

# *Fuerte Curriculum*

Version 3.0, English

<http://bit.ly/FUERTE-ASMh2019>

Last Revision 11/2018

Developed in primary partnership with ZSFG Child & Adolescent Services, UCSF Pediatrics Residency, San Francisco Unified School District RISE (Refugee and Immigrant Supports in Education Program), & San Francisco Department of Public Health



# SAUSD-OCDE Partnership FUERTE Curriculum: MEETING THE NEEDS OF IMMIGRANT STUDENTS

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# AGENDA

**FUERTE:**

Family

(Re)Unification and

Emotional

Resiliency

Training

- ❖ Today's Speakers
- ❖ Partnership
- ❖ Brief overview of FUERTE Curriculum
- ❖ Learn FUERTE Curriculum



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# SPEAKERS

- ❖ Karin Jinbo, MA, PPS
- ❖ Alva Alvarez, LCSW, PPS
- ❖ Jeannette DeGrave, LMFT

Connection made  
at California  
Student Mental  
Wellness  
Conference, 2018



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# Santa Ana Unified School District

- ❖ ADA: 51,482 (18-19)
- ❖ 63 schools
  - ❖ 1 Child Development Center
  - ❖ 3 ECE Programs
  - ❖ 36 Elementary Schools
    - ❖ 1 DHH Reg. Program (K-6)
  - ❖ 8 Intermediate Schools
  - ❖ 7 High Schools
  - ❖ 4 Educational Options Secondary Schools
  - ❖ 1 Dependent Charter School
- ❖ 81% Free & Reduced Lunch
- ❖ 34% English Learners
- ❖ 42% Fluent English Proficient
- ❖ 13% Redesignated Fluent English Proficient
- ❖ Languages spoken by students & families
- ❖ % Newcomer Students



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# SAUSD and OCDE: Partners in School-Based Mental Health



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# SAUSD and OCDE Partnership

- ❖ In 2010, SAUSD identified a need for intervention
- ❖ Orange County Department of Education was contracted to pioneer a specialized school-based mental health program
- ❖ Data driven decision making
- ❖ Expand throughout 9-years
  - ❖ 3 schools with 3 clinicians to 21 schools
  - ❖ 2017-18: 18 clinicians and 24 interns.
  - ❖ K-12 span



# SAUSD-OCDE Partnership: Funding

During 9 year partnership OCDE programs were funded by multiple sources:

- 1) SAUSD District General Funds
- 2) LCAP (Local Control and Accountability Plan)
- 3) Federal Elementary School Counseling Grants
- 4) General Funds from Charter School





# SAUSD-OCDE Partnership: School-Based Mental Health Programs

- ❖ **SOS-Safety of Students (2010-2019)**
  - ❖ Funding: District General Funds and LCAP
  - ❖ Traditional & Fundamental High Schools, Intermediate Schools, Alternative Options Schools
- ❖ **Conexiones (2011-2015)**
  - ❖ Funding: Federal Elementary School Counseling Grant
  - ❖ Two Elementary School Sites



# SAUSD-OCDE Partnership: School-Based Mental Health Programs

- ❖ **Safe Haven (2015-2018)**
  - ❖ Funding: Federal Elementary School Counseling Grant
  - ❖ Four Elementary School Sites
- ❖ **El Sol Academy (2014-2019)**
  - ❖ Funding: General Funds
  - ❖ K-8 Charter School



# SAUSD-OCDE Partnership: 2018-19 School Year

## Program School Assignments:

- ❖ 5 Traditional/Fundamental High Schools (5 days/wk)
- ❖ 4 Alternative Option Schools (2.5 days/wk)
- ❖ 1 Intermediate School (3 days/wk)
- ❖ 1 Elementary School (2 days/wk)
- ❖ 1 Charter School (5 days/wk)

## Program Staffing:

- ❖ 1 Clinical Program Supervisor
- ❖ 12 Mental Health Clinicians (Pre & Post Licensure: LMFT, LCSW, AMFT, ASW)
- ❖ 14 Interns (8 MSW/PPSC Interns and 6 BSW Interns)



# SAUSD-OCDE Partnership: School-Based Mental Health Menu of Services

OCDE was contracted to primarily serve general education students presenting with Tier 2 and Tier 3 concerns. Students with IEPs were also seen for non-IEP services only.

- ❖ Individual Counseling
- ❖ Group Counseling
- ❖ Family Counseling
- ❖ Crisis Intervention
- ❖ Suicide/Risk Assessments
- ❖ Case Management
- ❖ Targeted Case Management
- ❖ Substance Use Counseling
- ❖ Needs Assessments
- ❖ Family Contacts
- ❖ COST Meetings (Coordination of Services Team)
- ❖ Community Referrals/Linkages
- ❖ Collaboration with Admin/Staff
- ❖ Home Visits
- ❖ Staff and Parent Trainings



# SAUSD-OCDE Partnership: DATA

- ▶ **Initial Requests for Data were numbers based**  
(referrals, suicide assessments, child abuse reports, parent contact)
- ▶ **SUCCESS Stats:** 1) Increased Attendance, 2) Improved Grades, 3) Decrease in Disciplinary Referrals
- ▶ **SAUSD Pupil Support Services developed BEST Teams**  
(Behavioral Emotional Support Team) and OCDE-SOS began keeping BEST Stats
- ▶ **OCDE-SOS Team moved to using Outcome Measures**



# SAUSD-OCDE Partnership: DATA

Students receiving on-going mental health services for individual therapy/counseling, group, and substance counseling completed pre and post tests to measure the outcome of treatment/services.

