

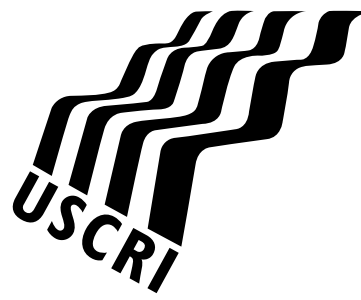
USCRI

Addressing the Mental Health of Refugee Children & Youth, Part II

Facilitating Effective Conversations with Youth & Families

Refugee Youth Resource Center

February 2026



Introductions

Megan Rafferty

Behavioral Health Subject Matter Expert,
USCRI Refugee Youth Resource Center

Sean Dinno

Trainer and Resource Specialist,
USCRI Refugee Youth Resource Center

Geeta Rahimi

Trainer and Resource Specialist,
USCRI Refugee Youth Resource Center

Who Are We?



- Refugee Services
- Policy and Advocacy
- Humanitarian Legal Services
- Anti-Trafficking Services
- International Programs
- Children's Services

**Note: USCRI is a Non-Governmental Organization (NGO)*



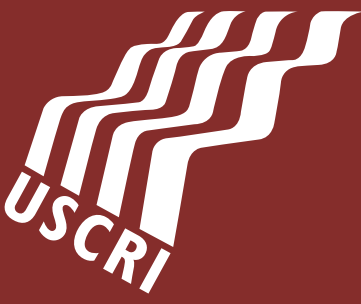
Refugee Youth Resource Center

- Building provider capacity to foster refugee youth resilience and child safety
- Services include:
 - Monthly webinars
 - Targeted trainings
 - Case consultation helpline
 - Resource website for clients and providers
 - Community resource directory
- Visit us at refugee-youth.org

LEARNING OBJECTIVES

By the end of the webinar, you will be able to...

- ① Identify common signs of emotional distress and factors influencing newcomer children and youth's emotional wellbeing
- ② Utilize culturally responsive approaches for discussing mental health with newcomer youth and their caregivers
- ③ Recognize when and how to refer youth for additional support services



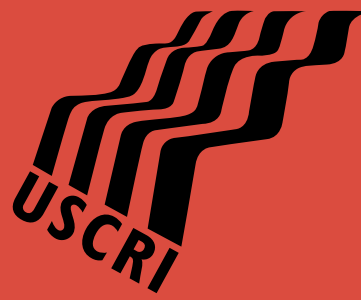
Interactive Discussion

What are the biggest challenges you have experienced when supporting refugee youth mental health?



