

Crisis Advice (from p. 2)

Mental Health, our local Crime Victim's Assistance workers, the Red Cross, other school districts, and two teams of NOVA (National Organization for Victim Assistance) volunteers. Even so, by the end of the school year, we were all exhausted and summer provided a welcome break.

Communicate with the media on a regular basis. Develop a strategy and designate a spokesperson to handle requests from the media. Initiate regular contact with them. Throughout the first day and night the media vans and satellite trucks rolled into Springfield from across the nation; and before the first hour had passed, a CNN helicopter hovered overhead, transmitting images of our newfound horrific "fare." Following the shooting we held regular press conferences at a location away from the high school and did not allow the media on campus for filming or interviews. We were amazed to observe that some national reporters tried posing as doctors and counselors in their efforts interview victims and gain entry to the school, and so on Saturday we obtained numbered ID badges for all volunteers. Support students, staff and families as they return to the school campus.

Learn how to set up and effectively manage a "support room" for students. Following the shooting extra counselors were on campus for three weeks (through the remainder of the school year); and, six months later they continue

to assist the regular counseling staff. In all, over 200 counselors have supported our school district in its recovery.

•After a Crisis:

Provide follow up support to students, staff and community members. Anticipate that long-term follow up will be required to assist the victims, families, students, and staff in moving toward recovery. The school calendar has helped us anticipate and identify "triggering" events: the return to school in September, the holidays, the upcoming trial, and the anniversary date of the shooting.

"The bend in the road is not the end of the road, unless you fail to make the turn." The words of this motivational poster were never truer than now. We still have a long road of healing ahead but we are confident that we will overcome the events of May 21, 1998.

In her keynote address to over 500 teachers during the fall inservice, Marleen Wong challenged us to "work hard to find that balance between mourning the past, treasuring the present, and keeping hope for the future." That has become our mission.

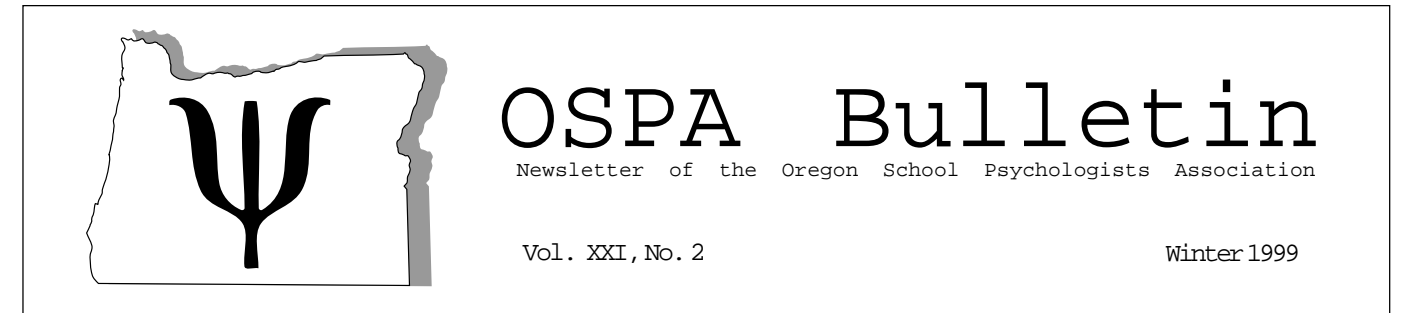
Editor's note: Cathy Paine has 22 years of experience as a school psychologist in Kansas and Oregon. She is presently a Special Services Coordinator and crisis response team leader for Springfield Public Schools. She may be reached at <cpaine@eps.lane.edu>

Oregon School Psychologists Association



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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.

**Tragedy Response: Lessons Learned In Springfield**

by Cathy Kennedy Paine

"In the United States today there are two types of schools: those that have had a major crisis, and those that are about to." Those startling words of Marleen Wong, Crisis Specialist for the Los Angeles Unified School District, have significant meaning for the students, staff and parents of Springfield, Oregon. While it is not likely that most schools will experience a mass shooting on their campus, it is very likely that most schools will experience some form of violence, natural disaster, accident or death in the months and years ahead. In spite of this fact, you may believe, as we once did, "It can't happen here."

Violence, natural disaster, or death can happen at any time, anywhere, and

school staff members must be prepared to handle any potential crisis or traumatic event. Increasingly, in school districts across the country, school psychologists have played a major role in school crisis interventions. When faced with any type of crisis, it is critical to respond to ensure the safety and security of the staff and students and restore order to the school. Then, in the aftermath of the crisis it is important to provide appropriate support to students and staff.