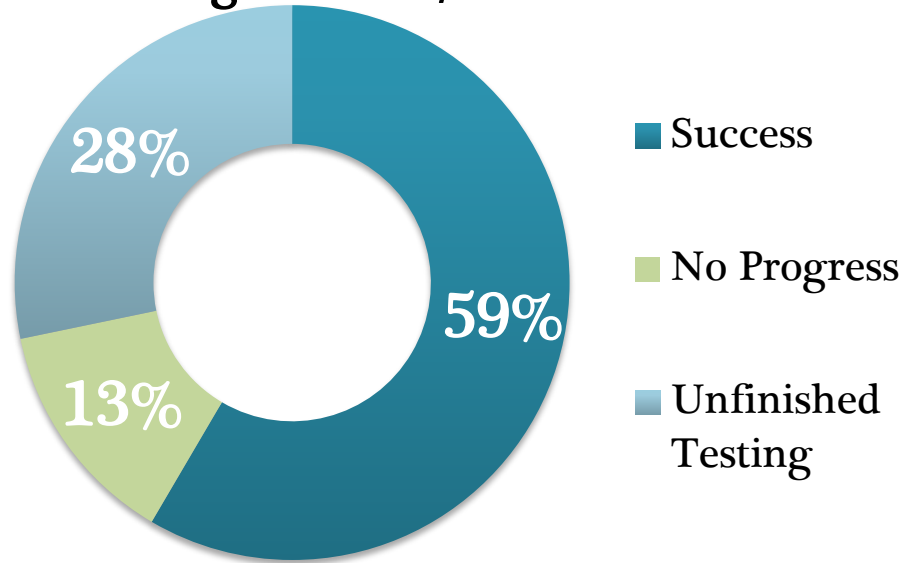
Measures were selected based on referral reason, particular group curriculum utilized, and presenting problems. The following measures were utilized.

- ❖ Burns Depression Inventory
- ❖ Burns Anxiety Inventory
- ❖ Child PTSD Symptom Scale
- ❖ Buss & Perry Aggression Questionnaire
- ❖ Mood and Feelings Questionnaire
- ❖ Peaceful Alternatives To Tough Situations (PATTS) Pre/Post tests
- ❖ Rosenberg Self-Esteem Scale
- ❖ Traumatic Grief Assessment/Brief Grief Questionnaire
- ❖ DAAS 21 (Depression, Anxiety, Stress Scale)
- ❖ Readiness Ruler for Substance Abuse
- ❖ Why Try Pre/Post Tests

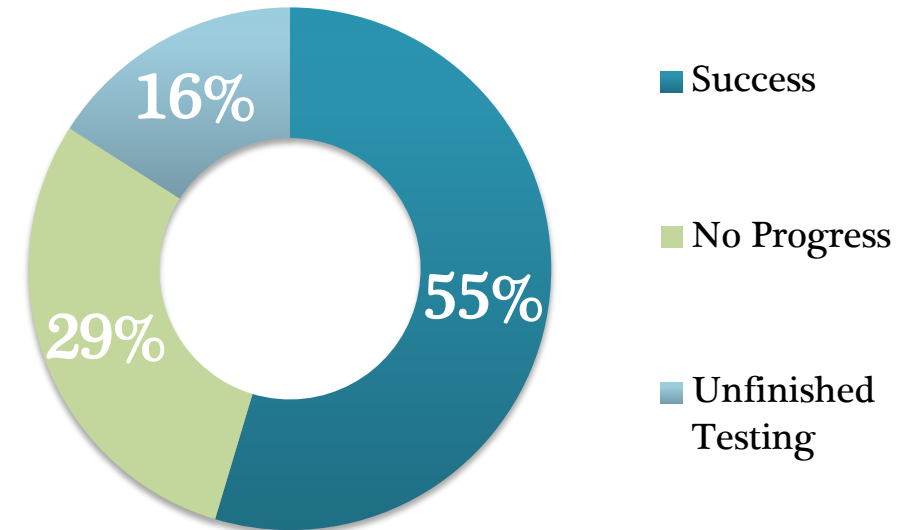


# SAUSD-OCDE Partnership: DATA

Result of Outcome Measures  
High Schools/Intermediate



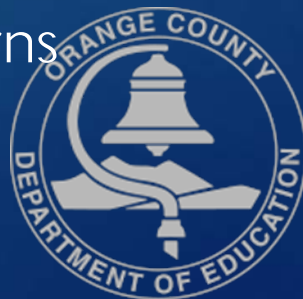
Result of Outcome Measures  
Elementary Schools



# SAUSD-OCDE Partnership: OCDE Mental Health Team Dynamics



OCDE Mental Health Teams are a culturally diverse staff of licensed and pre-licensed Social Workers and Marriage and Family Therapists, and bachelor level and graduate level interns. At least 50% of staff and interns are bilingual in Spanish, and many with roots in Santa Ana.





