



## HELPING REFUGEE AND IMMIGRANT FAMILIES STAY TOGETHER

### HIGHLIGHTED RESOURCES

#### Family Preservation and Family Strengthening Materials

- 1. Evaluation of Family Preservation and Reunification Programs: Final Report.** Westat Chapin Hall Center for Children James Bell Associates. 221 pages. Washington, DC: Department of Health and Human Services, September 2002. This resource is available free on the Web at: <http://aspe.hhs.gov/hsp/evalfampres94/Final/index.htm> Presents a comparative analysis of three Homebuilder Family preservation programs in Kentucky, New Jersey, and Tennessee with a broader, home-based family preservation service model in Philadelphia, Pennsylvania. The Homebuilder Model, created in Tacoma, Washington in 1974, initiates contact with the family in crisis within 24 hours, limits caseload size to one or two families per worker, and provides up to 20 hours of counseling services for four to six weeks. The broader, home-based model used in Philadelphia stresses longer-term interventions with 12 weeks of service, focuses on drug and alcohol abuse, provides concrete services and counseling, and maintains caseloads of five families per worker. Each program uses an experimental group of caseworkers using the family preservation programs and a control group of caseworkers. This evaluation fails to provide statistical evidence that family preservation programs have more than minimal benefit to improved family or child functioning. However, intense and short-term service programs may meet the needs of some families entering the child welfare system and can be useful tools in the array of possible options for treatment. Specialization of services for type of problem (substance abuse) or client characteristics (young isolated mothers) may offer another avenue to increase positive results. The approach of developing a series of small, targeted programs may prove more effective than a single, large effort.
- 2. Family Preservation Programs.** National Resource Center for Family-Centered Practice and Permanency Planning. 6 pages. New York: National Resource Center for Family-Centered Practice and Permanency Planning, February 29, 2008. This resource is available free on the Web at: [http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/Family\\_Preservation\\_Programs.pdf](http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/Family_Preservation_Programs.pdf) Compares ten family preservation programs, with varying approaches and intensity levels, in order to provide impartial information on the available tools for case workers and social services administrators. For each program a brief description is provided as well as key elements and evidence of success if it has been tested or evaluated by external agencies. The Homebuilders program supplies intensive, in-home crisis intervention, counseling, and life-skills education to avoid child placement in state care. The Wraparound program uses a team-based planning model to individualize and coordinate care of at-risk children and those with mental health challenges. Project Connect works with families facing substance abuse problems. Shared Family Care places a parent and young children in the home of a mentor family to teach skills and develop needed support structures. Healthy Families New York provides intensive home visitation services for expectant and new parents (less than three months), Project SafeCare is a six-month in-home parenting program to assist parents with child safety, health care, and behavior management. Functional Family Therapy focuses on adolescent youth (age 10-18) with conduct disorder, oppositional defiant disorder, or substance abuse issues. Project STAR attempts to provide resources to keep babies safely with birth families. Project First Step - Doula Care promotes child health and safety using trained volunteers to strategize resources needed to assist at-risk families. Crisis Nursery Care provides a safe haven for children to relieve a potential or existing family crisis.
- 3. Immigrants and Refugees in Child Welfare: A Special Issue of CWLA's Child Welfare Journal.** Child Welfare Journal. Arlington, VA: Child Welfare League of America, 2005 September-October. This issue is available for purchase from the publisher at: <http://www.cwla.org/>. Contents: Introduction: What Do We Know About Immigrant and Refugee Families and Children? by Ilze Earner and Hilda Rivera; Effective Child Welfare Practice with Immigrant and Refugee Children and Their Families by Barbara A. Pine and Diane Drachman; Assessment of Issues Facing Immigrant and Refugee Families by Uma A. Segal and Nazneen S. Mayadas; Parenting and the Process of Migration: Possibilities Within South Asian Families by Anne C. Deepak; Social Work with Bosnian Muslim Refugee Children and Families: A Review of the Literature by Cindy S. Snyder,