We in Springfield are fortunate to have school psychologists and counselors who are prepared and well trained in crisis response. Lane County ESD sponsors regular training in grief and loss and crisis response, and holds debriefings of major events. In addition, counselors and

school psychologists in Lane County are available to respond to other districts through an agreement signed annually by the school superintendents.

On Thursday, May 21, 1998 the students and staff of Thurston High School experienced the most horrific school crisis imaginable. In a few short moments we went from innocent, unsuspecting individuals engaged in our normal routines, to traumatized victims of a school cafeteria shooting spree. When the shots were fired on that spring morning our sense of safety and security was shattered along with our innocence, and no longer could we say, "It can't happen here." Nothing in our previous experiences in responding to individual stu-

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OSPA Liaison Includes Coalition Against Hate Crimes

by Jim Hanson

As school psychologists, we treat the individual and we treat society. If learning environments are healthy and safe, then learning may occur. In the face of toxic environments even the most gifted students' lives will be diminished. When violence, fear, and discrimination are present in the schools, no one can prosper. The National Association of School Psychologists is working on the "big picture" of societal change in two ways. First, school psychologists, through their expertise, are making a concerted effort to reduce violence in the schools by disseminating knowledge. President Clinton's *Guide to Safe Schools* co-written by NASP leaders, serves as a blueprint for our violence prevention efforts. Second, school psychologists are experts in facilitating the learning of children who have special needs or challenges. Children who are

in any way marginalized by society require our outreach and influence. NASP has developed the Tolerance in Action Campaign and Curriculum to address such special needs. OSPA members are working to bring the spirit of cooperation, respect, and non-violence into our state's schools.

The Coalition Against Hate Crimes is a group of leaders from some thirty community agencies. It includes advocacy agencies such as the Oregon Commission for Women, Basic Rights Oregon, Vision in Action, the American Jewish Committee, and Parents, Friends and Families of Lesbians and Gays. It includes law enforcement and public agencies such as the FBI, the U.S. District Attorney's Office, the Multnomah County Sheriff's Office, and the Portland Police Bureau. The Coalition's mission statement reads, "The CAHC believes in the dignity and worth of all human beings. CAHC's

mission is to use the moral authority of the Coalition and its members to give expression to the community conscience as spelled out in the Universal Declaration On Human Rights and its covenants. The purposes of the CAHC are to: act as advocate or voice for those who may be unable to be heard alone in matters of hate crimes, bigotry, bias, and intolerance; educate ourselves individually and collaboratively, and the community, about the members of the Coalition and their issues to develop mutual respect and trust; act as an agent of change and healing; and ensure that the Coalition is inclusive of the community" (Coalition Bylaws, November 25, 1998). These purposes mesh well with OSPA's mission for violence-free schools and tolerance in action.

In the past three months, OSPA has

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presidential perspective

As school psychologists we are empowered to "make a difference" for the children and families we serve. When people or systems put barriers in our way, we sometimes must be creative in how we do this. Alex Thomas, NASP President, has made a new and relevant resource available to help us impact children: the "Practical Strategies for Expanding Services to Children and Families" project. This program provides a manual of communication activities that is supplemented monthly with handouts, presentation ideas, newspaper articles and letters. If you missed this opportunity to obtain free materials to help you make a difference for children, try to borrow them from a friend; they're well worth spending some time with.

Another way we can make a difference is to volunteer. There are many opportunities to help out in our communities throughout the year. By volunteering we can influence children and families in ways that have positive effects on a child's overall personal growth as well as his or her education. Remember that it takes a village to raise a child and as school psychologists we

have unique skills to help make positive changes while assisting with the needs of our communities.

Finally, I would like to encourage you to take care of yourself during this busy time of the year. It is so important to meet our own needs in order to be effective in helping others. Make sure to take time for yourself, to pamper yourself now and throughout the year.

I wish you peace and joy as you start the new year.

Karen O'Brien



Photo courtesy of Phil Bawer

able to coordinate our response quickly. For example, additional phone lines set up by 10:00 AM the day of the tragedy were staffed 24 hours a day through the four-day holiday weekend by both city and school district employees.

Educate and train crisis response team members on a variety of topics including children's grief and loss responses, critical incident debriefing, student support techniques, suicide response, and trauma response.

Develop a written plan that describes intervention procedures and the responsibilities of team members; identify crisis response team members each year at either a building or district level. Also, construct annually an up-to-date phone tree which includes all certified and classified school staff. A good crisis plan is a form of insurance: you hope you never need it, but if you do, it will guide your school to a safe return to normalcy.

