

OSPA Thanks Udevelop, Dawson, for Poster

The spring OSPA Bulletin mentioned untold hours of work on the part of Tamara Dawson, who prepared the association's "poster" for the 1999 NASP convention.

The 4-foot-by-8-foot laminated "advertisement" for Oregon and OSPA displays professionally done, full color photos of the state, along with a line of black-and-white photos of OSPA activities, both formal and informal, from photo archives. The line includes a photo of Liz Gullion, the late OSPA charter member in whose name a scholarship fund for school psychology students was founded.

The poster was a response to NASP's invitation to each of the states to "show itself off" at a poster session during the convention, in celebration of NASP's thirtieth anniversary. Each state association was allotted a 4-by-8 block of space in the "hallway of history."

OSPA is indebted to Udevelop owner Al Barreth for his donation of the lamination and darkroom space for this project. Dawson was also assisted by time and computer expertise offered by Marshall Serna. Photos for the project were donated by Orrin Russie (Aerial Obiques Inc., 2135 Pioneer Rd., Dallas OR 97332, 541.623.5769), Paul Tweten (4359 NE Flanders, Portland OR 97213, 503.234.2093), and various OSPA members.

A mini version of the poster is available on the OSPA web site. The "real McCoy" will undoubtedly be on display in all its living color at the fall conference in October,

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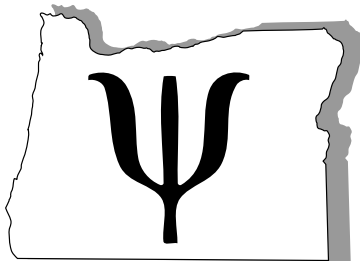
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to do color prints. See advertisement (space gladly donated by OSPA) above.

Artist Dawson is the daughter of OSPA webmaster and 1997 NASP school psychologist of the year, Phil Bowser.



OSPA Bulletin
 Newsletter of the Oregon School Psychologists Association

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Dispelling the Myth: Treating Juvenile Firesetters

By Scott Bandoroff, PhD, Washington County Juvenile Department

Arson is the top teen and pre-teen crime in the U.S. More than half of the 500,000 arson fires in this country in 1997 (the third consecutive year) were started by individuals under the age of 18. No other FBI index crime (the most serious felonies) has such a high rate of juvenile involvement (Hall, 1998).

Many in the field of mental health view juvenile firesetters as a rare breed of youth who require specialized services. They believe that these individuals suffer from a unique disturbance and can only be treated by experts specifically trained to work with this population. The underlying assumption is that these youth really are different and moreover, very dangerous. As a result, many psychologists refuse to treat juvenile firesetters, and often do not know where to refer them.

Such beliefs and attitudes on the part of psychologists exacerbate the fear already rampant in the mental health field. The result is that services are restricted for these youth. Often, their needs are not being met at home, but they are denied placement in residential treatment

programs and foster care because of this fear. Even worse, this often leads case-workers, desperate to access services for their clients, to downplay a client's firesetting history. When services are denied or firesetting is not identified as an issue, the risk that these youth actually will pose a serious threat to the community increases.

The reality is that most juvenile firesetters do not differ significantly from our other clients. The vast majority of juveniles who set fires are simply children who are curious about fire. Most other fires are set by children in crisis or by delinquent youth. Very few fires are set by pathological firesetters who require highly specialized treatment.

Curiosity about fire is a normal developmental experience. The problem arises when there is access to lighters or matches and a lack of supervision. Curiosity firesetters generally do not require therapy, unless it is to cope with the aftermath of the fire. Crisis firesetters are acting out the emotional distress that many of our young clients express in more familiar, and often less threatening ways. Like these other cli-

ents, the focus of treatment is not the acting out behavior but rather the trauma that the child has experienced. Similarly, with delinquent firesetters, it is not the fire but the rebellion against rules and social norms that is of greatest concern.

These fires are set in groups and usually involve peer pressure. Fire is just one of many ways that such youth express their anger. Consequently, treatment is similar to that for delinquents who have been involved in burglaries, criminal mischief, or a host of other antisocial behaviors. In fact, a current study at a state training in school in Oregon is finding that a substantial number of adjudicated males in closed custody have a history of (often undisclosed) firesetting (Gale, 1999). Therefore, many professionals have been working with juvenile firesetters for years without even being aware of it.