J. Dean May, Nihada N. Zulcic, and W. Jay Gabbard; Sudanese Refugee Youth in Foster Care: The "Lost Boys" in America by Laura Bates, Diane Baird, Deborah J. Johnson, Robert E. Lee, Tom Luster, and Christine Rehagen; Finding the Bicultural Balance: Immigrant Latino Mothers Raising "American" Adolescents by Yolanda Quinones-Mayo and Patricia Dempsey; Working Together as Culture Brokers by Building Trusting Alliances with Bilingual and Bicultural Newcomer Paraprofessionals by Carol L. Owen and Meme English; Cultural Competence in the Assessment of Poor Mexican Families in the Rural Southeastern United States by Tina U. Hancock; Serving Immigrant Families and Children in New York City's Child Welfare System by Zeinab Chahine and Justine van Straaten; The Call-Centre: A Child Welfare Liaison Program with Immigrant Serving Agencies by Margaret Williams, Cathryn Bradshaw, Beverly Fournier, Admasu Tachble, Rob Bray, and Fay Hodson; In the "Best Interest" of Immigrant and Refugee Children: Deliberating on Their Unique Circumstances by Qingwen Xu; An Educational Model for Child Welfare Practice with English-Speaking Caribbean Families by Alma Carten and Harriet Goodman; Bridging Refugee Youth and Children's Services: A Case Study of Cross-Service Training by Lyn Morland, Julianne Duncan, Joyce Hoebing, Juanita Kirschke, and Laura Schmidt.

**4. Introduction to Family Strengthening.** Family Strengthening Policy Center (FSPC) Family Strengthening Policy Center Policy Brief. n.1. 12 pages. Washington, DC: National Human Services Assembly, Family Strengthening Policy Center (FSPC) October 2004. This resource is available free in PDF and HTML formats on the Web at: <http://www.nassembly.org/fspc/practice/practices.html> "The family strengthening framework has been embraced by the Annie E. Casey Foundation (AECF), which is committed to fostering public policies, human service reforms, and community supports that better meet the needs of vulnerable families. The underlying principle of the foundation's work is that children do well when their families do well, and families do better when they live in supportive neighborhoods. AECF defines family strengthening as a deliberate process of giving parents the necessary opportunities, relationships, networks, and supports to raise their children successfully, which includes involving parents as decision-makers in how their communities meet family needs. Building on the Foundation's work, the Family Strengthening Policy Center seeks to mainstream family strengthening practice by making it a public priority. By leveraging the National Assembly's network of nearly 70 human and health service nonprofit organizations, the Center's objective is to influence how family policy is formulated and implemented." - Publisher's description

**5. The Parenting Imperative: Investing in Parents so Children and Youth Succeed.** Family Strengthening Policy Center (FSPC), National Human Services Assembly. 29 pages. Washington, DC: National Human Services Assembly, Family Strengthening Policy Center (FSPC) October 2007. This resource is available free in PDF format on the publisher's Web site at: <http://www.nassembly.org/fspc/documents/FSPPolicyBrief2210-30.pdf> Provides recommendations on using an ecological model for parenting success that links the family, community, and public policies to support parents as effective caregivers for children. This model uses four concentric circles with the child and family first at the center; second is the primary environments of school, work and faith communities; third is local context of the neighborhood and family service systems; and fourth is the macro system of economic/social structures and public policy. Many families face at-risk situations, such as poverty, poor health, and social isolation, preventing community services to support the parents as they care for their children. The response calls for unparalleled mobilization of resources and services to address families in distress by following seven steps: (1) identifying high risk families; (2) understanding the issues facing these families; (3) developing goals to measure progress; (4) focusing on high impact areas for strategic investment; (5) investing in policies, program and service to directly support the parent, (6) developing strategies to connect with higher risk families through door-to-door outreach, and (7) advocating for state and federal policy changes to coordinate parenting success investments. Recommendations for implementation begin with reducing fragmentation in policies and programs, improving existing parenting resources, and involving parents as decision makers to influence the future direction of community services. (IP)

**6. Promoting Healthy Families in Your Community: 2007 Resource Packet.** Child Welfare Information Gateway Children's Bureau FRIENDS National Resource Center For Community-Based Child Abuse Prevention. 66 pages. 2007. This resource is available free in HTML and PDF formats on the Web at: HTML - <http://www.childwelfare.gov/pubs/res%5Fpacket%5F2007/> and PDF - [http://www.childwelfare.gov/pubs/res\\_packet\\_2007/packet.pdf](http://www.childwelfare.gov/pubs/res_packet_2007/packet.pdf) . This information packet was written to support child maltreatment prevention efforts by describing strategies and activities that promote protective factors. It is written for service providers, to encourage and support them as they engage and partner with parents to protect,

nurture, and promote the healthy development of children. The packet includes suggestions for enhancing each of the five protective factors in families; tip sheets in English and Spanish for providers to use when working with parents and caregivers on specific parenting challenges; strategies for sharing the message about child abuse prevention in communities; and information about child abuse and neglect. - Publisher's description

