

# **CARE: Connect, Assess, Respond, and Educate Intervention Toolkit**

A Toolkit for Professionals Serving Unaccompanied  
Children Experiencing Labor Exploitation



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# Background

Many unaccompanied children have endured life-threatening persecution, abuse, violence, and other hazards in their countries of origin. During their journey to the United States, they are exposed to numerous dangers and vulnerabilities, including abuse, exploitation, and trafficking. Their ability to reach the United States despite overwhelming odds reflects their individual resilience and strengths, such as their grit and determination. Upon arrival, unaccompanied children are placed in shelters under the care of the U.S. Department of Health and Human Services' Office of Refugee Resettlement (ORR), which works to identify and evaluate safe and suitable caregivers.

After being released to an approved sponsor, these children must navigate complex immigration proceedings that carry serious implications for their lives and safety, all while attempting to heal from severe trauma and manage significant life changes. Many confront mounting stresses during this transition, including acclimating to a new language, school, and community, as well as reuniting with family members after extended separations. Furthermore, most unaccompanied children enter adversarial removal proceedings. Despite their potential eligibility for humanitarian legal relief, they are not guaranteed free legal representation at the government's expense. Depending on the type of legal relief they seek, many are ineligible for work permits while still in removal proceedings and awaiting adjudication of their applications. Often, these children must navigate these challenges with limited financial or psychosocial support, exacerbating their vulnerability to exploitation.

Unaccompanied children are particularly susceptible to exploitative labor practices, not only due to their vulnerabilities but also because of the history of political, social, and economic instability in their countries of origin. Many have started, but not completed, their education, often entering the workforce in their own country to support themselves or supplement their household income through both formal and informal employment. Such practices normalize a culture of child labor and financial contribution to the household. Children as young as three may be found working as shoe shiners in urban centers, while six-year-olds might assist older siblings or parents in agricultural fields. Upon arriving in the United States, these children often find themselves on the economic margins of society, with limited education and knowledge of the English language, making them highly vulnerable to worker exploitation and social exclusion.

Adult caregivers and family members often experience household poverty and struggle to meet survival needs such as housing and food while supporting other children and sometimes financing their own immigration legal cases. The pressure to contribute financially, coupled with limited educational opportunities and English proficiency, forces unaccompanied children into industries and practices that are often exploitative. Their young age renders them particularly vulnerable to manipulation and exploitation due to their limited life experiences, the need for positive attachment and acceptance, ongoing brain development that affects decision-making, and limited options for action.

Without familiarity of U.S. labor standards, unaccompanied children may find themselves working in hazardous environments, receiving inadequate wages, enduring long hours, missing school to work, or suffering from untreated and uncompensated injuries on the job. The fear of retaliation can become deeply ingrained, leading even those who learn about U.S. labor standards to remain in exploitative employment, as the perceived dangers of reporting or leaving often outweigh the potential benefits.

## Unaccompanied Children's Vulnerabilities to Labor Exploitation

- **Household poverty**
- **Need to send money back to home country**
- **Need to support themselves or contribute financially to their household**
- **Limited employment options due to limited education history and lack of English fluency**
- **Different understanding of dangerous work due to history of working in hazardous conditions**
- **Lack of work authorization permits**
- **Lack of supportive safety nets and resources**
- **Fear of law enforcement**
- **Fear of retaliation if they report abuses**

## Indicators of Labor Exploitation

- **Children doing hazardous work**
- **Children working more hours than legally allowed**
- **Children working at night**
- **Children not receiving full pay**
- **Children with work-related injuries**
- **Children missing school or a drop in performance**

# Care Intervention Toolkit Overview

The CARE Intervention Toolkit is a valuable resource designed for professionals who work with unaccompanied children and youth facing exploitative labor situations. Developed by Kids in Need of Defense (KIND), the CARE framework encompasses four key components: **Connect, Assess, Respond, and Educate**. It is grounded in the principles of Psychological First Aid (PFA), an evidence-based intervention widely utilized by professionals to assist individuals who have experienced trauma.

