

# CROSS-BORDER CRISIS PREVENTION: PUBLIC AND PRIVATE STRATEGIES pdf

## 1: Effective Disaster Management Strategies in the 21st Century

*The objective of this research approach is to analyse in which ways crisis management measures against Classical Swine Fever (CSF) can be improved by a public private cross border model.*

Summarize main points, check for understanding. Third hour had just begun as students took out pencil and paper to take a pop quiz. Suddenly, they were saved by the bell. An unexpected fire alarm was sounded. Relying on previous trainings, I expertly instructed students to go outside and line up in our preassigned location. One student grabbed our white emergency bucket with the bright pink paper flag proclaiming our room number. As we entered the hall, we fought to find a place among the mass of students being herded toward the doors. Bright pink paper flags lined up next to each other in numerical order, with the students belonging to each room standing behind them. Although I would like to say that each student was perfectly behaved, standing docilely in line, this was not the case. Curious, social eighth graders tried to leave their classes to find friends, who had no more knowledge than they did about the situation. Teachers struggled to keep control of the chaos and confusion. Students clustered around me, asking if I knew what was going on. Smoke billowed in the air, seemingly confirming the rumors. I did my best to dispel the rumor by reassuring students that we would be informed of the facts when this information became available. Thinking quickly, I began to shout out commands in French. One thing missing from my white emergency bucket was something entertaining to keep students occupied. They looked nearly frozen. Luckily, as we were exiting the classroom, I had grabbed a stray sweatshirt and blanket stacked next to my desk. Several students borrowed these from me and huddled together. As she finished, she came to me and informed me that a classroom on the other side of the school had caught fire, but it was under control. We were just waiting for the fire marshal to come and let us know what would happen next. She instructed me to keep students as busy as possible until we knew if we would be sending them home or not. Excitement rippled through the class upon hearing that they might get to go home early. Nearly an hour had passed since the initial sounding of the fire alarm. Students were bored and beginning to get hungry as lunch hour approached. I gave students an assignment to write five sentences in French about what they were feeling. Sharing pencils and paper from the emergency bucket, each student quickly completed the assignment, anticipating some type of reward. Luckily, my white bucket contained enough small candies to reward each student. Teachers were given frequent updates on the situation as members of the crisis team, armed with walkie-talkies, circulated among us. With each update, students became more excited as it was beginning to look like they would be going home early. Finally, we were instructed to move our students around the Command Center, where the vice-principal was standing on his white bucket and holding a megaphone. He outlined the situation for students, dispelling any rumors they might have heard. Only one classroom had sustained serious damage, but smoke had gotten into the heating ducts of the school, and the fire marshal had declared it unsafe for anyone to be in the building. Cheers erupted as he announced they would be going home for the day. Classes would be dismissed one by one to go into the school quickly and obtain necessary items from the classroom. Students were expected to take a specific route through the building; they were told not to go into any other part of the school. Buses would line up in front of the school. Teachers were responsible for accounting for each student, making sure each student either boarded a bus or had a way home. Parents were being notified on all major radio stations in the area to meet their students on the opposite end of the school from where the buses were loading. There was a department store with a large parking lot where parents could park while waiting. Secretaries were notifying parents by utilizing the phone tree. They only live a block away. Can I walk there? I made a permission note, listing who he was and where he was going, and sent him on his way. Students boarded the buses or found their parents and safely went home. Phone trees would be utilized the following morning to let us know if we could come to school. We would be debriefed later at an emergency faculty meeting. Teachers were exhausted and grateful for a half day off. That night, I opened the newspaper to find the school on the front page. The