7. **"Transcultural Approaches in Working with Traumatized Refugee and Asylum-Seeking Children, Youth, and Their Families"**. In **Multicultural Approaches in Caring for Children, Youth, and Their Families**, edited by Neil A. Cohen, Thanh V. Tran, Siyon Y. Rhee. Berthold, S. M. 43 pages. Boston, MA: Pearson Education, Inc. 2007. This resource may be available for free from your local library or from other sources (free or for a fee). Part I of this chapter provides an overview of some of the major challenges that refugee and asylum-seeking children and their families face. Part II of this chapter discusses assessment and intervention, including sections on diagnostic issues and transcultural concerns (related to mental health), recommendations to prevent involvement with child protective services, intervention approaches, and resiliency in youth and their families. Part III of this chapter is comprised of case vignettes, including an unaccompanied refugee minor from the Democratic Republic of Congo who runs away from her foster home, an Albanian family experiencing role changes and mental health concerns, and an asylum-seeking family affected by female genital circumcision.

8. **Lessons from Family Strengthening Interventions: Learning from Evidence-Based Practice**. Caspe, Margaret, and Lopez, M. Elena. 21 pages. Cambridge, MA: Harvard Family Research Project, Harvard Graduate School of Education, October 2006. This resource is available free in PDF format on the Web at: <http://www.gse.harvard.edu/hfrp/content/projects/fine/resources/research/lessons.pdf>. This report aims to help educators, service providers, and local evaluators in schools, intermediary and community-based organizations, and social service agencies become more effective by highlighting the best program and evaluation practices of family-strengthening intervention programs. - Author's Abstract

9. **"Assessment and Intervention with Families in a Multicultural World"**. In **Social Work with Families**. Constable, Robert, and Lee, Daniel B. 32 pages. Chicago, IL: Lyceum Books, Inc. 2004. It may be free from your local library or from other sources (free or for a fee). In this chapter, the authors discuss the way in which culture affects relational processes, family structures, communication, and problem-solving strategies. Some of the concrete suggestions presented by the authors include the importance of involving the family in defining strengths and needs, conducting ongoing assessment and actively testing possibilities, focusing on the present with the past as background, and beginning with the family member given the most authority in the family's culture. In addition, the authors suggest using culturally relevant metaphors, linking the family with cultural and spiritual resources, and helping the family construct responses to their needs that are culturally appropriate. Overall, the authors provide nine principles of transcultural practice. Woven throughout the chapter are pertinent case examples such as medical neglect with a Hmong family, a Korean adolescent involved with a gang, and physical punishment in a Chinese family with two adolescents, among others.

10. **Family preservation: making it work for Asians**. Fong, Rowena. *Child Welfare*. v.73, n.4. various pagings. 1994. This resource may be available for free from your local library or from other sources (free or for a fee). Guides social service providers in delivery of culturally sensitive management of family preservation services to Asian American families. Despite the stereotype of Asians being the "model minority," this group continues to face discrimination and integration challenges, especially if they have suffered psychological trauma prior to immigrating. Asian family values revolve around two concepts: (1) filial piety, emphasizing respect for the elderly, sharply defined gender roles, and duty and obedience from all family members to the eldest male; and (2) avoiding "losing face," which promotes conformity and behavior that will only honor the family's reputation. When an Asian family requires social service interventions, it is crucial to capitalize on family strengths, affirm ethnic characteristics such as loyalty and cohesion, and empower the family to find connections within their cultural community to help develop and accept new roles. Culturally sensitive practice principles consist of: (1) following protocol to respect authority figures; (2) describing personal education and experience to instill confidence in Asian clients; (3) remembering that nonverbal messages are crucial; (4) being sensitive to gender assignments for each case; (5) respecting and including elderly family members in decision-making; (6) avoiding challenging or publicly embarrassing family authority figures; and (7) establishing trust by spending adequate time with the Asian family.