Identifying Mental Health Concerns among Newcomer Children & Youth

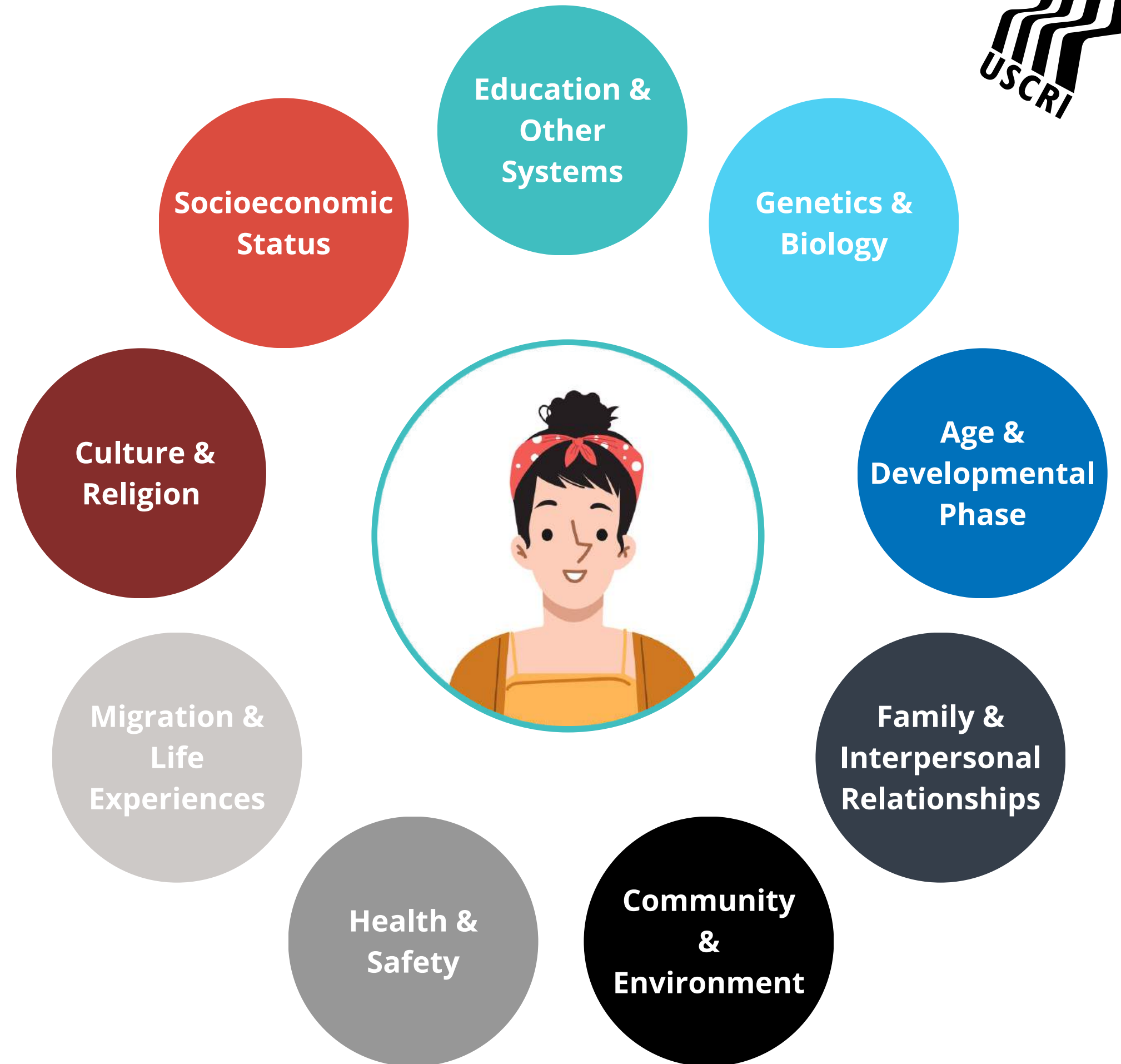
Strengths of Newcomer Youth



- Resilient
- Strong
- Unique
- Adaptable
- Multilingual
- Survivors



Factors Influencing Mental Health



Newcomer Youth Resettlement Stress

Cultural
Adjustment

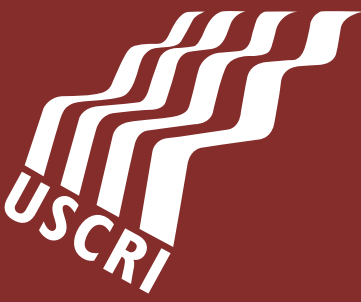
Interpersonal

Family Change
& Conflict

Academic

Socioeconomic





Interactive Discussion

What signs or symptoms of mental health concerns have you noticed newcomer youth experiencing?

Identifying Emotional Distress



Common Emotional Responses

- Fearfulness, worrying, or “thinking too much”
- Sadness, hopelessness, or feeling numb
- Irritability or anger
- Suicidal thoughts

Common Physical Responses

- Headaches
- Stomachaches
- Fatigue
- Muscle tension or body pain

Identifying Emotional Distress



Common Behavioral Responses

- Difficulty concentrating or remembering things
- Decline in school attendance and/or performance
- Perfectionism
- Withdrawal or social isolation
- Acting out or appearing defiant
- Jumpy or on high alert
- Nightmares or sleep problems
- Increase in risky behaviors
- Substance use
- Self-harming behaviors

Identifying Emotional Distress



Emotional Distress in Younger Children

- Regressive behaviors (bed-wetting, thumb sucking, etc.)
- Intense clinginess or separation anxiety
- Increased tantrums and irritability
- Sleep issues or nightmares
- Focusing on past traumatic events through repetitive play, drawing, or retelling
- Physical complaints (headaches, stomachaches, etc.)

Determining When Additional Support is Needed

1

Is emotional distress persistent, worsening, and/or interfering with daily living?

2

Are there safety concerns (such as self-harm or harm to others)?

3

Do the mental health needs of the youth exceed your role or capacity as a provider?

Mental Health Across Cultures

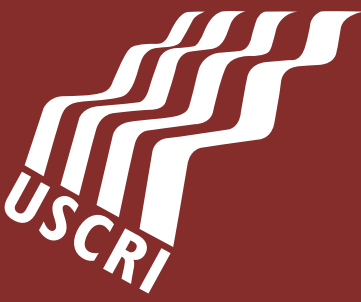


- Mental health **beliefs vary across cultures**
- Mental health challenges may be seen as:
 - A **family concern** rather than an individual issue
 - A **spiritual issue** rather than a psychological condition
- Emotional distress may be more commonly expressed as **physical complaints**
- Youth may have **limited language** to describe emotional experience
- Seeking mental health treatment may be **highly stigmatized**

Case Scenario: Part I



<https://www.youtube.com/watch?v=oC8Djj4PP1Y>



Interactive Discussion

What resettlement stressors is Maryam experiencing?

What signs of emotional distress do you notice in Maryam?

What protective factors do you notice?