Recognizing that every child has a distinct experience and set of circumstances, the CARE approach is adaptable, allowing professionals to tailor interventions to meet the specific needs of each child. The primary objective of this intervention is to ensure the child's safety, stability, and access to resources that facilitate coping as they navigate exploitative environments, thereby mitigating or preventing potential future exploitation.

Additionally, the CARE Intervention Toolkit provides a comprehensive list of resources to empower professionals in their support of children experiencing exploitation. It also includes self-care tools to help practitioners maintain their well-being after engaging with challenging situations involving clients.



## **ABOUT KIND:**

**Kids in Need of Defense (KIND) envisions a world in which unaccompanied and separated children's rights and well-being are protected as they seek safety.**

## **KIND achieves its mission by:**

- Ensuring that no child appears in immigration court without high quality legal representation.
- Advancing laws, policies, and practices that ensure children's protection and uphold their right to due process and fundamental fairness.
- Promoting in countries of origin, transit, and destination durable solutions to child migration that are grounded in the best interests of the child and ensure that no child is forced to migrate.

# Youth-Centered Approach and Key Considerations When Working with Unaccompanied Children

Working with unaccompanied children and youth who have faced labor exploitation is both rewarding and challenging due to their unique vulnerabilities. Practitioners should adopt trauma-informed practices that focus on the strengths, voices, and choices of these clients. The following elements enhance the support provided to unaccompanied children by fostering a trauma-informed, youth-centered approach.



## Language:

Engage a skilled interpreter if you are not fluent in the child's primary language. Speak directly to the child rather than the interpreter and ensure that the interpreter understands the child is a minor. Identify the child's preferred language early on and be ready to explain concepts that may lack direct translations.



## Trauma:

Children may show signs of trauma, such as inconsistent developmental age, short attention spans, and difficulty recalling details. Look for signs of avoidance, confusion, and counterintuitive reactions, like laughter during distressing recollections.



## Dependency on Adults:

While some children may have matured quickly, many still rely on adults for support. Establish clear communications channels with the child while coordinating with relevant adults, ensuring the child's interests are prioritized.



## Financial Pressure:

Financial stress and pressure can significantly impact a child's stability. Children facing poverty may frequently change contact information. Maintain consistent communication and remind them to update you on any changes.



## Child Cognitive Development:

Recognize that children's cognitive abilities vary with age and may be impacted by trauma. Tailor your communication to their developmental stage to aid understanding.



## Cultural Humility and Responsiveness:

Acknowledge the diverse backgrounds of unaccompanied children and engage with cultural humility. Humility includes being aware of power imbalances and staying open minded, curious, and listening without making assumptions.



## Children's Well-Being:

Prioritize the well-being of unaccompanied children by ensuring their basic needs for safety, stability, and nurturing are met. Create a supportive environment that fosters a sense of security and promotes positive development.

# Your Role in Supporting Unaccompanied Children Experiencing Exploitative Labor Situations

Addressing the issue of labor exploitation among unaccompanied children necessitates a robust, government-led strategy that reflects a variety of approaches and involves multiple stakeholders. However, professionals who work directly with these children can also play a pivotal role in supporting them throughout the process. By adopting a respectful, empathetic, and trauma-informed approach that prioritizes collaboration, we can significantly enhance the children's sense of safety and foster their resilience while minimizing the risk of retraumatization. Additionally, providing practical solutions and connecting them to vital resources can stabilize their circumstances and address some of the underlying reasons for their need to work.

Regardless of one's professional role, clearly defining the nature of your relationship with clients is crucial. This clarity maximizes predictability and offers a framework for them to assess your reliability. Establishing safety and stability helps mitigate the adverse effects of trauma on trust. Effective communication regarding roles includes:

1. Clearly outlining the scope of services provided.
2. Explaining what services you do and do not offer.
3. Clarifying distinctions between other adults on the team, in their lives, and other available support.
4. Discussing confidentiality and the professional and ethical limitations that govern your work.
5. Setting clear expectations and providing reliable information about your schedule, availability, and preferred methods of contact (including when or how not to reach you).

