

Undocumented Student Mental Health in School and College Settings

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Introductions



Araceli López Zavala

- Native of Guanajuato, Mexico.
- Currently, School Counselor in Training at Northern Illinois University
- NIU's Center for P-20 outreach program coordinator
- UOI Extension office- 4-H Latino program coordinator

Volunteer:

- C.A.S.A-Court Appointed Special Advocate
- DeKalb Community Garden's interpreter/translator



Margarita Santamaria

- 1st generation immigrant
- Born and raised in the Chicago, IL (Gage Park)
- Currently, School Counselor in Training at Northern Illinois University
- Trained in Trauma Informed Counseling

Volunteer:

- Center of P-20 Outreach Program



Introductions continued

Oliver Camacho, M.A., PEL:SC, L.P.C., Doctoral Student, Counseling Ed. and Supervision, Ph.D. Research focus undocumented health in Schools.

- **Currently, a School Counselor Educator and Instructor at Northern Illinois University.**
- **Experienced School Counselor is Chicago Public Schools (urban) and Dekalb High School (rural).**
- **Licensed Professional Counselor, Mental Health Professional.**
- **Volunteer: Physician for Human Right- the Illinois Chapter of the American Academy of Pediatrics**
- **Trained in Psychological Forensic Asylum Evaluation**
- **Immigrant Hardship Evaluator - conduct psychological evaluations for immigration cases including: cancelation of removal, the U Visa, the T-Visa and the Violence against Women act self-petition (VAWA).**
- **Core Member of the Coalition for Immigrant Mental Health (CIMH) since its inception in 2017 - Interdisciplinary network of researchers and social advocates.**
- **1st generation immigrant, born and raised in Chicago, IL . (Pilsen)**



Who do we have in the audience?

K-5 Educator	A
6-8 Educator	B
9-12 Educator	C
College Educator/Staff	D
Counselor, Psychologist, Social Worker	E
School Counselor	F
Other	G

Total Results: 0

Who do we have in the audience?

A

K-5 Educator

B

6-8 Educator

C

9-12 Educator

D

College
Educator/Staff

E

Counselor,
Psychologist,
Social Worker

F

School
Counselor

G

Other

Overview:



Defining the undocumented immigrant in the K – 16 education systems.

What are the mental health factors affecting undocumented population?

Incorporating multicultural and social justice approaches in schools, specifically Culturally Responsive School Counseling and Pedagogy , as a theoretical framework.

Understanding the a Multi-Tier System of Support (MTSS) as a conceptual framework for mental health delivery in serving undocumented students.

Practical Knowledge for K-12 educators in implement universal mental health interventions to employ in their schools. Understanding multicultural Social Emotional Learning standards.

Understanding the difference between K-12 mental health supports and College University settings.



Defining the undocumented population

Undocumented

- Undocumented immigrants are those who live in the United States without legal authorization to do so (Passel, J., & D’Vera, C. 2009).

-Non-citizens

DACA Recipient

In 2012, President Obama initiated the Deferred Action for Childhood Arrivals (DACA) program to provide eligible youth access to work authorization, social security numbers, and temporary relief from deportation.

Impacting 814,000 young people (United States Citizenship and Immigration Services [USCIS], 2018).

On September 5, 2017, U.S. Attorney General Jeff Sessions announced an end to DACA, phasing out the program on March 5, 2018. This decision is still pending as of June 9, 2020

AB 540 students

Assembly Bill 540 was signed into law in October 2001 and allows eligible undocumented, legal permanent resident and U.S. citizen students to pay in-state tuition at public colleges and universities.

Students that qualify for AB 540 can apply for state financial aid through the California Dream Act.

Mixed - Status Family

Mixed-status families include members with different immigration statuses. For example, a common family combination in the United States includes undocumented parents and citizen children.

RISE Act students IL –2019

Defining the undocumented population

- Among populations migrating to the United States, the undocumented immigrant population consists primarily of two groups: (a) those who enter the U.S. without inspection and (b) those who enter the U.S. with legal temporary visas but stay beyond the time allotment of their visas (Mulder et al., 2001).
- Undocumented immigrants are reported to have grown in number to 11.3 million in population. Recent reports demonstrated that 53 percent of undocumented immigrants are from Mexico, while the second most common countries of origin come from Central America more notably El Salvador, Guatemala, or Honduras.
- Geographically, many undocumented immigrants migrate to Los Angeles County, CA; Harris County, TX; and Cook County, IL which are most populated areas with undocumented immigrants (Gelatt & Zong, 2018).
- Why is this important now? Since the Great Recession of 2008-2009, the undocumented immigrant population in the United States has amassed not only in number but are targets of heightened levels of xenophobic rhetoric and psychological distress.