Approaching Conversations about Mental Health with Newcomer Youth & Families

Barriers to Engaging in Services

Structural Barriers



- Navigating **complex mental health care systems**
- Lack of culturally aware **providers**
- Limited **health insurance** coverage or high copays
- **Socio-economic stressors**
- **Lack of professional interpretation**
- **Lack of time** and competing priorities
- **Immigration fears**
- **Transportation**
- Lack of access to services in **schools**

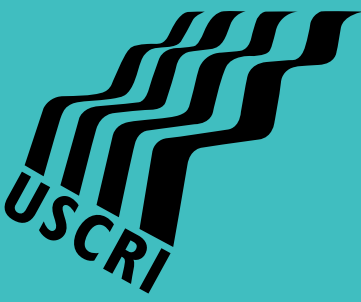
Barriers to Engaging in Services

Individual & Cultural Barriers

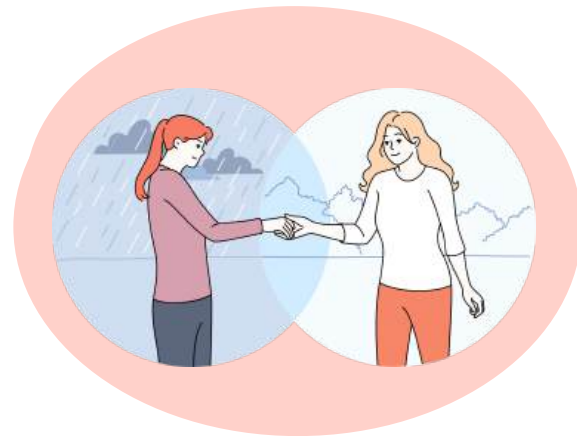


- **Cultural beliefs** about mental health concerns and treatment
- **Stigma** toward mental health
- **Mistrust** of authorities/services
- **Caregiver refusal** or pressure to stop services

Tips for Talking to Newcomer Youth



Use trauma-informed, strengths-based approaches



Build rapport, trust & safety



Ask open-ended questions



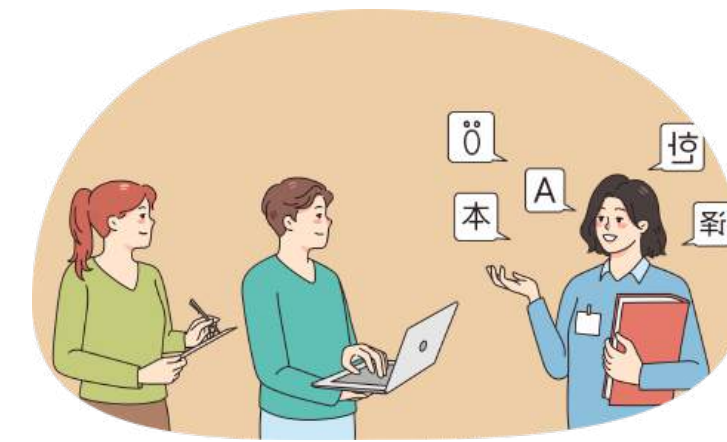
Demonstrate deep listening



Use developmentally appropriate language



Include movement, art, or writing during conversations



Use professional interpretation if needed

Overcoming Stigma



- Focus on the youth's functioning and **avoid labels** and clinical terms

"I noticed you've seemed really down and lost in thought lately. And you said you haven't been playing soccer as much as you used to, right?"



Overcoming Stigma



- Focus on the youth's functioning and **avoid labels** and clinical terms
- **Normalize and validate** the youth's experiences

"It's very common to have times when it feels hard to enjoy things, focus or have energy. Especially after going through big life changes like moving to a new country. You're not alone. I've known many other kids who have felt that way too."



Overcoming Stigma



- Focus on the youth's functioning and **avoid labels** and clinical terms
- **Normalize and validate** the youth's experiences
- Align with the youth's **goals**

"You mentioned before that you want to try out for the high school soccer team. It seems like getting some help with your mood and energy level might be important to you, so you can start practicing again."



Overcoming Stigma



- Focus on the youth's functioning and **avoid labels** and clinical terms
- **Normalize and validate** the youth's experiences
- Align with the youth's **goals**
- Provide **psychoeducation**

"Sometimes when our mind and body go through stress for a long time, it can affect our sleep, our mood, and even how we see ourselves. It's not a weakness, and it's nothing to be ashamed of. It's a very human response to difficult experiences."



Overcoming Stigma



- Focus on the youth's functioning and **avoid labels** and clinical terms
- **Normalize and validate** the youth's experiences
- Align with the youth's **goals**
- Provide **psychoeducation**
- Emphasize **confidentiality**

"Most of what you share in counseling is private. That means it stays between you and the counselor, unless there is a safety concern where someone might get hurt."



Overcoming Stigma



- Focus on the youth's functioning and **avoid labels** and clinical terms
- **Normalize and validate** the youth's experiences
- Align with the youth's **goals**
- Provide **psychoeducation**
- Emphasize **confidentiality**
- **Ask about the family's views** of mental health and learn cultural expressions of distress

"How is sadness, worry or grief commonly expressed and coped with in your culture? What would you do to feel better if you were back home?"



Overcoming Stigma



- Focus on the youth's functioning and **avoid labels** and clinical terms
- **Normalize and validate** the youth's experiences
- Align with the youth's **goals**
- Provide **psychoeducation**
- Emphasize **confidentiality**
- **Ask about the family's views** of mental health and learn cultural expressions of distress
- Practice **cultural humility**

"You are the expert of your own experience. What ideas do you have about what would help you feel better?"



