

Supporting the Behavioral Health Needs of Immigrant Students and Families



Alisa B. Miller, PhD

PBHUC In-Person Learning Community

Massachusetts Association for Mental Health (MAMH) meeting

November 13th, 2025

Boston Children's Hospital Trauma and Community Resilience Center (BCH TCRC)



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Refugee & Immigrant Assistance Center (RIAC)



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TCRC and RIAC: An Academic – Somali Community Partnership



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Moment of Mindfulness

- <https://tendtoolkit.com/the-three-minute-breathing-space/>

THREE MINUTE BREATHING SPACE

Developed by Diana Tikasz, MSW, RSW



FIRST MINUTE	SECOND MINUTE	THIRD MINUTE
		
<h3>NOTICE ANY SOUNDS YOU HEAR</h3> <p>What sounds are near or far? Notice how the sounds arise and disappear Every time that you notice your thoughts wander, simply and without judgement, return to the sounds</p>	<h3>NOTICE ANY BODY SENSATIONS</h3> <p>What parts of your body are warm or cold? Notice the sensations of contact with the chair or with your clothing Whatever you notice is perfectly fine and does not need to be changed in anyway. Just notice.</p>	<h3>NOTICE YOUR BREATH</h3> <p>Where do you notice your breath- is it at the nostrils, the chest, the belly? Notice the expansion and the settling of the body as you breathe Can you follow the full inhale and exhale of breath?</p>

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For more information and other downloadable resources, go to www.TENDacademy.ca/resources



Agenda

Forcibly Displaced Populations and the Migration Journey

Mental Health and the Impact of Trauma

Intersection of Trauma and Culture

Parenting in a New Context

Take care of Self/Actions



Forcibly Displaced Populations and the Migration Journey





120 MILLION PEOPLE FORCED TO FLEE

the global displaced population is
equivalent to the size of Japan's,
the 12th largest country
in the world



#GlobalTrends



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1 in every 69 people on Earth have been
forced to flee their home

UNHCR, 2024



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**HALF OF THE WORLD'S REFUGEES ARE
UNDER THE AGE OF 18** (UNHCR, 2023)



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Internally Displaced People

Illegal Alien

Immigrant

Migrant

Newcomer

Noncitizen

Lawful permanent resident

Asylum Seeker

Refugee

Unaccompanied Minor

Undocumented



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Terminology is Powerful and Evolving

- Labels carry highly significant legal, political, and social meaning
 - **Immigration status** has direct implications in regard to rights, benefits, and resources that are afforded and available
- Terms also have the power to influence public perception and response



Defining Forced Migration and Displacement

Involuntary or coerced movement of a person or people away from their home or home region in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters.



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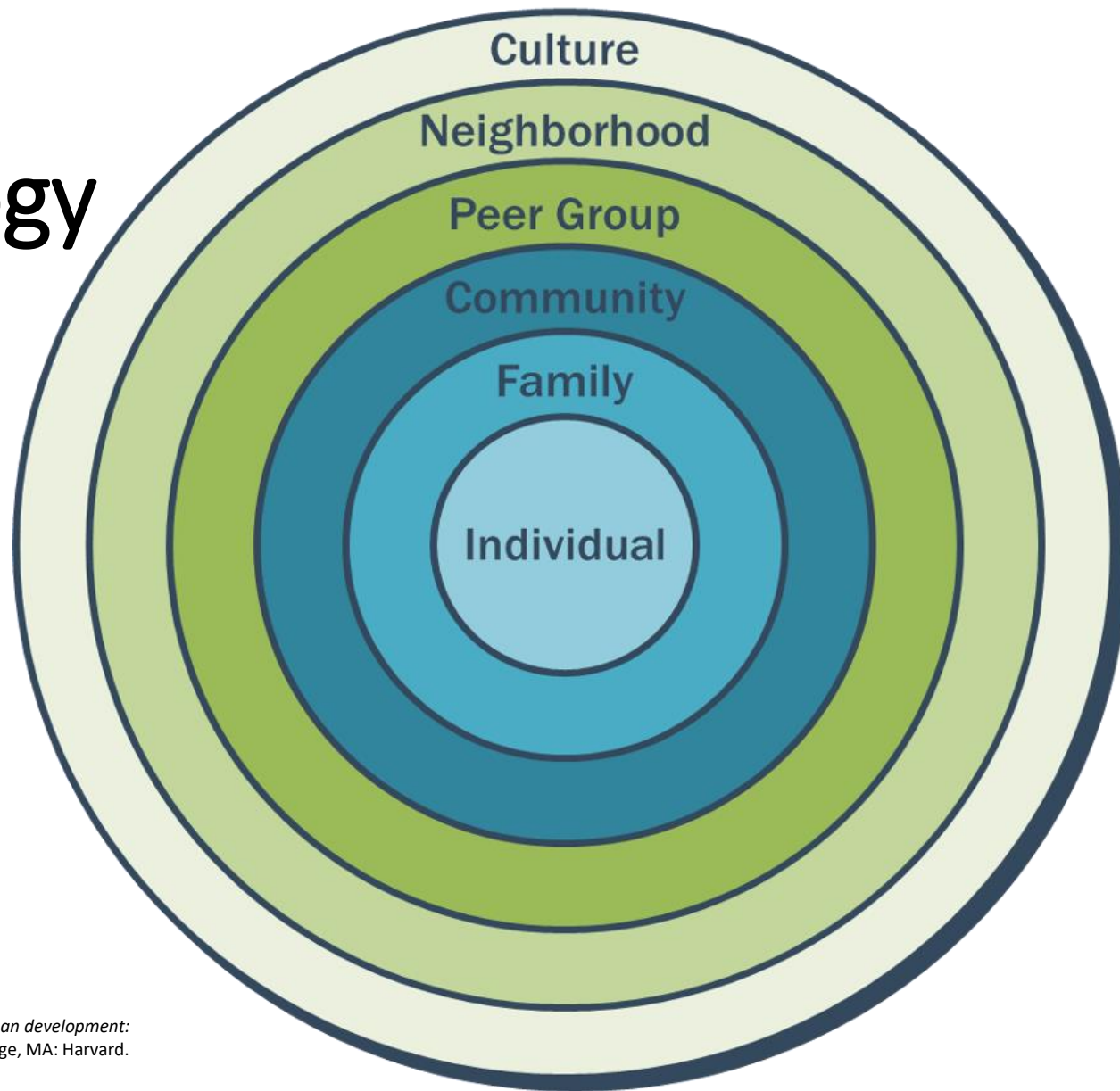
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There is no single immigration story

- Designation as refugee or immigrant is a sociopolitical construction designed by political and socio-cultural systems at different times
- Forcibly displaced youth and families are amazingly resilient **AND** many understandably suffer the downstream effects of systematic trauma and oppression



Social Ecology Model



Bronfenbrenner (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard.