As with any delinquent behavior, holding youth accountable is a critical component of intervention, and frequently necessitates the involvement of the juvenile justice system.

As with any new area of practice,

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Fall Conference, Tri-State in Preparation

Plans are under way both for the OSPA fall conference, and for the spring "Tri-State 2000" convention that will see association members from Washington and Idaho gathering with OSPA members in Portland.

OSPA's fall convention will focus primarily on two issues. The first of these is school violence, specifically the issues of identification and school preparedness. The second strand will be the

educational and mental health needs of slow learners. The conference will take place at the Namasté Retreat Center in Wilsonville.

The issue of slow learners will be addressed by Steve Shaw. Shaw is the lead school psychologist in the Department of Developmental Pediatrics, at The Children's Hospital in Greenville, South Carolina. He has an extensive publication and presentation record.

More information about Shaw and his presentation is available on the OSPA web page at <http://users.aol.com/philip574/ospa.html>

George Sugai, of the University of Oregon, and Peter Martola, of Lewis and Clark's school psychology program will make presentations on issues related to youth violence. More information about the fall conference will be on the OSPA

(continues on p. 7)

Oregon School Psychologists Association



OSPA
#419
 25 NW 23rd Place, Suite 6
 Portland Oregon 97210-5599

The Oregon School Psychologists Association provides leadership in creating a brighter future for all Oregon children through professional affiliation, collaborative problem-solving, and promotion of practices that are both innovative and based on solid psychological and educational research.

presidential perspective

As we get into summer, it is a good time to reflect on what you accomplished during the school year, as well as think about goals and activities for the coming year. It is time to look at our local school psychology services and our state association activities to make changes for the future.

As individuals we can make changes in the services we provide and help our school psychology departments make system changes across the school district. We need to be proactive with administrators, school board members, students, teachers, and parents. It is important to let these groups know what our services are and to market ourselves to these groups. If school psychologists are going to be broad based service providers in the future, we need to continually educate those who make service delivery decisions. A resource that is available from NASP is "School Psychology: A Blueprint for Training and Practice II". This document discusses 10 domains and the skills necessary to be an effective school psychologist in the future. Please consider using the document as you make changes to your delivery systems. We are using it to make changes in my district and it has been helpful to us in making decisions about services we can add or change. The Blueprint can also be shared with the people in your district who make service delivery decisions so they will know what will be expected of school psychologists in the future.

My vision for OSPA's future is an increase in membership, legislative actions and public relations. This year we worked on HB 3261 to try to make changes to SB 918 that restricted school psychologists from working privately within our areas of competency. We were not successful in our efforts, but learned more about the legislative process and

how to proceed with future bills. It was a good learning experience! We hope to bring the NASP Government and Professional Relations training to Oregon in the near future to help board members and other interested members learn more about being proactive in the legislative arena. Next year as Past President one of my activities will be to improve OSPA's public relations with members, organizations and school staff. If we are to be effective at the local and state levels, then we must develop relationships with the different groups we serve as well as those we compete with. I hope to collect and/or develop materials that will be useful for members and OSPA to use on a regular basis to improve our public relations. I would also like to see OSPA develop some relationships with other educational and social organizations in the state to promote the services we provide.

It has been my pleasure to serve as President of OSPA. I have learned many new skills since taking on this position and I look forward to serving OSPA as Past President. I would like to thank all the board members for their volunteer time and energy to keep OSPA operational. I could not have done my job without their efforts!

I hope you will consider one public relations or systems change activity as one of your goals for next year. Enjoy the summer!

Karen



Photo courtesy of Phil Bowser

Juvenile Firesetters (from p. 1)

training and supervision are needed for treating firesetters. Fortunately, Oregon is a national leader in the field of juvenile firesetter intervention, and resources are easily accessible. A locally developed needs assessment has helped to redefine the assessment process (Humphries and Kopet, 1996). It emphasizes our inability to accurately predict risk, and offers a description of needs as a more legitimate goal of firesetter assessment.

