

HONOR YOUR CULTURE-PROTECT YOUR PEACE CURRICULUM

Rural Border Intervention SSBG Project:
Principles to Effective Border Violence Prevention and Curriculum Development
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Presentation Goals & Objectives

The goals and objectives of this training are:

- ▶ Review principles to effective Border violence Prevention and Curriculum development introducing "Honor Your Culture - Protect Your Peace" curriculum.
- ▶ Apply evidence based knowledge in the process of curriculum development that is culturally sensitive to multicultural border issues.
- ▶ Implementation of the "cluster effect" macro and micro intervention knowledge and skills appropriate for organizations and communities.
- ▶ Present a foundation for service to science research in the integration of border violence, substance abuse, and disaster planning.

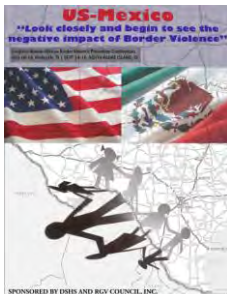
RBI Task Force Guiding Principles

1. Establish a think tank...agree to disagree
2. Recognize personal influencing dynamics...tell your story.
3. Promote a diversity in developers: background strengths
4. Maintaining focus on challenging priorities
5. Recognize qualitative effectiveness...no wrong door
6. Sensitive to cultural diversity...subcultures along the border.
7. Measures of success: research and evaluation

HYC-PYP Curriculum Modules

- ▶ Module I: Naming and Framing Border Violence
- ▶ Module II: Creating Public Awareness of Border Violence
- ▶ Module III: Border Violence and the Family
- ▶ Module IV: Mental Health Responses to Border Violence
- ▶ Module V: School-Based Strategies to Address Border Violence Among Youth
- ▶ Module VI: Community Mobilization and Capacity Building

Honor Your Culture - Protect Your Peace



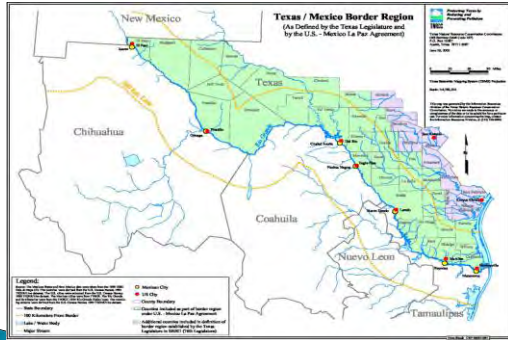
BORDER VIOLENCE:

- International
- Terror Driven
- Organized
- Migrating
- Violence

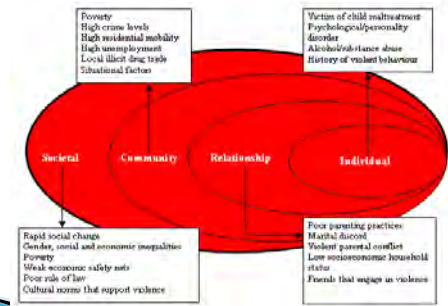
Definition of Border Violence

- ▶ **International:** demand and transport of weapons and illegal drugs and extortion; "Fast and Furious"
- ▶ **Terror driven:** mutilations, mass graves, social media self-reporting promoting a culture of silence and fear
- ▶ **Organized:** Gulf Cartel and Zetas make headlines but many other gangs exist in the "Narco Cultura"
- ▶ **Migrating:** **Culture** of violence from South America to Mexico and now the US.
- ▶ **Violence:** "Intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivations" (World Health Organization 2002)

Texas - Mexico Border 1254 sq. miles



Ecological Systems Theory - Culture War



Colonias

- ▶ The Office of the Secretary of State of Texas defines a *colonia* as:
 - *"a residential area along the Texas-Mexico border that may lack some of the most basic living necessities, such as potable water and sewer systems, electricity, paved roads, and safe and sanitary housing."*
 - There are more than 2,333 Texas *colonias* located primarily along the border.
 - Water and wastewater systems are generally inadequate in colonias; the majority of homes use septic tanks and some rely on outhouses or other means to dispose of wastewater (Federal Reserve Bank of Dallas).