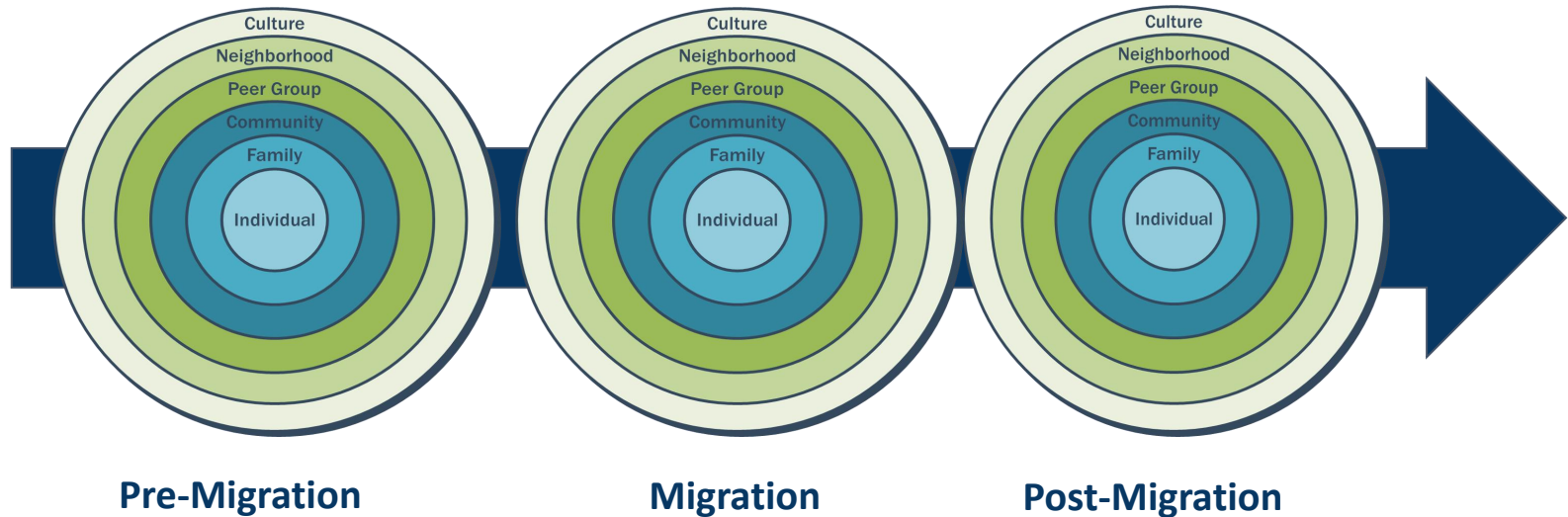


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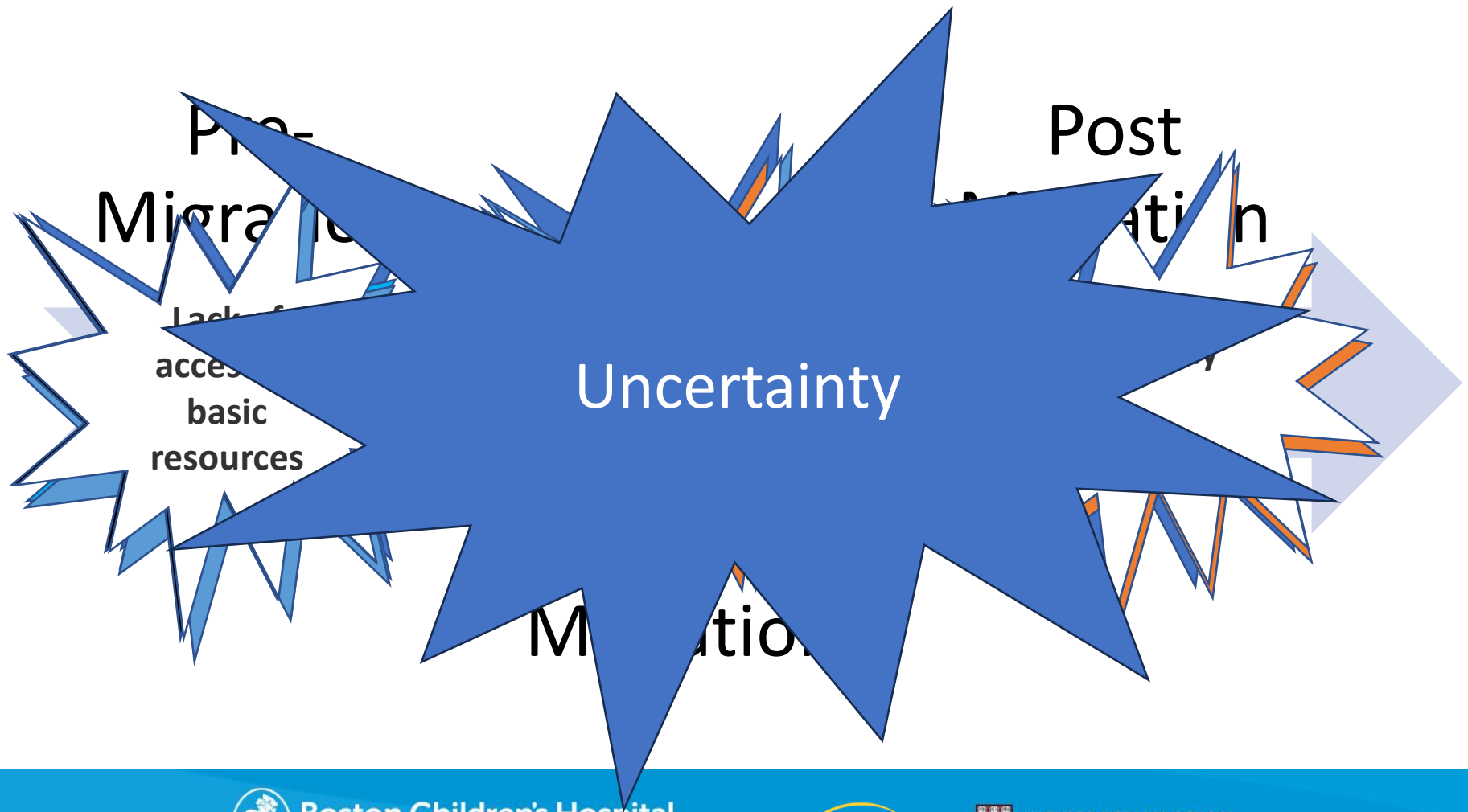


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Migration Journey: *Pre, Migration, Post-migration*



Trauma Across the Migration Journey



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United States as a focus of hope and new beginnings

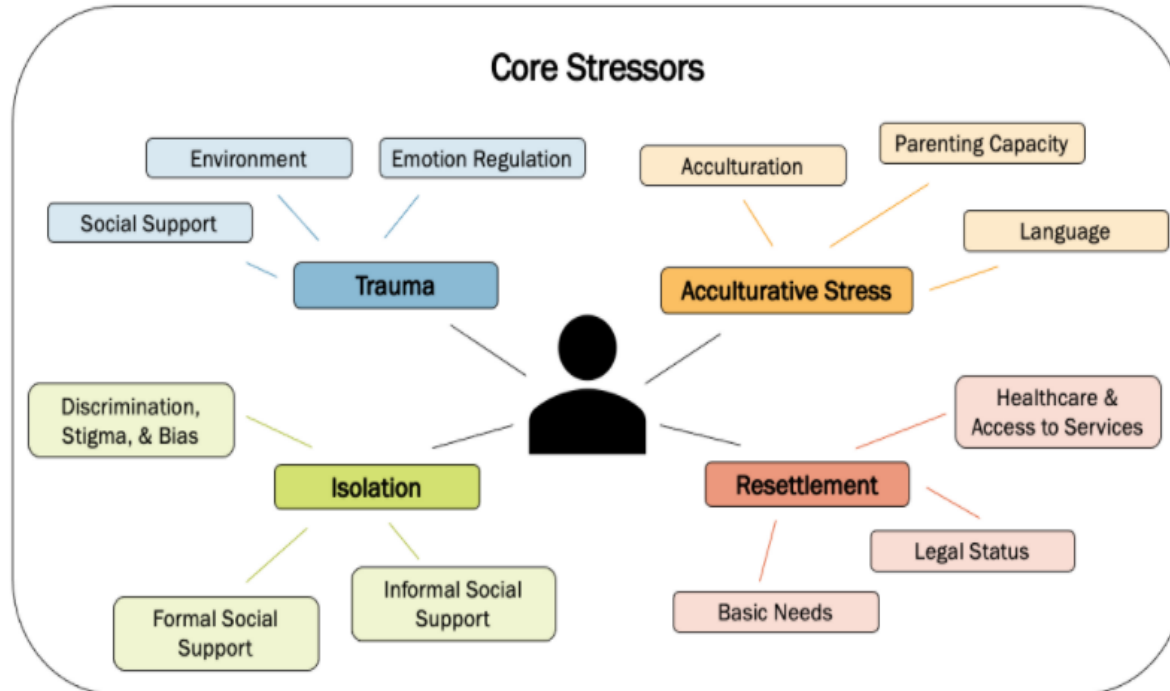


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Refugee and Immigrant Core Stressors