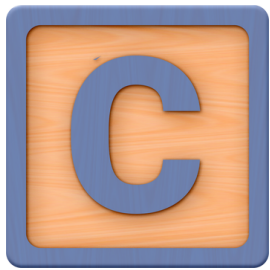
## Principles to Avoid Causing Harm

Before implementing the CARE intervention, it is essential to consider the following principles to avoid causing harm and to maintain professional boundaries with the youth.

1. **Treat children with respect and dignity.** Many unaccompanied children have faced significant hardships that may lead to distrust of adults. Therefore, it is vital to approach them with empathy, responsibility, transparency, and responsiveness.
2. **Adhere to the scope of your professional role, ethics, and expertise.** Be forthright about what you can and cannot provide, refraining from making promises or offering services outside your qualifications.
3. **Maintain confidentiality regarding all information received from the child.** Safeguard the youth's private information, asking only for what is necessary, and ensure they understand why you need the information and how it will be utilized.
4. **Engage with a non-judgmental attitude.** Approach each youth with curiosity, striving to understand their circumstances and vulnerabilities without imposing feelings of shame or blame.
5. **Respect their autonomy in decision-making.** Collaborating with unaccompanied children and empowering them to make choices fosters their trust in adults and supports their healing process. Simultaneously, be cognizant that they are still children and may need additional support to understand how to reach a decision.
6. **Collaborate with other professionals.** It is essential to involve relevant parties—such as supervisors, emergency services, community agencies, or other experts—as needed, while avoiding solitary work. A collaborative approach benefits the youth you are supporting.
7. **Prioritize self-care.** Regularly check in with your own emotional and mental state to ensure you are calm and present. Your well-being is integral to the intervention; if you are dysregulated, it can adversely affect the youth you are working with.

# Using the CARE Framework to Support Unaccompanied Children in Exploitative Situations

As you work with young clients, the principles in the acronym CARE provide a framework to respond to potential labor exploitation using the trauma-informed and child-centered approaches discussed above. CARE stands for **Connect, Assess, Respond, and Educate**. The main goal of the intervention is to provide the client with safety, stability, nurturing, and resources to help them cope as they navigate exploitative situations and to mitigate or prevent future exploitation. Each principle is broken down into specific strategies, examples, tools, and resources. The toolkit works from the assumption that this may be the first time you are connecting with the client, but if you have an established relationship with them, you can skip parts of the framework and use what is helpful. Also, each client is unique and has their own needs and circumstances and you can tailor your approach to meet their unique needs by using all, some, or just one of the principles.



## Connect with your Client

The first principle of CARE is building connection with the child or youth using a culturally responsive, trauma-informed, strengths-based approach to understand what they have experienced, their needs and goals, and to establish safety, trust and rapport. Remember that unaccompanied children have had to share difficult parts of their story many times throughout their immigration journey and with many people in different roles. Understanding the many systems that they must engage in such as immigration, education, health, and employment systems can feel very confusing and stressful. Likewise, sharing information about potential exploitative situations can make them feel anxious and fearful, as it can pose a threat to their sense of safety and stability. However, creating a warm and welcoming environment can go a long way to counteract all the negative impact.

## Increase their Sense of Safety

Below are some strategies to help you connect with your client to strengthen their sense of safety:

- Make the first contact warm and respectful.
  - Prepare your space to be child-friendly and welcoming to the extent possible. For example, have things like paper, coloring pencils, fidget toys, and snacks available.
  - As you meet your client, approach them in a warm and friendly way by following their cues as much as you can.
  - Body language and expression matter - smile!
  - Offer them water or a snack; hunger can affect their mood and state.



# Create Healing and Connection

Create healing and connection through introductions.