Historical Trauma

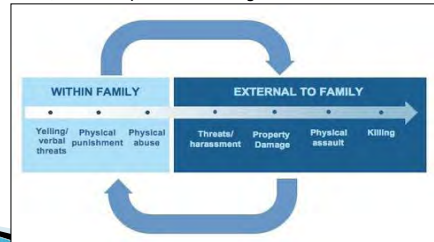
- ▶ Historical trauma is defined as cumulative trauma... both over the life span and across generations.
- ▶ Similar to the structural violence framework, historical trauma, as a framework for understanding violence, locates acts of violence in their historical, political and social context.
- ▶ Acts of violence perpetrated against communities can result in trauma experienced both at the individual and community levels, manifested both at the moment of the violent act as well as over the lifespan and across generations.
- ▶ SUFFER - LIVE - PERPETRATE - VIOLENCE

Forms of Border Violence

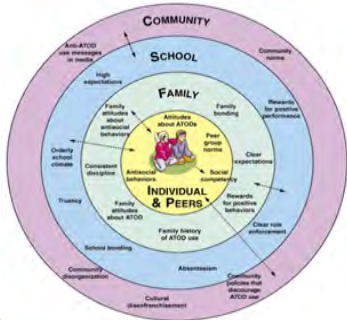
- **Identity-based violence** targets groups based on particular aspects of their individual or group identity.
 - Examples: Exploitation of women and children
- **Economic violence** stems from economic need or prejudices that result from economic inequalities.
 - Examples: Gang or drug violence
- **Systemic violence** is violence that is directly related to the decisions/policies of larger actors like states.
 - Examples: Migration or political violence

The Violence Continuum

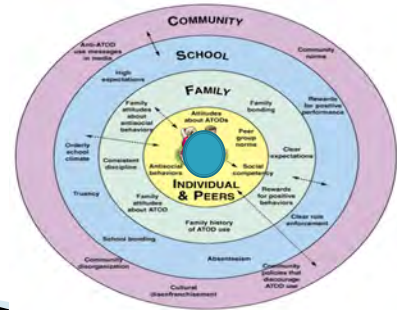
- The violence continuum illustrates the cyclical relationship between internal (within family) and external (community) violence along the continuum.



Bronfenbrenner's Ecological Model



Media Awareness Bull's-eye?



High Intensity Drug Trafficking Areas



- There are five High Intensity Drug Trafficking Areas in the Texas-Mexico border region, including El Paso, Laredo, McAllen and Brownsville.
- There are 63 border school districts with a high concentration of schools per district.
- Many schools are situated in the center of High Intensity Drug Trafficking Areas, putting students at greater risk for violence.

Exposure to Violence Leads to More Violence

- ▶ A survey of 8,259 middle school students in urban areas of Texas showed students exposed to a high level of community violence were:
 - 7.7 times more likely to carry a handgun
 - 5.2 times more likely to be involved in a gang
 - 6.4 times more likely to use marijuana
 - 5.3 times more likely to binge drink
 - 2.8 times more likely to be injured as a result of fighting

The Impact of Border Violence on Schools

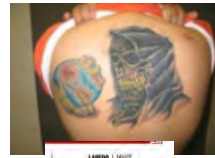
- ▶ According to the U.S. Department of Education, students across the country report that:
 - 7% were bullied
 - 9% were threatened or injured with a weapon
 - 13% reported being in a fight on school property
 - 21% reported gangs in their schools
 - 29% were offered or given drugs
 - 36% saw hate graffiti
 - 12% were the victims of hate speech (Source: *Indicators of School Crime and Safety*, U.S. Department of Education, 2005)
- ▶ Schools along the border are at an *increased* risk for violence escalating on their campuses.
- ▶ This risk is accounted for by a variety of factors, including exposure to violence in the community, unemployment rates, and socio-economic influences.