Refugee and Immigrant Core Stressors Web-based Toolkit:

https://redcap.tch.harvard.edu/redcap_edc/surveys/?s=RCDFHWWK4P7THRL4



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Recognize Strengths

- Strong family connections and relying on one another
- Extreme bravery
- Well-utilized networks of communication among people of the community
- Power of word of mouth and ripple effect (one trusting relationship)



Mental Health and the Impact of Trauma



Mental Health and Forcibly Displaced Communities

- Most forcibly displaced youth have witnessed violence
- Most common mental health diagnoses among refugees
 - Major depressive disorder, Post-traumatic stress disorder, anxiety and adjustment disorders, and substance use
- Lower rates of mental health service use, especially among undocumented populations
- Even though this population experiences disproportionately high trauma exposure, many do not have chronic psychiatric impairment

(Derr, 2015; Jaycox et al., 2002; Refugee Health Domestic Guidance, CDC, 2024; Steel et al., 2022; Silove et al., 2014)

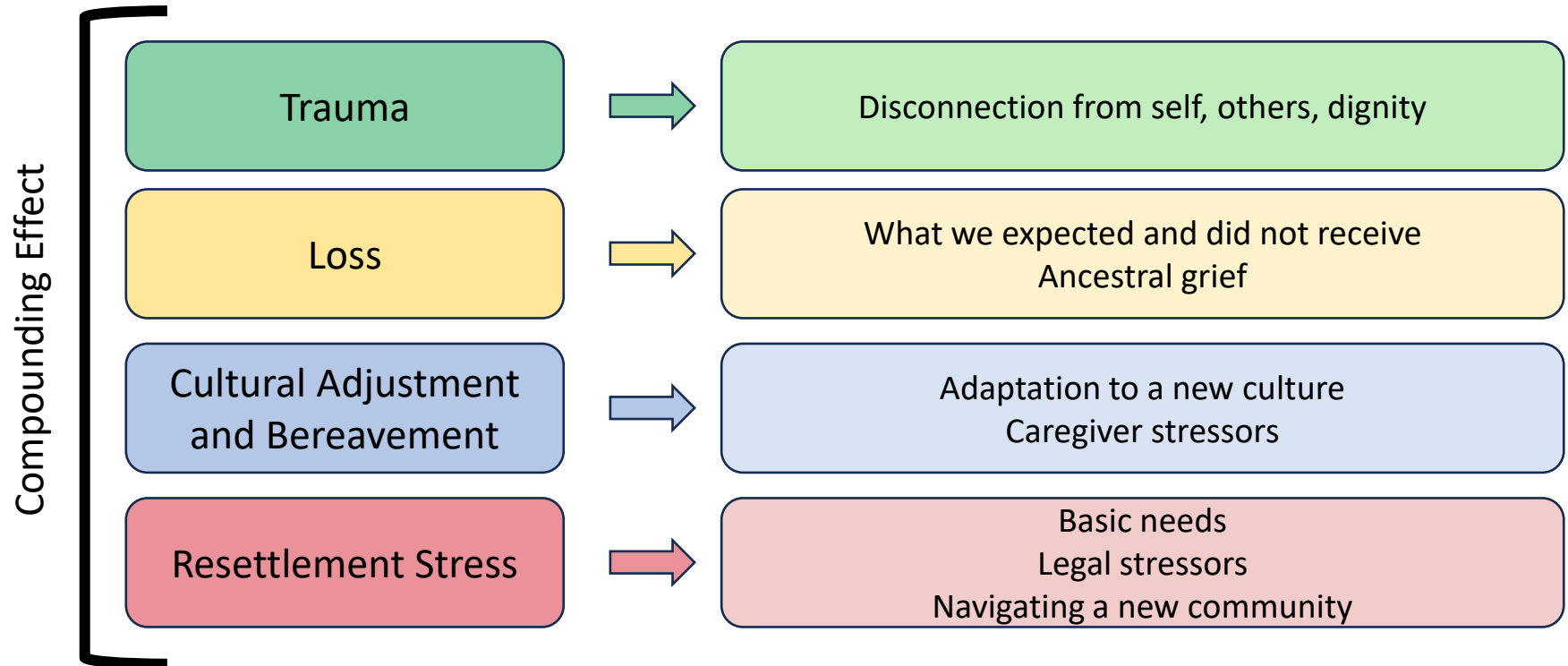


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Mental Health Impact of Forced Migration and Displacement



Defining Traumatic Stress

Experiences or situations that are emotionally and psychologically painful and distressing and that overwhelm people's ability to cope, leaving them powerless

- Traumatic experiences are inherently complex – never weakness or failing
- Trauma and post-trauma adversities can strongly influence development
- People can exhibit a wide range of reactions to trauma that are influenced by culture

(Center for Nonviolence and Social Justice)

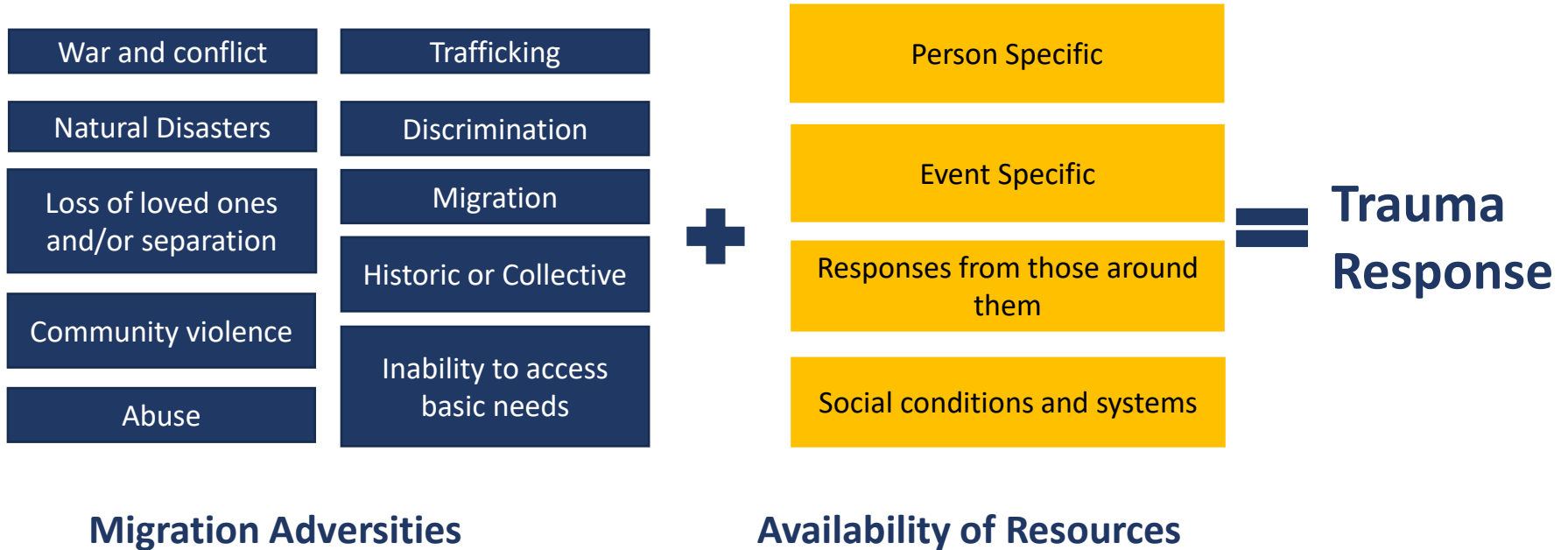


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Trauma Response



Short-Term Traumatic Response

Fight

- Urge to act
- Anger outburst
- Irritability

Flight

- Urge to leave
- Withdrawing
- Avoiding others
- Avoiding discussing

Freeze

- Feeling numb
- Unable to move or act
- Stiffness
- Difficulty making a decision

Fawn

- Deny own needs
- People pleasing
- Difficulty with boundaries

Delayed Traumatic Response

Emotionally

Shock, disbelief, confusion
Horror, fear
Anger, rage
Depression, sorrow, grief
Emptiness, numbness
Feeling disconnected or distant from others
Shame, self-loathing
Humiliation
Helplessness
Hurt, betrayal
Desire for revenge
Feeling dirty and "icky"