The Office of State Fire Marshal Treatment Strategies Task Force produced the Oregon Model: a cycle model

that explains the dynamics involved in juvenile firesetting. The task force has also generated a number of research projects on juvenile firesetters, refined nationally recognized assessment tools, and produced a video to educate residential treatment center staff on the supervision of firesetters. Members of the task force have developed group curricula for juvenile firesetters as well as for those handling for fireworks and explosives.

The task force falls under the auspices of the Juvenile Firesetter Intervention Program at the Office of State Fire Marshal. This division has been respon-

sible for the creation of juvenile firesetter intervention networks throughout Oregon. The networks are designed to foster partnerships between various agencies and professionals working with youth in the community, including mental health private practitioners, residential treatment providers, juvenile justice and child welfare workers, fire service personnel, police, and school staff. The networks meet once a month to share resources, staff cases, and develop services for juvenile firesetters in their communities.

This collaborative model for work-

(continues on page 7)

Conferences (from p. 1)

website later in the summer, and in regular mail in early September.

Tri-State 2000 will take place in Portland on March 8-11 of the coming year. The meeting is held every three years, in an attempt to convene school psychologists from Oregon, Washington, and Idaho. State association leaders from Oregon and Washington met in late June to do preliminary planning for the meeting, which will take place in Portland at the Lloyd Center Doubletree Hotel. Presenters will include nationally known school psychologists and a list of local experts. The emphasis will be on practical, proven strategies for dealing with children's educational, behavioral, and mental health problems. Additional information on the Tri-State conference will be available in the fall and winter issues of the *OSPA Bulletin*.

Firesetters (from p. 2)

Working with juvenile firesetters is nationally recognized and is being replicated in other states. The Juvenile Firesetter Intervention Program also produces a free quarterly publication called *Hot Issues*. It is a valuable resource designed to educate professionals about interventions for juvenile firesetters and new developments in the field.

A quick and sure way to develop competence in the area of juvenile firesetters would be to attend a national conference sponsored by the Office of State Fire Marshal in Eugene on July 12-14. The Cultivating Partnerships conference is designed to showcase the best practices in juvenile firesetter intervention. The leading professionals in the field will be presenting their programs and sharing their expertise in the areas of juvenile firesetter investigation, assessment, treatment, prevention and research. Presenters and participants will be attending from across the country to exchange information about this important area of concern.

For more information about the Cultivating Partnerships conference, to subscribe to *Hot Issues*, or find the

juvenile firesetter intervention network nearest you, contact Judy Okulitch at the Office of the State Fire Marshal at 503/378-3473.

References

Gale, Maxwell (May, 1999). Personal communication, Hillcrest School, Salem, Oregon.

Hall, John Jr. (1998). Recent United States arson trends and patterns. *Hot Issues*, vol. 9, no. 2, pp. 6-7. Oregon Office of State Fire Marshal.

Humphries, J. & Kopet, T. (1996). Manual for Juvenile Firesetters Needs As-

OSPA FLASH !

Most of the business at the June OSPA executive board meeting entailed planning for the fall conference (see article, page 1 of this issue).

TSPC Update

There was also an update about TSPC licensure changes presently under discussion in Salem. OSPA members should be reminded that after their next licensure it may become mandatory for school psychologists to log continuing education credits to renew their licenses. This move has been supported by the OSPA board since it first came under discussion in 1997 or 1998. The change will bring Oregon into line with NASP standards, and consequently, in many cases, make it easier for school psychologists to move from one state to another without incurring unnecessary red tape at the state licensure level.

Exemplary Programs

NASP President Kevin Dwyer is looking for exemplary programs in Oregon for inclusion in NASP's next volume on such initiatives. School psychologists who know of innovative and effective programs for helping children are encouraged to share these with NASP. Oregon only had one such program listed in the first NASP volume: not a strong showing, compared to other states of similar size. During the

last legislative session a copy of the NASP volume on exemplary programs was sent to our senators and representatives in Washington, to show them what good things school psychologists are doing back home in their states.

School Psychology graduates.