# SAUSD 2019-2020

Moving toward building capacity within the district  
MTSS framework.

## Results:

- ❖ OCDE contracts end
- ❖ SAUSD builds School Social Work team
- ❖ Continue: Community Partnerships
- ❖ School Counselor National Framework
- ❖ IEP-based counseling supports



# FUERTE Curriculum: Introduction



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# FUERTE Curriculum

*Taken from Fairfax Reunification Curriculum, focus groups held with SFUSD personnel, undocumented youth, their parents, and mental health providers, and the experiences of previous FUERTE instructors.*

*Developed in primary partnership with ZSFG Child & Adolescent Services, UCSF Pediatrics Residency, San Francisco Unified School District RISE (Refugee and Immigrant Supports in Education Program), & San Francisco Department of Public Health.*



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# Using the FUERTE Curriculum

- ▶ Adaptive and iterative document
- ▶ Open Source
- ▶ Curriculum as a Framework
- ▶ Please email [fuertestudy@gmail.com](mailto:fuertestudy@gmail.com) with any suggestions, corrections, or feedback related to the curriculum



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**FUERTE:**  
Family  
(Re)Unification  
and  
Emotional  
Resiliency  
Training

1. Tips for School-Based Groups
  - a) Using Curriculum, Logistics, Materials, Facilitators Skills, getting started
2. FUERTE Curriculum Outline
3. FUERTE Syllabus
  - a) Description of Modules and Objectives
  - b) Lesson Plans for each 90 minute session
4. Appendix
  - a) "99 Coping Skills"
  - b) Role Play Scenarios



# Implementing FUERTE



- ❖ ID & Train Trainers/Counselors
- ❖ Logistics: Scheduling around academic calendar
- ❖ Data Collection (Outcome measures)
- ❖ Implement Curriculum



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# SUSTAINING FUERTE

## What is needed to sustain?

### 1) Practitioners

- a) Cycles of training: Updates
- b) Supplies
- c) Debriefing
- d) FUERTE participant follow-up

### 1) Organizational

- a) Cycles of training: New clinicians
- b) Supervision
- c) Grants
- d) Data collection



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# Modules / Sessions

## Every Module Contains:

- ❖ Objectives
- ❖ Suggested Materials
- ❖ Agenda
- ❖ Lesson Plans:  
Getting Started, Activity, Intro to New Material, Closing, & Homework Assignment

## Module 1:

Introductions and Establishing Goals

## Module 2:

Routines, Rituals, and Traditions

## Module 3:

Affect Identification

## Module 4:

Affect Management

## Module 5:

Stress of Immigration

## Module 6:

Building Attunement and Communication Skills

## Module 7:

Conclusion

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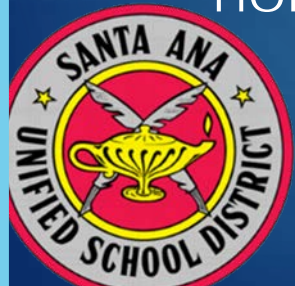
# Modification/Tailoring to students at VHS

- Total number of students: 2,110
  - English Language Learners: 653 (31%)
  - Hispanic/Latino students: 2,045 (96.8%)
  - Newcomers in the last 3 years: 111
- Referral source: Counselors, Administrators, COST team
- Screening:
  - Needs Assessment
  - Consent/Confidentiality
  - Release of Information



# CASE STUDIES to Consider

- 12 year old Honduran male
- Mom left for the U.S. when he was 4; left him in the care of family
- Travelled by himself to the US when he was 9 to reunite with mother
- Was held in 3 different detention centers before being reunited with mother
  - Referred for services due to behavioral issues at school and at home



- 16 year old Guatemalan female
- Exposed to domestic violence
- Father left family when she was 4; raised by mother; lost contact with father
- Summer before 9th grade, came to "visit" father
- Student was referred for services by father who was concerned about student's "poor attitude" at home and poor academic achievement



# FUERTE Curriculum: Learning Session

HANDS-ON LEARNING SESSION OF THE  
FUERTE CURRICULUM

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# Module 1:

## Introduction and Establishing Goals

### Objectives:

- ❑ Introduce group members
- ❑ Develop group cohesion
- ❑ Establish initial group rules
  - ❑ Importance of confidentiality
- ❑ Establish the group's focus

### Activities:

- ❑ Ice Breakers
- ❑ Group Agreements
- ❑ Outcome Measures
- ❑ Collage Creation
- ❑ "What's in your backpack?"  
(Clinical option)

