimate Relationship
- Interviewing Clients Across Cultures
- Child Abuse and Culture

She co-authored the BRYCS Curriculum on preventing child maltreatment for unaccompanied minors in federal facilities and has implemented the curriculum throughout the U.S. Fontes is a Senior Lecturer at the University of Massachusetts. She won the Cultural Competence award of the American Professional Society on the Abuse of Children. Fluent in Spanish and Portuguese, she has volunteered with Somali refugees and homeless children.

**Agenda**

1) Your relationship with refugee teens
2) The conversations: Addressing past, present & future
3) School matters

**Objectives**

- Understand some of the dilemmas facing refugee teenagers
- Converse helpfully and meaningfully with refugee teens
- Intervene more effectively with the refugee teens, their families, and schools
Refugee youth differ from each other!

• Not a monolithic group
• Have had varying experiences
• Undergo major developmental changes and challenges

The teen’s age & what that means

• Birthdays are “iffy”
• Both “old” & “young” for their age
• The teen years in various cultures

Culturally sensitive responses

• No one group is the same
• Language differences
• Cultural expressions
• Relationships with others
• Beliefs and values
Address safety

- In the school
- On the streets
- At home

When a young refugee is “in trouble”

- Trauma?
- Misbehavior?

Tips for your conversations

- Take time to hear their stories
- Be curious, and listen
- Listen for strengths & resourcefulness
- Engage in appreciative inquiry
1) Build rapport
- Show that you care—Addressing the person
- Nonverbal behavior
- Your relationship can help heal past wounds & serve as a model

2) Listen to the feelings expressed
- Collaborative inquiry
- Appreciative inquiry
- Hearing the unspoken
- Giving voice

3) Support survival strengths
- Speak to what has survived
- Name the strengths
- Document and archive the strengths
4) Encourage sense of agency

- Explore origins of agency
- Explore allies of agency

5) Detect co-morbidity:

Appropriate referrals

- Listen to symptoms that mask other problems
- Note differential expression of symptoms

6) Rebuild hope & a sense of the future

- Ask about moments of hope
- Name moments of hope
- Reframe hope moments
7) Address loss experience as contextual suffering gains

- Explore loss
- Contextual
- Situational
- Global

School Issues

- Examine challenges
- Academics
- Social
- Behavioral

8) Connect the teen with others

- Strategize with the teen
- Strategies for making schools & classrooms safer & more welcoming
- Community connections
9) Understanding the students’ prior learning/school experiences
   • Background
   • Academic challenges
   • Lack of preparation
   • Teacher expectations

10) Academic placement & appropriate accommodations for learning
    • School preparedness
    • Learning challenges
    • Mental illness vs learning issues

11) Attend to teacher and parent expectations
    • Congruence of expectations
    • Clash of values
    • Integrating the teen’s goals & perspectives
12) Use culturally appropriate learning opportunities and teaching
- Language
- Teaching methodologies
- Use of interpreters
- Linking to spirituality and religion

13) Address different learning styles
- Visual
- Audio
- Verbal

14) School challenges by gender
- Cross-gender contact/touching
- Clothing for girls
- Boundaries
Using Interpreters

- Importance of interpreters
- Use of language

Questions?

Please use the chat pod on the right to submit your questions.

Unanswered questions will be posted and responded to on BRYCS Blog & Forum: 
http://brycsblog.blogspot.com/

Additional Resources