IMMIGRATION & TRANSGENERATIONAL TRAUMA

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Lidia Bueno
License Marriage Family Therapist

Lidia is a Licensed Marriage and Family Therapist with a Master’s Degree from John F. Kennedy University. She has over 10 years of clinical experience and currently works in the Family and Children’s Division for the County of Santa Clara. Lidia also works for a Private Clinic serving immigrant families, high conflict custody cases, and with parents involved with the Department of Social Services. She is trained in Child-Parent Psychotherapy and is a graduate fellow from the UC Davis Extension Napa Infant-Parent Mental Health Fellowship Program.
Graciela was born in a small village in Mexico and moved to the U.S at the age of 17. She has a Clinical License in Social Worker and over 13 years of professional experience providing bilingual and bicultural services to immigrant children and families in school, nonprofit, and governmental settings at a local and international level. In 2010, she co-founded the Napa Valley Dream Team, a local group that advocates for the rights of immigrant families. She co-published the Book DREAM, a recompilations of veridical stories of undocumented youth and their parents. In 2011, she co-founded The Kids Exposed to Domestic Violence at a local nonprofit organization that provides services to survivors of domestic violence and sexual abuse. In 2013, she was awarded the first ever CanDo Spirit Award where she was recognized as “a young, exceptional non-profit employee in Napa County.” Currently, she provides specialized mental health treatment to children ages 0-18. She is trained in Child-Parent Psychotherapy, an evidence based practice to serve children 0-5 who have experience a traumatic event. She is a fellow at the UC Davis Napa Infant-Parent Mental Health Fellowship, an intensive, interdisciplinary training program designed to equip professionals with the latest thinking and research on models of care, and to support a deep understanding of relationship-based therapies. Her commitment to serve the immigrant community continues to be reflected in joining efforts to bring the North Bay Rapid Response which includes a 24/7 phone line available to support immigrant families who are in contact with immigration agents by providing them information about their rights and referrals to resources in their community.
Laura López Ledesma was born in Guanajuato, Mexico and moved to Napa County when she was 1 year-old. She has a bachelor's in Latin American and Latino Studies from UC Santa Cruz and a Juris Doctor from Penn State University. She’s been advocating for the immigrant community for 12 years. Since 2010, she’s been an active member of local legal service agencies to support immigrants seeking immigration relief. In 2011, she received recognition from La Raza Centro Legal Recognition “For leadership in advocating for undocumented students’ rights,” and in 2013 she was awarded the Emerging Leader Award by the Chicana Latina Foundation. While in law school she received “Public Interest Advocate” recognition. Currently, she works as a Law Graduate at VIDAS, a non-profit legal services agency. At VIDAS she provides low-cost immigration law services, advocacy, and community education for remedies from family reunification to U Visas, and removal defense such as asylum and cancellation of removal. She works under the supervision of Legal Director/Attorney Richard Coshnear.

In 2010, Laura co-founded the Napa Valley Dream Team, a local group that advocates for the rights of immigrant families. She co-published the Book DREAM which is a recompiations of veridical stories of undocumented youth and their parents.
OBJECTIVES

- The participants will be able to describe what intergenerational trauma is.

- The participants will be able to identify behaviors that could otherwise be stereotyped or misdiagnosed.

- Participants will take tools with them to support immigrant families in decreasing symptoms of trauma.
AGENDA

- Introductions
- Important terms
- Polices affecting immigrant children/families
- Break
- Emotional Impact on Children and Families
- Resources
• Undocumented immigrants
• Mix statutes families
• Unaccompanied minors
• Dreamer (DREAMer/The Original Dreamers)
• Dream Act (CA Dream Act)
• Sanctuary cities
• Sensitive locations
NO HUMAN BEING IS ILLEGAL

Human beings can be beautiful or more beautiful, they can be fat or skinny, they can be right or wrong, but illegal? How can a human being be illegal?

- Elie Wiesel
Since the election, adults across the country have reported spikes in fear and distress among young children from immigrant families. (Kemenetz, 2017).

Now more than ever, citizen children are worried that they could be separated from their parents or forced to leave their communities. (Costello, 2016).

Being separated from a parent or caregiver—or even the idea of separation—exposes young children to stress and trauma. In extreme cases, children may be present during immigration raids, where armed U.S Immigration and Customs Enforcement Agents may burst into a home and forcibly remove parents. (Sabat, 2013)

On top of an increased threat of deportation, immigrant parents and their children are also becoming targets of heightened racism and discrimination. (Samaha, Hayes, Ansari, 2017).