- Ask their name and if there is something they want to know about you.
- Use simple open-ended questions to determine if they understand you, or if they may need an interpreter.
- Explain who you are, your role, and how it relates to others in the process.
- Explain what to expect: length, types of questions, breaks, etc.
- Clarify misinformation they may have. For example, they may not understand why they are meeting with you if they were referred to you by another agency.
- Acknowledge the client's feelings and experiences and recognize that they may be hyper-alert or vigilant and it may be hard for them to relax and feel safe.
- Practice non-judgment and validation.



# Empower Them

Provide basic instructions to empower them, such as:

- “Please let me know if the interpreter speaks in a way you don’t understand.”
- “Correct me if I make a mistake.”
- “It’s ok to say I don’t know.”
- “It’s ok to say I don’t understand.”
- “It’s ok to tell me if I use a word you haven’t heard before.”
- “It’s ok to ask for a break.”



# Calm and Orient Them

If a client appears highly anxious, emotional, agitated, or withdrawn, you can help calm and orient them, which is part of creating a safe environment. To do so, use the following techniques:

- Remain calm and present.
- Create space if needed.
- Allow them to take a break or end the meeting if needed.
- Offer a [regulatory object](#) (e.g., fidget spinner, stress ball).
- Help them calm themselves by offering [breathing exercises](#).
- Ask them to share a pleasant memory.
- Have them stretch or wiggle their body.
- Offer to listen and as they become calmer, gently ask them what is worrying them.
- Acknowledge their strengths or positive behaviors (e.g., you are so brave, you are doing such a good job, etc.).







# Assess for Risks, Needs, and Opportunities

The next principle is Assess. During this part you will gather information to assess whether the child is at risk of or experiencing labor exploitation by exploring if the child is currently working or if they want to start working, why they are interested in working, if they are they missing school or experiencing drops in school performance, and if there are any vulnerabilities present that make them more likely to experience exploitation. You should also assess safety risks, as well as opportunities to connect them to resources and people or community services that can support them. There are tools available on [KIND's website](#) that can be helpful, including the “Want to work? You have Rights!” series of flyers and videos to help you as well as your client better understand important elements of youth labor laws, signs of exploitation, and what rights the youth have.

## Best Practices for Gathering Information from Unaccompanied Children

- Before you begin assessing and gathering information, address any immediate worries and needs your client may have.
- Listen with empathy when they share their stories.
- Listen actively (give summaries, nod, etc), carefully, receptively, and non-judgmentally.
- Gauge for understanding:
  - Are you worried about anything I said?
  - Would you like me to explain anything again?
- Allow time for them to process questions.
- Don't assume that if a client uses a word, they understand what it means.
- Give concrete examples to aid understanding.
- Ask them to expand on general statements:
  - “Tell me more about that”
  - “Can you explain what you mean when you say XYZ...”
- Tailor what you do to the client's developmental stage.
- Developmentally, youth who have been exposed to trauma may have a harder time understanding complex or abstract concepts. Use simple open-ended questions.
- Be mindful that younger children and adolescents may be very suggestible and prone to people-please. Avoid leading questions and make sure that the client is using their own words.
- Explain complex topics simply, in a variety of ways (perhaps using pictures or diagrams), and multiple times.
- Patiently guide them through conversations where they are asked to make difficult decisions about the future.



# Key Things to Consider When Assessing a Client's Situation

Making an accurate assessment is the most critical aspect of responding to a client's situation because it guides the intervention. Some things to consider during the assessment are:

## 1. Your Role in the Client's Situation

- Your role is very important in determining what kind of support you can offer that is within your scope of work, expertise, and professional boundaries.
- Communicate with the client what your role is and what you can and cannot do so there is a clear understanding from the beginning.
- Do not make promises. This can lead to unhealthy expectations and disappointments that can harm your client's ability to trust you and other adults.
- Lean on others.

## 2. The Client's Needs and Desires

- Discern the client's needs as well as their desires, and how the needs of their caregivers or households may be influencing their decisions.
- Is there something else that is influencing their decisions?

## 3. Who Needs to be Involved

- Your supervisor or other supportive agency staff.
- The client's caregiver (if the client consents, or your profession requires it).
- Emergency services such as law enforcement.
- Social services experts or agencies.
- The Department of Labor.
- School staff.