11. **Culturally Competent Practice with Immigrant and Refugee Children and Families.** Fong, Rowena, editor. 320 pages. New York, NY: The Guilford Press, November 2003. This resource may be available for free from your local library or from other sources (free or for a fee). It may also be purchased from the publisher: The Guilford Press, 72 Spring Street, New York, NY 10012, (212) 431-9800, [www.guilford.com](http://www.guilford.com). "This book covers the breadth of issues involved in working with immigrant and refugee children and families. Within an innovative conceptual framework, essential knowledge is presented to guide culturally competent practice with clients from over 14 immigrant groups whose numbers are growing in the United States today. Expert authors review the history of each group's migration to the U.S. and discuss key issues facing families, including cultural conflicts, trauma associated with refugee experiences and/or illegal status, and the effects of poverty and discrimination. Particular attention is given to ways that the practitioner can help families draw on culturally based resources for coping and resilience as they navigate the challenges of their new lives. Recommendations for strengths-based assessment and intervention are brought to life in detailed case examples." - Publisher's description

12. **Child Abuse and Culture: Working with Diverse Families.** Fontes, Lisa Aronson. 239 pages. New York, NY: Guilford Press, February 2005. Information about this resource is available on the Web at: [http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/fontes.htm&dir=pp/ca&cart\\_id=201458.12278](http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/fontes.htm&dir=pp/ca&cart_id=201458.12278). This book provides a framework for culturally competent practice in child maltreatment cases. It offers vital knowledge and tools to help professionals from any background play a more positive, effective role in the lives of diverse children and families.

13. **Somali Family Strength: Working in the Communities.** Heitritter, D. Lynn. 12 pages. Minneapolis, MN: Family & Children's Services, June 1999. This resource is available free in PDF format on this Web site. Provides insights into how Somali families newly arrived in the United States describe the characteristics of a stable family and how strong families can be supported in resettlement. This report is based on a study of the growing Somali population in the Twin Cities (Minneapolis and St. Paul) of Minnesota, possibly the largest concentration of Somalis in the nation. Understanding the nature of family strength is important for service providers working with the local immigrant and refugee community because members of strong families are in a better position to form positive relationships and self-sustaining lives and to acquire the knowledge, skills, and tools they need to meet their daily responsibilities. Among the key findings of the study were that (1) religious traditions underpinned values for promoting family unity; (2) a hierarchical family structure was considered essential for the stability underlying family strength; (3) notions of cooperation and responsibility supported social unity within the family; (4) peace, harmony, and health promoted psychological unity within the family, with health understood as the integration of physical, mental, and spiritual well being; (5) family strength was shaped and supported through families' acceptance within the local Somali community and religious brotherhood; and (6) shifts in social and financial resources posed challenges to family strength.

14. **"Providing Culturally Sensitive Intensive Family Preservation Services to Ethnic Minority Families". In Intensive Family Preservation Services: An Instructional Sourcebook, edited by Elizabeth M. Tracy, David A. Haapala, Jill Kinney, Peter J. Pecora.** Hodges, Vanessa G. 22 pages. Cleveland, Ohio: Mandel School of Applied Social Sciences, Case Western Reserve University, 1991. It may be free from your local library or from other sources (free or for a fee). This chapter urges child welfare service providers to carry out culturally sensitive work with ethnic minorities in the United States. The author discusses how levels of acculturation can affect relations between first-, second- and third-generation family members and how unresolved conflicts may prompt the involvement of child welfare services. In these cases, the chapter encourages use of the HOMEBUILDERS model. This practice model promotes culturally sensitive work through drawing upon a similar value base with clients and making services available around the clock, even providing counseling within the client's home. Empowerment comes first and foremost in the HOMEBUILDERS intervention, where service-providers commit to building skills and promoting alternative ways of solving conflicts. Overall, the chapter encourages those working within the child welfare system to build a relationship of trust with their clients by addressing racial differences, allowing clients to define their "family", and promoting empowerment through building culturally-sound new skills.

