



NATIONAL  
ASSOCIATION OF  
SCHOOL  
PSYCHOLOGISTS

## Culturally Competent Crisis Response Resources

School psychologists are increasingly involved in providing crisis response within multicultural communities. Those who are committed to enhancing their skills in cultural competency are more likely to be effective caregivers when challenging situations arise. The following resources can be helpful tools to this end.

### Annotated Bibliography

Allen, M., Annandale, N., Gstettenbauer, A., Rutherford, M., Lyman, B. & Conklin, E. (2004). Providing effective crisis intervention for students and families from diverse backgrounds. Paper presented at the National Association of School Psychologists Annual Convention, Dallas, TX. *Discusses a survey of school psychologists regarding the provision of crisis intervention services to students from diverse backgrounds, and provides suggestions for tailoring crisis intervention to multicultural communities. Contact Melissa Allen, Ph.D., at [Melissa.Allen@BYU.EDU](mailto:Melissa.Allen@BYU.EDU) for more information.*

Athey, J. & Moody-Williams, J. (2003). *Developing cultural competence in disaster mental health programs: Guiding principles and recommendations*. Washington, DC: US Department of Health and Human Services. Available online at [http://media.shs.net/ken/pdf/SMA03-3828/CulturalCompetence\\_FINALwithcovers.pdf](http://media.shs.net/ken/pdf/SMA03-3828/CulturalCompetence_FINALwithcovers.pdf)

*A comprehensive guide presented by the U.S. Department of Health and Human Services. Of particular interest to school psychologists:*

- *Developing a crisis plan: Table 1-4, p. 21*
- *Cultural issues which can affect responses to crisis: Table 2-2, p. 25*
- *Skills essential to development of cultural competence: Table 2-3, p. 27*
- *Working with refugees: Table 2-4, p. 30*
- *Using interpreters: Table 2-5, p. 37*
- *Assessment and evaluation of cultural competence: Table 2-6, p. 38 and Appendix F*

Center for Trauma, Response, Recovery, and Preparedness (Cultural Competency and Disaster Mental Health)

[http://www.ctrp.org/resources\\_cultural\\_comp.htm](http://www.ctrp.org/resources_cultural_comp.htm)

*Includes links to resources on culturally competent disaster response, including information about cross-cultural counseling.*

del Valle, P. (2002). Traumatized refugee children. In Brock, S. E., Lazarus, P. J., and Jimerson, S. R., (Eds.), *Best Practices in school crisis prevention and intervention* (pp. 599-614). Bethesda, MD: National Association of School Psychologists.  
*Includes information on the refugee experience, psychological adjustment, and crisis prevention and intervention in the school setting.*

Jimerson, S. R. & Huff, L. C. (2002). Responding to a sudden, unexpected death at school: Chance favors the prepared professional. In Brock, S. E., Lazarus, P. J., and Jimerson, S. R., (Eds.), *Best Practices in school crisis prevention and intervention* (pp. 449-485). Bethesda, MD: National Association of School Psychologists.  
*Includes a section on cultural considerations of death for the Vietnamese, Japanese, and Chinese cultures (p. 453-456)*

NASP Crisis Web Resources:

<http://www.nasponline.org/NEAT/crisismain.html>

*Includes crisis resources in Spanish, information about NEAT, 9/11 anniversary materials, war/terrorism materials, suicide, natural disasters, trauma, general crisis resources, and crisis website links.*

NASP Culturally Competent Practice

<http://www.nasponline.org/culturalcompetence/index.html>

*Includes the following crisis documents: NEAT - Cultural Perspectives on Trauma and Crisis Response, Crisis Resources in Spanish, and Culturally Competent Crisis Response Fact Sheets.*

National Institute of Child Health and Human Development and National Black Child Development Institute, Inc. (2003). *An activity book for African American families: helping children cope with crisis*. Washington, DC: U.S. Department of Health and Human Services and the National Institutes of Health. Available online at

<http://www.nichd.nih.gov/publications/pubs/hccc/activitybook.htm>

*A collection of information and strategies particularly suited to the African American community in the aftermath of a crisis.*

Project Liberty: Providing Culturally Competent Crisis Counseling Services. Available on-line at: <http://www.projectliberty.state.ny.us/Resources/PLCultural.pdf>

*A downloadable pamphlet that addresses important cultural competence considerations, including tips for agencies, outreach, crisis counseling, and education workers.*

Rabalais, A. E., Ruggiero, K. J., & Scotti, J. R. (2002). Multicultural issues in the response of children to disasters. In A. M. La Greca, W. K. Silverman, E. M. Vernberg, and M. C. Roberts, (Eds.), *Helping children cope with disasters and terrorism* (pp. 73-99). Washington, DC: American Psychological Association.

*This chapter reviews risk and protective factors and summarizes studies of disasters among ethnically diverse children to show how culture can interact with risk and protective factors to affect the development of PTSD. The chapter closes with a call for further research on cultural variables and PTSD.*

Sandoval, J. & Lewis, S. (2002). Cultural considerations in crisis intervention. In Brock, S. E., Lazarus, P. J., and Jimerson, S. R., (Eds.), *Best Practices in School Crisis Prevention and Intervention* (pp. 293-308). Bethesda, MD: National Association of School Psychologists. *This chapter discusses the role culture plays in the perception of and response to crisis, and provides suggestions for multicultural crisis response. Issues reviewed include language and verbal communication, nonverbal communication, and religion. In addition, a framework for culturally responsive crisis intervention is presented.*

Satcher, D. (1999). Overview of Cultural Diversity and Mental Health Services. In Mental Health: A Report of the Surgeon General. Available online at <http://www.surgeongeneral.gov/library/mentalhealth/chapter2/sec8.html>  
*Includes information on issues that affect the provision of general mental health services to minority communities, including coping styles, ties to family and community, epidemiology and utilization of services, help-seeking behavior, mistrust, stigma, cost, and clinician bias.*

Young, M. (1997). The community crisis response team training manual (Second Edition). Washington, DC: National Organization for Victim Assistance, Washington, DC.  
*NOVA's official team training manual includes a chapter (7) on providing effective crisis response within ethnically and linguistically diverse communities. The "matrix of cultural influences" provided on page 7-4 can be a useful tool to help crisis team members identify their own and others' cultural beliefs. Numerous "real-life" vignettes and an overview of cultural observances and considerations when preparing a response within Native American, Asian American, Black or African American, and Hispanic/Latino Americans are particularly helpful.*

NASP Handout adaptation, *Cultural Perspectives on Trauma and Critical Response* by Kris Sieckert. Available online at [http://www.nasponline.org/NEAT/neat\\_cultural.html](http://www.nasponline.org/NEAT/neat_cultural.html)  
*An adaptation of NOVA's Chapter 7 (see above).*

### Helpful Web Sites

The following web sites contain anecdotal information that can provide a starting point for learning about various cultural and religious traditions:

Death, funeral traditions, and mourning:

<http://www.obituariestoday.com/Resources/FuneralEit.cfm>

[http://www.beliefnet.com/story/78/story\\_7894\\_1.html](http://www.beliefnet.com/story/78/story_7894_1.html)

[http://www.beliefnet.com/story/45/story\\_4549\\_1.html](http://www.beliefnet.com/story/45/story_4549_1.html)

<http://www.funeral.com/funeral/index.jsp?dirID=33560>

<http://library.thinkquest.org/16665/burial.htm>

Funeral flower etiquette:

<http://www.800florals.com/care/faiths.asp>