Salient Factors affecting Immigrant Mental Health (18 and older)

Yakushko & Chronister (2005) highlight, “**Acculturation**, or the process of adopting the values and behaviors of a new culture, is the most common factor used to discuss immigrants’ mental health needs” (p. 293)

The APA (2013) outlines acculturation-based presenting problem which include: changes in gender roles, intergenerational conflicts, family conflict and loss of communication, role reversal, negotiation of identity and loyalty to culture of origin and new culture, and loneliness and isolation.

Migration Trauma: Perez-Foster (2001) used four stages to describe the process and frame the potential for immigration-related trauma: premigration trauma, trauma during transit, asylum/temporary settlement, and settlement in the host country.

Phipps & Degges-White (2014) provide an insightful overview of Transgenerational Trauma transmission in second-Generation Latino immigrant youth.

In Overview the APA (2013) and they include: interpersonal violence, **depression, anxiety, PTSD**, compromised identification with country of origin and adopted country, interpersonal difficulties, feelings of persecution and distrust of authorities and institutions.

Undocumented Immigrant Mental Health during a Pandemic – Factors

a survey of 511 community
members.





Undocumented students and mental health in K-12 systems

- Undocumented students are a growing mental health concern in schools in the United States. In 2017, an estimated 10.5 million unauthorized immigrants lived in the United States, although these numbers have declined since it's peak in 2007, the number of children of undocumented immigrants has risen consistently in the United States. **Children of unauthorized immigrants encompass approximately 3.9 million kindergarten through 12th-grade students in U.S. public and private schools in 2014 or 7.3% of the total** (Jeffery Passel & D'vera Cohn, 2016, 2019).
- A study that surveyed over 3,600 educators from 24 districts and two educator networks in more than 760 schools in 13 states across the nation. **Researchers found that almost 85% of percent of educators reported observing students' overt expressions of fear of an Immigration and Customs Enforcement (ICE) intervention in their lives. Additionally, 75% of educators reported an increase in behavioral and/or emotional problems being reported by immigrant students** (Ee & Gándara, 2020)
- It is further noted that the school system is the most important institution in the lives of undocumented immigrant children, where students' experiences can either mimic the negative social inequalities faced outside of school or equalize them (Bruno, 2011; Morrison & Bryan, 2014).



Culturally Responsive Pedagogy for School Counselors and Educators as a Social Justice and Multicultural framework.

- The concept of culturally responsive teaching was first introduced by Ladson-Billings (1994). She identified three fundamental pillars to ensure **that students were engaged in academically rigorous learning, were fully affirmed in their identities, and were equipped to dismantle systemic and structural inequalities, all with the goal of transforming society for the better.**
- Culturally relevant teaching honors the racial, ethnic, linguistic, and cultural differences of students of color who are marginalized in school curricula, featuring **“a pedagogy that empowers students intellectually, socially, emotionally, and politically [because it uses] cultural referents to impart knowledge, skills, and attitudes”** (Ladson-Billings, 2009, p. 20).
- Educational researcher Geneva Gay (2010) defined culturally responsive teaching as **“using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them”** (p. 31). She asserts that culturally responsive teaching is validating and affirming because it legitimizes youth’s cultural heritage, bridges meaningful experiences between home and school, and teaches students to know and praise their own and others’ cultural heritages (Gay, 2010).

Culturally Responsive School Counseling and Pedagogy

1. Communication Of High Expectations
2. Active Teaching Methods
3. Practitioner As Facilitator
4. Inclusion Of Culturally And Linguistically Diverse Students,
5. Cultural Sensitivity
6. Reshaping The Curriculum Or Delivery Of Services,
7. Student-Controlled Discourse
8. Small Group Instruction.

Table 1. Responsive Principles and ASCA Domains.