Overcoming Stigma

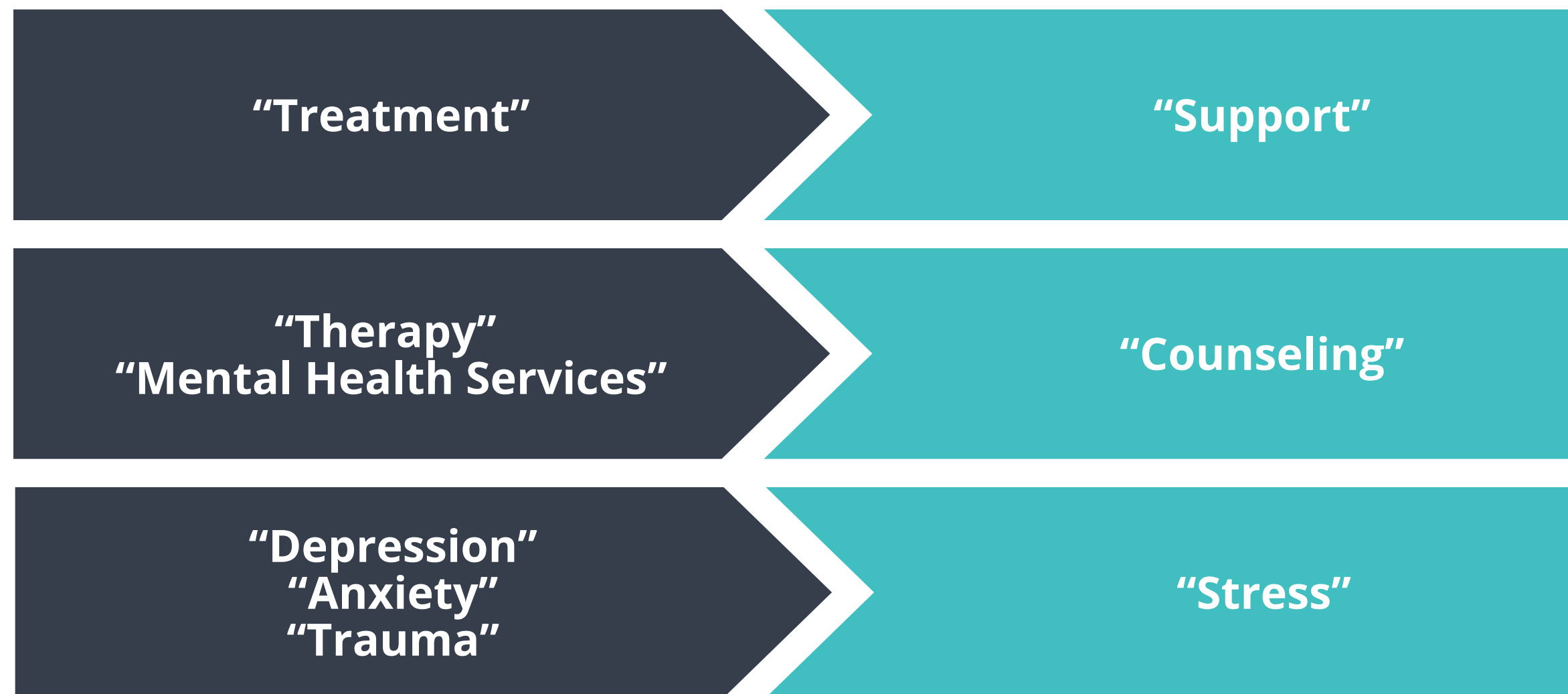


- Focus on the youth's functioning and **avoid labels** and clinical terms
- **Normalize and validate** the youth's experiences
- Align with the youth's **goals**
- Provide **psychoeducation**
- Emphasize **confidentiality**
- **Ask about the family's views** of mental health and learn cultural expressions of distress
- Practice **cultural humility**
- Reframe the youth **seeking support as a strength**

"I know you're a very strong person. Reaching out for support is another kind of strength."



Destigmatizing Language



Focus on the goal of helping youth succeed by teaching them new skills and coping strategies.

Case Scenario: Part II

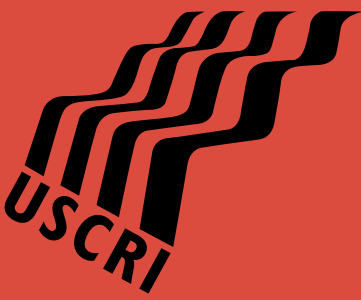


<https://www.youtube.com/watch?v=G-TqVYShPgA>

Interactive Discussion

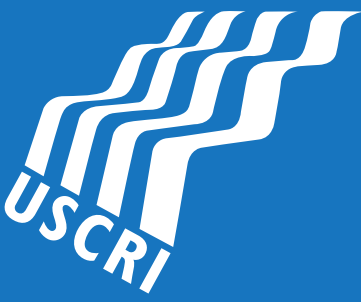
- What approaches did you notice in the conversation between Yesenia and Maryam? (select all that apply)
 - Using simple, non-stigmatizing language
 - Providing psychoeducation about trauma and counseling
 - Focusing on strengths
 - Telling the youth she has PTSD
 - Normalizing the youth's experiences
- How would you approach the conversation with Maryam's mother? (open response question)

