

Mental health and supports for war-affected children and families



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- American Psychological Association. *Resilience of refugee children after war*. This is a summary of the report of the American Psychological Association (APA) Task Force on the psychosocial effects of war on children and families who are refugees from armed conflict residing in the United States. See <www.apa.org/pubs/info/reports/refugees.aspx>.
- The [Boston Center for Refugee Health and Human Rights](http://www.bu.edu/bcrhhr/pro/course/course_index.html) provides a free online course **Caring for Torture Survivors**. The course is for people who want to learn about survivors of torture and refugee trauma and how to help them. There are also links to legal and clinical documents, as well as other resources. See <www.bu.edu/bcrhhr/pro/course/course_index.html>.
- *Canadian Centre for Victims of Torture (CCVT)*. The Canadian Centre for Victims of Torture helps survivors integrate into Canadian society and helps protect them. It also raises awareness surrounding torture and its consequences. See <<http://ccvt.org>>.
- The [Center for Health and Health Care in Schools](http://www.healthinschools.org/en/Immigrant-and-Refugee-Children.aspx) supports the health of youth through health initiatives at school. This web site includes a variety of resources related to immigrant and refugee students, including Caring Across Communities: Addressing the Mental Health Needs of Diverse Children and Youth. See <www.healthinschools.org/en/Immigrant-and-Refugee-Children.aspx>.
- *The Ecological Approach to the Assessment of Refugee Children*. According to the ecological approach, one must consider the environment in which one resides in order to understand one's behaviour and development. This environment includes family, community, and culture as well as experiences before and after migration. See <www.ncb.org.uk/ncb-websites/arc/pdf-briefings/assessment-and-planning>.
- [Heal Torture](http://healtorture.org) is a project of [The Center for Victims of Torture](http://www.cvt.org). The site offers a variety of resources for service providers, survivors, and students. See <<http://healtorture.org>> and <<http://www.cvt.org>>.
- [Immigrant and refugee children and youth needs research study, Final report](#): This is a 2008 report on the needs of immigrant and refugee children and youth in Alberta. Although there are differences between Alberta and Manitoba, this report is useful and helpful for understanding the issues and gaps in service provision in Manitoba.
- **The International Society for Traumatic Stress Studies (ISTSS)** shares information on the effects of trauma, and seeks to discover and distribute information to help reduce traumatic stressors and their consequences. The ISTSS website features a number of resources of interest including information on assessment resources (see [ISTSS | Assessment Resources](#)) and treatment guidelines (see [ISTSS | Treatment Guidelines](#)). See <www.istss.org/AboutISTSS.htm>.

- *Mental Health in the ESL Classroom*. This manual guides ESL teachers by detailing the burdens carried by refugee students and explaining how ESL teachers can turn their classrooms into effective and welcoming teaching and learning environments. The seven sections are as follows: (1) The Refugee and Mental Health; (2) The ESL Classroom; (3) The Multi-Faceted Role of the ESL Teacher; (4) Student Needs Assessment; (5) Curriculum and Instruction; (6) Bibliography and Internet Resources; and (7) Acknowledgements.
See <www.uscritefugees.org/2010Website/5_Resources/5_1_For_Refugees_Immigrants/5_1_1_Health/5_1_1_3_Mental_Health/Mental_Health_and_the_ESL_Classroom.pdf>.
- Chase, Robert, and Bush, Kenneth. *The mental health of war-affected children: A community based rehabilitation and reconciliation program in Sri Lanka's Eastern Province*. This document deals with the mental health effects of militarized violence on children. It details the Butterfly Peace Garden in Batticaloa, Sri Lanka, an after-school program provided to 600 children who have experienced trauma. See <www.hhri.org/?keyword=12®ion=209&search=Search>.
- The National Center for Post-Traumatic Stress Disorder. *Post traumatic stress disorder in children and adolescents*. The National Center for Post-Traumatic Stress Disorder provides a PTSD fact sheet which includes the events that cause PTSD in children; the risk factors for PTSD; the age-specific features for some symptoms; and other effects of trauma and treatment.
See <www.ptsd.va.gov/public/pages/ptsd-children-adolescents.asp>.
- The National Institute for Trauma and Loss in Children (TLC) provides professional development, parental, and other resources. See <www.starrtraining.org/home>.
- UNESCO's *Guidebook for planning education in emergencies and reconstruction* offers in-depth information to help departments of education and similar organizations by providing detailed information and guidance to support ministries of education in countries affected by conflict or natural disaster, as well as UN organizations, donor agencies, and non-governmental organizations (NGOs) working in support of these ministries. The guidebook has five sections, including one on teachers and learners. See <www.iiep.unesco.org/fileadmin/user_upload/Cap_Dev_Technical_Assistance/pdf/Guidebook/Guidebook.pdf>.
- *U.S. Center for Victims of Torture (CVT)*. The CVT offers training related to the effects of torture and war trauma. There are links to other projects and information related to victims of torture. See <www.cvt.org/>.

 - U.S. Center for Victims of Torture (CVT). *New neighbors, hidden scars* (in PDF format, 45 pages). The examples are for Minnesota but are relevant to Manitoba. Also, the Storycloth newsletter features New Neighbors, Hidden Scars; Tales of the Self, an article about the value of storytelling. See <www.cvt.org/new_neighbors/index.htm>.
- ***Working with refugee students in secondary school—A counselor's companion:*** This pdf format support document from the Minnesota Department of Education provides information on the following:

 - characteristics of refugee students and effects of trauma on education
 - placement and scheduling
 - evaluation of international transcripts
 - identification and assessment (language proficiency and level of former schooling)

See <<http://education.state.mn.us/mdeprod/groups/EnglishLang/documents/Manual/016630.pdf>>.

- Dowdney, L. (Ed.). (2007). Trauma, resilience and cultural healing: how do we move forward? *Coalition to Stop the Use of Child Soldiers*. See <www.child-soldiers.org/psycho-social/Trauma_Resilience_and_Cultural_Healing_2007.pdf>.
- Miller, K. E., & Rasco, L. M. (Eds.). (2004). *The mental health of refugees; Ecological approaches to healing and adaptation*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.