Teachers have reported cases of children being bullied by their peers in school, telling Latino children that they will be deported and saying they should go back to where they came from. (Samaha, Hayes, Ansari, 2017).
Local Quotes

“I have never seen so many anxious children in a classroom in my life” – TK Provider/Teacher

“A student came to me and ask me if I could be her mom in case her mother got deported.” – Elementary Teacher

“My child was crying...because she saw her friend at school crying during ICE presence in Napa.” – Mother

“Mom are you immigrant? ‘yes.’ Are you going to be deported.” – U.S Citizen Family

“I am sad because [friend’s name] is sad. Her parents might leave to Mexico.” – 5 year-old

“They are asking for his father” – Mom 6 months after husband was deported

“They stopped coming to services” – Agency provider

“My students don’t want to come to school because they know ICE is in our community. The students that are already here refuse to leave the classroom.” – Adult School Teacher

“They were sleeping in their cars on parking lots. They did not want to go to the evacuation centers due to fear of ICE.” – Fire Volunteer

“He has been driving for 20 years and he has never gotten a ticket. He got one when ICE was in our community.” – Wife of an undocumented immigrant

“I was getting things out of my car when I saw a shadow and immediately thought, it is ICE.” – DACA Recipient
Polices affecting immigrant children/families

BY LAURA LOPEZ LEDESMA
IMMIGRATION LAW: SELECT HISTORY

- Women: Page Act of 1875
- Country of Origin: Chinese Exclusion Act of 1882
- Children: Gentlemen's Agreement
- Workers: Operation Wetback (Repatriation based on "Racial Profiling")
- Merger of Laws – Foundation: Immigration and Nationality Act of 1952
Legacy of President Clinton

"FIX '96" - 1996 Reforms Affecting Migrants

- Severe Immigration Penalties: Illegal Immigration Reform and Immigrant Responsibility Act of 1996
- Severe Criminal Penalties: Antiterrorism and Effective Death Penalty Act of 1996
- Access to services, including to Permanent Residents: "Welfare Reform": Personal Responsibility and Work Opportunity Act of 1996
Immigration Policies

Legacy of President Obama

- Agency priorities
- Deportation in Chief
- DACA - 2012
- Unaccompanied Child Minors
- Family Detention Centers (adultos/menores)
  - Licenses
  - Closures (unexecuted)
  - "Hieleras" /Freezers
  - Flores Settlement (1997): 20 days vs 100 days
VIDEO

Fuente: Immigration Courts: https://www.youtube.com/watch?v=9fB0GBwJ2QA

Immigration Courts: Last Week Tonight with John Oliver (HBO)
CURRENT POLICIES AND PENDING REGULATIONS

Policies
- Who is detained?
  - Children
  - Guardians
  - Collateral
- Representation
  - When the 6A applies
  - Serious Mental Disorder
  - Minors

Pending Regulations
- Public Charge
  - When?
  - To Whom does it apply?
- DACA – 5/2019
- TPS – Temporary Protective Status
  - Yemen
  - Syria
  - South Sudan
  - Sudan
  - Somalia
  - Nepal
  - Haiti
  - Nicaragua
  - Honduras
  - El Salvador
IN REMOVAL PROCEEDINGS*

- Asylum*
  - Definition: §INA 101(a)(42)
    - In or seeking "admission" into the U.S.
  - "political asylum"
  - Particular Social Group
    - Unaccompanied Minors
  - Race
  - Religion
  - Nationality

- Cancellation of Removal (Non-LPR*)
  - “Arreglar por el tiempo” = 10 years AND
  - Removal would result in extreme and unusual hardship to the USC or LPR spouse, parent, child AND
  - Has been a person of Good Moral Character AND
  - Has not been convicted of an offense within INA §§ 212(a)(2), 237(a)(2), or 237(a)(3), AND
  - Merits favorable discretion on the application
"FIX STATUS"

¿Who can get in a line?

- Immediate v Qualifying Family Member
- Other Relief
  - S.I.J.S.
  - VAWA
  - "U" Visa
  - "T" Visa

¿Who can cross the finish line?

- Grounds of Inadmissibility
  - "Unlawful Presence"
  - Permanent Bar
- Waivers
  - Abroad v Provisional "carry the approved waiver"
- Extreme hardship
  - Remains in the US while the family member is abroad
  - Goes with the family for the duration required
YOUR ROLE: AT A GLANCE HANDOUT

National Immigration Legal Services Directory

Welcome to the National Immigration Legal Services Directory. Use the options below to search for immigration legal services providers by state, county, or detention facility. Only nonprofit organizations that provide free or low-cost immigration legal services are included in this directory. If you have questions, please see our list of frequently asked questions or email us at directory@immigrationadvocates.org.