Approaches to Talking with Caregivers



- Consider time and place of conversation
- Build trust with caregivers and demonstrate respect
- Align with caregivers' goals to ensure the health and safety of their child
- Recognize and reduce stigma
- Provide psychoeducation including:
 - What counseling is, how it can help, and what to expect
 - What trauma is and the potential impacts on their child's behavior and emotional well-being
- Do not minimize caregiver concerns or barriers

Psychoeducation



- **Using clear, plain language** to teach clients about mental health symptoms and treatment
- Can include **coping strategies** such as breathing techniques, visualization, grounding, etc.
- Leave space to **answer questions** and dispel myths



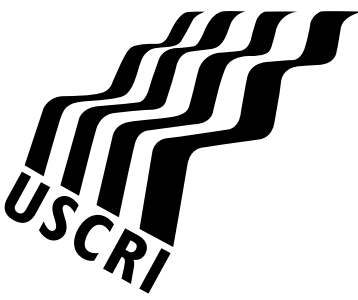
Psychoeducation

Sample Language



- “Stress affects the brain and body in different ways.”
- “These types of reactions are common after big changes like the ones you’ve been through.”
- “Experiencing these emotions doesn’t mean you are ‘crazy.’”
- “Support is available and can help your family get through this hard time.”
- “Counselors can help teach you new ways to cope.”





Explaining confidentiality and privacy can help youth and caregivers feel more comfortable.

Confidentiality & Privacy

- “Mental health information is private and protected by law.”
- “Counselors can’t share what you tell them with other people without your permission unless there is a safety concern or a court order.”
- “Parents are usually involved in services for children, but teens may have to give their permission to include parents.”
- “You can ask questions about your privacy or care at any time.”

Guide for Providers




U.S. COMMITTEE FOR REFUGEES AND IMMIGRANTS

Facilitating Effective Conversations about Mental Health with Newcomer Youth and Families:

A Guide for Providers


Newcomer youth often face significant stress due to forced displacement and the challenges of resettlement, including cultural, interpersonal, academic, and socioeconomic stressors. Newcomer youth commonly experience shifting expectations and family dynamics that can create tension and conflict within families. While many may benefit from extra support, starting conversations with newcomer youth and families about mental health and well-being can be difficult. Cultural beliefs, past experiences, and stigma may make youth and caregivers hesitant to seek professional help. This guide offers practical tips to help service providers have respectful, culturally responsive conversations about mental health with newcomer youth and their caregivers.



Mental Health Across Cultures

Newcomer youth and families often hold varying cultural beliefs about mental health, including how it is understood, expressed, and treated. Concerns may be viewed through spiritual, moral, or physical lenses and are commonly expressed through physical symptoms such as headaches or stomach pain. Support may be sought through prayer, religious guidance, or traditional healing. Additionally, in many newcomer families' countries of origin, mental health treatment may be limited, or reserved for severe conditions, which can lead to unfamiliarity with services available in the United States.

Stigma may also be significant, with fears of shame, labeling, or community judgment discouraging families from seeking support. As a result, both limited understanding and stigma can create barriers to care. Service providers can help reduce these barriers by approaching conversations with cultural humility, using psychoeducation to explain mental health in accessible and culturally responsive ways, and intentionally using destigmatizing language that normalizes help seeking and frames mental health as a common and treatable part of overall well-being.



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Providing Psychoeducation to Newcomer Families

Psychoeducation includes using **clear, plain language to teach youth and caregivers about their mental health**, including symptoms, coping skills, and treatment options.

Resources are available to help you provide psychoeducation and teach families coping strategies such as breathing techniques, visualization, grounding, and others.




For more detail, please see these resources:

KYRC Resources

[Fundamental Skills for Self-Care](#), [Center for Victims of Torture](#)

When providing psychoeducation, ensure you provide time to **answer questions and correct misinformation or misunderstandings about mental health**.

Examples of Psychoeducation Language for Newcomer Families



- “Stress affects the brain and body in different ways.”
- “These types of reactions are common after big changes like the ones you’ve been through.”
- “Support is available and can help your family get through this hard time.”
- “Experiencing these emotions doesn’t mean you are ‘crazy.’”
- “Seeing a counselor is common here in the U.S.”
- “Counselors can help teach you new ways to cope.”

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Emphasize confidentiality within mental health services

✓ SAY “Counselors won’t tell anyone that you are meeting with them and they will keep what you tell them private, unless you give them permission to share or there is a major safety concern.”

✗ NOTE This helps families know what to expect, especially for those concerned about how their community will view their participation in mental health services.

Ask about the family’s views of mental health and learn about cultural expressions of distress.

✓ SAY “How would you cope with this if you were back home in your country? What concerns do you have about seeing a counselor?”

✗ NOTE This centers the family’s experience and helps providers take a culturally-sensitive approach to finding support for the child’s mental health.

Practice cultural humility.

✓ SAY “You are the expert of your own experience. What ideas do you have about what would help you feel better? This is your choice.”

✗ INSTEAD OF “Counseling is the best way to heal.”

Reframe the youth and family seeking support as a strength, rather than a weakness.

✓ SAY “Facing your past and asking for help when you need it takes a lot of strength.”

✗ NOTE This helps challenge misconceptions that mental health services are for people who are “weak,” “crazy,” or have a long-term illness.