High School Video



Border Violence and Risk of Traumatic Stress

- ▶ Poverty and Isolation
- ▶ Discrimination
- ▶ Drug wars a common phenomenon
- ▶ Border families have close connections to Mexico
- ▶ Both sides of the Border are perceived as one area
- ▶ Violence affects general population
- ▶ Border Violence and environmental safety
- ▶ Conditions create higher risks for traumatic stress which is also a risk for substance abuse and other problems
- ▶ The Border becomes a symbol for fear and terror and may elicit trauma reminders



The Lure of Narco Cultura

- ▶ Saints and *Corridos*
- ▶ Romanticizing the *Traficante*
 - Manhood and Machismo
 - Role modeling
 - Power and Admiration
- ▶ Risks placing families at risk of being involved in Drug Trade
- ▶ Recognizing Risks
- ▶ Family interventions to address family risk factors and reduce the impact of border violence

PRE - GANG VIOLENCE INDICATORS

- ▶ STUDENTS WHO ARE MAD-DOGGING
- ▶ STUDENTS WHO ARE DISPLAYING HAND SIGNS.
- ▶ THE PRESENCE OF DEROGATORY GRAFFITI.
- ▶ THE PRESENCE OF DEFACED GRAFFITI.
- ▶ GROUPS OF STUDENTS SQUARING OFF.
- ▶ INCREASED SHOW OF COLORS BY STUDENTS.

PRE-GANG VIOLENCE INDICATORS.

- ▶ THE PRESENCE OF NON- STUDENTS ON CAMPUS.
- ▶ INCREASED ALTERCATIONS ON CAMPOS,
- ▶ CARS ROLLING BY THE CAMPUS.
- ▶ HEIGHTEN TENSIONS AMONG THE STUDENTS,
- ▶ INCREASED NUMBER OF WEAPONS ON CAMPUS.
- ▶ REPORTS OF STUDENT CONCERNS





GANGS IN THE RIO GRANDE VALLEY

- ▶ Tri-City Bombers - TCB/ Bombita
- ▶ Texas Chicano Brotherhood - Chicanos
- ▶ PO Boys - Public Outlaw Boys
- ▶ East SIDE PHARR
- ▶ Pharrolitos / Pharrolitas
- ▶ Surenos - Sur 13 - S13
- ▶ Brown Pride
- ▶ Loco 13 - Trece / 3CE/ XIII/ XIIIICE
- ▶ Latin Kings - LK
- ▶ Hermanos Pistoleros Latinos - HPL/ Pistolero / Pisto / 16-12/ .45/ Verdaderos / Cuete
- ▶ Valluco- HOME TOWN CLIQUE
- ▶ Mexican Mafia - EME/ Mercedo/ M&Ms/ La M
- ▶ Texas Syndicate - TS/ Cuernos
- ▶ Texas Syndicate Originales - TSO
- ▶ Texas Syndicate Unidos

Where are they getting trained?

- ▶ Criminals in the past would get educated on the streets or in prison.
- ▶ Now they are studying war fare novels and Law Enforcement Magazines.
- ▶ Are being trained as security personnel.
- ▶ Enlisted in the military and train in weapons/ Guerilla fighting.
- ▶ Have tried to be recruited into Law Enforcement agency.
- ▶ Have been known to do intelligence on officers and learn to strike during shift change....
- ▶ Internet as well as from some shows on TV

HOW DO YOUTH GET INTO THE GANGS?

- ▶ ROLLED IN - (JUMPED IN, CLIQUED IN, LINED IN) HAVING TO FIGHT 3 OR MORE MEMBERS OF THE GANG FOR A SPECIFIC TIME (15 SECONDS AND UP TO 1 MINUTE).
- ▶ LINED IN -THE GANG MEMBERS HAS TWO LINES OF ITS MEMBERS AND THE RECRUIT HAS TO GO BETWEEN THE LINE AS THE GANG MEMBERS BEAT HIM OR HER.

WHAT DO YOUTH HAVE TO DO TO GET INTO THE GANG?

- ▶ COURTED IN - SOMETIMES IF THE INDIVIDUAL HAS SOME TYPE OF SPECIAL TALENT, **GOOD CONNECTIONS FOR DRUGS, IS GOOD FOR STEALING CARS OR HAS OTHER CRIMINAL TALENTS.**
- ▶ THE INDIVIDUAL HAS A VEHICLE THAT THE GANG NEEDS TO COMMIT CRIMINAL ACTIVITY OR JUST TO GET AROUND.

WHAT DO YOUTH HAVE TO DO TO GET INTO A GANG?