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journalist described the scene in detail, including the pink shirt and khaki pants the principal was wearing. Four days before his birthday, the vice-principal announced to students that he wanted to let the principal know how much we cared. They were asked to honor their principal by wearing pink on his birthday. The day arrived and the halls were a great sea of pink. Students were united in celebrating his birth. The day of the fire was long, and repairing the school was costly, but the unity gained through the experience was priceless. Sensitivity to individual characteristics, strengths, and needs is based on an understanding of human diversity and cultural and societal influences. This understanding directly influences our perception of how a crisis affects an individual or group, how we identify problems, and how we intervene with students and families in crisis. The following incident demonstrates the significant challenges in providing crisis intervention to culturally diverse students. The Stockton Schoolyard Shootings On January 17, , the Stockton, California, schoolyard shootings brought international attention to the devastation and chaos created by a school tragedy, including the lack of culturally sensitive services available to a diverse community Armstrong, During morning recess, a man carrying a semiautomatic AK rifle randomly shot at groups of children on the playground, killing five students. A teacher and 29 students were also wounded in the attack. Armstrong, the school psychologist assigned to Cleveland Elementary, described the confusion of frightened parents rushing onto the school grounds trying desperately to locate their children. Because of the language barrier, communicating with parents was difficult. The panic escalated as parents realized police and emergency medical crews were transporting unidentified children to the hospital. For several hours, parents were uncertain if their children were safe, missing, injured, or dead. For mental health professionals in the school and the community, this tragic incident created the overwhelming challenge of providing emergency mental health services to an ethnically, culturally, and linguistically diverse school and community. James and Gilliland state that "although crisis intervention is never easy, cultural insensitivity may make it even more difficult" , p. Moreover, Romualdi and Sandoval assert that "communities most in need of services often include a high concentration of ethnically and culturally diverse students and families. Service provision, as a result, must be culturally appropriate and reflect growing population trends" p. A national shortage of minority teachers is particularly evident in special education, which employs 9. California and Texas have a particularly high proportion of linguistic diversity. During the school year across the nation, only one-third of the needed "English learning" teacher positions as filled with appropriately trained and certified specialists National Center for Educational Statistics, Providing services to students who speak a language other than English is further complicated by the ever-increasing number of languages spoken. In providing services to children and families in crisis, cultural sensitivity and awareness of diverse needs are particularly important. Recognizing and tailoring crisis intervention to fit the needs of diverse student populations will positively impact the quality of services provided in schools and communities. In order to provide effective and sensitive emotional first aid to students of diverse backgrounds, mental health providers, teachers, staff, and administrators must take responsibility for increasing their personal awareness and understanding of student diversity issues and concerns. Understanding the unique needs of students requires a basic knowledge of how children and adolescents function in relation to their peers, school, family, community, and world. Sue and Sue use a diagram of three concentric circles to describe a tripartite framework for understanding the development of personal identity. The innermost circle represents the individual level, comprised of those characteristics unique to the person, such as his or her genetic makeup and specific life experiences. The next level, the group level, includes the similarities among people who share the "social, cultural, and political distinctions made in our society" p. The final, universal, level is composed of the commonalities that exist among all human beings. The group level of personal identity is of particular importance in understanding the implications of cultural diversity. Sue and Sue , p. In the National Strategy for Suicide Prevention, culture is defined as "the integrated pattern of human behavior that includes thoughts, communication, actions, customs, beliefs, values, and institutions of a racial, ethnic, faith, or social group" U. Department of Health and Human Services, , p. In addition to understanding the definition of cultural diversity, becoming knowledgeable about changing

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demographics in U. Acquiring this knowledge can be accomplished by annually reviewing the NCEES nces. Information is also readily available from local school districts, which can provide a quick overview of local diversity, on both a district and individual school level. Schools typically provide the public with school district statistics, including percentages of "free and subsidized school lunches" and language and ethnic breakdowns. Responding to specific populations in a personalized manner requires knowing their needs and their resources. A needs assessment may include, but is not limited to, the following questions: What cultures are represented in the school district? How do people from these cultures cope with crisis? What are their natural coping skills? What resources currently exist and which organizations can be called upon and utilized during a crisis? An additional but often overlooked variable to consider is the diversity of spiritual and religious beliefs. Belief systems hold important implications for how families perceive a crisis, how they choose to deal with it, and most importantly, how they seek and accept assistance from mental health professionals. Though crisis mental health services were available, there was not a demand for counseling intervention. In fact, Pedersen stated that victims were "not interested in counseling" and, in fact, saw "talk therapy" as "making the problem worse" p.

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## 2: School-Based Crisis Intervention

*VA to expand our treatment and prevention efforts to address issues that arise well before a suicidal crisis, while also continuing to expand our crisis intervention services. And that is exactly what we aim to achieve with this strategy.*