Additional examples of destigmatizing language:

✓ SAY “support”	✗ INSTEAD OF “treatment”
✓ SAY “counseling”	✗ INSTEAD OF “therapy” or “mental health services”
✓ SAY “stress”	✗ INSTEAD OF “depression,” “anxiety,” or “trauma”

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Guidance for Talking with Newcomer Youth about Mental Health Concerns

- Use **trauma-informed, strengths-based approaches to build rapport, trust, and safety** in the relationship before initiating conversations about mental health.
- Demonstrate deep listening** with nonverbal cues like nodding your head and showing care and concern through your facial expressions. Put away distractions like cell phones or computers.
- Ask **open-ended questions** instead of questions that elicit yes or no responses to get youth talking and lead to deeper conversations. For example, instead of “Is everything okay?” try “What’s it been like for you at home lately?” or “How do you usually feel when you’re at school?”
- Consider the age of the youth you are speaking with, **using language appropriate to their developmental level**. Allow the youth to draw or doodle during the conversation, by **providing crayons, colored pencils, or writing tools to help keep their attention**.



- Try going for a walk to engage in conversation with older youth.
- Use **professional interpretation** when needed to ensure understanding.
- Reduce power disparities by **providing youth with choices, sitting at their eye level, and asking for and respecting their opinions**.

- Do not** make judgments about what youth share.
 - Instead**, encourage openness and reduce shame, by responding with neutral language and curiosity rather than opinions.
- Do not** ask for details about trauma or push for disclosure – this helps avoid re-traumatizing youth.
- Do not** give unsolicited advice.
 - Instead**, ask for permission before providing information; for example: “Would it be okay if I share some information with you about counseling services and how they might be beneficial?”
- Do not** make promises you can’t keep.
 - Instead**, be honest about what you can and can’t do in your role, and follow through on what you say you’ll do.

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U.S. COMMITTEE FOR REFUGEES AND IMMIGRANTS

Facilitating Effective Conversations about Mental Health with Newcomer Youth and Families: A Guide for Providers

Access these handouts at <https://www.refugee-youth.org/training-library/>

Handouts for Caregivers



Simple Ways to Support your Child's Well-being

Adjusting to life in a new country can bring many changes for you and your family. As you learn new customs, a new language, and new ways of doing things, you may also find that your familiar supports are far away. Even with these challenges, you remain your child's most important source of strength and comfort each day.

This handout offers simple and practical ideas to help you support your child's everyday well-being. These suggestions are meant to fit into your family's routines as you continue building a new life in the United States.

Physical

- Help children get 7 or more hours of sleep each night.
- Encourage fresh air and exercise daily.
- Provide healthy, balanced meals and snacks, limiting sodas and sweets.
- Regularly visit your child's doctor and dentist.
- Ensure your child wears weather appropriate clothing and footwear outside.

Emotional

- Help children learn to manage their emotions by teaching calming techniques and modeling how you handle difficulties and stress in a healthy way.
- Establish routines and structure, while allowing for flexibility.
- Teach children about feelings and validate that their emotions are okay.

Educational

- Make time for homework. Consider seeking assistance for your child through an afterschool tutoring program or additional support from teachers.
- Encourage your child's curiosity and continued learning. Young children learn through play. Sing, dance, laugh, and play with your kids in age-appropriate ways.

Spiritual/Cultural

- Connect children with cultural and spiritual values – this may include prayer or meditation.
- Guide your child to seek support from faith leaders, cultural leaders, and/or elders.
- Provide cultural foods, celebrate holidays, and wear traditional clothing to help your family celebrate important traditions.

Social

- Create opportunities for children to play with friends.
- Find time to stay connected as a family.
- Give back to and explore your new community with your child.

Recreational

- Make time for your child to have hobbies, be creative, and have fun.
- Visit community resources that may interest your kids, such as local museums, parks, libraries, etc.
- Limit your child's screen time and access to scary images or videos.

At home, your child will be better able to cope with stress, grow in confidence, and thrive in their new surroundings. Your care, encouragement, and presence each day help your child feel safe and supported as your family continues building a new life together.

The production of this material was supported by grant #90R80004 from the Administration for Children and Families (ACF). Its contents are solely the responsibility of the U.S. Committee for Refugees and Immigrants (USCRI) and do not necessarily represent the official views of ACF.

Simple Ways to Support your Child's Well-being

Supporting your Child's Well-being Through Connection and Open Communication

Growing up can be hard. For children and teens who are new to the U.S., it can be even harder. They are learning a new language, culture, and school system while making new friends and figuring out who they are. During this time, it is normal for many youth to need extra support from caregivers and other trusted adults. At the same time, they may pull away or talk less. This guide offers simple ideas that can help you talk with your child in ways that can help them share more openly. It also explains common signs that a child may need more support, and where to find it.

Communication Tips

If you notice changes in your child's behavior or feel concerned about their stress or emotions, starting a conversation can be an important first step. Even when children or teens seem well, it's common for them to become more private or less talkative as they grow. The tips below can help you gently open communication and stay connected to your child's experiences and challenges.