Physically

Shock, (cold, faint, disoriented)
Feeling "out of body"
Feeling adrenalized or exhausted
Sweating or heart palpitations
Soreness and tension
Changes in sleep patterns, appetite
Changes in interest in sex
Constipation or diarrhea
Easily startled by noise or touch
More susceptible to colds and illnesses
Pre-existing medical conditions, or unrelated medical conditions get worse

Cognitively

Nightmares
Flashbacks (reliving traumatic memories)
Intrusive thoughts and images
Difficulty concentrating
Expecting to be judged or rejected by others
Changed beliefs about yourself
Changed beliefs about life or the world
Changed beliefs about other people
Thinking or reacting to situations as though it were the past
Questioning one's faith
Suicidal thoughts

Persistent

Traumatic Response

PTSD

A more intensive, long term impact on:

- Thoughts
- Emotions
- Physiological Experiences

Impacts functioning & daily experience

Other Lingering

Traumatic Responses

Depression

Anxiety

Acute Stress

Stronger Pathways for
Activation

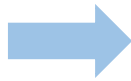
Trauma and Development

- Development of our brains is **use dependent**
- Development of particular skills depends on
 - Need for a particular skill
 - Available resources
 - Environmental feedback and input
- The experiences of **complex trauma in childhood impact development**
 - Prioritizing developmental skills and tasks relevant to survival
 - Interference of developmental tasks most dependent on availability of safe attachment system and context



Developmental Areas Impacted by Traumatic Stress

Safety & Regulation



Common Presentations

Threat to physical and/or psychological safety; under or over reaction to stimuli; increased activity level; withdrawal; difficulty identifying, expressing, and managing emotions; difficulty with impulse control

Connection & Relationships



Difficulty trusting others; difficulty in building and maintaining relationships; over or under reliance on others

Cognition & Learning



Difficulty with expressive and receptive language; impaired executive functioning; difficulty with memory; difficulty with planning ahead and anticipating future; abstract reasoning skills

Sense of Self



Alterations in self-perceptions; low self-esteem; alterations to external world; increased hopelessness and helplessness



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Trauma Expression is Culturally Bound

Culture affects:

- symptom expression
 - help seeking patterns
 - healing mechanisms
 - meaning ascribed to trauma
 - type of trauma experienced
- Cultural bereavement, cultural trauma, generational trauma
 - Acculturation

When cultural differences are not understood they are often misconstrued as deficits, and over-pathologized.



What does it mean to be trauma-informed?





Applying a Trauma Lens...

“What’s wrong with this individual?”

to

“What has happened to this individual?”

“What’s the individual’s perception of what is happening to them?”

“What strength(s) help them survive?”



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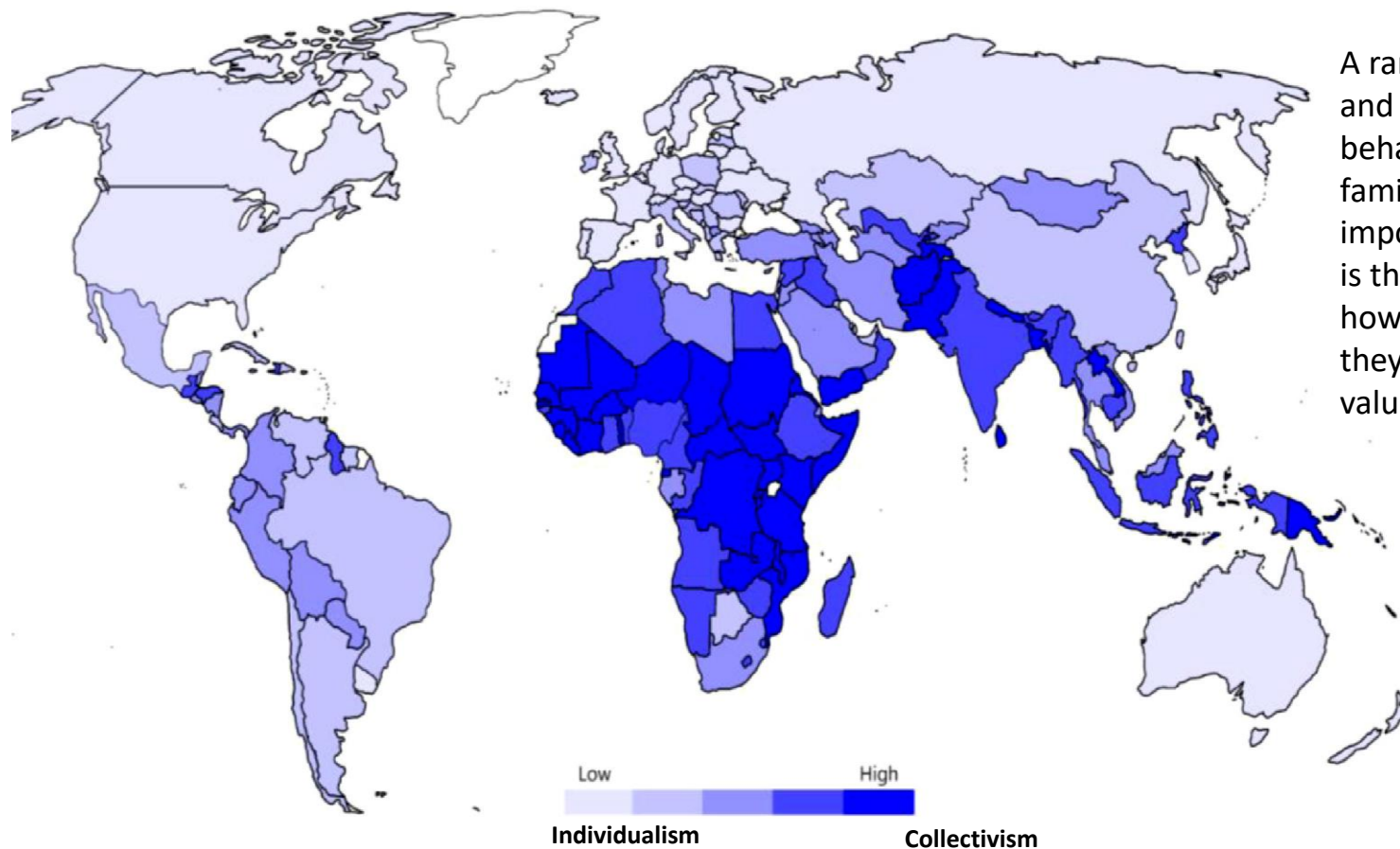
Being trauma-informed means grounding our work in five key principles

1. **Safety** — creating environments where youth feel physically and emotionally secure.
2. **Trustworthiness** — being consistent, honest, and predictable.
3. **Choice** — giving youth a sense of control whenever possible.
4. **Collaboration** — working with youth and families, not for them.
5. **Empowerment** — highlighting strengths, resilience, and cultural identity.



Parents & Parenting in a New Context





A range of both individualistic and collectivistic attitudes and behaviors can be seen in any family or culture, most important thing to understand is that parents are adjusting how they parent and choices they make based on values, goals, and priorities

Pelham, B., Hardin, C., Murray, D., Shimizu, M., & Vandello, J. (2022). A truly global, non-WEIRD examination of collectivism: The global collectivism index (GCI). *Current Research in Ecological and Social Psychology*, 3, 100030.



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Individualistic Cultures

Emphasis on autonomy, individual achievement, self-reliance, and self-assertiveness.

Raising children becomes an individualistic matter.

Collectivistic Cultures

Emphasis on collective achievement, sharing, collaboration, and maintaining harmony in relationships. Encourages interdependence.

Raising children is a community effort.