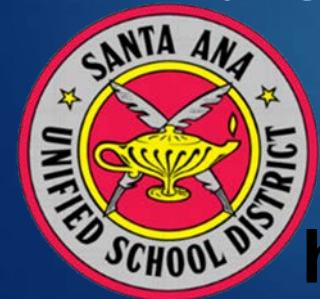
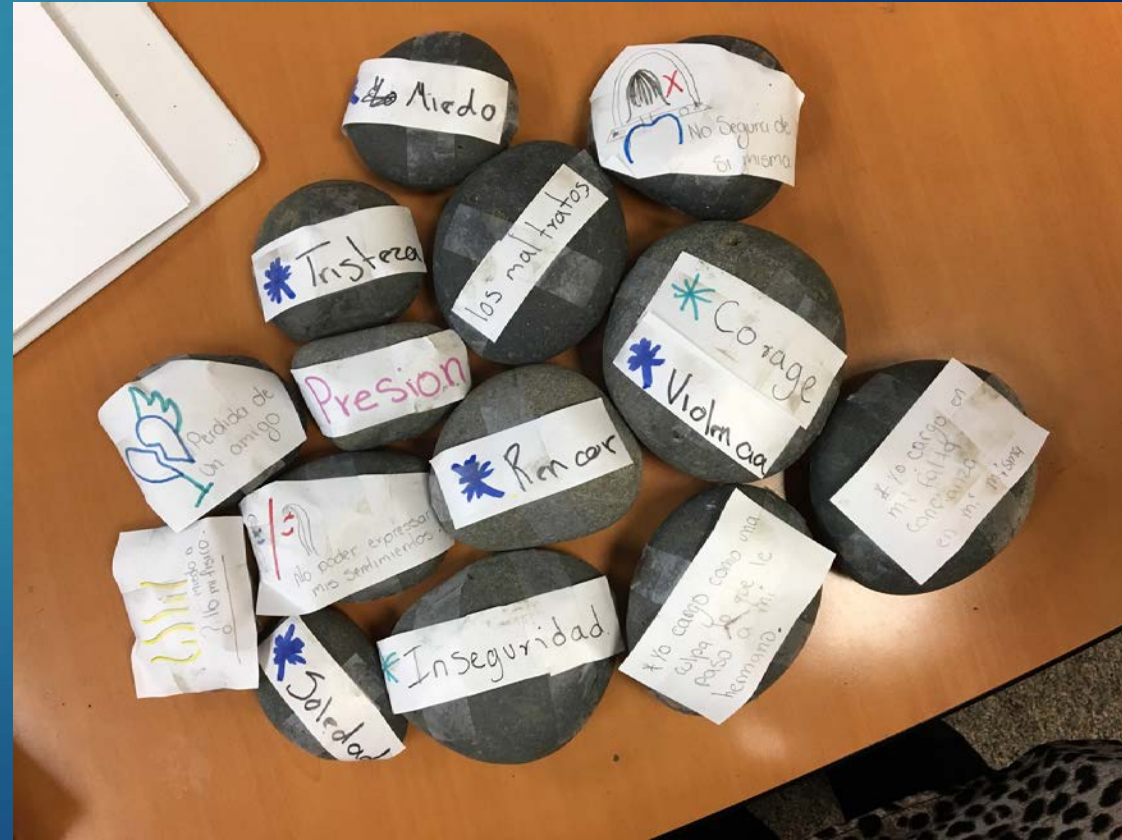


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# Module 1 Activity: “What’s in your backpack?”

- We all carry weights, that while invisible to others, can be of great burdens to us.
- These “weights” can often create barriers in our daily functioning.
- How has immigration impacted the “weight” you carry?



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# Module 2: Routines, Rituals and Traditions

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## Objectives:

- ❑ Explore and acknowledge the importance of routines, rituals, and traditions.
- ❑ Establish group routines and rituals

## Activities

- ❑ Sharing of cultural objects
- ❑ Discussion about routines, rituals, and traditions
- ❑ Heart Stories
- ❑ Grounding Exercise



# Module 2 Activity: Heart Stories

- ❖ "I painted mine in different shades of blue to represent my sisters who aren't with me."
- ❖ "The black symbolizes all the bad stuff I have gone through to get here."
- ❖ "The green is my hope that things will be okay."
- ❖ "The white symbolizes peace, because here I don't have to be afraid to go to school."



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# Module 2 Activity: Heart Stories

- ❖ "The dark purple is for my cousins who are mad at me for being from El Salvador and for not being American and speaking English."
- ❖ "The red is for the anger I feel."
- ❖ "The pink is to symbolize how much better my mom, sister, and I are, despite all we have gone through."