- ▶ WALKED IN - SOMETIMES GANGS HAVE NO FORMAL INITIATION AND MAY JUST BE ASKED TO JOIN THE GANG.
- ▶ SEXED IN - SOMETIMES FEMALES RECRUITS ARE REQUIRED TO ROLL 2 DICE. WHATEVER THE NUMBER IS THROWN IS THE NUMBER OF GANG MEMBERS THAT IS RECRUITED TO HAVE SEX WITH.

WHAT DO KIDS HAVE TO DO TO GET INTO THE GANG?

- ▶ COMMIT CRIMES – SOME GANGS REQUIRE THAT A RECRUIT COMMIT A CRIME OR A SERIES OF CRIMES TO PROVE THAT THEY ARE GOOD CANDIDATES FOR THE GANGS.
- ▶ IF RECRUIT SPECIALIZE IN A PARTICULAR CRIME SUCH AS AUTO THEFT, WILL REQUIRE THE RECRUIT TO STEAL A CAR. THE CRIME MIGHT BE A VIOLENT AS A DRIVE – BY SHOOTING OR MURDER.

SIGNS OF GANG INVOLVEMENT

- ▶ HAND SIGNS
- ▶ STREET NICKNAMES.
- ▶ UNEXPLAINED CASH OR PROPERTY
- ▶ GANG TATTOOS (NUMBERS, INITIALS, TEAR DROPS, WEAPONS AND RELIGIOUS SYMBOLS).
- ▶ LANGUAGE, SPEAK IN CODES, USE STRANGE WORDS NOT OFTEN KNOWN TO OUTSIDERS (PRISON TALK)
- ▶ GRAFFITI ON PERSONAL PROPERTY.

Spill over violence has also led to exposure and following of the “Santa Muerte”- worshiped mainly by Mexicans and Mexican Americans along the US-Mexico border with ties to cartels and criminal activity who recognize it as a saint. Altars are made in the image of the Santa Muerte and offering such as lighted candles, incense, flowers, cigarettes, and alcoholic drinks surround the image.



Worshippers of the Santa Muerte seek protection and favors believing the Santa Muerte can grant them. Favors granted include wealth, power, death of an enemy, injury, and love. The image of the Santa Muerte is dressed in varying colors depending on what the believer is seeking. The color associations vary and believers often commit offenses as sacrifices to the Santa Muerte for granting or to ensure favors are granted.

Identifying Early Warning Signs of Violence

The following signs may be early indications of violence.

- Social withdrawal
- Excessive feelings of isolation or being alone
- Excessive feelings of rejection
- Being a victim of violence
- Feelings of being picked on and persecuted
- Low school interest and poor academic performance
- Expression of violence in writing and drawings

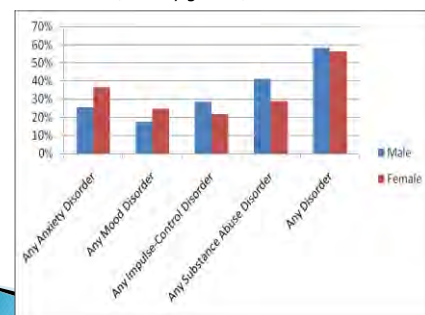
Identifying Early Warning Signs of Violence

Warning signs (cont'd.)

- ▶ Uncontrolled anger
- ▶ Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- ▶ History of discipline problems
- ▶ History of violent and aggressive behavior
- ▶ Intolerance for differences and prejudicial attitudes
- ▶ Drug use and alcohol use
- ▶ Affiliation with gangs
- ▶ Inappropriate access to, possession of, and use of firearms
- ▶ Serious threats of violence

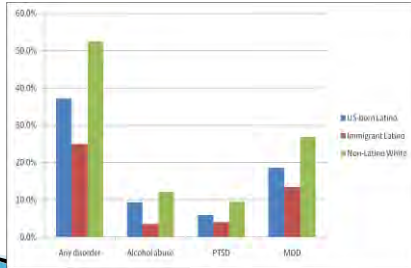
Lifetime Prevalence of Psychiatric Disorders

▶ United States (Data by gender)



Border Mental Health

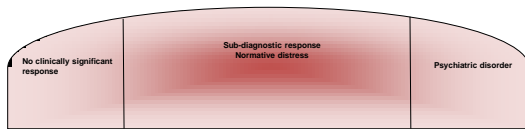
- Immigrant Latinos reported lower lifetime rates of psychiatric disorders compared with U.S.-born Latinos.