- Stay calm, even when topics are hard.
- Allow children to share openly without fear of punishment.
- Acknowledge their feelings before trying to fix the problem. Give them your full attention.
- Acknowledge that your child's experiences may look or feel different from your own. Don't interrupt, lecture, or rush to solutions.
- Ask open-ended questions to move beyond "yes" and "no" responses. For example: Instead of "Did you have a good day?" try "Tell me about your day," or "What was the best/worst part of your day?"
- Offer choices whenever possible. Don't pressure your child to talk before they're ready, but ask directly about safety if you're concerned.
- Revisit difficult conversations again later if needed.
- Look for everyday moments to talk (walks, meals, etc.) and spend one-on-one time together regularly.
- End with reassurance and connection.

Signs your Younger Child May Be Experiencing Emotional Distress

Younger children often express emotional distress through changes in behavior, play, or physical complaints since they do not have the words to express how they feel. Some signs to watch out for include:

- Reverting to younger behaviors (thumb-sucking, bed wetting, etc.)
- Intense clinginess, or fear of being alone
- Play related to past traumatic events
- Physical complaints (headaches, stomachaches, lack of appetite, etc.)
- Difficulty sleeping, nightmares, shouting or crying in their sleep
- Increased irritability, fussiness, tantrums, and misbehaving
- Feeling sad, withdrawn, or quiet

Emotional Support

Support for your child can come from many places, including family members, cultural leaders, teachers or school personnel, and trusted people or friends in the community. Some youth also benefit from talking with a counselor, who can help them talk about their stress and learn ways to cope. Seeing a counselor is very common in the U.S. and does not mean your child has a long-term illness. Many newcomers have found counseling helpful. If you want to learn more about how to find a counselor, talk with your child's pediatrician, caseworker, or school.

Crisis Situations

If your child is experiencing a mental health crisis, severe emotional distress, or if you are in danger of injuring or harming themselves, call 988 or go to the nearest emergency department right away. 988 is the national suicide and crisis lifeline, available 24/7 and when you call, you can ask for an interpreter in your preferred language.

Remember: Getting help is normal and okay. You are not alone, and you are not alone for you and your family.

Communication Tips (continued)

Consider using conversation starters, such as:

- "Tell me about a topic that was discussed in your class today."
- "What's something at school that feels easy right now? What's something that feels stressful?"
- "You've seemed a little quieter lately. How are things feeling for you?"
- "What's something you're proud of from this week?"
- "I've noticed you seem a bit different lately, and I wanted to check in. How are you doing?"

Simple phrases to try during conversations:

- "That sounds really hard."
- "Thank you for telling me."
- "If you ever feel unsafe, I want you to tell me so we can get help."
- "I don't know the answer, but we can find help together."

Older Child or Teen May Be Experiencing Emotional Distress

Even with strong support at home, some youth will still experience emotional distress at times. Older children and teens often show this through changes in mood or behavior. Here are some signs that indicate your child may need additional support:

- Sleep disruptions (too much sleep, too little sleep, or nightmares)
- Isolating themselves or not enjoying activities they used to enjoy
- Worrying or overthinking
- Feeling sad or crying often
- Difficulty concentrating or remembering things
- Acting out or appearing defiant
- Frequent physical complaints (headaches, stomachaches, fatigue, body pain, etc.)

Supporting Your Child's Well-being Through Connection and Open Communication

Traumatic or Sensitive Disclosures



In the Moment:

- Stay calm and regulated
- Center the youth and their needs
- Show care and encourage professional support
- Watch for safety concerns and use safety plans as needed
- Involve crisis supports or make mandated reports as needed
- Avoid asking for additional details

Afterwards:

- Gain permission to share concerns
- Maintain confidentiality
- Check in more frequently
- Seek supervision
- Practice self-care

Case Scenario: Part III



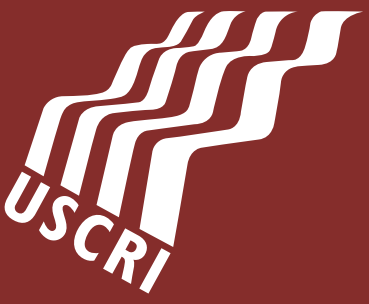
<https://www.youtube.com/watch?v=53w6npG5F38>

Interactive Discussion

- What went well in the conversation with Maryam's mother?
- What could Yesenia have done differently?



Community Resources to Support Newcomer Youth Mental Health



Interactive Discussion

What types of services and supports are available in your community to support newcomer youth mental health?