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# Module 3: Affect Identification

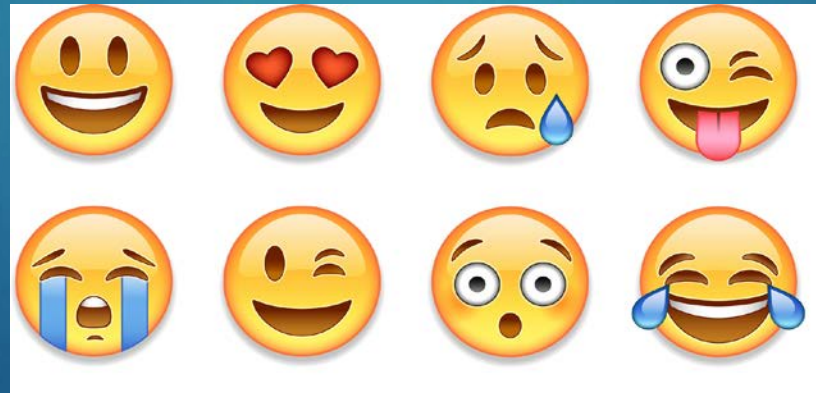
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## Objectives:

- ❑ To help group members develop emotional literacy and affect identification skills

## Activities:

- ❑ Emoji Identification
- ❑ Trail Mix of Emotions
- ❑ Grounding exercise/group ritual



# Module 3 Activity: Trail Mix of Emotions

- Identify an emotion for each ingredient
  - **Example:** Spicy peanuts for anger; M&M's for sweet and caring emotions
- Create your own personal mix based on the emotions you experience most often
  - For a good mix, it's important to have different ingredients



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# Module 4: Affect Management

## Objectives:

- ❑ Explore concept of affect management
- ❑ Discuss coping strategies and provide group members with a toolkit of coping skills
- ❑ Practice emotional up-regulation and down-regulation

## Activities:

- ❑ Coping strategies
- ❑ Create coping toolboxes
- ❑ Practice down- and up-regulation techniques



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# Module 4 Activity: Developing Coping Menus

- Mindful eating
  - "Let's practice!"
- Progressive Muscle Relaxation
- Yoga
- Deep Breathing
- Blowing bubbles
- Paint a picture
  - Watch a funny video
  - Cry it out
  - Meditate
  - Go for a walk

## Down-regulating techniques:

- Visualization
- Containment
  - Draw/create a collage of a difficult moment, place in a sealed envelope for later

## Up-regulating techniques:

- Listen to your favorite song
- Recognize, name, and learn to silence inner "voice of doubt"



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# Module 5: Stress of Immigration and Separation

## Objectives:

- ❑ Normalize experiences of distress and conflict related to immigration and separation
- ❑ Provide psychoeducation on immediate stressors
- ❑ Help group members identify and reflect on positive and negative emotions related to immigration and separation

## Activities:

- ❑ Life Roadmaps (clinical)
- ❑ Poetry - Immigrant Experience
- ❑ Guest Speaker - optional



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# Module 5 Activity: Life Road Maps

## Materials needed:

- ❑ Butcher paper/large post-its
- ❑ Magazines
- ❑ Scissors
- ❑ Glue
- ❑ Markers/Colored Pencils

## Directions:

1. On your piece of paper, draw a road.
  - a. The road does not have to be straight, it can go in any direction you choose
  - b. Do not complete your road, you will stop drawing your road depending on where you are in life right now
2. Select (from magazine) or draw images/symbols/words that represent your journey and place them along your road
3. Process Activity
4. Allow each group member to share their journeys
5. Ask group members to identify similarities, differences, and strengths gained from their journeys