15. **Understanding, Preventing, and Treating Problem Behaviors Among Refugee and Immigrant Youth.** Hunt, Dennis, and Morland, Lyn, and Barocas, Ralph, and Huckans, Marilyn, and Caal, Selma. 52 pages. Fairfax, VA: Center for Multicultural Human Services, January 2, 2002. Available in PDF on the BRYCS Web site Publications page at [http://www.brycs.org/brycs\\_resources.htm](http://www.brycs.org/brycs_resources.htm) and in the BRYCS Clearinghouse from the full

record of the publication. Provides an overview of current research concerning adjustment and behavioral problems, including violence, among refugee and immigrant youth living in the United States as well as suggestions for effective prevention and treatment programs that can be used by health, education, and social service agencies. Chapters cover: (1) key definitions; (2) national statistics on youth problem behavior and prevalence of problem behaviors among refugee and immigrant youth; (3) risk factors for maladjustment and problem behaviors, viewed in the context of the individual, family, school, peer group, and community, as well as protective factors; and (4) applicability of mainstream anti-violence programs, highlighted by the Preserving, Enriching, and Assisting Refugee Children through Enrichment (PEACE) program, spearheaded by the Utah State Division of Mental Health. The strength of the PEACE program is the structure and integrity of its consensus-building process, which enables full participation, a sense of ownership, and leadership by the refugee community. Programs successfully adapted for refugee and immigrant youth are culturally sensitive, developmentally appropriate, comprehensive, family focused, long term and enduring, and sufficiently intense and involve early intervention, high rates of recruitment and retention, and highly trained personnel.

**16. An Examination of Intensive Family Preservation Services.** Kirk, Raymond S., and Griffith, Diane P. 95 pages. Buhl, ID: National Family Preservation Network, November 2007.

This resource is available free on the Web at: [http://www.nfpn.org/images/stories/files/ifps\\_research\\_report.doc](http://www.nfpn.org/images/stories/files/ifps_research_report.doc)

Studies the outcomes of the Intensive Family Preservation Services (IFPS) and Intensive Family Reunification Services (IFRS) programs in seven states to determine the family types and resulting changes for the family after using these services. Data from IFPS programs in Colorado, Indiana, Maryland, Missouri, North Carolina, Pennsylvania, and Washington were included in this analysis. Although differences in data variables, automation, and definitions were noted, each program followed well-developed IFPS features such as small caseloads, rapid response, 24/7 availability, time-limited services, high levels of face-to-face contact, and provision of concrete (e.g., financial) and clinical services. Aggregate data of family and maltreatment types indicate 93% child placement prevention rates using the IFPS model. Post-intervention assessments reveal positive increases in family functioning, environmental concerns, parental capability, family safety, and child well-being. Even with limited data on race and substance abuse, no indications of IFPS success are linked to racial type or maltreatment type. IFPS programs may be a positive tool to work with families facing substance abuse issues. Family reunification data showed mixed results, although largely positive; sixty-nine percent of families were reunited with their families. Fifty-four percent of these children were living with their biological families and the remaining fifteen percent were living with adoptive parents, relatives, or guardians. Race and maltreatment types were influential variables with African American and family neglect cases having the lowest reunification rates.

**17. A Strengths Approach to Ethnically Sensitive Practice for Child Protective Service Workers.** Leung, Patrick, and Cheung, Kam-Fong M., and Stevenson, Kay M. *Child Welfare*. v.73, n.6. p.707-721. 1994 November-December. This resource may be available for free from your local library or from other sources (free or for a fee).

Suggests ethnically sensitive questions utilizing the "strengths approach" which can be used for training of Child Protective Service (CPS) workers to improve their cultural competence and to move closer to the goal of family preservation in their case management. The "strengths perspective" of family preservation services is based on six values: (1) children should be raised by their own families; (2) people can change; (3) clients can be viewed as colleagues; (4) instilling hope is a cornerstone of the CPS mission; (5) people can do their best when empowered; and (6) CPS workers need support. The addition of ethnic sensitivity to the strengths approach is based on five components: (1) to develop positive attitudes toward clients; (2) to focus on family strengths not problems; (3) to encourage clients to engage in effective behaviors; (4) to challenge clients to appreciate their own cultural and ethnic traditions; and (5) to encourage clients to find resources for assistance. Switching to a new thought framework is difficult and requires patience and training. A process is outlined to help caseworkers assess the strengths-based, ethnically sensitive skills of their own practice and to help them identify clients' strengths. This process focuses on the attitudes, knowledge, and skills needed by the caseworker to manage their workload: case planning, intervention, evaluation, and termination.

**18. Culturally Competent Family Preservation Services: An Approach for First-Generation Hispanic Families in an International Border Community.** Sandau-Beckler, Patricia A., and Salcido, Ricardo, and Ronnau, John. *The Family Journal: Counseling and Therapy for Couples and Families*. v.1, n.4. p.313-323. 1993.