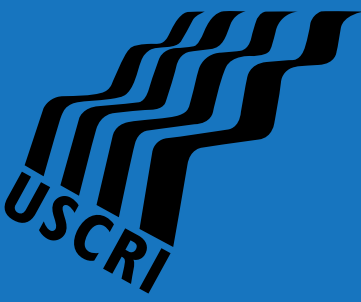
Community Support



- Family
- Cultural leaders and elders
- Faith leaders
- Youth mentoring & afterschool programs
- Prayer & meditation
- Traditional healers & rituals
- Movement, dance, & yoga
- Art, music, writing, storytelling, & cultural craft
- Time in nature or gardening
- Physical activity or sports
- Peer support groups



Mental Health Services



- Psychosocial support groups
- Individual therapy
 - Play, art, music, movement, etc.
- Family therapy
- Medication management
- Crisis services

Building a Referral Network

Capacity Building



Refugee-serving agency staff can help educate mental health providers who may be unfamiliar with working with newcomers



At a minimum, mental health providers should:

- Express cultural humility and willingness to learn about cultural norms in refugee populations
- Utilize professional interpretation
- Be able to work around/support with structural barriers

Building a Referral Network

Where to Find Mental Health Providers



- Community mental health centers
- Integrated primary care
- Integrated school services
- Community based organizations
- University training programs
- Hospital outpatient programs
- Private practice
- Telehealth networks

Making Effective Referrals



With the youth/family:

- Obtain consent
- Support with structural barriers
- Set expectations by providing information about services
- Answer questions and address fears

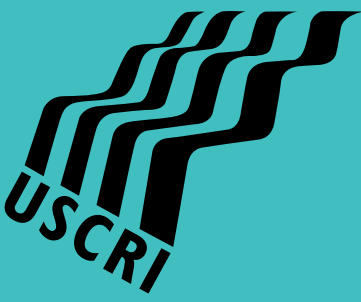
With the referral source:

- Ensure language access
- Provide need-to-know information about the youth/family

With both:

- Provide a warm hand-off
- Follow-up regularly

What to Do If a Youth or Caregiver Declines Mental Health Services?



- Continue to **share your observations/concerns**
- Continue to **normalize and validate** youth's concerns
- Continue to **provide psychoeducation** and teach coping skills
- Identify **alternative community supports** the family would be more comfortable with
- Continue to help **address barriers** to accessing services
- **Be patient!** Multiple conversations may be needed before families feel comfortable

Case Scenario: Part IV



<https://www.youtube.com/watch?v=uvu5bYD3ugQ>

Reflection

Share one strategy or new piece of information that you are taking away from this training that you will implement to support the mental health of newcomer youth.





Conclusion & Resources

Presentation Takeaways



Increased awareness of signs of emotional distress influencing newcomer children and youth's emotional wellbeing

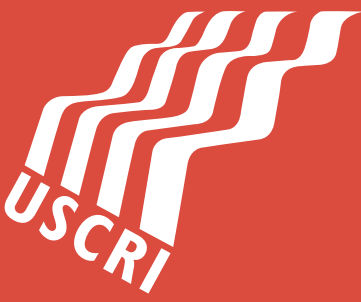


Culturally responsive approaches to discussing mental health with newcomer youth and their caregivers



How and when to refer youth for additional support services

refugee-youth.org



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REFUGEE YOUTH RESOURCE CENTER



Improving outcomes for refugee children, youth, and their families through resources, education, and provider support

Additional Resources



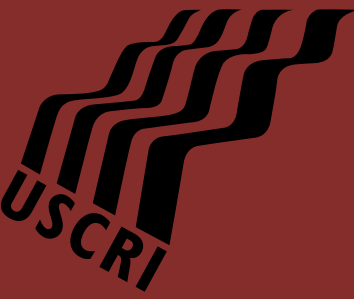
Mental Health

- USCRI Refugee Youth Resource Center, Webinar: Addressing the Mental Health of Refugee Children and Youth Part I: Practical Strategies for Trauma-Informed, Culturally Responsive Support (2025)
- USCRI Refugee Youth Resource Center, Guide: Facilitating Effective Conversations about Mental Health with Newcomer Youth and Families: A Guide for Providers (2026)
- Switchboard, Guide: Facilitating Discussions About Mental Health with Afghan Newcomer Communities (2023)
- Switchboard, E-Learning: Understanding the Behavioral Health Care System in the U.S. (2024)
- Switchboard, Webinar: Effective Practices for Mental Health Screening Across Cultures (2025)
- Center for Adjustment, Resilience, and Recovery (CARRE), Guide: Essential Concepts and Best Practices in Delivering MHPSS to People who have Experienced Forced Displacement (2022)
- Mental Health First Aid, Website (n.d.)

Referrals, Resource Mapping & Capacity Building

- Center for Adjustment, Recovery and Resilience (CARRE), Guide: Mental Health and Psychosocial Support Service Mapping (2023)
- Switchboard, Guide: Sample Mental Health and Psychosocial Support Onboarding Guide (2024)

Additional Resources



Resources for Newcomer Youth and Caregivers

- USCRI Refugee Youth Resource Center, Fact Sheet, [Simple Ways to Support Your Child's Well-being](#) (2026)
- USCRI Refugee Youth Resource Center, Fact Sheet, [Supporting Your Child's Well-being Through Connection and Open Communication](#) (2026)
- Settle In, Video & Fact Sheet, [Emotional Health and Wellness](#) (2024)
- Settle In, Video & Fact Sheet, [Managing and Coping with Stress](#) (2024)
- Settle In, Video & Fact Sheet, [Mental Health in the U.S.](#) (2024)
- United Nations Office on Drugs and Crime, Guide, [Caring for Children Through Conflict and Displacement](#) (2023)
- Migration Health Initiative, Toolkit: [Mental Health and Stress](#) (n.d.)