Culture and Parenting

Parenting through the migration journey--many strengths

Social Ecological Model—caregivers are most important in the development of a child; caregivers who are able to soothe and provide for their children can help maintain attachment and feeling of *relative* safety

Trauma and resettlement stressors may lead to a breakdown in responsive, supportive parenting

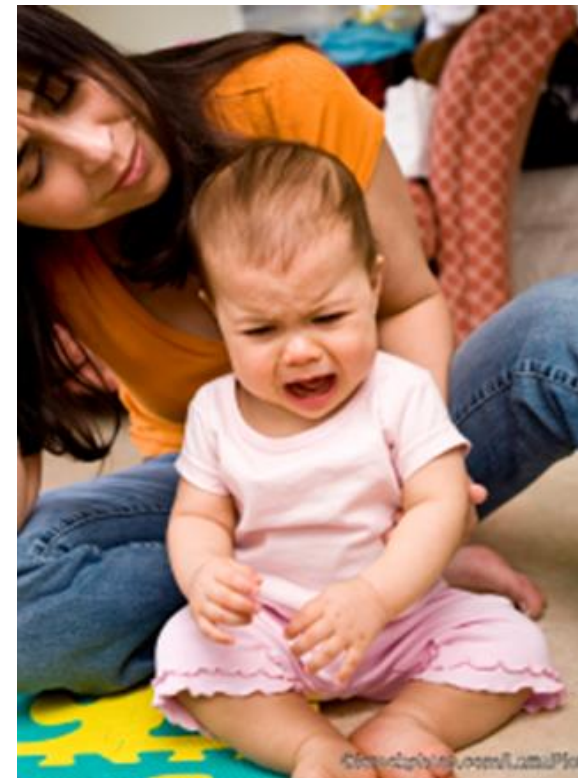
(Brycs, 2007)



How Trauma Impacts Parenting

Caregivers may have their own triggers and their own survival state response; may impact how they engage and discipline their kids; Intergenerational transmission of trauma

(Suardi, 2017)



The Acculturation Gap

Children often acculturate more quickly; can greatly impact power dynamics within the family; conflict between generations

Leads to breakdown in communication resulting in poor parent-child relations.

Parents and elders who traditionally are highly respected, treated as 'wise, know-all' feel disempowered

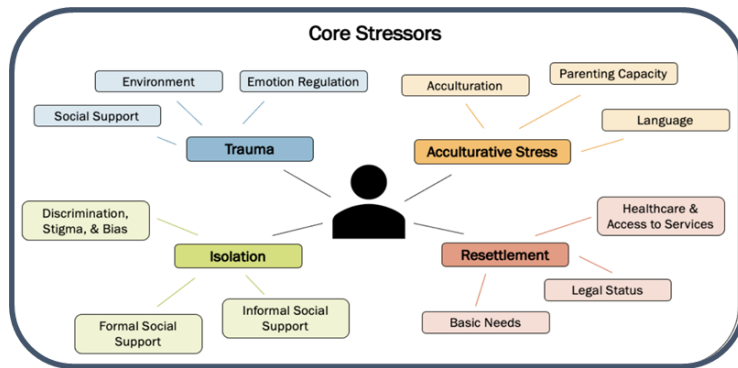
(Renzaho et.al 2011)



Attending to Contextual Factors of Youth and Families with a History of Forced Displacement



Individual Action: Connection to services is (In)valuable



Connect with services that will help with core stressors:

- **Resettlement:** housing and legal
- **Isolation:** increasing social support
- **Trauma** or mental health services
- **Acculturation:** English Language Learning classes

Note: Something seemingly small may be very meaningful



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Individual Action: Information is power

- **Educate** youth and families about their legal rights
 - **Disseminate** “Know Your Rights” information
- **Incorporate** Deportation Preparedness into Patient Care Planning



Image taken from website:
[IRed Cards / Tarjetas Rojas | Immigrant Legal Resource Center | ILRC.](#)

AMERICAN ACADEMY OF PEDIATRICS TOOLKIT RECOMMENDATIONS

<p>Potential discussion points with families</p>	<ul style="list-style-type: none"> • Appoint a power of attorney, a trusted adult, who in the event a parent or guardian is taken into detention or deportation proceedings, could take care of the child. • Maintain a copy of medical and immunization records, give these to a trusted adult. • Maintain a copy of the child's birth certificate and immigration related documents like passports, with a trusted adult. • Maintain documentation of public benefits a child is receiving; a parent's deportation might affect these benefits. • Maintain a record of child's school records, give these to a trusted adult.
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Deportation Planning



TEACHING, INTERPRETING,
& CHANGING LAW SINCE 1979

STEP-BY-STEP FAMILY PREPAREDNESS PLAN

How immigrant families can more proactively
prepare for immigration emergencies that arise

NOVEMBER 2024

Every family should have a family preparedness plan in case of an emergency. The ILRC's **complete [Step-by-Step Family Preparedness Plan](#)**, which includes template forms to help you prepare your plan as well as California-specific information on childcare planning, is available [here](#) [*Recommended*].

This condensed version is divided into three sections that give guidance on family preparedness planning, including childcare planning, finding out about your immigration options, and knowing your rights with Immigration and Customs Enforcement (ICE) and the police.

PART I: MAKE A CHILDCARE PLAN



RESOURCE
TOOLKIT

ABRIDGED VERSION



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Newcomer Toolkit

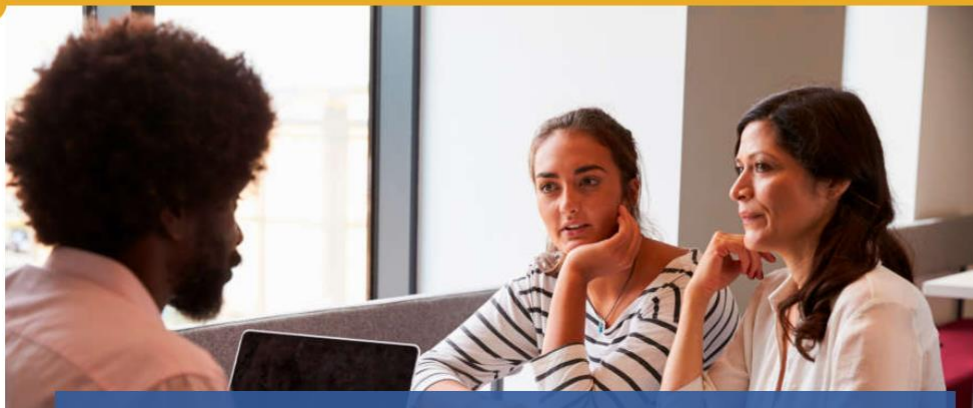
The Newcomer Toolkit is designed to help U.S. educators; elementary and secondary teachers, principals, and other school staff who work directly with immigrant students—including asylees and refugees—and their families.

The **Newcomer Toolkit** has 5 chapters, and contains an **overview, sample tools, and resources.**

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Times of Uncertainty Resources

3 resources:

Coping in Times of Uncertainty: A Resource for Immigrant Youth

Supporting Your Child in Times of Uncertainty:

- Immigrant Caregiver Resource for Early Childhood (3-10 Years)
- Immigrant Caregiver Resource for Teens (11-18 Years)

Available in:

English
Spanish
Haitian Creole
Dari



Coping in Times of Uncertainty: A Resource for Immigrant Youth

The world may feel uncertain right now, and if you are an immigrant, you may already have shown strength and resilience in the face of many challenges. This stress puts added pressure on young people and provides practical tips to take care of yourself and support others.

What might be happening to me? What may be sup

While no two young people may have the same experience, being an immigrant in times of stress and uncertainty can be challenging. Some of the challenges you may face include feeling stuck and scared but trying one thing or another to make a big difference in how you feel or could help a friend. If you need help, please reach out to a trusted adult or seeking professional help, such as from a coun

Body → Focus on physic

Common Reactions

- Headaches, stomachaches, muscle tension, exhaustion.
- Trouble falling/staying asleep or oversleeping.
- Changes in appetite or eating habits.
- Feeling "on edge," jittery, or can't relax.
- Feeling pressure in your chest and/or difficulty breathing.