Eight Culturally Responsive Principles	ASCA Domains			
	Manage	Define	Assess	Deliver
Communication of high expectations	Using assessments to evaluate how culturally diverse students feel like they belong or matter in the school building	School counseling vision statement that exemplifies high expectations for all students	Data that demonstrate culturally diverse students are academically improving as a result of the school counseling program	Encouraging diverse students to take Honors, Advance Placement courses, and other higher level courses
Active teaching methods	Annual and weekly calendars to keep students informed and encourage active participation in the school counseling program	Teaching methods and classroom guidance lessons that meet professional standards and practice, using student outcomes as the foundation	Evaluating to determine whether the guidance lessons meet the needs of all students and provide guidance lessons that are culturally relevant	The school counseling curriculum of structured lessons is designed to support all students, using images, videos, and educational strategies that promote diversity and inclusion
Practitioner as facilitator	Advisory councils made up diverse students, parents, teachers, school counselors, administrators, and community members to make appropriate recommendations	Comprehensive program vision statement that is student centered, with statements celebrating the diversity of culturally different students		Bringing in presenters, guest speakers, and community members that are culturally diverse and represent all students in the school
Inclusion of culturally and linguistically diverse students	Assessments to determine whether the amount of time spent toward the recommended 80% or more is direct and indirect services, including diverse students	Challenging student standards on the state and district level that may limit diverse student from achieving success	Receiving feedback and assessments from culturally diverse students in order to determine whether counseling program is effective in reaching all of its students	Celebrating culturally diverse holidays but also keeping diverse books and posters throughout the school year, not just during cultural celebrations
Cultural sensitivity	Addressing student competencies on the school level and advocating for culturally different students whose competencies are not fairly evaluated	Continuing education and professional development of competencies (skills, knowledge, and attitudes)	Students assessing the cultural competence of the school counselors	Having appropriate resources in place to meet with parents and community organizers whose first language is not English and promoting inclusive programs with flyers in multiple languages
Reshaping the curriculum or delivery of services	Annual agreements with administrators that promote the delivery of services to culturally diverse students	Establishing a program focus on culturally diverse students	Using data to determine whether the delivery of services is positively impacting all students including those from culturally diverse backgrounds	Individual student planning should assist diverse students in establishing personal and professional goals that align with their cultural background
Student-controlled discourse	Students evaluating strength and improvement for school counseling program		Letting diverse students take a role in the evaluation of the school counseling program	Either using an open-door policy, or creating time-efficient means for students to speak with the school counselor
Small group instruction	Creating small groups for students with achievement, behavior, and attendance concerns	Understanding cultural differences in learning and offering prevention to small groups to be proactive instead of reactive	Determining the effectiveness of small groups that focus on multicultural inclusion and acceptance and continuing to create an environment of welcome and acceptance	Creating small groups for diverse students or creating small groups to have multicultural discussions and open dialogues

Culturally Responsive Practices In Schools. (Table 1- Fox et al. 2019)