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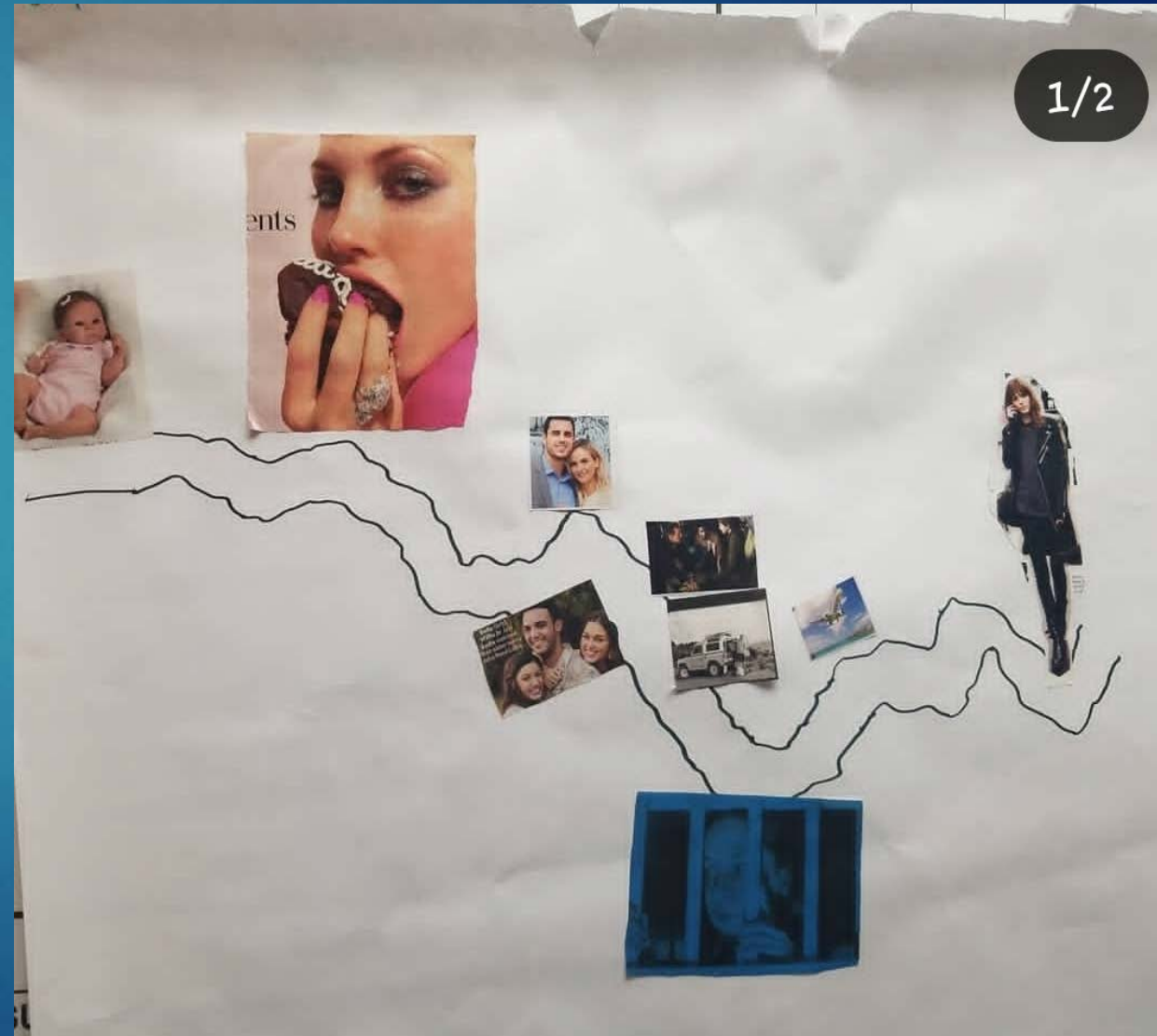


# Module 5 Activity: Life Road Maps

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Materials needed:

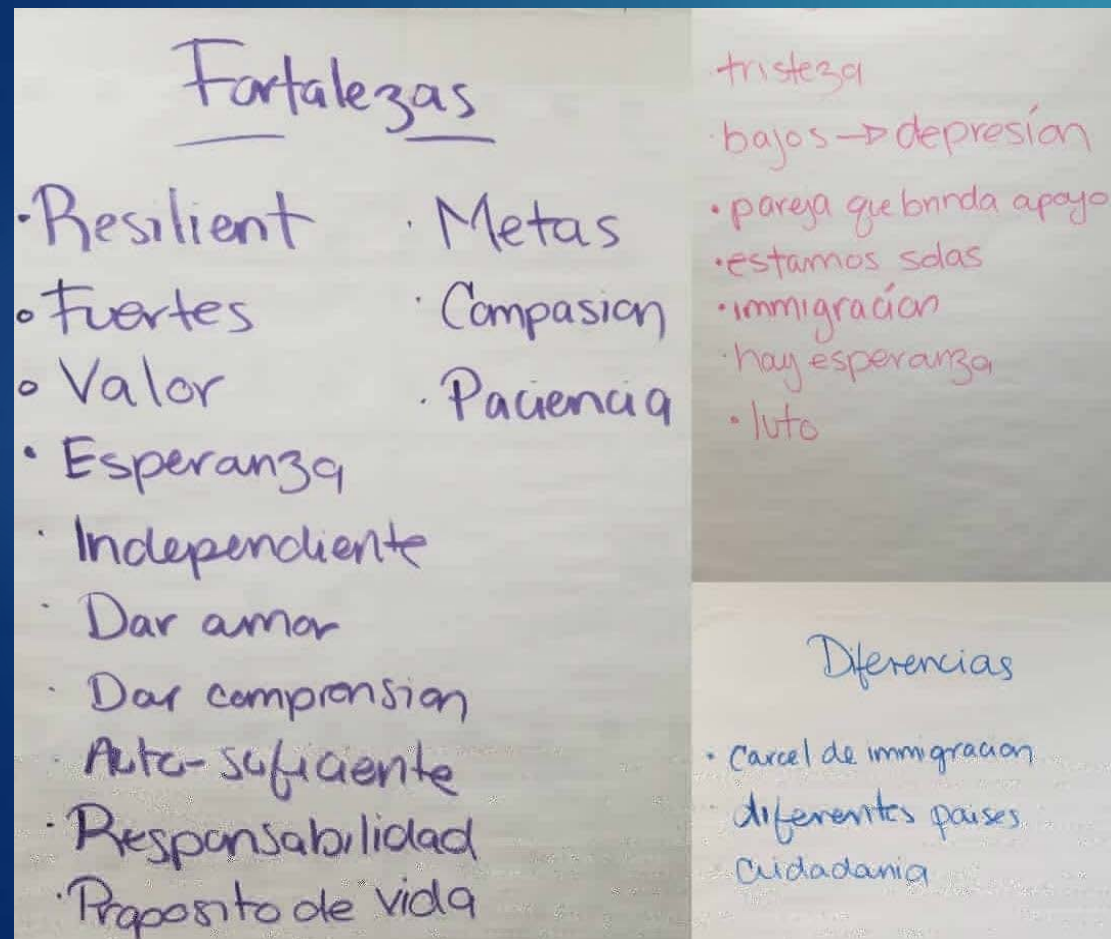
- ❑ Butcher paper/large post-its
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# Module 5 Activity: Life Roadmaps