Range of Response

- Range of Response**
 - People respond differently to border violence.
 - It is important to distinguish between formally meeting criteria for a psychiatric disorder and symptoms or distress related to a traumatic event.
 - The majority of individuals who experience border violence will display a normative reaction to an abnormal event (e.g. border violence).
 - Sub-diagnostic responses to border violence *do* warrant clinical intervention.

Classifications of Individual Responses to Border Violence

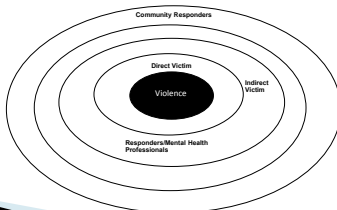


Common Symptoms of Response

- Some symptoms may be the result of border violence and others may be related to pre-existing disorders or psycho-social stressors.
 - Fear, horror
 - Shock, disbelief
 - Loss of concentration
 - Sense of foreshortened future
 - Anger, frustration
 - Dreams, nightmares
 - Guilty feelings related to drinking
 - Sleep disturbance
 - Problems at work due to substance use
 - Jumpy, easily startled
 - Feeling overwhelmed
 - Sadness, discouragement
 - Intrusive memories/images
 - Estrangement from social supports
 - Feeling vulnerable
 - Loss of interest in significant activities
 - Increased alertness for danger
 - Inability to express feelings
 - Event amnesia
 - Increased alcohol use

Proximity

- Proximity: The degree to which an individual is involved in or affected by a violent incident.
- Individuals who directly observe violence or are the victims of violence may have a more pronounced response than those who are not directly involved.



Border Violence Screening Tool

- Current clinical problem is you can't do something about a problem if you don't know it's there. Screening for violence exposure outside the home is not a current standard of practice.
- The tool is an assessment for exposure to traumatic experiences.
- It provides important questions, especially for children living or having been in the border region.
- Professionals should examine the questionnaire and understand the importance of assessing for violence history and the different ways to screen and ask individuals about traumatic experiences.

Screening and Assessment

- ▶ Screening and initial assessment identifies if:
 - The child or family member was exposed to border violence
 - The person is experiencing some symptoms related to exposure to violence
 - The person is in need of an in depth clinical assessment and linkages to treatment
 - Can benefit from initial intervention or an intervention can be provided while the person is linked to treatment

Violence History and Traumatic Experiences

- ▶ During the screening, you should conduct a thorough history of border violence experiences as well as other types of traumatic experiences.
 - Identify all forms of border violence experienced directly or witnessed by the child, or experienced by people important to the child.
 - Identify the child and/or the family's possible interactions with border violence including drug trafficking in the US and across the border
 - Elicit information from parents or caretakers about possible exposure to drug-related violence information.
 - Establish linkages to trauma treatment programs for those youth experiencing significant traumatic stress and possible PTSD.

BORDER VIOLENCE SCREENING TOOL

- Have you ever been caught up in a drug related shooting in Mexico or in the Us.?
- Have you ever been in a place where shooting was going on around you or someone shot at your house (drive-by)?
- Have you ever been beaten up, shot at or threatened to be hurt badly in our town or where you visited in Mexico?
- Have you ever seen a dead body in your town or across the border in Mexico? (do not include funerals)
- Have you ever had things happen to you that were very scary, dangerous, or violent?
- Does anyone in your family worship la *Santísima Muerte*?

Type of Exposure

- The WHO establishes a "typology of violence" that categorizes violence into three broad types:
 - self-directed (suicide/suicidal behavior),
 - interpersonal (family/intimate partner or community)
 - collective (social, political, and economic).
- Violent acts are grouped into four categories:
 - physical
 - sexual
 - psychological
 - involving deprivation or neglect
- When considering the types of responses that individuals can have to border violence, professionals must assess the type of violence exposure that the individual experienced or witnessed.

Severity – Duration – Abruptness

1. Both the objective and subjective aspects of the violence exposure should be considered as severity assessments are considered.
2. Practitioners should consider the duration of violence and assess accordingly.
3. Mental health professionals should ask:
 - Was the event sudden?
 - Was the individual prepared?
 - Was it anticipated?