This article outlines the characteristics and purposes of media training programs and includes a short sidebar with tips for selecting a program. Keeping off Thin Ice CURRENTS Article Because public relations officers are adept at issues management and crisis communications, more campuses are including communicators in the assessment and prevention aspects of the risk-management process. Their most significant contributions include raising hard questions; forging good relations between the campus and the media and community; and tracking litigation patterns. This article, which also discusses potential future issues that will challenge campuses, is of interest to media and community relations officers, PR managers, and chief advancement officers. The authors present six warning signs and corresponding recovery strategies, with special attention to how advancement officers can help. This article is of interest to managers of development, alumni relations, and communications programs, as well as campus CEOs. Campuses must deal with these unconventional attacks on a case-by-case basis. But they should also adapt their issues management and crisis communications plans and techniques to include online responses to known and anonymous critics. This article is of interest to PR professionals and Web managers who handle issues management and crisis planning and management. Even though not every project will make headlines, PIOs must communicate important, complex research every day. Institutions in New York City established command centers to manage communications and emergency response amid human loss and facility damage. Elsewhere, advancement professionals dealt with such tasks as reporting the status of alumni and parents, connecting campus experts with reporters, rescheduling alumni travel, rewriting magazine issues, and postponing or adjusting fund-raising calls. The study provides lessons for campus communicators, strategic planners, and other administrators at institutions worldwide. This article describes how California State Polytechnic University, Pomona College, and Claremont McKenna College handled blackouts; how Saddleback College responded to high electric bills; and how Humboldt State University gained media attention for its alternative energy research programs. The team followed a predetermined crisis communications strategy that called for developing a media relations plan, establishing a single media spokesperson, maintaining open and continuous communications, and expecting the unexpected. Simpson also describes what his team learned from the experience. The public relations staff found ways to handle the media frenzy judiciously and parlayed it into mentions in more than 1, news stories. Handle with Care CURRENTS Article Public relations officers often must take the lead in handling campus crises -- a job requiring many levels of negotiation, compromise, communication, and implementation. The article describes how five campuses are successfully managing these potentially explosive situations and keeping their institutional reputations intact. Examples include campus protests Georgetown University , student demonstrations Henry Ford Community College , alcohol abuse Michigan State University , racial tension University of Hartford , and sexual misconduct University of Toronto. A sidebar provides seven crisis-planning tips.

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## 3: Suicide Prevention - Main

*Innovative Service Model for Crisis Prevention and Response: The New York Shortage of resources in public and private sector alignment with DSRIP strategies.*

Effective Disaster Management Strategies in the 21st Century Developing the tools, processes and best practices to meet the demands of the increasing number of disasters. An aerial view of a house in Gilchrist, Texas, that survived the destruction of Hurricane Ike in September. The reasons vary but include climate change, population growth and shifting habitation patterns. According to a statement released from the Centre for Research on the Epidemiology of Disasters and the United Nations in January, the average number of natural disasters reported each year increased more than 60 percent from 1980 to 2000, compared with 1950 to 1979. The Worldwatch Institute reported that in 2000 alone there were weather-related disasters worldwide, a 13 percent increase over 1999 and the highest number since systematic record keeping began in 1950. As a result, developing the tools, processes and best practices to manage natural disasters more effectively is becoming an increasingly urgent global priority. Effective disaster management or disaster response can be defined as providing the technology, tools and practices that enable disaster response organizations to systematically manage information from multiple sources and collaborate effectively to assist survivors, mitigate damage and help communities rebuild. Identify the Problems Before organizations can improve their disaster response capabilities with new technology and training, they must have a clear idea of the problems they are trying to solve and have processes and practices in place to address the problems. Ongoing challenges in disaster management include such as cross-border issues when disasters affect more than one country, or the need to normalize data so that critical information can be quickly communicated, understood and acted upon. This reinforces the need for such clarity and structure. Another challenge to the effectiveness of disaster management and recovery is sharing information across organizations hampered by a lack of interoperability. To complicate matters, disaster management teams may be dealing with a badly damaged infrastructure making information sharing nearly impossible. Another fundamental challenge is the need to automate manual records for disaster response and humanitarian assistance organizations, which is just as important as, if somewhat less glamorous than, other critical issues affecting their readiness. True interoperability is about connecting people, data and diverse processes and organizations, which requires not only flexible technology and accepted standards, but also the fewest possible bureaucratic and regulatory barriers. In many countries, the people and organizations that work in disaster management also have responsibilities related to national security. The processes and technology solutions they use for critical infrastructure protection can also be adapted for disaster management. These responders increasingly rely on information and communications technology (ICT) systems that can streamline knowledge sharing, situational analysis and optimize collaboration among organizations. ICT can help reduce the loss of life and property, reunite families and alleviate human suffering by providing first responders with the tools for effective communication and collaboration to overcome challenges posed by distance, diverse languages, cultural differences, geographic barriers, international borders and damaged infrastructure. Be Prepared Organizations that are engaged in disaster management need technology solutions that will enable them to provide lifesaving response and recovery assistance to the people who need their help when disasters strike. Increasingly disaster management organizations look for applications that are industry-proven, robust, cost-effective, interoperable and, in some cases, able to operate with limited or intermittent connectivity and various levels of network capacity. Real-time communication, data management and data transmission deliver a full picture of the situation. Responders save lives by improving information flow across all types of boundaries. Support for mobile, Web-based access across a range of devices. All components and people are connected in fixed and field locations. System security and reliability. A combination of powerful security and performance. All facets of the solution are designed to work together. Change occurs rapidly in disaster management. Mandatory policies