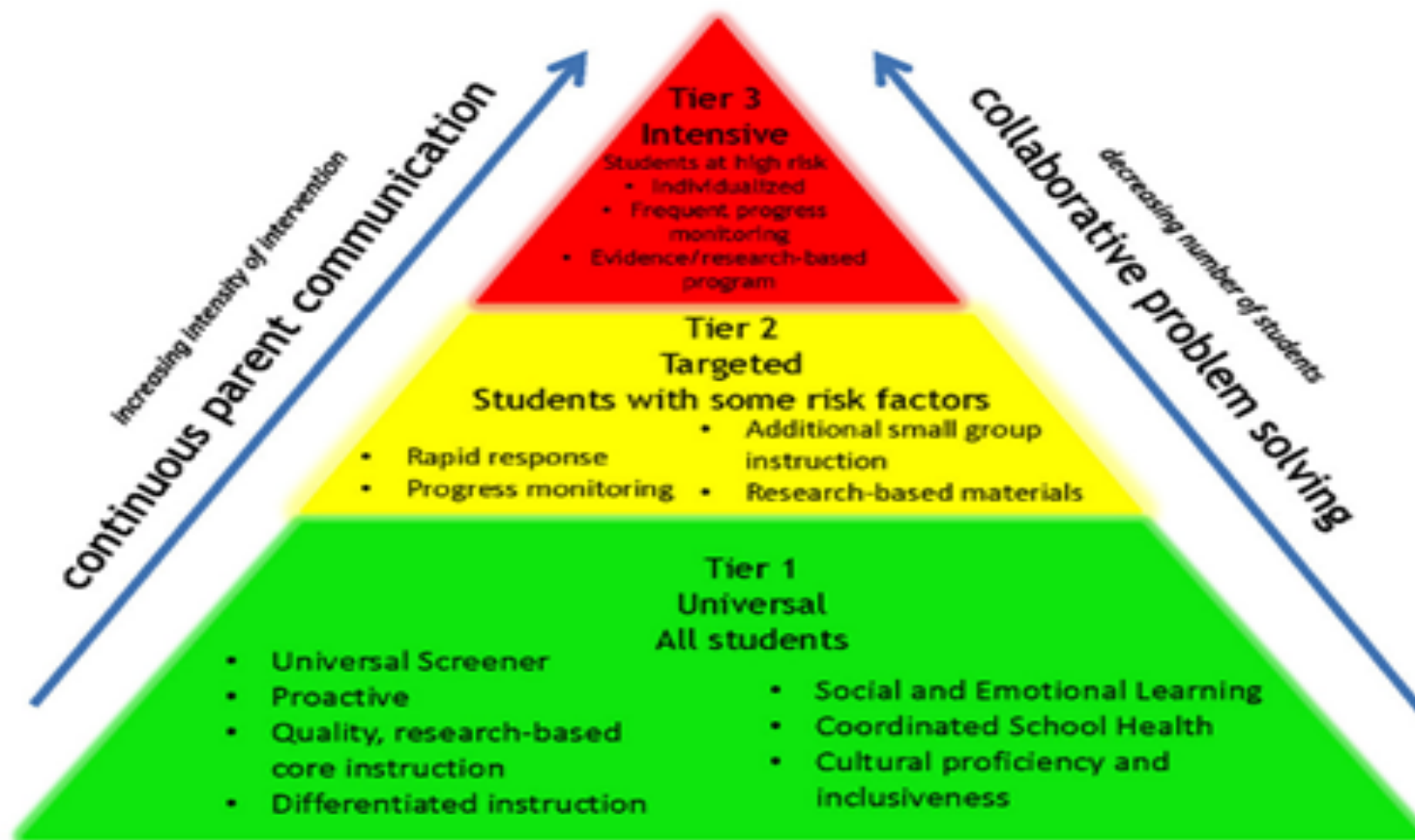


Mental Health supports using Multi Tiered Systems of Support (MTSS) in Schools

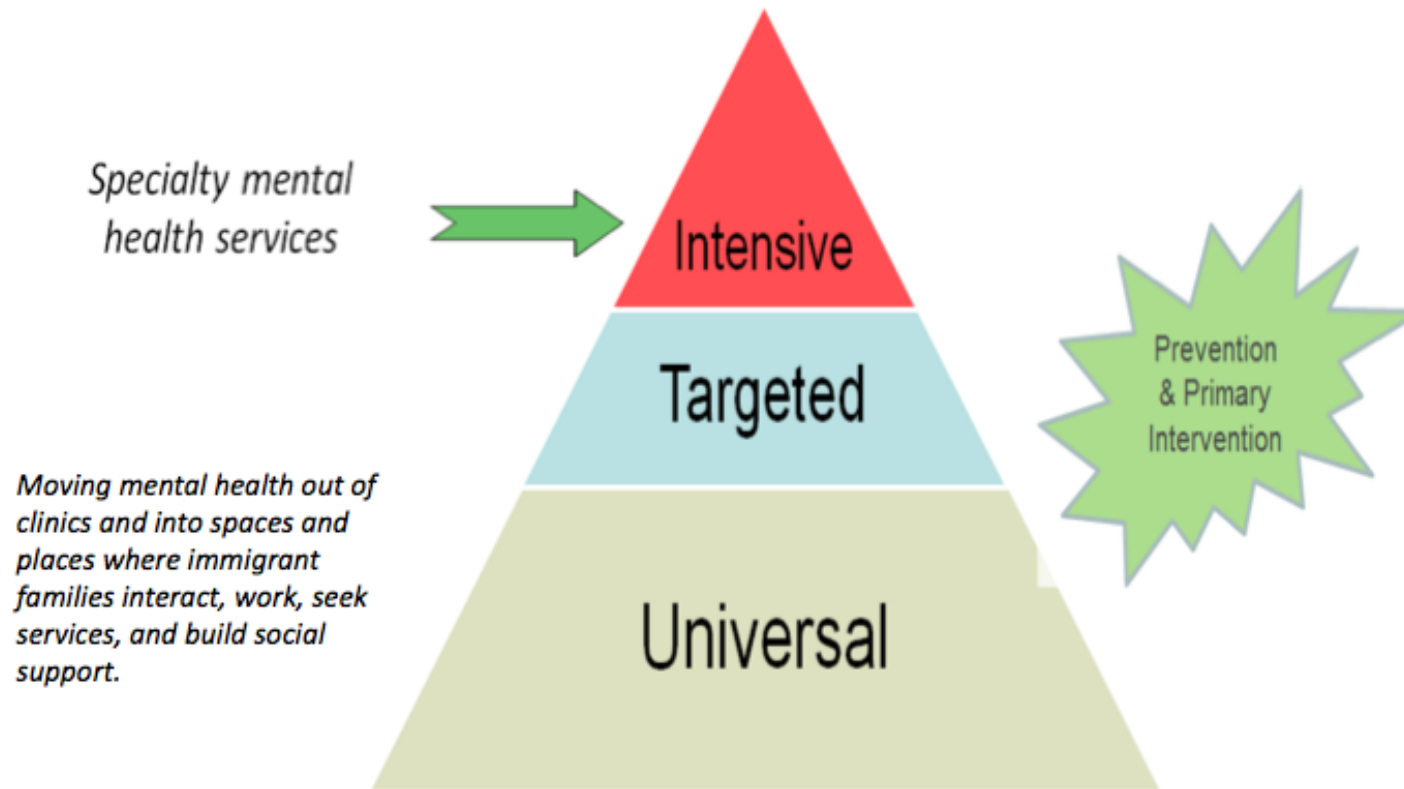
- There is an urgent need to address the mental health problems faced by undocumented students in schools. To understand these complex issues the conceptual framework that will be used in this presentation is the Multitiered Systems of Support (MTSS). **MTSS encompasses Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI), which have vital functions in serving underserved populations in schools (ASCA, 2016, 2019; Sink, 2016).**
- MTSS is a continuum of evidence-based academic and behavioral practices that provide a framework for schools.
- Its purpose is to improve academic and social behavior outcomes for all students. **Social/emotional learning (SEL) is a key component to address behavioral, social, and emotional development. School counselors (and teachers) are stakeholders in the development and implementation of MTSS and align their work with MTSS through the implementation of a comprehensive school counseling program (ASCA, 2019).**