Search by State
NEUROSCIENCE

EPIGENETICS

ACES

RESILIENCE

Laura Porter, 2019
Intergenerational Trauma

First Generation Trauma

Genetics

Cognition

Emotions

Behaviors

Second Generation Trauma
ADVERSE CHILDHOOD EXPERIENCE
THROUGH THE LENDS OF CHILDREN.........

BY
LIDIA LEON
&
GRACIELA RODRIGUEZ GARCIA
"Far too many children in this country already live in constant fear that their parents will be taken into custody or deported......**No child should ever live in fear.** When children are scared, it can impact their health and development. Indeed, **fear and stress**, particularly prolonged exposure to serious stress – known as toxic stress – **can harm the developing brain and negatively impact short- and long-term health.**"

AAP Statement on Protecting Immigrant Children, 1/25/2017
Dear Immigration Officer,

My name is Jesus Santiago Uriostegui. I am 9 yrs old. I am in 4th grade at Elgey Elementary School. This Thursday will be "Donuts with Dad" at my school and I would love for my dad to be there. Days ago, I believe he will never be able to come back to be with us.
I think I am going to Mexico.
I don't speak Spanish
I know English, I am from Austin.
TRAUMA

Defined as an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful and that has lasting adverse effects on the person’s functioning and mental, physical, emotional or spiritual wellbeing.

PTSD

A: stressor: need 1 of 4:
1) Direct exposure; 2) Witnessing; 3) Indirectly, by learning a close relative or close friend was exposed; 4) Repeated/extreme indirect exposure in the course of professional job (not through media).

B: intrusion symptoms: need 1 of 5:
1) Recurrent, intrusive memories; 2) Traumatic nightmares; 3) flashbacks; 4) Intense/prolonged distress after exposure; 5) physiologic reactivity upon exposure to cues

C: persistent effortful avoidance of distressing trauma-related stimuli: need 1 of 2:
1) Trauma-related thoughts /feelings; 2) Trauma-related external reminders

D: negative cognitions/ mood: need 2 of 7:
1) Inability to recall key features of the trauma; 2) negative beliefs about oneself, the world; 3) distorted blame of self, others; 4) Persistent negative trauma-related emotions; 5) diminished interest; 6) Feeling alienated, detachment/estrangement; 7) Constricted affect

E: alterations in arousal and reactivity: need 2 of 6:
1) Irritable or aggressive behavior; 2) Self-destructive/reckless behavior; 3) Hypervigilance; 4) Exaggerated startle response; 5) Problems in concentration; 6) Sleep disturbance.

Source DSM 5, 2013
OTHER INTERPRETATIONS

- Attention Deficit Disorder
- Learning Disabilities
- Developmental delay
- Conduct Disorder/Oppositional Defiance/Disruptive Disorder
- Selective Mutism
- Obsessive Compulsive Disorder
IMMIGRATION TRAUMA & ITS LAYERS

Pre-migration Trauma

In-transit Trauma

Post-migration Trauma
EMOTIONAL AND BEHAVIORAL RESPONSES TO SEPARATION

- Pregnancy
- Infants
- Toddlers
- Preschoolers
- School age
PREGNANCY

Parental stress on children can start even before birth.

One well documented event was observed following one of the largest immigration raids in the U.S. history.

- 2008
- Postville, Iowa
- 389 workers mostly Latino workers
INFANTS

- Regression of dependency needs; the sense of security and trust that an adult will be available is affected.
- Very sensitive to emotions of caregiver.
- Symptoms of withdrawal, fussiness, irritability, increased frequency of crying
- Loss of appetite that can potentially evolve into failure to thrive, not meeting developmental expectations.
- Very sensitive to quality of care
- Severe separation distress

Source: @ 2017 Zero to Three
Ed Tronick
Director of UMass Boston’s Infant-Parent Mental Health
• Clinginess and separation anxiety as a manifestation of fear of losing the caregiver.
• There can be regression regarding the most recent acquired skills; normal language development can be disrupted, especially when the parent who has been lost was the bridge for communication between the child and the world.
• Increased crying and tantrums.
• Loss of interest or rejection of food.
• Sleeplessness, and withdrawal.
• Limited resources for coping, engage with adult.

Source: Health & Wellness Community Brief on: Latino Youth Children and their Families in Alameda County
PRESCHOOLERS

- Rebelliousness, acting out behavior, limit-testing.
- Eating and sleep disturbances, and somatic complains.
- Fearfulness, vigilance, nightmares.
- Sensitive to changes in or near home.
- Still dependent on adults.