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# Module 6: Building Attunement and Communication Skills

## Objectives:

- ❑ Discuss identifying affect in others
- ❑ Build attunement and practice perspective taking (group led activities)
- ❑ Learn and practice positive communication skills

## Activities:

- ❑ Perspective taking
- ❑ Role Playing



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# Module 6 Activity: Practice & Role Play

## Scenario:

### Juana (Mother)

I had another long day at work at the store. I was late because I had to drop the younger kids off at school and Jose did not come in so I had to cover for 2 peoples worth of work. I did not even get to take my break and was standing on my feet for 8 whole hours. Oh, and there was a lost package that the boss was so angry about! I keep worrying that I may lose this job and then how will I support my family? The kids need new clothes, shoes, food...

### Maria (daughter)

I had another difficult day at school where I couldn't understand what half the teachers were saying. Then they always ask me questions and when I don't understand, the other students laugh at me. Coming back from school is the only good part of my day because I can be safe and hearing Spanish voices from the telenovela make me feel like I'm back home in Guatemala.



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# Module 7: Conclusion

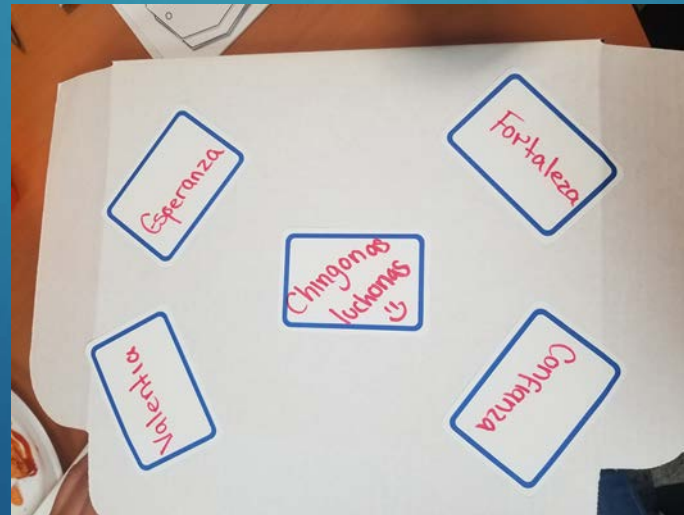
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## Objectives:

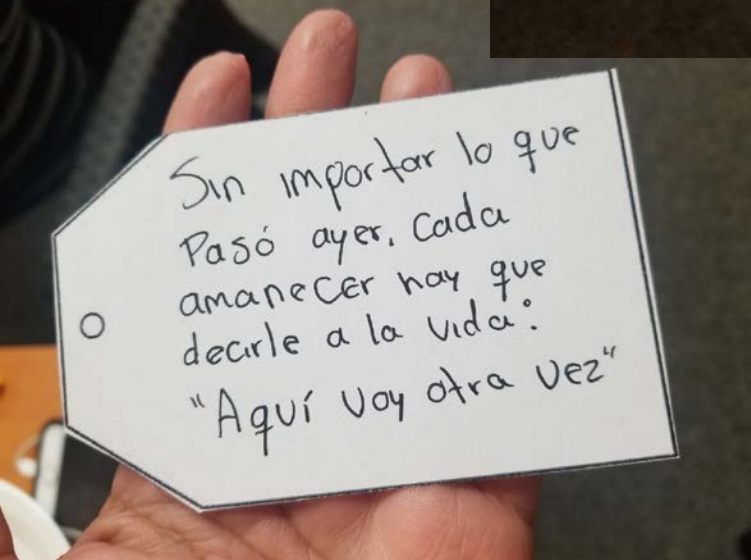
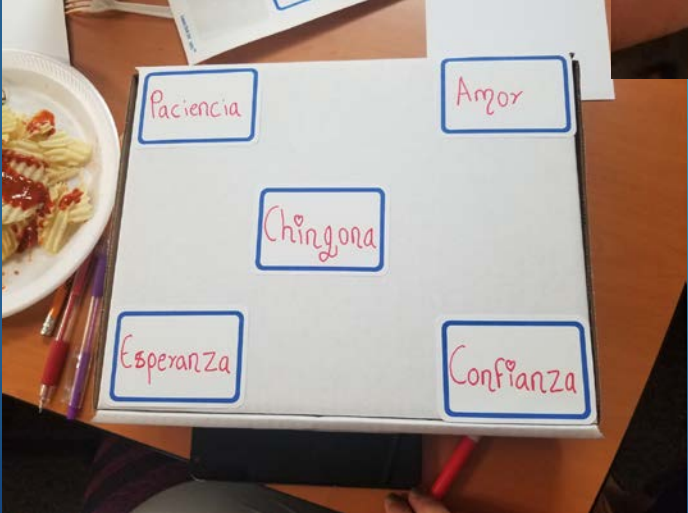
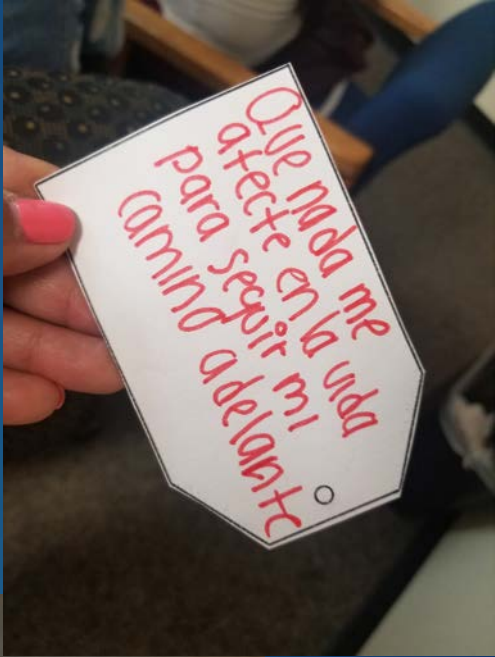
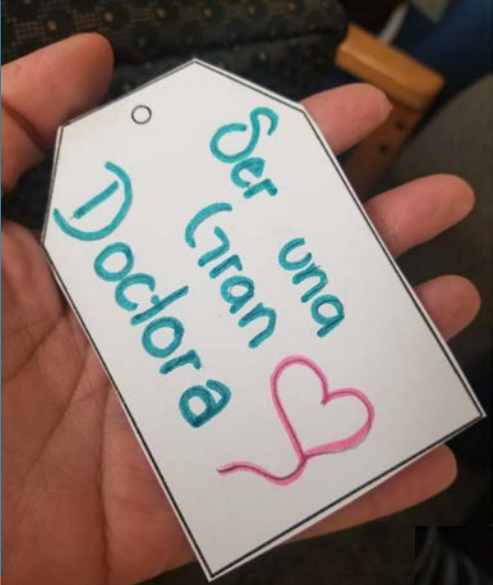
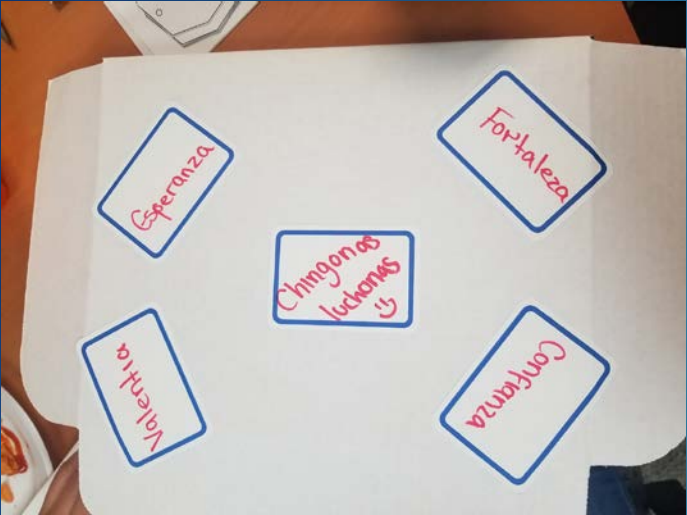
- ❑ Synthesize materials from curriculum and set goals for the future
- ❑ Acknowledge the social connections formed
- ❑ Celebrate!

## Activities:

- ❑ Celebration
- ❑ Packing my suitcase
- ❑ Certificates



# Module 7: "Packing My Suitcase"



# Outcomes – Informal & Formal

## Anecdotal Evidence

- ❖ “I learned that I am not responsible for anybody’s happiness but my own.”
- ❖ “I have a room full of sisters now.”
- ❖ “I am not alone in this. I never thought about the other people that were also going through the same things I was.”

## Formal Measures

Trauma Screener

Child PTSD Symptom Screener

Rosenberg Self-Esteem Scale



# Flexibility in Implementation

To consider:

- ▶ Clinical or non-clinical
  - ▶ Importance of containment
  - ▶ Resources/referrals
- ▶ Incorporating trends in immigration journey
  - ▶ Unaccompanied minors
  - ▶ Refugees
  - ▶ Country of Origin
- ▶ Discussing Reality vs. Expectations
  - ▶ Differences between laws in country of origin and the U.S.
  - ▶ Unspoken rules
  - ▶ Shifting roles



# Questions/Comments

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**The FUERTE Curriculum is currently part of a grant examining its evidenced-base. The most recent version is available for free to anyone interested.**