Mental Health support using MTSS in working with Undocumented Students.



Public Health Model: Building a Base



Public Health Model



Tiered interventions for Educators

- In most three-tiered models, Tier 1 involves evidence-based assessment, instruction, and progress monitoring for all students.
- Tier 2 provides targeted group interventions and supports for students who appear at risk due to lower scores on benchmarks or assessments administered in Tier 1.
- If students continue to miss targeted scores on benchmarks, they are moved to Tier 3 and they receive intensive, individualized instruction of increased frequency, a referral for special education evaluation, or a recommendation for special education placement (Brown & Doolittle, 2008; Klingner & Edwards, 2006; Sanford, Esparza Brown, & Turner, 2012).
- **Our goal is to review, Tier 1 interventions in K-12 systems that you can employ at this time of a multilayered pandemic. All Tier 1 interventions will be based on the assumption that you may delivering content online in some capacity.**

Tier One Interventions



Direct Contact Students, Parents/Guardians

- How to use Google Meet
- Zoom tips, tricks and hidden features
- Creating a Google Voice number
- (With Google voice, you can call or message parents/guardians and have them call you without sharing your personal phone number.)
- Talking Points
- (With talking points, you can text parents/guardians from your phone in English, but the text shows up on the parent/guardian's phone in the language they speak and vice versa.)



Lessons Ready to Use

Nearpod Teaching Tolerance

- [My Multicultural Self](#)
- [Exploring Identity](#)
- [Ability](#)
- [Self-Control and Shaming](#)

Nearpod SEL Lessons:

- [Effective Teamwork](#)
- [Mindful Breathing](#)
- [My Emotional Cup](#)
- [Children Just Like You](#)
- [Maintaining Emotional Wellness](#)
- [How to Address Stress](#)
- [Fitting In: How to Make Friends](#)
- [Resolving Conflicts](#)
- [Being On Time](#)
- [Putting a Stop to Bullying](#)

Create your own Nearpod account- free for educators.

You will be able to create your own lessons in Nearpod.

The lessons can be edited to fit your students' needs and time constraints.

You can add it to google classroom, websites, Edmodo and other educational platforms.



Resources for SEL Lessons

Newsela

Each of the CASEL categories below includes guiding questions, followed by a variety of texts for each topic in the category.

Self-Awareness

Emotions

Mindfulness

Identity and Self-Concept

Confidence

and Strengths

Social Awareness

Curiosity

Perspective-Taking
and Diversity Empathy

Respect and Kindness

Social Cues

Self-Management

Self-Control

Determination and

Growth Mindset

Courage and Taking Risks

Processing Grief

Stress Management

Organization

Healthy Habits

Relationship Building

Bullying

Conflict Resolution

Friendship

Communication

Responsible Decision-Making

Integrity

Joy

Media Literacy

Social Media

Financial Literacy

College and

Career Planning

School Safety

Resources for SEL Lessons (YouTube Lessons for SEL)



Social/Emotional Video Lessons Week 1 (Follow link for additional Week 1 lessons)

[SEL Self Awareness Lesson Gerod](#)

Social/Emotional Learning Video Lessons Week 2 (Follow link for additional Week 2 lessons)

[SEL Self-Management Steve](#)

[SEL Video Lessons Responsible Decision-Making Skills Week 2](#)

Social/Emotional Learning Video Lessons Week 3 (Follow link for additional Week 3 lessons)

[Social Emotional Learning Video Lessons: Social Awareness Week 3](#)

Social/Emotional Learning Video Lessons Week 4 (Follow link for additional Week 4 lessons)

[Social Emotional Learning Video Lessons - Helping Kids Build Healthy Relationships](#)

Creating Your Own Lessons

Record yourself and your screen using a variety of platforms Zoom, Loom, WeVideo, Screencastify.