Story: A Migrant Boy Rejoins His Mother, but He's Not the Same


Source: Health & Wellness Community Brief on: Latino Youth Children and their Families in Alameda County
• Have difficulty paying attention
• Become quiet, upset and withdrawn
• Be tearful and sad and talk about scary feelings and ideas
• Fight with peers or adults
• Show changes in school performance
• Want to be left alone
• Eat more or less than usual
• Get into trouble at home or school

Video: https://m.facebook.com/story.php?story_fbid=1909014935855288&id=341163402640457

Source: Health & Wellness Community Brief on: Latino Youth Children and their Families in Alameda County
TOOLS & INTERVENTIONS
INTERVENTIONS & TOOLS

- Child Parent Psychotherapy
- Bruce Perry
- Fussy Baby Network
- Touchpoints
CHILD PARENT PSYCHOTHERAPY AKA CPP
Founders: Alicia Lieberman, Chandra Ghosh-Ippen, and Patricia Van Horn

CPP is an intervention model for children aged 0-5 who have experienced at least one traumatic event and/or are experiencing mental health, attachment, and/or behavioral problems, including posttraumatic stress disorder. The treatment is based in attachment theory but also integrates psychodynamic, developmental, trauma, social learning, and cognitive behavioral theories. Therapeutic sessions include the child and parent or primary caregiver. The primary goal of CPP is to support and strengthen the relationship between a child and his or her caregiver as a vehicle for restoring the child’s cognitive, behavioral, and social functioning. Treatment also focuses on contextual factors that may affect the caregiver-child relationship.
Reframing

Based on 12 common developmental themes.

Angels in the Nursery

Directly Address Trauma

Therapeutic Stance: notice feelings in the moment, find connections between experiences, translate meanings between parent and child, dare to bring up traumatic events, remember the suffering under the rage, seek out the benevolence in the conflict, offer kindness, encourage hope, remain curious and seek to understand.
We are contagious to the people around us. We *Affect* our children.”

“Even when discussing stressful events, we need breaks…with kids, content comes up, they stay with it, and then disengage.”

“System Theory---are we joining the family system or are we asking them to join our system?”

- ACES Study- get informed.
- Time actually does not heal
- “Experiences profoundly influence the development of young children. ACE’s shape the brain’s organization, which, in turn, influences the emotional, social, cognitive, and physiological activities.”
WHAT IS YOUR ROLE AS A CLINICIAN?
ENGAGEMENT!

Utilizing the **FAN** = Facilitating Attuned INteractions, an approach for family engagement.
“Touchpoints” are predictable periods of regression and disorganization that occur before bursts in a child’s development.

- Berry Brazelton
- Value Disorganization
- Anticipatory guidance
- Parent Assumptions
HOW PROVIDERS CAN HELP

• Avoid giving legal advice and referred them to appropriate legal services (ex: differences between a notary and immigration attorney).
• Highlight their resiliency.
• Parents are the experts of their children
• Drop the “I” word.
• Don’t assume that just because they are immigrant to this country they are undocumented.
• Get informed: Don’t ask why don’t you just become a U.S Citizen.
• Avoid negative stigma/generalization: “Father was deported” – was he a criminal?
• Check your privilege: For example, you can turn off the TV. They can’t. They must be informed and watch the news. They need to get education about reliable media outlets too.
• Father’s matter
• Separations not only happen at the border, they happen all across the U.S.
• Services through children might be the only services available to parents including therapy.
RESOURCES

- Family Preparedness Plan
- Know your Rights Cards
- North Bay Rapid Response Network Yellow Cards
- List of book to help children express feelings
- How to help kids with NEWS by Boston College
- Know your Parental Rights by Women Refugee Commission
THROUGH THE LENDS OF CHILDREN……..

VICARIOUS TRAUMA & THE IMPORTANCE OF COMMUNITY-CARE
“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.”

Dr. Naomi Rachel Remen
WAYS TO SUPPORT OURSELVES AND OTHERS

**Meso Level**
Read, walk, pray, sign, hug, smile, learn a new skill, cultivate your relationships, drink enough water, nurture yourself with food …..

**Macro Level**
One-on-one supervision, peer support (case consultation, trainings, trauma informed practices, reflective practice, staff retreats, celebrate special dates

**Micro Level**
Take your breaks, drink water, eat your lunch, go to the bathroom, honor boundaries, practice your right to say no, practice gratitude
“Relationships are the agents of change, and the most powerful therapy is human love”

-Dr. Bruce Perry
QUESTIONS?
Is there any other way we can support you?
THANK YOU FOR ALL THE AMAZING WORK YOU DO!

Source: Art by Favianna Rodriguez

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