Helpful Tips

- M
- E
- P
- P
- B
- A
- D
- L
- R
- S

Heart & Mind → Notice your fee

Common Reactions

- Headaches, stomachaches, muscle tension, exhaustion.
- Trouble falling/staying asleep or oversleeping.
- Changes in appetite or eating habits.
- Feeling "on edge," jittery, or can't relax.
- Feeling pressure in your chest and/or difficulty breathing.

Helpful Tips

- M
- E
- R
- P
- P
- B
- A
- D
- L
- R
- S

Relationships → Maintain social support and connection

Common Reactions

- Keeping to yourself or wanting to be alone; ignoring calls or texts or feeling scared to be alone.
- Avoiding school, work, or responsibilities; skipping class.
- Increased conflict, picking fights, feeling easily irritated.
- Losing interest in things you used to enjoy.
- Feeling extra responsibility and pressure to support yourself and your family.
- Participating in risky activities to manage new stress.

Helpful Tips

- Stay connected via text, phone, or spending time with family and friends.
- Try to express how you are feeling, including your worries, with trusted adults and friends.
- Engage in activities and people that make you feel good even when it feels hard (e.g., game nights, shared meals).

Spirit → Find opportunities for meaning, joy, and belonging

Common Reactions

- Feeling lost, disconnected from identity or purpose.
- Loss of motivation or feeling like what's the point (about yourself, activities you enjoyed, and/or your future).
- Feeling hopeless or empty.
- Struggling to engage with faith, traditions, or spirituality.
- Feeling like having to do things you don't want to do and/or that don't feel like yourself to get by.

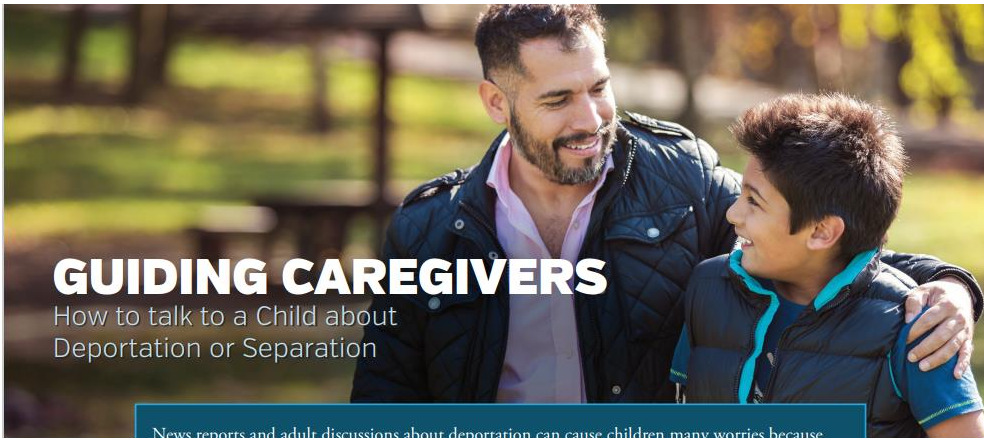
Helpful Tips

- Continue celebrating cultural and personal traditions that bring comfort.
- Watch or read about people and stories with similar experiences and/or that give you hope.
- Engage in spiritual practices (prayer, meditation, nature walks).
- Find meaning in community efforts, volunteering, or creative expression.

Resources for additional support for you and your child:

- **988 Mental Health Lifeline:** Call or text 988 for immediate support and crisis intervention (<https://988lifeline.org>)
- **UnitedWeDream:** List of free or low-cost mental health services for undocumented immigrants (<https://unitedwedream.org/our-work/undocuhealth-wellness/>)

This resource was developed by the Boston Children's Hospital Trauma and Community Resilience Center. For more information please visit: <https://www.childrenshospital.org/programs/trauma-and-community-resilience-center>



GUIDING CAREGIVERS

How to talk to a Child about
Deportation or Separation

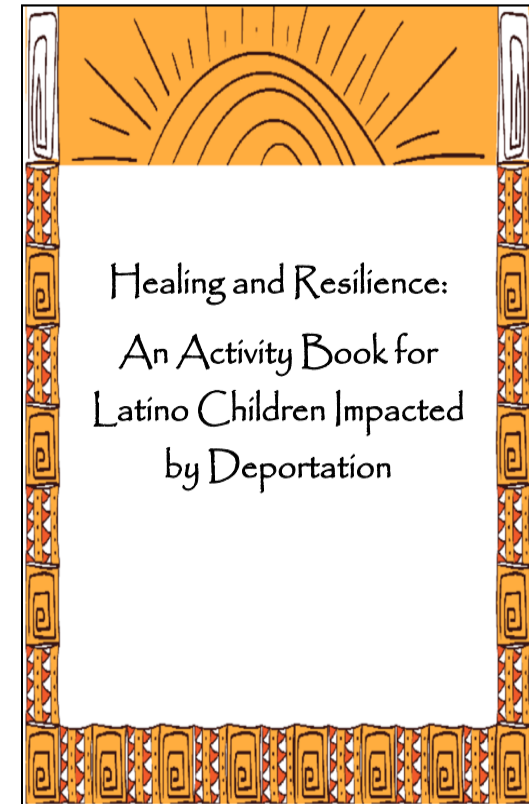
News reports and adult discussions about deportation can cause children many worries because they do not understand concepts about the law and policy. Some children may become fearful of separation from a parent and others may be coping with having been separated.

SHOULD CARETAKERS SPEAK TO CHILDREN ABOUT DEPORTATION AND SEPARATION?



Caretakers often wonder if it is better to keep silent and worry that conversations could cause fear or further traumatize a child. Although it can be an uncomfortable topic, it is important for affected families to speak with their children – whether that be a parent affected by deportation or a caretaker caring for a child separated from a parent.

Having an open conversation, at the child's developmental level, can help to



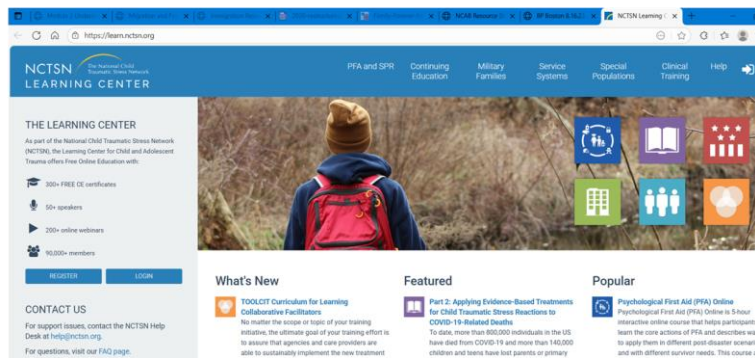
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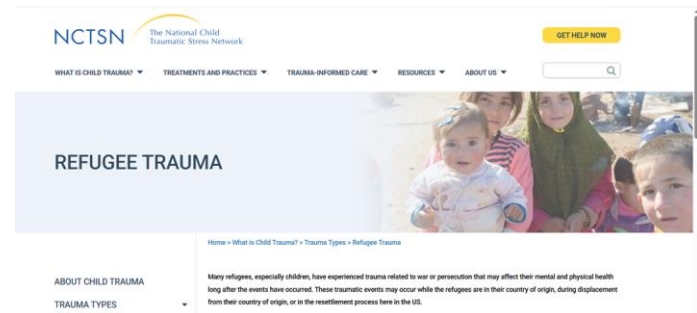
Individual Action: Information is power

- Educate yourself



[NCTSN Learning Center](https://learn.nctsn.org) – As part of the National Child Traumatic Stress Network (NCTSN), the Learning Center for Child and Adolescent Trauma offers Free Online Education. You will need to register to enroll in the offerings (e.g., written materials, e-learning modules, webinars);

registration and resources are free of charge.



[Refugee Trauma](#) | [The National Child Traumatic Stress Network](#)



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Trauma and Community Resilience Center

Refugee and Immigrant Core Stressors Toolkit - FREE



Refugee and Immigrant Core Stressors Toolkit

This toolkit will provide you with information about four core stressors that refugees and immigrants may face and sample questions to guide your assessment. These sample questions are not intended as a substitute for clinical judgment. If this is your first time using the toolkit, take your time, explore the sections, and then try the assessment component.