This resource may be available for free from your local library or from other sources (free or for a fee). Presents the structure of the Family Preservation Approach, explains the tenets of cultural competence, and provides a detailed

case study of a Hispanic family in a Texas border town. The Family Preservation Approach to case management applies the following values: self-determination, empowerment, respect, acceptance, teamwork, uniqueness and cultural diversity, hopefulness, and commitment. Cultural competence requires five steps: (1) an awareness of the importance of culture on family preservation counseling; (2) an awareness of one's own culture as it impacts practice; (3) understanding the complexity and diversity of culture; (4) planning for the on-going development of cross-cultural knowledge; and (5) modification of practice behavior. The case study follows the N. family, living in El Paso, Texas, after the 10-year-old daughter arrives at school with bruises on her arms. After a home visit, Child Protective Services determined that the mother beat the child with a belt and the two other children in the home also suffered physical and emotional abuse. Pre-engagement sensitivity included assignment of a Spanish-speaking Family Preservation (FP) counselor so that interviews were conducted in the native language. Throughout the entire case management cycle - engagement, assessment, intervention planning, and evaluation - the FP included a respectful knowledge of the cultural values balanced with individual needs. Although this example uses a Hispanic family, the concepts are universal and can be applied to any immigrant family in crisis.

**19. Strengthening Refugee Families: Designing Programs for Refugee and Other Families in Need.** Scheinfeld, Daniel R., and Wallach, Lorraine B., and Langendorf, Trudi. x, 235 pages. Chicago: Lyceum Books, Inc. 1997. This resource can be acquired through a library on interlibrary loan. The book can be purchased from the publisher's Web site <http://lyceumbooks.com/strngref.htm>. Lyceum Books, Inc., 5758 S. Blackstone Ave., Chicago, IL 60637. Phone: 773-643-1902; Fax: 773-643-1903. Email: [lyceum@lyceumbooks.com](mailto:lyceum@lyceumbooks.com). Product # 5137. ISBN: 0-925065-13-7 Documents the principles, practices, and results of a program serving Southeast Asian and other refugee families in Chicago, Illinois. Supported by the United Way of Chicago and the State of Illinois Department of Education, the Refugee Families Program assisted 150 families from Cambodia, Vietnam, Laos, and China as well as Afghanistan and East Africa over a 6-year period. Most of the families lived below poverty level, had limited English-speaking proficiency, experienced difficulties connecting with medical, educational, housing, welfare, and occupational institutions, and faced many other pressures, including life-threatening situations. Among the goals of the program were to prepare children for entry into public school and to promote family stability. To this end, the program instituted child-parent preschool and after-school homework classes and provided direct hook ups to needed social service resources in the city. Practical information in the manual covers: (1) language instruction for parents; (2) recruitment, training, and supervision of teachers, bilingual staff, and volunteers; (3) aspects of program coordination and evaluation; (4) the theoretical framework and curriculum for child-parent classes; and (5) other considerations in designing a program for refugees or other marginal populations.

**20. Pathway to the Prevention of Child Abuse and Neglect.** Schorr, Lisbeth B., and Marchand, Vicky. 163 pages. June 2007. This resource is available free on the web at: <http://www.pathwaystooutcomes.org/uploads/documents/pending/PCANPDFFINAL11-14-07.pdf>. This report outlines six goals for what it takes to improve the lives of children and families:

- Goal 1: Children and Youth Nurtured, Safe, and Engaged,
- Goal 2: Strong, Connected Families,
- Goal 3: Identified Families Access Services and Supports,
- Goal 4: Families Free From Substance Abuse and Mental Illness,
- Goal 5: Caring Responsive Communities,
- Goal 6: Greater Capacity to Respond in Vulnerable Communities

There is a chapter for each goal, which includes 1) actions with examples, 2) indicators of progress, 3) ingredients of effective implementation, 4) rationale, and 5) research evidence. The report is full of examples of promising and evidence-based practices. In addition, numerous references are made to respecting clients with diverse cultural backgrounds and respecting cultural norms. Some of the goals are particularly relevant for those working with refugee and immigrant communities, such as strengthening of families and communities, as well as improving the capacity of vulnerable communities to respond to abuse and neglect.

