


Cross-Cultural and Cross-National Considerations in Crisis Intervention

Stephen E. Brock, Ph.D., NCSP, LEP
California State University, Sacramento
Melissa A. Reeves, Ph.D., NCSP, LPC
Winthrop University, Rock Hill, SC



PREPaRE

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

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
 - **P**revent and **P**repare for psychological trauma
 - **R**eaffirm physical health, and ensure perceptions of security and safety
 - **E**valuate psychological trauma
 - **P**rovide interventions and **R**espond to student psychological needs
 - **E**xamine 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 supports:
 - school safety, improved school climate, student behavior and academic functioning, student resilience, and staff response capabilities
- Response and recovery elements provides:
 - 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

WORKSHOPS	# TRAINED
WS#1-Crisis Prevention & Preparedness	2198
WS#1-Crisis Prevention & Preparedness Training-of-Trainers (ToT)	233
WS#2-Crisis Intervention & Recovery	2385
WS#2-Crisis Intervention & Recovery Training-of-Trainers (ToT)	252

As of Dec. 2009

PREPaRE:

Local, State, National, & International Dissemination

School Districts in the United States and Canada within which <i>PREPaRE</i> Workshops have been conducted (<i>Does not include districts that send staff to training off-site.</i>)	54
States within which <i>PREPaRE</i> Workshops have been conducted (<i>Includes trainings conducted at the district, university and state levels</i>)	36
State and National Organizations that have held <i>PREPaRE</i> trainings	20
Countries within which <i>PREPaRE</i> Workshops have been conducted (<i>US, Canada, England, & Greece</i>)	4

As of Dec. 2009

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.

Lipson, J. G., & Dibble, S. L. (Eds.). (2005). *Culture & clinical care*. San Francisco: UCSF Nursing Press.



Crisis Intervention Training in Greece

Jimerson, S. R. (2008, April). *The National Association of School Psychologists's (USA) model of school crisis prevention, preparedness, response and recovery*. Paper presented at the International Symposium: Crisis Prevention and Intervention in the Community, Athens, Greece.

Brock, S. E. (2008, April). *Responding to school and community crises: Defining crisis events and understanding psychological needs*. Paper presented at the International Symposium: Crisis Prevention and Intervention in the Community, Athens, Greece.

Brock, S. E., & Jimerson, S. R. (2008, April). *Crisis Prevention and Intervention in the School Community*. Workshop presented at the University of Athens, Greece.

Brock, S. E., & Reeves, M. (2009, April). *Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals*. Workshop presented at the University of Athens, Greece.

Brock, S. E., & Reeves, M. (2009, April). *Crisis prevention, preparedness, response & recovery: The roles of school administrators*. Paper presented at the Ministry of Education, Athens, 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

Crisis Intervention Training in Greece

- 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

Cross-Cultural and Cross-National Considerations in Crisis Intervention

Stephen E. Brock, Ph.D., NCSP, LEP
California State University, Sacramento

Melissa A. Reeves, Ph.D., NCSP, LPC
Winthrop University, Rock Hill, SC

