**Starter Scenarios of Issues Concerning Migrant Students**

**Used by the FLCH Behavioral Team during the Virtual PD workshop, “Ask a Clinician”**

* A very good high school student working towards the goal of going to college and having a career as a professional, comes to realization in senior year of having undocumented status and the profound impact that has on her ability to go to college. This student withdraws academically by not going to school regularly, and grades plummet as a result. How does a helper help?
* A young person carrying the anxiety of not knowing when their parent may be deported, or has been picked up and is being held in jail without the ability of the family of even visiting. How does a helper help?
* A young person is in a family that provides the stability of belonging, status as a family member, and being loved, but is highly dysfunctional in terms of the parent not being able to function due to intellectual disabilities and non-existent parenting skills. This parent makes decisions that are profoundly disruptive in the lives of the children, such as moving across the country on a whim. The family is already connected to a social service organization. Several of the children experience anxiety and depression. How does a helper help?
* I have had students with a death in the family, or a parent who is dying from cancer.  I see students at most 1 hr. /week.  What can I do (or who should I refer student to?) to make sure the student's grief/anxiety isn't overwhelming and doesn't change into  long term depression, especially with limited time and when our core mandate is tutoring?
* I sense some sadness in some of my students, but they don't necessarily admit it, or say its ok when it may not be.  Can we give them some information that they might use if they are really in need of assistance, specific to mental health?  Should the information be given to every student as a standard part of the METS program?
* One mom has anxiety, nervousness, health concerns and hypochondria.  She displayed these symptoms before in Guatemala, but they are worse since she arrived in the US.
* One of my students has social anxiety.  She doesn't like to go outside in case someone might approach her and speak to her in English.  The language barrier makes her extremely unconformable. In addition, she gets depressed on and off because she misses the simple, natural life she had in Guatemala and is overwhelmed with school, assignments, HW, exams...
* Two sisters being made fun of at school for not speaking English.  The worst offenders according to the girls were other Hispanics who did speak English!
* One mom is developing an addiction to painkillers and is overusing antibiotics since a terrifying incident she lived through 20 years ago in Mexico, which left her with an incurable and very painful infection.
* One of my students was raped by her mom's live-in boyfriend. She was also bullied at school and over texts. She displayed worrisome behavior like self-harm.
* Some of my students are in shock observing how American students of all ethnicities behave at school: unruly, disrespectful to each other and especially to adults, over-sexualized, girls (more than boys!) involved in very violent fights...terrible learning environment and a really bad influence for our students!
* Substance abuse issues – (resources, referrals, how to broach the subject/suggest help, etc.).