## 4. Personal Resources to Support Your Client

- Knowledge or expertise
- Time
- Capacity
- Knowledge of resources
- Ability to connect to others

## 5. The Setting and the Situation

- What are the client's primary concerns?
- Are they in school?
- Is the issue they need help with related to their employment?
- Is the youth or anyone else in physical danger?
- Do they have an adult that is caring for them?
- What is their household's financial situation, do they need help accessing basic survival needs?



**Note: If, during the information-gathering phase, a young person reveals that they are:**

- **Considering self-harm**
- **Being harmed by someone**
- **And/or facing critical instability such as homelessness and/or mental health crisis**

**You should:**

- **Stay calm and listen with empathy.**
- **Express gratitude for their trust in you.**
- **Establish healthy boundaries and remind them of your role's limitations.**
- **Listen without judgment to understand their situation fully.**
- **Evaluate the risk to their physical safety or well-being.**
- **Determine the appropriate intervention or action to take and identify who should be involved.**
- **Consult your supervisor or involve emergency services before the client leaves, if necessary, to protect their safety.**



# Respond by Linking Clients to Resources and Supportive Networks

After collecting information, the next principle or step is to Respond. In this phase, consider the client's needs and the resources at your disposal. Prioritize the client's needs, particularly those that are urgent or critical. Keep in mind that many unaccompanied children may lack support from caregivers or adults, making it daunting to navigate systems alone, especially if they are not fluent in English. Connecting them with collaborative services can enhance their support networks and resource access. Furthermore, a robust support system allows youth to avoid dependency on a single individual or agency, fostering greater stability and resilience. Here are some ways to respond:

## Help Them Create a Plan and Identify Their Circles of Support

- After your assessment, help them identify their needs. Ensure that your assessment is accurate by confirming with your client.
- Help them determine and prioritize which needs are most urgent and aid them to [create a plan](#) that is within your scope and capacity.
- Assist them in identifying who they can count on for support by using this [circle of support](#) tool.
- Additionally, a [Safety Plan](#) can be an effective tool. This tool enables them to identify their triggers, coping strategies, reliable contacts, and offers Emergency Hotlines in a clear, accessible format for times of crisis.



## Connect Them to Available Resources and Legal Services Providers

Support clients and their family by meeting the underlying needs leading them to work in exploitative working conditions by making warm referrals to community service providers.

- Validate possible feelings of not wanting a “hand out” and fears of it affecting their immigration status.
- Inform them of possible areas of support that they may qualify for and the process and requirements to access the support.
- Refer clients and family members to appropriate external legal services provider.
- Suggest familiar and official safety net entities that support children and youth, including schools, health centers, food banks, local social services agencies, and shelters.



## Connect Your Client with Positive Support Systems

- Schools
- Churches
- Recreational or educational peer activities (e.g., soccer, music programs, etc.)
- Community resource centers
- Therapeutic programs





# Educate and Empower Your Client

The final principle is to Educate. This step emphasizes empowering clients by providing them with educational materials and resources. The goal is to enable them to make informed decisions, advocate for themselves, and develop positive coping strategies that enhance their ability to handle challenges and strengthen their socio-emotional resilience. Here are some valuable tips, tools, and resources to consider:

- Provide them with materials about their labor rights from KIND's [Labor Exploitation Prevention Programs](#) which include materials such as the "Want to work? You have rights!" flyers and videos. These resources are crucial in empowering youth with knowledge about their labor rights, ensuring they understand they are entitled to fair treatment and safe working conditions.
- Encourage clients affected by trauma to seek therapy or culturally relevant therapeutic options. Therapy can be a valuable tool in processing negative trauma responses and fostering mental health. It's important to emphasize that seeking help is a strength, not a weakness.
- Educate them on the typical role of a child in the United States, which includes focusing on education, participating in household chores, and studying hard. This knowledge can help normalize positive youth development expectations.
- Introduce them to positive coping techniques like speaking with trusted adults (teachers, coaches, or pastors), practicing mindfulness exercises such as breathing techniques or physical movement, and engaging in activities like journaling, art, music, sports, and exercise. These strategies can help build resilience and support their adjustment and well-being in a new environment.