Create videos of pictures and slide in Adobe Spark Video, iMovie, or create Cartoon videos in Powtoon.

Videos should be short 10 minutes max. If you have a longer video lesson break it up with activities in between.

Share a video from another source to begin a lesson.



Reading assignment

- Read to them on video and share via Google Doc (upload Word documents to Google so it's easy to access).
- Use sites that have articles based on your topic such as [Newsela](#).
- [Create a puzzle](#) using vocabulary, pictures, etc. that allows students to practice with the content shared. You can use sites like [puzzle.org](#) to create interactive digital puzzles.
- Links can be shared or embedded into Google Classroom. Students do not need to print anything out; they can do the puzzle online.

Multicultural Considerations

- Intersectionality,
Antiracism, and Diversity

Diversity



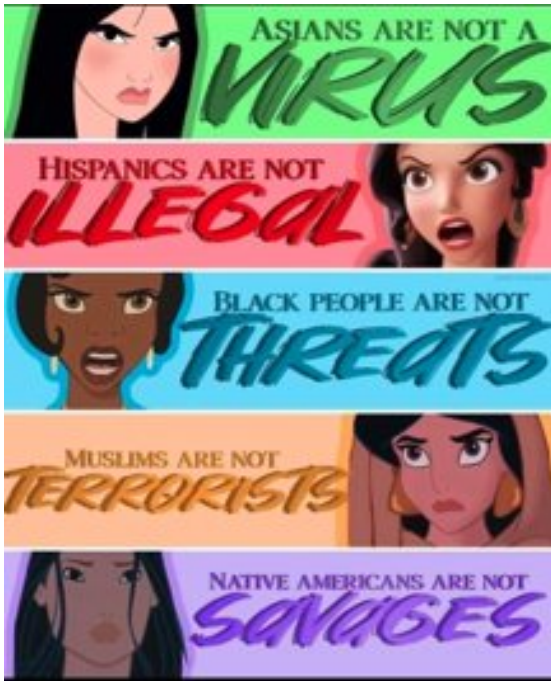
Diversity among undocumented Students

The undocumented community in our schools is incredibly diverse. There are more than [575,000 undocumented black immigrants](#) and 525,000 undocumented Asian immigrants.

The resources educators provide must address the intersection of education and immigration in the various languages spoken in their school community.

Resources from [Informed Immigrant](#), for example, detail financial support for immigrants impacted by coronavirus. Another resource, [Talking Points](#), offers translation support for educators, and IACT offers information on COVID-19 in [eight languages](#).

Educando a nuestras familias



Libros para ayudar a los niños a comprender el racismo y los sentimientos que ellos pueden sentir-Audiolibros.

Pelo Malo No Existe - Bad Hair Does Not Exist - Sulma Arzu Brown

¡Solo pregunta! SÉ DIFERENTE, SÉ VALIENTE, SÉ TÚ



Race, Diversity, and Trauma

1. [.10 tips for teaching and talking to kids about race/English and Spanish](#)
2. [El virus del racismo se combate con la historia.](#)
3. [Addressing Race and Trauma in the classroom.](#)
4. [Specific, Candid, and Helpful Responses to Expressions of Racism and Bias.](#)
5. [School Personnel Can Help Students Heal from Trauma.](#)

[Spanish Resources about Race https://docs.google.com/document/d/1W2iE3SJ2WDKo9RL5-hBPIC7nt_7agKspiNq0GKP-h7c/mobilebasic](https://docs.google.com/document/d/1W2iE3SJ2WDKo9RL5-hBPIC7nt_7agKspiNq0GKP-h7c/mobilebasic)

[Recursos Antiracistas https://docs.google.com/document/d/1DbS6Q9oSfLbShmkNrkJgaDVHGedpYrCI-Pq6RDUCYrY/edit](https://docs.google.com/document/d/1DbS6Q9oSfLbShmkNrkJgaDVHGedpYrCI-Pq6RDUCYrY/edit)
<https://ourcimh.org/>



Recursos En Español

Caja de Herramientas Para Educadores

- [Guía de Salud Mental y Educación- Comprendiendo la salud y las enfermedades mentales - Artículo y video.](#)
- [¿Por qué es importante el aprendizaje social y emocional?](#)
- [Estrategias para el manejo de las emociones en el aula.](#)
- [Cómo ayudar a los niños y adolescentes a superar los acontecimientos catastróficos y otras experiencias traumáticas.](#)
- [Caja de herramientas para educadores para el manejo de trauma infantil hasta la escuela superior.](#)
- [Salud Mental en estudiantes de secundarias públicas: Recomendaciones para la Prevención y Detección Temprana.](#)
- [Los mejores libros de neurociencia en PDF gratis.](#)
- [Neurociencias y su importancia en contextos de aprendizaje.](#)
- [Guía de Salud Mental y Educación- Comprendiendo la salud y las enfermedades mentales.](#)