Oregon's training programs graduated seventeen new school psychologists this spring. Our congratulations go to

University of Oregon graduates

Sheri Childers
Cheri Cornachione
Pat Coyne
Rob March
Kristen McConnell
Alecia Rahn;
and to

Lewis and Clark graduates

Allyn Ackerson
Kileen Birmingham
Karen Dalby
Sherry Dudrey
Stacy Knight
Elizabeth Luthy
Allyson Maynard
Robert Morrell
Megan O'Malley
Lisa Pitsch
Deborah Robboy.

assessment Protocol. Oregon Office of State Fire Marshal.

(Editor's note: *Hot Issues* can be obtained through the Office of State Fire Marshal. For information about how school psychologists can become involved in assessment and treatment of juvenile firesetters, contact Dr. Sandy Shulmir, School Psychologist, Grant High School, 2245 N.E. 36th, Portland, OR 97212; (503)916-5160; or email <sshulmir@pps.k12.or.us>

Warning Signs, A Youth Anti-Violence Initiative

By, Shannon Van Horn

With the increased violence in our schools, it is time for us to work together to help make some change.

One way that some school psychologists have chosen to do this is through a partnership with the Oregon Psychological Association, the American Psychological Association and MTV. The three groups have come together to fund a youth anti-violence initiative. Also working in collaboration on the project are the Department of Justice and the Department of Education. A \$300,000 grant is funding the project, which consists of three parts:

The groups collaborated to produce a "True Life" episode, entitled *Fight for Your Rights! Warning Signs, A Youth Anti-Violence Initiative*, on youth and violence which began airing on MTV on April 28, 1999. The video has been replaying on MTV through May and is quite good. Videotaped copies may still be available through the Oregon Psychological Association to view with groups of students, staff and parents. It is an excellent way to initiate discussion.

Also available through the MTV website and the APA (free of charge) are the "Warning Signs Guides" to be distributed in schools. This easy-to-use pamphlet outlines the various warning signs for children who may become violent towards others or themselves, in terms that children can understand and relate to.

The final component is a grassroots outreach program that involves having psychologists throughout the United States and Canada give public presentations during this past May and on a continuing basis. The big kickoff of this program was during the month of May, Mental Health Awareness Month, however, people are finding the program to be useful and are talking about continuing to use it.

At least six of these events were held in the Portland area during May. The presentations involved having a few psychologists on hand to show the video to a group of teenagers and facilitate a discussion afterwards. The video was provided by the APA, along with a discussion guide and a supply of the "Warning Signs Guides." There are several ideas for discussion starters in the guide. Time is allowed for the children to ask questions; and names and numbers are provided for questions, or for individuals who need help after the presentation. Other local mental health agencies were on hand to give additional information and resources.

I attended one of these events and helped facilitate. The event was held in the evening at a local Boys and Girls club. Approximately 50 people were in attendance, including several teenagers from several different Boys and Girls Clubs, staff from the club, a few parents, representatives from other local mental health agencies, two other psychologists and myself. I found it to be empowering for myself and the kids that were there. At first they were timid about

discussing the topic and wanted to look cool in front of their peers, but once we broke into small groups it was amazing to listen to their stories and their ideas. Topics discussed included metal detectors in schools, school uniforms, warning signs, personal experiences with violence, ideas for prevention, possible causes of violence, and feelings that surround violence. Overall, everyone seemed to take some new ideas and understanding away from the event. The staff at the club asked if this kind of event could be a part of a regular orientation.

For more information or would like to request a kit to facilitate one of these presentations, contact Sandy Shulmire (503.645.2944) or Shannon Van Horn (503.735.3098), or the Oregon Psychological Association (503.253.9155, 800.541.9798, or <http://www.opa.org/~opa/>). It would be worth your time and would benefit those who attend your presentation.

Shannon Van Horn is an Oregon school psychologist and incoming chair of the membership committee.



The OSPA Executive Board needs your to keep our professional association function as it should. To volunteer or discuss further, call or write incoming president David Streight (see address, p. 3).

OSPA News

OSPA Bylaws Revision in Process

The OSPA executive board is in the process of reviewing the association's bylaws, with a view toward minor changes. The changes recommended should be available for a vote by the general membership by late fall or early winter. The primary emendments will entail a redistribution of tasks done by board members. The recommendation for one general membership business meeting per year, instead of two, may also be forthcoming.