We are excited to announce that, as of November 2019, we have implemented updates throughout this toolkit. Previous users may notice subtle changes in language and framing. All updates are in line with up-to-date practice recommendations and feedback from users.



If you would like to learn more about the Four Core Stressors Framework, please consider watching this webinar presented by Dr. Luna Mulder & Dr. Jeff Winer from the Boston Children's Hospital Trauma and Community Resilience Center.

[View media](#)

https://redcap.tch.harvard.edu/redcap_edc/surveys/?s=RCDFFFHWK4P7THRL4



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TCRC Best Practice Series - FREE

For Mental Health Clinicians

Welcome to
Best Practices for Working with
Refugee and Immigrant Youth
Session 2: Cultural Responsivity

The session will begin shortly

Live Transcript: Closed Caption is enabled for this session.
This feature is being reviewed.
CCs will be offered upon completion of the post survey.

Best Practices for
Working with Refugee ...

B by BCH TCRC

Playlist • 9 videos • 2,041 views

▶ Play all

1:21:44

1:06:59

1:24:03

1:18:34

1:20:03

For Educators

The Danger of a Single Story,
Chimamanda Ngozi Adichie

Best Practices for
Working with Immigra...

B by BCH TCRC

Playlist • 5 videos • 679 views

▶ Play all

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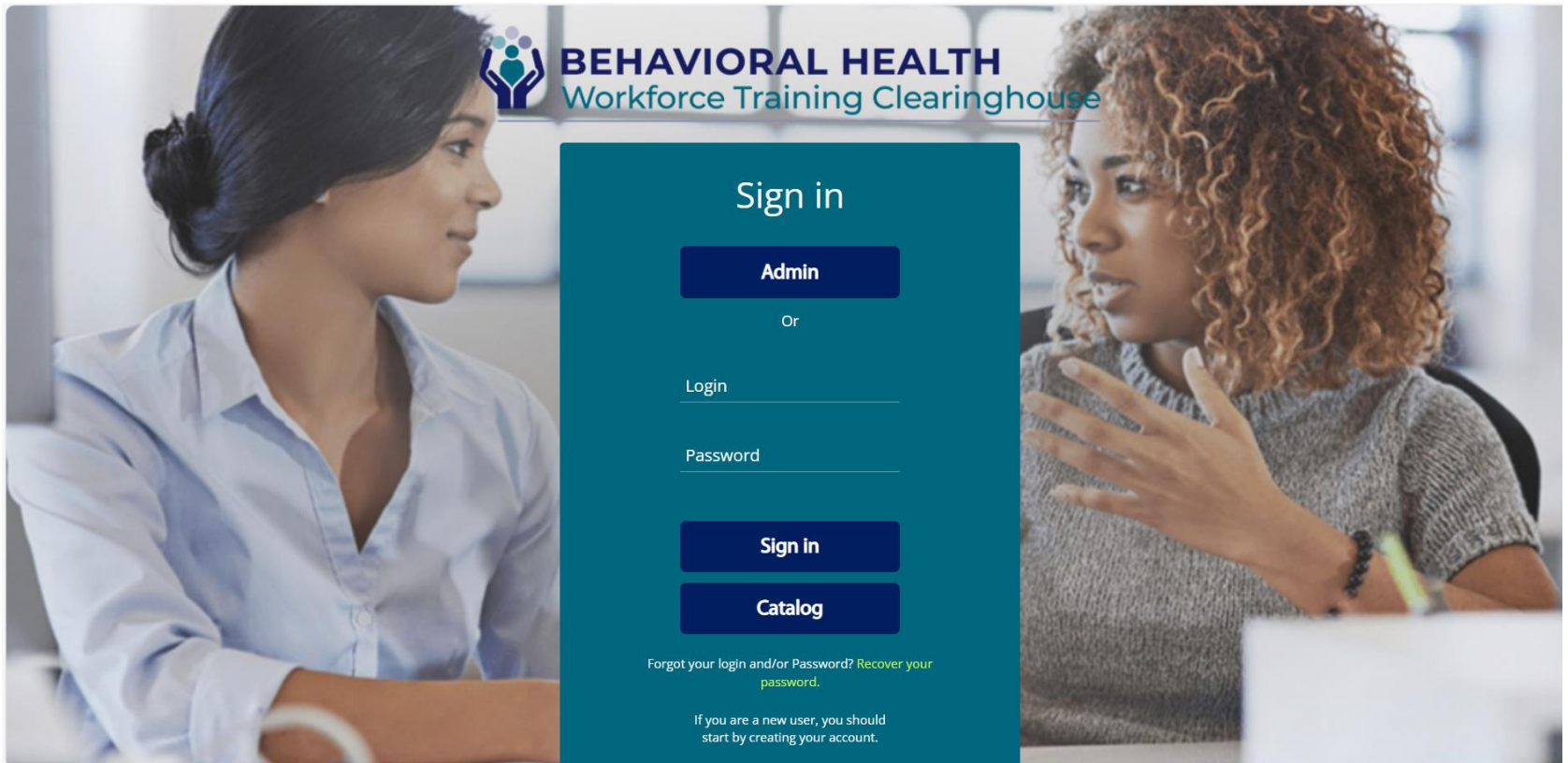
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BH Clearinghouse Learning Portal.



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Available Course

Course Catalog

Display Courses

- ☒ Available For Registration
☐ All Courses

Categories

- ☐ Behavioral Health Workfo...
☐ Continuing Medical Educ...
☐ Youth CBHI Intensive Car...

Tags

- ☐ Addiction
☐ Adults
☐ Alcohol
☐ American Society of Addi...
☐ Anxiety
☐ Assessment
☐ Autism Spectrum
☐ Bereavement
☐ Best Practices
☐ Borderline Personality Dis...

[Show More](#)

Competencies

- ☐ Clinical Competencies

Approaches to Mental Health Care for Forcibly Displaced Youth and Families Course

Category: Behavioral Health Workforce Training Clearinghouse **Competency:** Cultural Humility

Description:

This 3-hour training consists of three modules:

Module 1 will review the three phases of the migration journey, and the impact that the migration journey has on youth and families. It will also cover the four core stressors that are commonly experienced by refugee and immigrant youth and families when they arrive in the United States, as well as an assessment tool that can be used to determine appropriate interventions.

Module 2 will review best practices for both providers and interpreters regarding how to best work together to make sure that youth and families have appropriate language access to treatment.

Module 3 will focus on the mental health needs of refugee and immigrant youth and families and how to provide culturally responsive assessment and services. Providers will learn how to adopt a trauma-informed, strengths-based, culturally responsive stance when working with refugee and immigrant youth and families.

Objectives

After completing this training participants will be able to:

1. Describe the migration journey of forcibly displaced populations
2. Assess the four core stressors as outlined in the Refugee and Immigrant Core Stressors Toolkit (RICST)
3. Use the four core stressors framework in assessment and intervention planning
4. Explain the definition of interpreter and distinguish interpreter roles
5. Describe the therapeutic triad
6. Apply two recommendations for building a true partnership with an interpreter before a session
7. Describe the impact of adversity and traumatic stress on mental health and wellbeing of forcibly displaced youth and families
8. Use skills to facilitate culturally responsive clinical assessments with forcibly displaced youth and families
9. Demonstrate best practices in culturally responsive and trauma-informed treatment engagement and delivery

Continuing Education Credits:

- **MA Licensed Alcohol and Drug Counselor:** This course has been approved by the Department of Public Health, Bureau of Substance Abuse Services/LADC Unit for 3 contact hours for Licensed Alcohol and Drug Counselors



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Individual Action: Balance and Collaboration

- **Recognize** and **build** on parental strengths.
- **Provide** information
- **Balance:** Honoring culture, values, and experience with other ways of doing
- **Collaboration:** Working together respectfully while honoring difference



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Individual Action: Inquiring about the migration journey

SAMPLE STRATEGY	SAMPLE LANGUAGE
Learn from the family/individual by asking direct questions	"What brought you to the US?" "Where were your children born?" "Where was your family before coming to the US?"
NOTE: If a child or family doesn't seem to be ready to share/answer some questions, don't force it.	