## Summary

In conclusion, supporting unaccompanied children requires a comprehensive understanding of their unique challenges and vulnerabilities. By adopting a youth-centered, trauma-informed approach that emphasizes connection, assessment, responsive actions, and education, professionals can create a safe and nurturing environment that empowers these children. It is essential to recognize the complex realities they face, including the risks of labor exploitation, while also prioritizing their well-being and development. Furthermore, practitioners must engage in self-care to sustain their ability to provide effective support. Ultimately, a collaborative effort to address the needs of unaccompanied children not only aids their integration and safety but also fosters a more compassionate society that values the rights and dignity of all people.

# Caring for Yourself

Many people who work with unaccompanied children find their roles to be deeply fulfilling and meaningful, often discovering a strong sense of purpose in their efforts. However, engaging with unaccompanied children and other vulnerable groups can also take an emotional toll on the mental health of the workers. Therefore, prioritizing self-care and focusing on your wellness is crucial in this line of work. When you're unwell, you become more vulnerable to compassion fatigue, burnout, and vicarious trauma, which can affect not only your professional life but also your personal relationships and overall health. This can lead to trauma responses such as feelings of numbness, distrust, anger, fear, and helplessness. Such responses may hinder your relationships with clients and colleagues, potentially impairing your ability to work effectively and collaboratively. For instance, when your trauma responses are triggered, you might be more likely to make professional missteps, such as crossing boundaries by either becoming overly involved in an attempt to "rescue" the client or becoming numb and distant. Below are some risk factors that heighten a worker's susceptibility to compassion fatigue, burnout, and vicarious trauma, along with protective factors that enhance staff resilience and coping abilities and some ways to build your resilience and strengthen your wellness.

## Risk Factors

- Having a history of trauma or a similar lived experience as the clients.
- Providers who overextend themselves, overwork, ignore healthy boundaries, or take on too much.
- Having a high percentage of clients with "high" levels of need or who are currently experiencing crises in their caseloads.
- Providers with little supervisory or organizational support.

## Protective Factors

- Having adequate breaks, exercise, relaxation, and socialization.
- Developing appropriate boundaries between themselves and the suffering of others while still maintaining a deep sense of connection.
- Practicing mindfulness.
- Committing to lifelong learning, mentorship, and continued training.
- Developing work/life balance.
- Having supportive colleagues, supervisors, and organizational structures.

## Ways to Build Your Resilience and Strengthen Your Wellness

### Monitor your responses

- Recognize your own emotions, triggers, and patterns of behavior when working with clients.
- Observe the things or situations that cause you to feel triggered or activated.
- Label your feelings using specific language.
- Plan on how to take care of yourself when you feel triggered or activated.

### Practice self-care

Below are some free and helpful tools to help identify overwhelm, label feelings, and practice self-care.

- [Feelings Wheel by Dr. Gloria Willcox](#)
- [Self-Care Wheel & Template](#)
- [SAMHSA's Eight Dimensions of Wellness Tool](#)
- Trauma Stewardship Institute Tools for Self-Care:
  - [Tiny Survival Guide](#)
  - [Map for Managing One's Day](#)
  - [Decision Fatigue and Cognitive Overwhelm](#)
  - [Gratefulness Journal](#)

### Identify who you can lean on for support

The following categories can help you identify people in your life who can support you in areas that can enhance your resilience.

- **Connection:** Someone you can reach out to, who you trust, and who offers you warmth and connection.
- **Validation:** Someone who values, respects, and recognizes your skills and reminds you of them.
- **Guidance:** Someone who you can reach out to for advice to help you solve a problem or achieve a goal.
- **Fun:** Someone who you can have fun with to help you forget problems and be present in the moment.
- **Practical Assistance:** Someone you can reach out to during a crisis for support with their time, resources, and help.
- **Challenge:** Someone who makes you think and challenges you to grow.