Changes will entail altering the past president's responsibilities from chair of the liaison committee to chair of public relations; creation of a separate chair professional liaison; and creation of a separate chair in charge of conference planning.

OSPA's present bylaws identify the past president at chair of the "liaison committee." It has been the board's observation in recent years that liaison with other professional organizations is important, and often can be helpful, as in the case of legislative initiatives. Liaison relationships are often made between individuals; having a new "liaison chair" every year may thus hinder the best development of those relationships. A separate committee chair for such relationships is thought to be a more efficient use of time in this regard.

Present board thinking is that the past president would be better suited to

oversee OSPA's visibility in the community at large, as chair of the public relations committee.

Likewise, the present bylaws identify the president elect as main planner for the spring conference. Many states have moved away from this model, however. NASP president Alex Thomas points out that not everyone who can effectively lead a state organization possesses the skills needed to organize an association's fall or spring conference. And, as has been the case on Oregon, some states have wondered if this relatively hefty duty has caused potential candidates to shy away from presenting themselves. The OSPA executive board is thus considering a "conference committee chair."

OSPA general business meetings have not been well attended in the past. The business meeting during the fall conference in 1998 at Kennedy School was attended by only three or four OSPA members who are not members of the executive board. Attendance at the meeting at Timberline Lodge in 1998 drew only two association members. Washington State's association of school psychologists holds only one general business meeting per year, and such a model may work better for Oregon.

Readers with thoughts on any of these issues are invited to contact Karen O'Brien (541.247.2740) or David Streight (503.246.8715).

OSPA Volunteers at PTA Convention

The National Parent/Teacher's Association met in Portland on June 26, 27, and 28, with numbers just short of 10,000 in attendance. NASP was on hand to advertise the association's positions and offer handouts on a variety of topics. Those who passed by the NASP booth were offered information on "What is a school psychologist?" and "Should I retain my child?," and host of other topics. Business cards and the NASP web site URL were also available.

Local association volunteers are typically asked to assist in such ventures, and among those who volunteered this year were OSPA president Karen O'Brien and webmaster Phil Bowser. Bowser helped

NASP Director of Public Information and Communication Vicki Stanhope on Sunday; O'Brien worked Monday, and Stanhope was assisted by other volunteers on Saturday. Those who did give time described the experience of meeting the PTA members as "fun." Although Bowser commented that "most of the folks had good things to say about school psychology in general," he did not know if their good spirits were related to the NASP booth's placement right next to the "World Famous Chocolate" booth.

If a similar occasion should arise in the future, the recommendation from this year's volunteers is a unanimous is a hearty "take it."



The *OSPA Bulletin*, the official publication of the Oregon School Psychologists Association, is published four times a year and distributed to members as a membership benefit. OSPA is a nonprofit, non-partisan, educational association of professional school psychologists. It is dedicated to providing for the educational and mental health needs of all children and to advocating for their achievement of independence, dignity, and purpose of life.

President: David Streight
503-246-8715
streight@teleport.com

Past President: Karen O'Brien
541-247-2740
kobrien@harborside.com

Treasurer: Julie Sams
503-674-8188
julie_sams@reynolds.k12.or.us

NASP Delegate: Fred Grossman
503-524-3351
Fred_Grossman@bsd.beavton.k12.or.us

OSPA Web Site:
<http://users.aol.com/philip574/ospa.html>

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The *OSPA Bulletin* invites contributions. Professional issues and news, articles, questions, reviews, letters and graphic works should be sent to David Streight, 7735 SW 87th, Portland OR, 97223, or <streight@teleport.com>. Changes of address should be sent to Karen Apgar, Membership Chairperson, 2855 Gilham Road, Eugene, OR, 97408, or <apgar@4j.lane.edu>.

Bulletin deadlines for future issues:
Fall, September 1, 1999
Winter, December 1, 1999

Reflections on a Tragedy

A School Shooting in Springfield

by Cathy Kennedy Paine

(Editor's note: this article is a follow-up to Payne's article in the Winter, 1999 OSPA Bulletin, "Tragedy Response: Lessons Learned in Springfield.")