Individual Action: Inquiring about Etiology and Healing

SAMPLE STRATEGY	SAMPLE LANGUAGE
Learn from the family/individual by asking direct questions	<p>“What do you think is the reason you/your child is having the concern you brought up today?”</p> <p>“What do others in your community think causes these types of concerns?”</p> <p>“Who else have you sought help from for these concerns?”</p> <p>“What other ways of healing, recommendations or advice have you sought out about these issues?”</p>
NOTE: Culture informs understanding of health and wellness.	



Individual Action: “SANCTUARY” Collaboration

SAMPLE STRATEGY	SAMPLE LANGUAGE
Open a dialogue by placing individuals' fears in context and generalizing any challenges.	“Many of my students are currently experiencing anxiety about immigration problems”
Provide reassurance by contextualizing, explaining your motive for helping, and emphasize confidentiality.	“Many people are going through similar struggles right now. You are not alone.” “This kind of anxiety can impact your health. You are safe to express your concerns here.” “I will not share your immigration status.”

Content taken from: *Mejias-Beck J, Kuczewski M. Sanctuary doctoring: supporting undocumented patients and others affected by immigration concerns. Loyola University Chicago Stritch School of Medicine. <https://hsd.luc.edu/media/healthsciencesdivision/bioethics/documents/Sanctuary-Doctoringpresentation-June2018.pdf>



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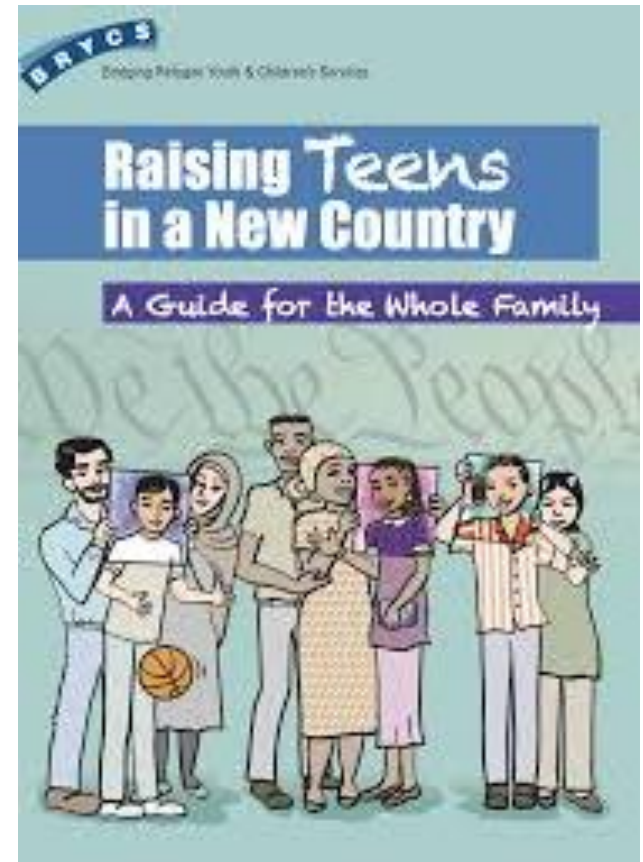


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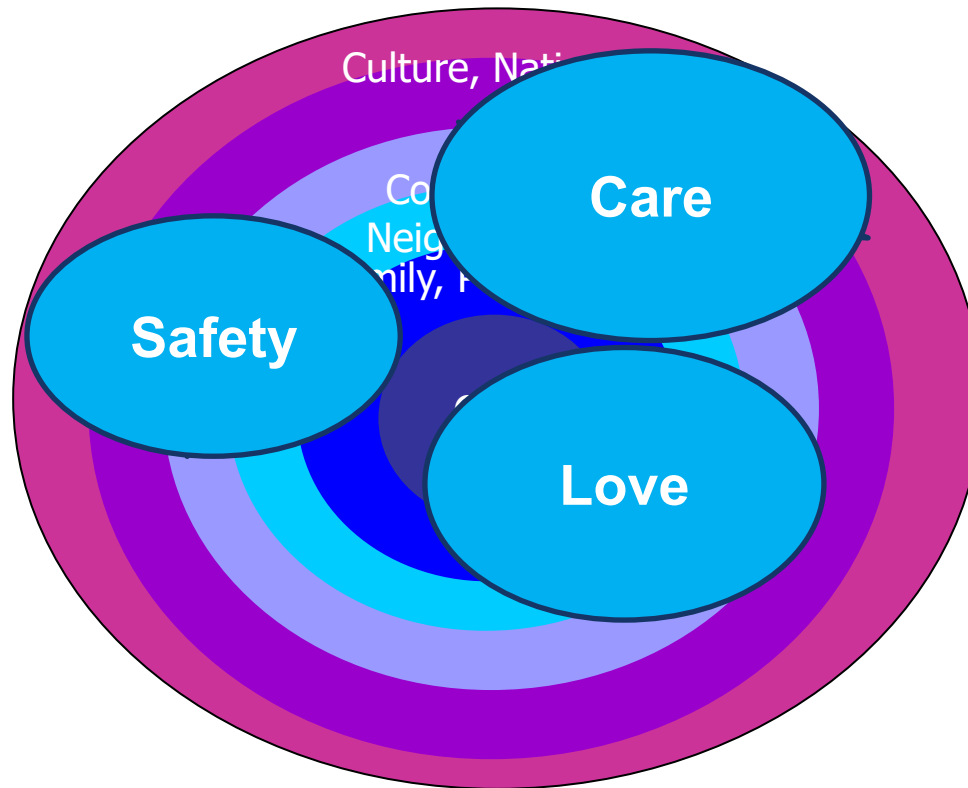
Bridging Refugee Youth and Children's Services (BRYCS)

- Parenting in a new culture
- Safety
- Health/Nutrition
- Schools
- Cultural Identity
- Discipline
- Friends
- Discrimination & Bullying
- Self-Esteem & Body Image
- Dating & Relationships

Available in multiple languages...Arabic, Spanish, Somali, Nepali, Pashto, Dari



INDIVIDUAL ACTION: SIGNALS OF CARE



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Institutional actions



- **Implement** a policy that limits cooperation with immigration enforcement
 - What is your institutional protocol should a law enforcement official appear on campus or otherwise contact you
 - Who is the designated person to handle the situation?
- **Designate** Public and Private Spaces
- **Attend** to staff who have shared lived experience (e.g., migration, cultural background)
- **Incorporate** patient navigators' representative of many cultures as part of our clinical teams to improve care and build trust



Image from American Civil Liberties Northern California "Protecting Immigrant Community Members Accessing Health Care" [page 1: https://www.aclunc.org/docs/kyr-accessing_health_care.pdf]



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Working with Trauma Impacted Communities

Compassion Satisfaction

Pleasure and satisfying feeling that comes from helping other.

Burnout

Misfit between demands of job and resources available.

Compassion Fatigue

Emotional and physical exhaustion leading to a diminished ability to empathize or feel compassion for others.

Secondary Trauma

Trauma responses to specific exposure to traumatic material.

Vicarious Trauma

Negative transformation in the helper that results from the empathic engagement with trauma survivors and their trauma



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NCTSN

The National Child
Traumatic Stress Network



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The Reality of Secondary Traumatic Stress (STS)

“The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet.”

Rachel Naomi Remen, MD



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Compassion Satisfaction

Positive aspects of the work, such as inspiring and rewarding work with youth and families and belief that one's work makes a meaningful contribution to clients and society.



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Activity: Remembering Your Whys

- Think about **ONE** rewarding moment at your job.
- What are **TWO** things that you love/enjoy about your job?
- Think about **THREE** people whose lives you've touched.

Adapted from Volk, K.T., Guarino, K., Edson Grandin, M., & Clervil, R. (2008). What about You? A Workbook for Those Who Work with Others. The National Center on Family Homelessness.



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THANK YOU!



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