•During a Crisis:

Communicate within the district through an effective, fool-proof communication system. Accurate and timely information is critical in any crisis. We found that cell phones, pagers and two-way radios were essential, although even our cell phones jammed at times. The district phones were flooded with calls in the first hours following the shooting, and thus were useless: we saw ourselves on CNN but could not call the school down the street.

Drink water and breathe deeply when facing a traumatic event. Responding to a crisis is physically and emotionally exhausting, so be sure to find ways to support the caregivers. We were supported with wisdom and caring by Lane County

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Crisis Advice (continued from p. 1)

dent and teacher deaths prepared us for the magnitude of this event. What was first thought to be a school prank turned into a nightmare in which two students were killed and 22 others were wounded.

During the days following the shooting we found ourselves careening down a steep road at high speed toward an unknown course of events. At every turn there were surprises and quick changes: plans made, revised, then revised again. The speed and the steepness of the course were frightening at times, but we were not without a map. Our previous in-district planning and our communication with community agencies gave us the tools to successfully navigate this risky course.

My colleague, Bob Cattoche, and I are both Special Services coordinators and school psychologists experienced in crisis response. We organized a core team of psychologists, administrators, and mental health workers who developed the school district response. Bob and I are extremely grateful for the expert support provided by the Springfield school psychologists: Pat Coyne, Alex Granzin, Patricia Reinker, Frank Sullivan, Shannon Sperry, and Rob March.

Here is our advice to you:

•Before a Crisis:

Coordinate emergency plans with community agencies, including police, fire, rescue, hospital, and mental health services.

Identify the key players in your area and get to know them. Fortunately, our district had practiced a "mock" disaster with these agencies before the shooting so we were

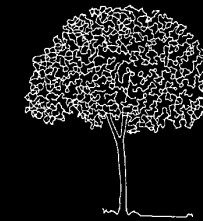
Coalition (from p. 1)

come to be seen as a valuable part of the Coalition Against Hate Crimes. Our role in the schools and as advocates for children is recognized and lauded. The general level of the community's knowledge regarding school environments and programs has thereby been increased. Being a member of the Coalition Against Hate Crimes is a convenient way for OSPA to work on its mission of creating brighter futures for Oregon's children. We are now working together with state and local agencies that have similar goals and functions. We are not only sharing our expertise through professional affiliation and collaborative problem solving, we are gaining friends who will support our efforts in helping Oregon's kids.



(Editor's Note: Jim Hanson is immediate past-president of OSPA, presently serving as chair of the OSPA Liaison Committee. Among other efforts in this regard, Jim

has begun to sit on Oregon's "Coalition Against Hate Crimes." CAHC founder and chair Rabbi Larry Halpern recently invited Jim to sit in the CAHC General Assembly. Jim has since attended three CAHC meetings. At the second of these, he was personally and publicly invited, as a representative of OSPA, by U.S. Deputy District Attorney Oklaner Christian Dark to sit on CAHC's Education Subcommittee, an invitation which Jim accepted. In explaining OSPA's role and functions to the community agencies that form the CAHC, Jim said, "My organization and I can function as permanent liaisons between this committee and Oregon's Public Schools. We, as psychologists, are a permanent part of education's infrastructure and as such, we are ideal candidates for facilitating school-based tolerance and anti-violence programs." At the last CAHC meeting on December 8, 1998, Jim made available *Early Warning, Timely Response: A Guide to Safe Schools*. Members of the committee took the guides with great interest, and thanked OSPA for the contribution.)



A Blueprint
for the Future

1999 NASP Annual Convention & Exposition

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Each year the NASP Children's Fund solicits applications for projects. Funded projects impact children's lives and are as diverse as a Handbook of Poetry by Classmates of Victims of Shootings in Jonesboro, Arkansas or Teddy Bears for Tornado Victims in Arkansas. The Children's Fund responded to the need for school supplies in flooded North Dakota and Minnesota and after tornadoes in Florida and Tennessee. Recently funded was a safe place for children of physical and sexual abuse to be interviewed other than in their school or the police station in Rutland, Vermont. Funds were provided for printing and dissemination of a brochure on a low incidence handicap. We are seeking applicants with ideas on projects that will directly affect children.

Projects that will be considered for funding will be consistent with the Fund's priorities, which include:

- Advocate for the essential rights and welfare of all children and youth.
- Promote learning environments that facilitate optimal development.
- Research effective interventions that address distressing circumstances of children and youth.
- Embrace individual differences in children and youth.

The NASP Children's Fund Board encourages full-time school psychologists, as well as graduate students, academicians, and interdisciplinary teams to apply for funding. Successful applications will be unique in the service they provide. Research is considered when it directly interacts with children.