The shootings that occurred in Springfield, Oregon have been, in many respects, a life-changing event for the staff and students at Thurston High School, as well as for the Springfield community as a whole. On May 21, 1998 our community experienced the most horrific school crisis imaginable. In a few short moments we were transformed from innocent, unsuspecting individuals engaged in our normal routines, to traumatized victims of a school-cafeteria shooting spree. In our peaceful, ordinary community we are still wondering just what could cause a 15-year-old freshman—the son of two professional educators—to bring weapons to school and shoot 24 students.

Thurston High is a school of 1400 students in grades 9-12, and 125 staff. Its 57-acre campus is surrounded by middle-class homes on the east side of Springfield, just a few blocks from the beautiful McKenzie River. The school's buildings are designed with covered breezeways and a center outdoor courtyard. There are 15 ways to enter Thurston High.

On the morning of Thursday, May 21st 300 students gathered in the cafeteria, as always, eating breakfast and trading the tales of youthful innocence. That innocence was brutally shattered when 15-year-old Kip Kinkel entered the school with 3 concealed weapons; a school that had surveillance cameras, campus monitors, and a closed campus. After shooting one student in a hallway, he pulled a semi-automatic rifle from beneath his trench coat and sprayed 50 rounds of ammunition throughout the cafeteria. This single act of violence left two students dead and 22 others seriously wounded. And it would get worse. Just hours later we learned that Kip's parents, Bill and Faith Kinkel had been found dead in their home, each apparently shot by their son. Both Bill and Faith had taught at our high schools; Faith, in fact, had just been named as one of Springfield's "Outstanding Educators of the Year," though she would not live to receive her award.

I had heard about the other school shootings on the news (Pearl, Paducah, Jonesboro and Edinboro) but I never in million years thought it would happen in Springfield. What transpired was totally unlike anything we had ever experienced. I cannot overemphasize how BIG this crisis was, how its effects spread to every corner

of our community. I will never forget my initial impressions of that day. In my 22 years as a school psychologist I had never encountered anything like the trauma at Thurston High. As a district crisis responder I received the emergency call just minutes after the shooting and as I approached the school the traffic stopped, as one ambulance after another raced by with their precious cargo. There were 11 ambulances in all, which means that one ambulance left Thurston High School every 4 minutes for the next 45 minutes.

Hordes of frightened parents and neighbors rushed to the school. Several media trucks were already broadcasting, a small contingent compared with what we would soon experience. I will never forget the scene of police cars, yellow crime tape, ambulances, stretchers, bloodstains, frantic faces, flashing lights, and panic-stricken crowds. A teacher stood in the middle of the street directing traffic. At first he was puzzled by the horrified looks he received by those passing by him. Then he looked down and realized that he still had blood on his hands from administering first aid just moments before. In the midst of this chaos, the principal stood, reading a list of names of the injured students to a group of stunned parents.

Inside the school, teachers had most students in their classrooms in a lock-down, while those who had been in the cafeteria waited for police questioning. There had been many near misses and close calls. One student who survived removed his backpack and discovered a bullet lodged in the middle of his history book. . .

How has this affected me?

First, this tragedy reminded me how precious and tentative life is. It made me anxious to go home every night and embrace my husband and children in long, "family" hugs. It made me extremely sad for the families and friends of Ben Walker and Michael Nicholausen—two boys with life before them one minute, life ended the next. As a school psychologist, I had worked with Michael when he was in middle school. My most heart-wrenching moment occurred on Saturday when I took Michael's mother, sister, and girlfriend to his locker to get his possessions. I was filled with their grief. This tragedy made me angry at the physical and emotional damage caused by the single act of a troubled youth, which lasted less than a minute; damage that will take months and years to repair.

But there have been positive things to come of this as well. This tragedy also made me realize how many good, caring, giving people there are in our community and our country. People who came by the hundreds to help in whatever way they could; people who have donated over

\$400,000 to the Thurston Healing Fund; people who came to say, "I care." People like John Ganz, Kris Siekert and the 12 other NOVA volunteers who left their homes at a moment's notice and flew across the country to help strangers in need.