# Additional Tools & Resources

## Labor Exploitation Resources

### KIND Labor Exploitation Prevention Programs (LEPP) Resources

- [Labor Exploitation Prevention Programs' Webpage](#)
- “Want to work? You have rights!” toolkit flyer
- [English Version](#)
- [Spanish Version](#)

### U.S. Department of Labor (DOL) Resources

The Department of Labor regulates labor standards, including wage and hour standards. The below links provide a range of important information.

- Information for youth workers: <https://www.dol.gov/agencies/whd/youthrules/young-workers>
- Wage and hour complaints can be filed with the Wage and Hour Division of the U.S. Department of Labor by calling (866) 487-9243 or by completing an online form found here: <https://webapps.dol.gov/contactwhd/Default.aspx> For more information in English and Spanish, visit: <https://www.dol.gov/agencies/whd/contact/complaints>
- Workers who are injured on the job may be able to receive workers compensation. Workers under 18 and/or undocumented are eligible. Workers are eligible regardless of who was at fault. Rules vary by state, more information can be found here: <https://www.dol.gov/general/topic/workcomp>
- The National Human Trafficking Hotline can be used to report forced labor and sex trafficking. The Hotline can be reached in English or Spanish by calling: (888) 373-7888 or texting INFO to 233733 or at their website: <https://www.dhs.gov/blue-campaign>
- A timesheet app found here can help track hours worked: <https://www.dol.gov/agencies/whd/timesheet-app>
- DOL can provide a [Statement of Interest letter](#) which can be used for an application for deferred action if they are the agency investigating a case.

### Occupational Health and Safety (OSHA)

The Occupational Safety and Health Administration (OSHA) regulates workplace health and safety and processes complaints.

- Information about the complaint process in English and Spanish can be found here: <https://www.osha.gov/workers/file-complaint>
- Complaints can be made by calling (800) 321-6742 or by filling out the online complaint form in either English: <https://www.osha.gov/form/osha7> or Spanish <https://www.osha.gov/form/osha7/espanol>

### U.S. Equal Employment Opportunity Commission (EEOC)

The U.S. Equal Employment Opportunity Commission (EEOC) handles discrimination cases.

- Information about filing these types of cases can be found here: <https://www.eeoc.gov/filing-charge-discrimination>
- Attorneys can file cases here: <https://e-file.eeoc.gov/>
- Members of the public can file cases here: <https://publicportal.eeoc.gov/Portal/Login.aspx>

# Additional Tools & Resources

## Guides and Toolkits

### Trauma-Informed Care

- [SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach.](#)
- [SAMHSA's Practical Guide for Implementing a Trauma-Informed Approach.](#)

### Cultural Competency and Humility

- [CILA: Cultural Competency and Humility When Representing Unaccompanied Children](#)
- [National Research Center on Hispanic Children and Families: Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations](#)

### Best Practices for Working with Unaccompanied Children

- [CILA: Who's Who in the Unaccompanied Children's World? A Guide to Identifying and Working with Stakeholders](#)
- [CILA: A Toolkit for Navigating Difficult Conversations with Child Clients: Guidance & Examples](#)
- [CILA: Tips for Working with Migrant Children and Trauma-Informed Lawyering](#)
- [CILA: Working with Unaccompanied Children: Mental and Behavioral Health Toolkit](#)
- [National Center for Youth Law: Guidance for Mental Health Professionals Serving Unaccompanied Children Released from Government Custody](#)
- [UNICEF: Best Practices for Working with Unaccompanied Migrant Children in Humanitarian Contexts](#)
- [Clinical Scholars: Caring for Former Unaccompanied Immigrant Minors: A Culturally Relevant and Trauma Responsive Toolkit for Providers](#)
- [USCRI: Trauma-Informed Case Management with Foreign National Children and Youth Survivors of Trafficking](#)
- [NCTSN: Psychological First Aid for Unaccompanied Children](#)

