

**Enhancing Cultural Competence in Clinical Care Settings (4C)**  
**Case Presentation Review Sheet:**  
**STEP 1**  
**(Cheat Sheet)**

**Key Terms:**

- Stress/Recovery Pattern
- Deep sleep cycling and Green zone
- Awake cycling
- Green/Red/Blue/Combo Zone
- Body States
- Relational Styles – “HHH” -- Head, Heart, Hands
- Toxic Stress Pattern
- Power dynamics
- Compliance
- Help Seeking Behavior

**Part A - Stress Recovery**

**Did presenter identify:**

- Indicators of “NRF” interest in child’s sleep/wake cycle?
- Points of stress in sleep/wake cycle?
- Times when child/parent is “green”?
- Duration of “green” zone?
- Intensity of “green” zone?
- Frequency (rhythm) of “green” zone?
- Indicators from a **cultural perspective** that affect the sleep and wake cycle?  
Where, when, and how this family approaches sleeping and waking that may have cultural relevance. **Example:** Does family have bedtime routine? Bed times? Do family members sleep alone? Sleep in groups? Does parent work schedule affect child’s sleep/wake patterns?
- From a cultural perspective – what does this dyad do to be “green” together, that is unique to this family grouping? This home? Household routines?

**Comments or questions for the presenter:**

- 1.
- 2.

## Part B – Stress Responses

### Did the presenter identify:

- Times when child is “red”/”blue”/”combo”?
- Duration of each “color/zone”?
- Intensity of “color/zone”?
- Frequency (rhythm) of “color/zone”?
- Times when parent is “red”/”blue”/”combo”?
- Duration of each “color/zone”?
- Intensity of each “color/zone”?
- Frequency (rhythm) of each “color/zone”?
- Indicators of interest from a **cultural perspective**?

How does the *presenter* affect this dyad? Are there cultural components that may affect the duration/intensity/frequency (rhythm) of the “red”, “blue”, “combo” zones?

Examples: Power dynamics? Threats of racism? Internalized oppression? Internalized privilege? Socio-economic differences? Gender differences – mother/father dynamic? Differences in expectations around compliance? Ideas about roles in the family which affect guiding therapeutic intervention? Stigma and/or fear in seeking services?

### Comments and questions for the presenter:

- 1.
- 2.

## Part C - Stress/Toxic Stress Patterns

### Did presenter identify:

- One of the four “**toxic stress patterns**” for each individual and/or dyads?
- Stress zone that occurs too frequently or rapidly
- Stress zone that occurs from inability to adjust sensory and emotional function to normal challenges and transitions
- Stress zone that occurs and lasts too long – child or parent can’t get back to green in a timely manner
- Stress zone that does not recover back to green and/or sleep cycle is disordered – vulnerable sleep cycle
- Indicators of interest from a **cultural perspective**? Is there anything noted above that contributes to a “toxic stress” state, i.e. less than 75% of the time in the “green” zone?

**Begin brainstorming ideas that will support this dyad’s Stress Recovery “profile” in “BOTTOM UP” thinking.**