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and procedures frequently require the modification of existing systems. The ability to rapidly adapt applications to keep pace with evolving situations benefits response organizations, and the people who depend on them, while preserving their IT investments. Using Technology to Improve Disaster Management Capabilities Disaster response organizations must systematically manage information from multiple sources and collaborate effectively to assist survivors, mitigate damage and help communities rebuild. A growing number of these responders and governments around the world increasingly rely on ICT systems that can streamline knowledge sharing, situational analysis and collaboration. Response organizations are using ICT to predict and prepare for natural disasters in an effort to prevent them from becoming large-scale human tragedies. By enabling situational awareness and knowledge sharing, ICT can help governments and humanitarian-assistance organizations facilitate their relief services; speed the donation and distribution of food, medical supplies and other vital resources; and provide access to more complete and accurate information as communities and families work to recover and rebuild in the aftermath of a natural disaster. Many technology companies are already building these technologies into their solutions. Developers will also find new ways to use mobile technology and Web portals to create innovative disaster management solutions that streamline operations and increase the efficiency of response organizations. As a result of these efforts and technologies, many organizations are able to streamline their operations, make more efficient use of their resources and respond more quickly to natural disasters. The Road to Recovery As communities and economies move from responding to a natural disaster to following the longer road of recovery, those involved have an opportunity to ensure that investments are designed for long-term sustainability and innovation. By extending the same information and communications tools that people use every day, it will help reduce training time and organizations can be prepared to respond more effectively during times of crisis. The private sector, public sector and nongovernmental organization community must work together to deploy technology solutions in the most effective manner, and to ensure that solutions are appropriate, sustainable and designed to achieve the best possible results. Public and private sectors face challenges to expand technology-based solutions that increase personnel efficiency, effectiveness, knowledge and flexibility when responding to disasters and crisis situations. In areas prone to natural disasters, such as the Asia-Pacific region, interest is growing in the potential for employing commercial, off-the-shelf software-based simulations for enhanced learning using virtual environments. Lastly, recovery of the business community after a natural disaster should be a high priority. The vitality of the business community is a critical dependency for successful economic and social recovery from a disaster. One of the reasons for the slow recovery in New Orleans after Hurricane Katrina was the struggle to revitalize the small-business community. Small and medium-sized businesses are essential for sustaining a returning population in an area hit hard by a disaster. Moreover, technology can be a powerful force that opens exciting opportunities for organizations to better achieve their missions and accelerate their impact. Beyond Traditional Telecommunications When disasters occur anywhere in the world, the safety of people in the affected areas depends on first responders being prepared and then staying connected and in close collaboration 24 hours a day, until the crisis is resolved. The increasing impact of natural disasters and other crisis management situations is prompting the creation of a new generation of ICT solutions that can enhance disaster preparedness, response and recovery. Governments and response organizations are looking beyond traditional telecommunications means to explore the robust and incredibly diverse offerings that the ICT sector can bring to a crisis-response situation. However, despite recent advances in using ICT for disaster response and humanitarian assistance, many desirable solutions do not yet exist. More solutions need to be developed to help organizations create and manage response resources and infrastructure between disasters, while others will focus on helping organizations learn from their experiences and capture knowledge that can be used for learning and better planning, and built into training models. Global disaster management and humanitarian assistance requires a multifaceted approach that leverages the skills, resources and commitments of corporations, government agencies, intergovernmental organizations, nongovernmental organizations and individuals.

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## 4: CASE - Crisis Management

*When a disaster strikes and an organization's future is in jeopardy, Holland & Knight's Risk and Crisis Management Team implements forceful and smart strategies to respond to the ensuing legal, policy and media challenges.*

## 5: CRISIS PREVENTION, INTERVENTION, MANAGEMENT

*cross-border cases, misaligned incentives and lack of robust mechanisms for resolution and cross-border cooperation left some country authorities with little choice but to take unilateral actions, which contributed to the high fiscal costs of the crisis and resulted in.*

## 6: Preventing and Controlling Tuberculosis Along the U.S.-Mexico Border

*Bruce Haynes, who co-founded the communications firm Purple Strategies and has over two decades of strategic communications experience working in the public and private sectors, said, "Over.*

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