Cross-Cultural and Cross-National Considerations in Crisis Intervention

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PREPaRE

P Prevent & Prepare for psychological trauma
R Reaffirm physical health and perceptions of security and safety
E Evaluate psychological trauma risk
P Provide interventions
E Evaluate the effectiveness of crisis prevention and intervention
R Respond to psychological needs

Crisis Prevention & Preparedness:
The Comprehensive School Crisis Team

- Emphasizes the role of the school-based mental health professional within the context of a multi-disciplinary crisis team, best practices in establishing crisis teams and crisis plans, and establishing safe schools
- Focuses primarily on the first “P” (Prevent and Prepare) in the PREPaRE acronym
- The “systems perspective”
- Appropriate for all who serve on school, district, or community-based crisis teams

Workshop Outline

Introduction
- What is a crisis?

School Crisis Teams and Plans
- Multidisciplinary and hierarchical crisis teams
- NIMS and the Incident Command System

Crisis Prevention
- Physical and psychological safety

Crisis Preparedness
- Planning for crises
- Exercising and evaluating plans

Crisis Intervention & Recovery:
The Roles of School-Based Mental Health Professionals

- Provides a specific examination of the school-based mental health professionals’ role and responsibilities, with a special emphasis on crisis intervention and recovery.

Workshop Outline

1. Introduction
   - Crisis events, reactions, and interventions
   - The Incident Command Structure

2. PREPaRE Model
   - Prevent and Prepare for psychological trauma
   - Reaffirm physical health, and ensure perceptions of security and safety
   - Evaluate psychological trauma
   - Provide interventions and Respond to psychological needs
   - Examine the effectiveness of crisis prevention and intervention

3. Conclusion
The PREPaRE Curriculum
An overview of program dissemination and evaluation

PREPaRE:
Comprehensive & Researched-Informed
- Grounded in research and theory integrating the U.S. Department of Education's four crisis phases
- Prevention/mitigation, preparedness, response, and recovery
- Utilizes the National Incident Management System (NIMS) and its Incident Command Structure
- Combines important aspects of crisis team and crisis plan development
- Focuses on community collaboration with extensive training on the mental health implications
- Addresses how to minimize traumatic impact through good prevention, intervention, response, and recovery efforts

PREPaRE:
Meets Unique Needs of Schools
- Evidence-based crisis response curriculum specifically designed for schools by school-based professionals
- Meets the unique needs and functions of school crisis teams
- Reflects school structures and laws
- Steps for cohesive team development
- Provides common training and language
- Fits within an in-service staff development model
- Affordable and enables schools to comply with legal requirements regarding crisis preparedness

PREPaRE:
School Safety, Wellness Promotion, & Learning
- Encompasses safety and crisis management from prevention to long-term recovery within the learning environment
- Aligns with a multi-tier delivery system and builds on existing personnel resources
- Prevention and preparedness elements support:
  - School safety, improved school climate, student behavior and academic functioning, student resilience, and staff response capabilities
- Response and recovery elements provide:
  - Training in mental health and crisis interventions to strengthen the school community by reducing negative trauma reactions, facilitating recovery, and minimizing disruption to learning

PREPaRE:
Developing Local Capacity

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As of Dec. 2009

PREPaRE:
Local, State, National, & International Dissemination

School Districts in the United States and Canada within which PREPaRE Workshops have been conducted (Does not include districts that send staff to training off-site): 54

States within which PREPaRE Workshops have been conducted (Includes trainings conducted at the district, university and state levels): 36

State and National Organizations that have held PREPaRE trainings: 20

Countries within which PREPaRE Workshops have been conducted (US, Canada, England, and Greece): 4

As of Dec. 2009

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**PREPaRE: Summary of Program Evaluation Results**

- Workshop participants have a high degree of satisfaction.
- Participation in both workshops associated with:
  - immediate improvements in attitudes toward providing crisis prevention and intervention.
  - immediate gains in crisis prevention and intervention knowledge.
- Workshop objectives are being met.

Brock, Nickerson, Reeves, Savage, & Woitaszewski (in press)

**PREPaRE: Summary of Program Evaluation Results**

- Greater satisfaction with sessions when the workshop author was one of the facilitators.
- However, for both workshops changes in participant attitudes and knowledge base were not significantly different when facilitator was a local trainer (non-author).
- This finding offers support for the curriculum's standardization and its Training of Trainers model.

Brock, Nickerson, Reeves, Savage, & Woitaszewski (in press)

**PREPaRE: Current Trends**

- School districts are beginning to adopt PREPaRE as their district crisis model.
- Districts are writing PREPaRE training into REMS grants to build consistent, cohesive, and sustainable model.
- Training the Trainer (ToT) workshops have consistently been “sold out”.

**PREPaRE: Existing Challenges**

- School administrators focus is still primarily on physical safety, not psychological safety.
- Focus remains on crisis plans, instead of a comprehensive approach including all 4 phases.
- Lack of administrator “buy-in”.
- Lack of staff development monies.
- Competing priorities.
- Laws lack specificity of requirements for crisis planning.
- “Turf battles” at all levels (federal to local).

**The PREPaRE Curriculum**

*Cross Cultural Issues and Challenges*

**Psychological Triage**

**Crisis Reactions**

- Cultural considerations:
  - Important determinants of crisis reactions in general, and grief in particular, are family, cultural and religious beliefs.
  - Providers of crisis intervention assistance should inform themselves about cultural norms with the assistance of community cultural leaders who best understand local customs.

Crisis Intervention Training in Greece


Crisis Intervention Training in Greece

- Homogeneous
  - 98% Greek & Greek Orthodox
  - 98% speak Greek
- Unique social support systems and networks
  - The family is a critical provider of emotional support to its members
  - The extended family is expected to help relatives in times of need
- Changing social support systems and networks (Athens)
  - From traditional collectivist to individualist
  - From extended to nuclear

Unique school systems
- Compulsory ages 6-15

Unique crisis events
- Social disruption
- Economic crises

Unique perceptions of crisis intervention
- What it can and cannot do

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