**21. Making Up For Lost Time: The Experience of Separation and Reunification Among Immigrant Families.** Suarez-Orozco, Carola, and Todorova, Irina L.G., and Louie, Josephine. Family Process. v.41, n.4. p.625-643. 2002. This resource may be available for free from your local library or from other sources (free or for a fee). Analyzes five-year longitudinal data from 385 youths of various native cultures to determine the impact of separation and

reunification. The data are derived from the Longitudinal Immigrant Student Adaptation Study (LISA) at Harvard University and included youth from Central America, China, the Dominican Republic, Haiti, and Mexico currently living in the Boston or San Francisco metropolitan areas. Data collection was based on student and parent interviews using a variety of open-ended or forced choice questions to determine schooling expectations, kinship, family life, social networks, and aspirations. Results indicated that 85% of the youth in the sample were separated from one or both parents during the migration process with the length of separation between two to five years. Anecdotal information from the interviews reveals the pain experienced by the children during these separations. Reunification was described with relief and joy but with strong feelings of disorientation and disconnection between parent and child. Although the process of separation and reunification is complex, family therapists must assess the context and circumstances of the separation to determine the long-term effects. If the process was managed with cooperation and communication between parent and caretaker, the feelings of loss should be minimized.

**22. A Family Beliefs Framework for Socially and Culturally Specific Preventive Interventions With Refugee Youths and Families.** Weine, Stevan, and Feetham, Suzanne, and Kulauzovic, Yasmina, and Knafl, Kathleen, and Besic, Sanela, and Klebic, Alma, and Mujagic, Aida, and Muzurovic, Jasmina, and Spahovic, Dzemila, and Pavkovic, Ivan. *American Journal of Orthopsychiatry*. v.76, n.1. p.1-9. 2006. This resource may be available for free from your local library or from other sources (free or for a fee). Presents data used to design a family-focused preventative intervention model for use exclusively within the social and cultural framework of refugee youth and families. This study followed members of the Bosnian refugee community in Chicago using the Coffee and Family Education and Support (CAFES) group intervention program to address parental concerns of youth underachievement and family conflict. The seven-week program covered topics such as: family and youth priorities; the adolescent in the urban setting; school life; city life; family values and beliefs; and celebration of the future. Separate teen and parent discussions and combined group discussion provided data for analysis in the "grounded theory approach" and the ATLAS.ti 4.1 software program. From the results, the family belief framework model captured core family beliefs on youth and families interacting with contextual factors of homeland beliefs and refugee experience. The adaptation process demanded that parents be involved, remain informed, create networks, and spend time with children while managing their urban fears, war trauma, and social isolation through community programs. The youth adaptation process required responsible exploration, devotion to family time, and participation in mentoring programs to adapt to social and cultural expectations. Some youth, who gravitated to gangs, expressed a deeply troubled experience with little to no adult supervision or intervention from school or social services.

**23. A Test of the Intergenerational Congruence in Immigrant Families-Child Scale with Southeast Asian Americans.** Ying, Yu-Wen, and Han, Meekyung. *Social Work Research*. v.31, n.1. p.35-43. March 2007. This resource may be available for free from your local library or from other sources (free or for a fee). Describes results of a psychometric tool, the Intergenerational Congruence in Immigrant Families-Child Scale (ICIF-CS), to help social workers assess the parent-child relationship of immigrant families. Research documents transmission of trauma across generational lines that results in family conflict and first-generation children who exhibit insecurity and psychological stress in Southeast Asian refugee families. The ICIF-CS begins with the question, "I am satisfied with my relationship with my mother/father" and seven other questions that begin "my mother/father and I": (1) agree on aims, goals, and important things in life, (2) agree on friends, (3) agree on the amount of time we spend together, (4) agree on how we demonstrate our feelings for each other, (5) generally talk things over, (6) agree on how to behave in an American setting, and (7) agree on how to behave in a Vietnamese/Cambodian/Hmong setting. Results of 188 college-age participants showed slightly more positive relationships for the mother than the father and a moderate level of intergenerational conflict. Self-esteem levels were significantly lower than European American college students but this deviance might be a consequence of the Asian culture norms of self-effacement. Depression levels were slightly higher than for American peers.

If you know of other resources that should be included in this list, please let us know by emailing [info@brycs.org](mailto:info@brycs.org).