### Unaccompanied Children in Schools

- [KIND: How to Support Unaccompanied Immigrant Children & Youth Students in U.S. Schools](#)
- [KIND: 6 Things You Can do to Welcome Newcomer Students at School](#)
- [U.S. Dept. Of Justice & U.S. Dept. of Education: Protecting Access to Education for Unaccompanied Children – A Resource for Families and Educators](#)
- [Colorin Colorado: Unaccompanied Children in Schools: What You Need to Know](#)
- [Colorin Colorado: How to Support Immigrant Students and Families: Strategies for Schools and Early Childhood Programs](#)
- [National Center for Youth Law: Educational Advocacy for Unaccompanied Immigrant Youth in California – Tools to advocate for unaccompanied youth in federal immigration custody and youth recently released from custody.](#)

### Resources for Unaccompanied Children

- [CILA: A New Path: My Toolkit for Navigating Life in the United States](#)
  - [Spanish Version](#)
- [CILA: Youth Wellness Workbook](#)
  - [Spanish Version](#)

# Additional Tools & Resources

## Articles

### Trauma-Informed Interviewing Techniques with Children

- [Trauma-Informed Techniques for Interviewing Immigrant Children Guidelines and Recommendations for Attorneys and Other Professionals](#)
- [Pediatric Perspectives and Tools for Attorneys Representing Immigrant Children: Conducting Trauma-Informed Interviews of Children from Mexico and Central America](#)
- [Culturally Responsive Interviewing Practices](#) for School Psychologists

### Trauma-Informed Care and Practices with Unaccompanied Children

- [Trauma-Informed Care for Unaccompanied Children: Lessons Learned for Practice and Policy Development](#)
- [Unaccompanied Refugee Minors From Central America: Understanding Their Journey and Implications for Counselors](#)

### Strengthening Services and Protections for Unaccompanied Children

- [Advancing Protections for Unaccompanied Children](#)
- [A Path to Meeting the Medical and Mental Health Needs of Unaccompanied Children in U.S. Communities](#)
- [Four Strategies to Improve Community Services for Unaccompanied Children in the United States](#)
- [Strengthening Services for Unaccompanied Children in U.S. Communities](#)

### Unaccompanied Children's Vulnerabilities to Exploitation

- [Legal Representation: A Vital Safeguard to Protect Unaccompanied Children from Labor Exploitation](#)
- [Exploitation, Labor and Sex Trafficking of Children and Adolescents: Health Care Needs of Patients](#)
- [Exploitation, Poverty, and Marginality among Unaccompanied Migrant Youth](#)
- [Addressing Child Labor and Protecting Immigrant Children: A Path Forward](#)

## Webinars and Videos

- KIND: "Want to work? You have rights!" video
  - [English Version](#)
  - [Spanish Version](#)
- [KIND: Trauma-Informed Care and Migrant Children](#)
- [CILA: Introduction to Trauma-Informed Interviewing for Pro Bono Attorneys Working with Immigrant Children](#)
- [The National Child Traumatic Stress Network: Trauma-Informed Care: Understanding and Addressing the Needs of Unaccompanied Children \(Webinar Series\)](#)
- [Stanford Center for Health Education: Trauma Informed Interviewing Techniques \(Training Series\)](#)

## Hotlines

- **Emergency Services - 911**
- **Suicide and Crisis Hotline - 1-800-273-8255 or 988**
- **Domestic Violence Hotline- 1-800-799-7233**
- **National Trafficking Hotline- 1-888-373-7888**
- **Sexual Assault Hotline- 1-800-656-4673**
- **National Runaway Hotline - call 1-800-786-2929 or text 1-800-786-2929**
- **Poison Control Hotline- 1-800-222-1222**
- **Substance Abuse and Mental Health Services Administration Treatment Locator: 1-800-662-4357**



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**For program updates please visit KIND's Labor  
Exploitation Prevention Programs Webpage or Email us  
through the links below**

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