Pre-existing Mental Health Conditions

- When professionals assess an individual's response to border violence, there should be additional assessment for pre-existing psychiatric disorders.
- Common disorders are major depressive disorder and substance and alcohol abuse and/or dependence.

Border Violence and PTSD

- As border violence often involves or threatens grave physical harm, it is important that professionals be aware of the symptoms and criteria for PTSD.
- Post traumatic stress disorder (PTSD) as an anxiety disorder that can develop after experiencing a traumatic event that involved the threat of injury or death.
- Symptoms may overlap with other disorders and may be difficult to distinguish from pre-existing mental health conditions as well as normative responses, such as distress, to violence exposure.

Other Mental Conditions

- ▶ Other Anxiety Disorders (Acute Stress Disorder)
- ▶ Mood Disorders (Major Depression)
- ▶ Substance-Related Disorders
- ▶ Sleep Disorders
- ▶ Adjustment Disorders

Child Traumatic Stress

- Traumatic events may affect a child's
 - Ability to trust others
 - Sense of personal safety
 - Effectiveness in navigating life changes
 - Dissociation
 - Behavioral control
 - Cognition
 - Self-concept
 - Mood regulation
 - Ability to form attachment

PTSD in Children

- ▶ Special considerations should be taken for children experiencing PTSD.
- ▶ Compared to adults, children may experience symptoms and relive the event through different ways.
- ▶ Young children may relive the event through:
 - Repetitive play
 - Trauma-specific re-enactment
 - Nightmares without recognizable content
 - Other abstract ways

Psychiatric Co-morbidity

- ▶ Given the high rates of co-morbidity with PTSD and pre-existing conditions, it is critical for professionals to continue to assess for other psychiatric disorders beyond criteria for PTSD.
- ▶ Two common co morbid diagnoses are Major Depressive Disorder and Alcohol and Substance abuse and dependence.
- ▶ Reminded that treatment addresses the whole person. Historically service providers deliver fragmented care based on separate "specialties, limits, and missions"

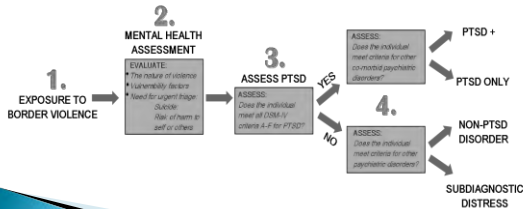
A Decision Analytic Framework for Mental Health Professionals

- ▶ Considering the range of responses to border violence and the importance of properly assessing mental health responses, an analytic framework for mental health professionals can be useful for their decision making process.
- ▶ A decision analytic framework provides the different steps for determining an individual's mental health status in relation to an incident of border violence, allowing professionals to efficiently respond and connect individuals to appropriate treatment.

Assessment Flow Chart

ASSESSMENT FLOW CHART

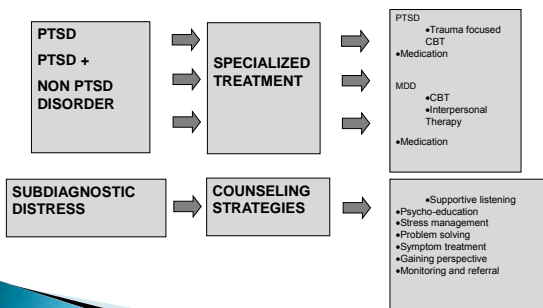
A Decision Analytic Framework



Treatments for Potential Outcomes

- ▶ Pre-existing Mental Health Condition
 - Specialized intervention
 - Medication
- ▶ PTSD
 - Specialized intervention
 - Medication
- ▶ PTSD +
 - Specialized intervention
 - Medication
- ▶ Sub-diagnostic responses
 - Supportive counseling
 - Safety planning
- ▶ 7 strategies (supportive listening, psycho-education, stress management, problem solving, symptom treatment, gaining perspective, monitoring and referral)

Intervention Flow Chart



Other Important Mental Health Assessments

- ▶ Mental health professionals should recognize that they can identify people who are at increased risk for suicidal behavior and refer them for effective treatment.
- ▶ Properly assessing for suicide risk can potentially prevent a suicide from occurring.
- ▶ We now explain how to determine whether an individual might hurt himself and how to appropriately respond.