Desde la Perspectiva de los Adolescentes Indocumentados

Artículo

[Migración y estrés aculturativo: Una perspectiva teórica sobre aspectos psicológicos y sociales presentes en los migrantes latinos en los Estados Unidos-Artículo Académico.](#)

Videos

[La depresión es un temible mal que está atacando a miles de jóvenes indocumentados-Video.](#)

[Adolescentes indocumentados dejan de ir a la escuela por temor al arresto-Video.](#)

[El miedo que abrumba a jóvenes inmigrantes en EEUU-Video.](#)

[Salud mental en adolescentes durante el COVID-19 por UNICEF México-Video.](#)



Mental Health Spanish Resources for Parents

Guía para ayudar a padres con su desarrollo social y emocional

¿Y si mi hijo no está listo para la universidad?

Como desarrollar el vocabulario emocional de su hijo en todas las edades.

Consejos para apoyar la toma de decisiones.

Resiliencia, que es y por que nos sirve.

Pasos básicos para la resolución de conflictos.

Transitioning from High School to College



Mental Health Differences

HIGH SCHOOL

- Currently offered through office hours online through appointment
- Students get referred to receive services
- Mental health is offered through the school counselor, social worker, and school psychologist
- Focus on Social, Emotional, and Academic
- Mental health services are brief, and solution focused
- Families can be included in mental health services

COLLEGE

- On campus and currently through Telehealth
- Student needs to seek and choose to start services
- Mental health is offered through the University
- Specializations in Career, Couples and Family, Group, and Individual Counseling
- Mental health services can vary from one time, weekly, or biweekly
- Confidentiality as adults



Mental Health Supports at NIU



Counseling and
Consultation Services
815-753-1206



Community Counseling
Training Center 815-
753-9312



Couple and Family
Therapy Clinic 815-753-
1684



Psychological Services
Center



Access Health Care as for the Undocumented .

Resource from ICIRR.

[Accessing Health Care for Undocumented immigrants](#)



CIMH

The Coalition for Immigrant Mental Health

VISION

The Coalition for Immigrant Mental Health (hereby called “the coalition”) envisions fair, equal and linguistically and culturally accessible mental health services free from stigma and fear for immigrants with mixed and/or undocumented status.

MISSION

The **Coalition** is a collaborative community based and research informed initiative that is a partnership between individuals regardless of status, mental health practitioners, community organizers, researchers, legal advocates, and allies. The Coalition works to promote awareness of and access to culturally and linguistically appropriate mental health services through education, advocacy and resource sharing in order to improve and facilitate access to services for those who are undocumented or of mixed status.