Although this horrific school crisis made news for its brutality, it also provided the opportunity for us to come together in a demonstration of unity and camaraderie between school and community. Yes, there were disagreements as well as agreements in the days following this tragedy, but overall our community can be proud of how its citizens responded. The school psychologists of Springfield were involved from the first moments of this tragedy and have been responsible for both the immediate response and the long term follow up throughout this past year. For many of us, school psychologists and administrators, the follow up this year has meant adding responsibilities in addition to our regular assignments. The additional load placed on all of us has been unanticipated and overwhelming. We talk more now of school safety, violence prevention, identifying warning signs and raising self-esteem.

When the shots were fired on that spring morning our sense of safety and security was shattered along with our innocence. More than anything, however, this tragedy has changed one basic, fundamental belief of our peaceful, ordinary community: no longer can we say, "It can't happen here."

What problems or needs remain?

Long-term follow up continues to require time, staff, and additional resources. The major needs of this past year continued to be related to the on-going mental health support of students and staff, the anniversary activities, the establishment of a permanent memorial, and the pending trial of the suspect.

We can't go back to the way we were; we are no longer unsuspecting individuals marginally affected by youth violence. This event has forced us to deal with a large-scale tragedy that even now demands our attention and our strength. On the first day of school this fall, reporters and media trucks surrounded the school once again as students returned to campus. Teachers asked students to be tolerant with one another as they work through a broad range of reactions and reminded them that, while many students are ready to move on, some are not.

The mental health recovery of the students and staff of Springfield is an on-going process. With over 1500 students and staff on campus this becomes more complex each day. The further we get from the event, the broader the range of responses becomes. Each student and staff member comes to school in a different mind set. Some say, "Let's get on with life, with school, with learning." And that has been the case for the majority of students and teachers.

But for the 300 student who were in the cafeteria that day, it is not so simple to just get on with it. Twenty of the 22 injured students returned to Thurston High. For them, there are traumatic reminders: places and things that they

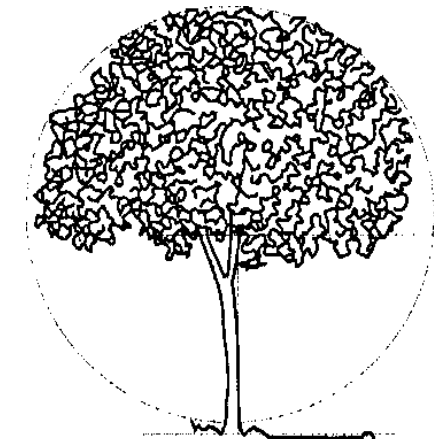
see, smell, touch or hear, an empty chair, or a friend no longer there. Some still have the physical evidence of scars and carry bullets within them; and face surgeries and lengthy rehabilitation. Some cannot yet return to the cafeteria, and fear recurring violence. Newspaper and television stories continuously cause intrusive thoughts and feelings; bereavement is complicated by traumatic grief.

There are so many others who have also been affected by this tragedy: the students and staff who were in the courtyard and in the adjacent hallways; the rest of the students in each class who knew the critically wounded; the siblings of these students; new students entering the high school, and new teachers. In other Springfield schools and in the community there are friends and cousins, aunts and uncles, grandmothers and grandfathers, nieces and nephews, coaches and neighbors.

Plans are being made regarding a permanent memorial and the anniversary date of the shooting. In addition, we have just begun to make plans to assist students and staff during the suspect's trial, which will mark a new and unknown course of events that will challenge us once again. The trial, originally scheduled to begin in April has now been postponed to September. And so we will begin yet another school year with this tragedy hanging over us.

The shootings in Littleton, Colorado and Canada have added a new dimension of urgency to our efforts to promote safe schools and respond to school crises. Now, more than ever, it is imperative that every school in America have a crisis response plan, and the resources to adequately support students and staff in the aftermath of a crisis.

(Cathy Kennedy Paine is Special Services Coordinator in Springfield School District Springfield, Oregon. She can be reached via email at <cpaine@sps.lane.edu>)



**A Blueprint
for the Future**

NASP 2000 New Orleans, March 28 - April 2