Suicide Assessment

- ▶ **Ask the person directly if he or she is:**
 - Having suicidal thoughts or ideas.
 - Has a plan to kill himself
 - Has access to lethal means to kill himself
- ▶ **Helpful Tips**
 - Talking to someone about suicide does not make it more likely that he will kill himself.
 - Most people who think about killing themselves do not really want to do it.
 - Take all suicide threats and attempts seriously because past history of suicide attempts is one of the strongest risk factors for death by suicide.

Bereavement

- ▶ It is vital for mental health professionals to be aware of the bereavement process when assessing for psychiatric disorders.
- ▶ Rather, more often than not, bereavement is a normal expression of loss.
- ▶ Bereavement is a normative process that may manifest itself with symptoms associated with psychiatric disorders, e.g. Major Depressive Disorder.

Stages of Grief

- ▶ **Stages of Grief:**
 - Denial
 - Anger
 - Bargaining
 - Depression Symptoms
 - Acceptance

Community Factors

- Violence in a community often increases social disorganization, which is when neighborhood residents are unable to maintain social control or realize their common goals.
- A community with poor social ties and social control becomes more vulnerable to experiencing increased violence.
- When assessing for pre-existing vulnerabilities, practitioners should consider:
 - Societal preparedness
 - Attitudes
 - Secondary consequences of border violence exposure

Racial Discrimination

- ▶ An individual's experience of racial discrimination can have an impact on their response to border violence.
- ▶ Racial discrimination: Treating people differently through a process of social division based upon their racial origin.
- ▶ Mexican–American families along the U.S. side of the border are often pulled between cultures and may feel pressure to assimilate.
- ▶ Practitioners should assess racial discrimination as a pre-existing vulnerability factor.
 - Bicultural identities
 - Language barriers
 - Acculturation levels

Immigration

- Both legal and illegal immigration has a major impact on families living along the border.
- When assessing for pre-existing vulnerabilities, professionals should focus on the impact of:
 - Immigration policies
 - Family separation issues
 - Border crossing

Culturally and Contextual Factors

- ▶ Understand that social and cultural realities can influence children's risk, experience and description of trauma.
- ▶ Recognize that strong cultural identity can also contribute to resilience of children, their families and communities.
- ▶ Adopt a "strength-based" approach that capitalizes on individual, family, and contextual factors that can serve to promote healthy coping and adjustment.
 - Family's religious or spiritual beliefs
 - Extended families and available social support networks
 - Positive role models in the community
 - Opportunities for participating in positive recreational, artistic, or academic activities
 - Adolescent's built-in capacity to grow and flourish in the midst of adversity

The Components of the Cultural Formulation Model

- ▶ The Cultural Formulation model consists of five components that guide professionals in examining the impact of cultural factors on psychiatric illness.
- ▶ The standardized guidelines help avoid misdiagnoses and highlight how culture affects a patient's symptomatology, explanatory models of illness, help-seeking preferences, and outcome expectations

1. Cultural Identity

- ▶ Individual's ethnic or cultural reference groups(s)
- ▶ Degree of involvement with both the culture of origin and the host culture
- ▶ Language abilities, use, and preferences

2. Cultural Explanations of the Individual's Illness

- ▶ Predominant idioms of distress through which symptoms or the need for social support are communicated
- ▶ Meaning and perceived severity of the individual's symptoms in relation to norms of the cultural reference group(s)
- ▶ Local illness categories used by the individual's family and community to identify the condition
- ▶ Perceived causes and explanatory models that the individual and the reference group use to explain the illness
- ▶ Current preferences for and past experiences with professional and popular sources of care

3. Cultural Factors Related to the Psychosocial Environment and Levels of Functioning

- ▶ Culturally relevant interpretations of social stressors, available social supports, and levels of functioning and disability
- ▶ Stresses in the local social environment
- ▶ Role of religion and kin networks in providing emotional, instrumental, and informational support
- ▶ "Who is my neighbor?"