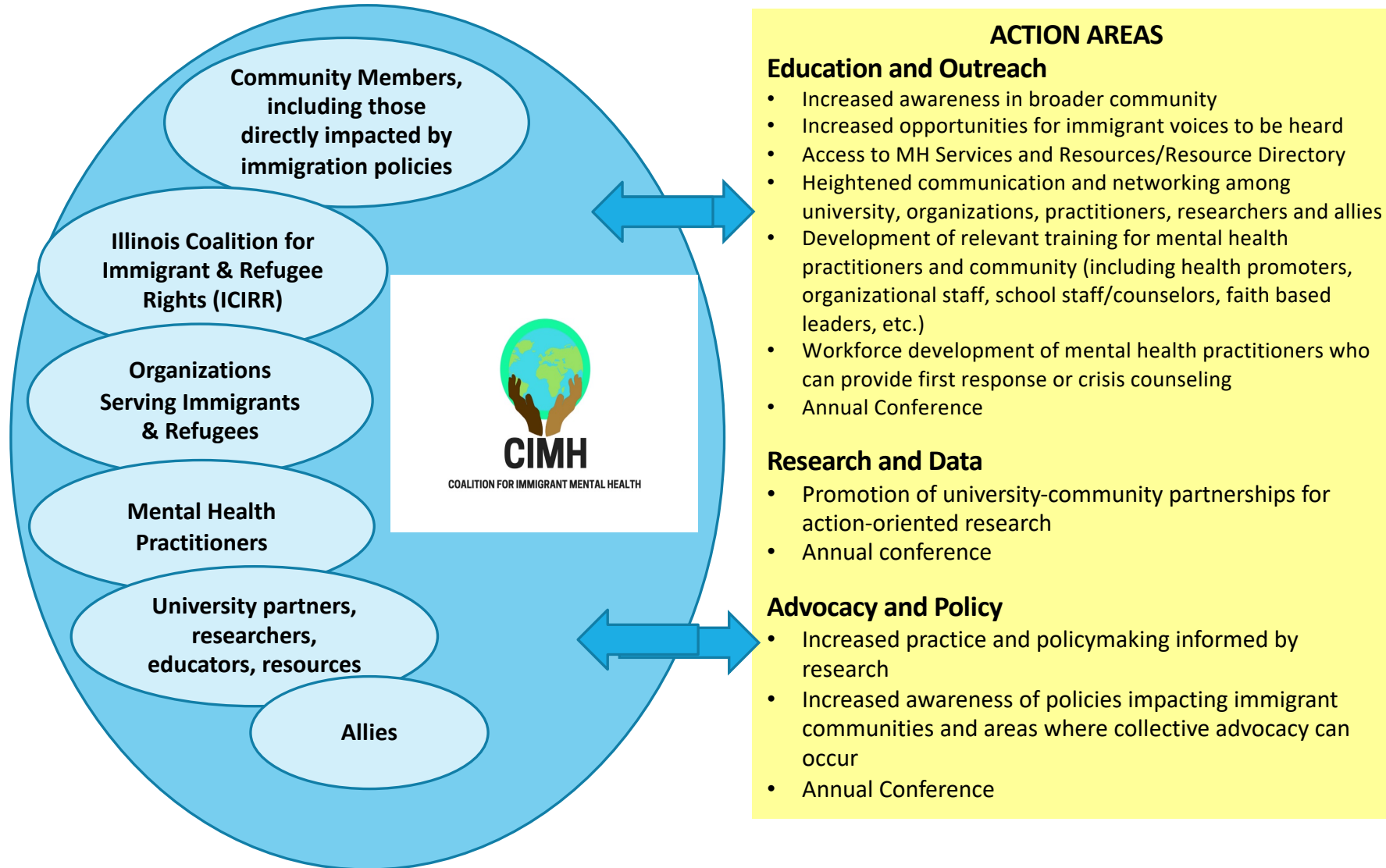
CIMH

The Coalition for Immigrant Mental Health

Inception and Growth

- November 10, 2016 - First Meeting to determine whether we should build a coalition on behalf of individuals who are undocumented and their mental health. Representatives from ICIRR, The Chicago School of Professional Psychology, DePaul, UIC, Loyola, U of C, and other community based organizations were present.
- IMH listserv has grown to over 300 members that include: community members, mental health practitioners, academics, organizational staff, community organizers, legal advocates, and allies

CIMH MODEL OF COALITION BUILDING

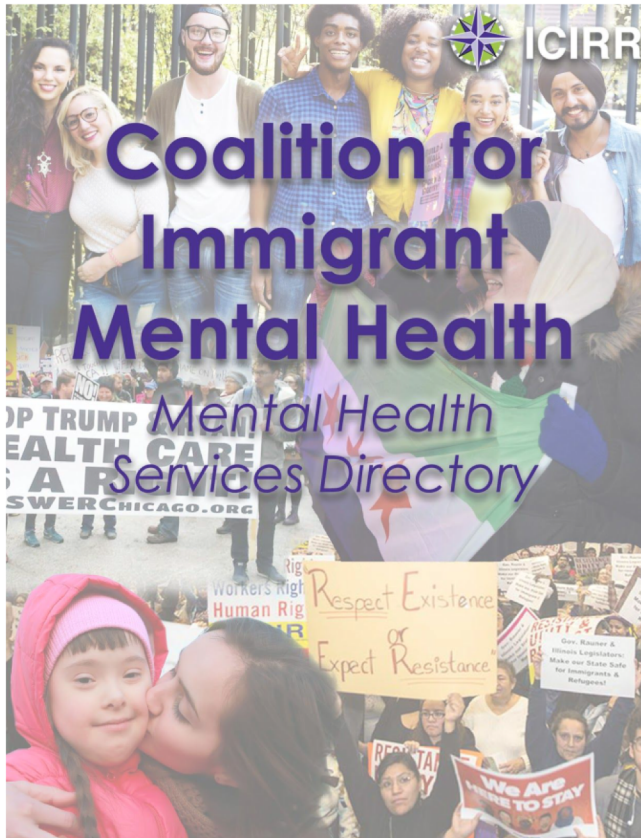


RESOURCE LISTS

Mental Health
Legal Aid & Advocacy
State & National Coalitions
For Schools & Educators
Community Outreach/Awareness



Please visit our resource page at
<https://ourcimh.org/>





Contact information

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Please take our survey:

<https://docs.google.com/forms/d/e/1FAIpQLSe4RmpnChEPsIVF7lLvF0oX5Ljqsm14QNAKLdlbtMpPv7M2Jw/viewform>



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