4. Cultural Elements of the Relationship between the Individual and the Clinician

- ▶ Individual differences in culture and social status between the individual and the clinician
- ▶ Problems that these differences may cause in diagnosis and treatment (e.g. difficulties in eliciting symptoms and understanding their cultural significance, in determining whether a behavior is normal or pathological)

5. Overall Cultural Assessment for Diagnosis and Care

- ▶ Diagnosis in the context of culture
- ▶ CULTURE MATTERS: "**Client's identification with treatment is linked to the provider's identification with the client's culture**" (JG Gonzalez)
- ▶ The culture and context of exposure to border violence are distinct and may present unique challenges to the health and well-being of individuals.
- ▶ Factors associated with violence such as poverty, insufficient access to education, lack of resources, shortage of professionals trained to respond to violence exposure foster a culture of violence.

Crisis Response Plan

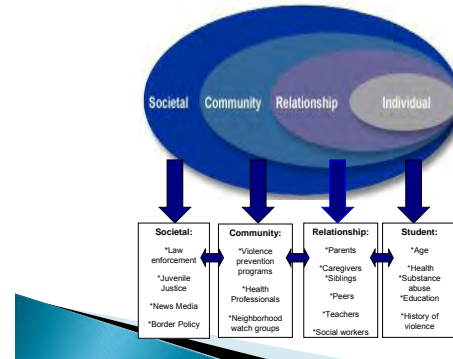
- **What is a Crisis Response Plan?**
- A crisis response plan is an organized system of how a family, school, community functions during a crisis.
- Although most school districts and public government sectors have policies aimed at prevention and crisis response most families are unprepared in the event of a crisis and often most plans are not up-to-date with the most current information.

Community Organizing and Mobilization

Why Is Community Organizing and Mobilization Important?

- ▶ Social disorganization and lack of social control are both a result of and a contributor to violent neighborhoods.
- ▶ A highly effective way of combating violence is to come together as a community and exert social capital.
- ▶ Social capital, which is the “features of social organization, such as networks, norms, and trust that facilitate cooperation for mutual benefit” (Putnam, 1993), must be leveraged so that communities and neighborhoods can regain social control and properly respond to violence.
- ▶ Efforts must be made not to conduct anti-violence efforts in a vacuum, because the very nature of “spillover violence” is that it dominates areas that are not prepared for a collective response.

The Social–Ecological Model



The Violence Prevention Model



Self care before it gets to this!

- ▶ VIDEO – ANGER MANAGEMENT

Service to Science Development

- Key elements in a Service to Science evidence-based approach

- Profile
- Problem
- Strengths
- Solutions
- Resources
- References

Burnout and Self-Care for Professionals



Three Dimensions of Burnout

- ▶ Emotional Exhaustion
 - Emotional exhaustion corresponds to strain and stress as it relates to tension, anxiety, physical fatigue, insomnia.
- ▶ Depersonalization of Others
 - This is characterized by an unfeeling and impersonal response towards recipients of one's service. Depersonalization is an attempt to put distance between oneself and service recipients by actively ignoring the qualities that make them unique and engaging people.
- ▶ A Feeling of Reduced Personal Accomplishment
 - The erosion of one's sense of professional effectiveness and competency.

Prevention of Burnout

- ▶ Establish and enforce client-practitioner boundaries
- ▶ Maintain professional distance
- ▶ Utilize effective professional supervision and collaboration
- ▶ Attend work sponsored training on stress management (if available)

Self-Care Measures

- ▶ Ways to deal with daily stress:
 - To relax. Throughout the day, take "mini-breaks". Sit down and get comfortable, take deep breaths
 - Get organized
 - Exercise
 - Eat sensibly
 - Reduce time urgency
 - Get adequate sleep
 - Take time to enjoy your hobbies – PLAY
 - Spend time with friends and family
 - Practice acceptance (Serenity Prayer: "God grant me the serenity to accept the things I cannot change; courage to change the things I can; and wisdom to know the difference"

RGV Council Border Violence Prevention Project

- ▶ Lessons learned – TEAMWORK
- ▶ Follow your guiding principles
- ▶ Successes:
 - Honor Your Culture – Protect Your Peace curriculum
 - Keeping My Family Safe curriculum
 - Eye-glass Border Violence Conference – McAllen Tx.
 - Eye-glass Border Violence Conference – SPI, Tx.
 - Process Evaluation
- ▶ Collaborative efforts
 - DSHS Rural Border Initiative Program
 - Field work with Promotoras

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Thank you