The NASP Children's Fund is affiliated with, but an independent charitable organization of, the National Association of School Psychologists. As a tax exempt, nonprofit charity, the Children's Fund can accept and disburse monies for charitable purposes. We invite you to submit an application for funding for the 1999-2000 school year. The Deadline for Applications is June 1, 1999. For information write to: Dr. Randy I. Olley, c/o Pupil Services, Chatsworth Elementary, 222 New Avenue, Reistertown, MD 21136; call 410-887-6915 or fax: 410-602-8338.

University of Oregon sponsors speakers for special ed systems change

The University of Oregon recently announced "a unique opportunity for professional development from nationally renowned educators." The program, called "Building Partnerships: Supporting Special Education Systems Change Through Professional Development," will focus on ways of implementing the re-authorization of the Individuals with Disabilities Education Act (IDEA 97)." The School Psychology Program at the University, in cooperation with the Curriculum-Based Measurement Leadership and Training Grant, is sponsoring a series of nationally known speakers to support local educators in this change process. Topics will range from systems level change in special education to legal ramifications of IDEA, effective regular and special education interventions, and academic and behavioral assessment issues.

For more information regarding this professional development opportunity, *OSPA Bulletin* readers are encouraged to visit the Curriculum-Based Measurement Leadership and Training grant website at: [HYPERLINK http://interact.uoregon.edu/DSECR/cbm.htm](http://interact.uoregon.edu/DSECR/cbm.htm). Some locations and times of presentations will be provided at a later date. Once space availability and local interest are assessed, a minimal charge for attendance will be determined.

Current plans include the following presenters, topics, and other information:

Daniel Reschly, Ph.D. Professor of Special Education at Peabody College, Vanderbilt Univ. Shifting from that Ol' Time Religion: Reform Trends and Systems Design Alternatives 1/08/99 2:00-5:00pm University of Oregon, 128 Chiles

Kevin Feldman, Ph.D. Director of Reading/Intervention & Curriculum Services, Sonoma County of Education, Sonoma, CA Instructional Supports and Interventions for Teachers and Role-Shifting for School Psychologists 2/02/99 (Location TBA)

Doug Fuchs, Ph.D. Professor of Special Education and Co-Director of the Kennedy Centers Institute at Peabody College of Vanderbilt University & Lynn Fuchs, Ph. D. Professor of Special Education and Co-Director of the Kennedy Centers Institution Discussion on the Implementation of the Peer-Assisted Learning Strategies (PALS), a Class-wide Intervention for Regular Education Classrooms to Accommodate Diverse Learners 2/12/99 (Location TBA)

W. David Tilly, Ph.D. Consultant for the Special Education Research And Innovation Project at the Iowa Department of

Education & Randy Allison, MS Supervisor of School Psychological Services In the Heartland AEA 11, Johnston, Iowa Providing Psychological and Special Education Services Within a Problem-Solving Model to Support Teachers and Students 2/23/99 Location TBA

Kenneth Howell, Ph.D. Professor of Special Education at Western Washington University How Assessment of "Teaching and Learning" is Tied to Special Education Problem-Solving 3/05/99 Location TBA

Judy Schrag, Ph.D. Vice-President of Educational Services/Learning Systems Group, Washington, DC & David Prasse, Ph.D. Professor of School Psychology at Governors State University in Illinois Legal Issues of Working Within a Non-Categorical Service Delivery Model 3/12/99 (Location TBA)

Frank Gresham, Ph.D. Director of the School Psychology Program at the University of California, Riverside Non-Categorical Assessment of Students With Challenging Social Behaviors 4/23/99 (Location TBA)

Kim Gibbons, Ph.D. Project Coordinator of IMPACT, a teacher empowerment project, and Faculty Member of the University of Minnesota A Description of the IMPACT Program of Continuing Professional Development and Current Results of the Project's Success 4/29/99 (Tentative) (Location TBA)

Stan Deno, Ph.D. Professor of Special Education at the University of Minnesota &

Gary German, Ph.D. Director of St. Croix River Education District The Importance of Using the Problem-Solving Model in Educational Settings 5/14/99 (Location TBA)

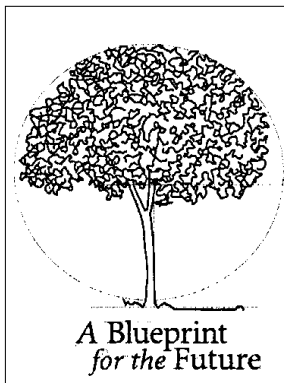
Mark Shinn, Ph.D. Director of the School Psychology Program at the University of Oregon Problem-Solving: The Cornerstone of Special Education Reform and IDEA 98 Improvements (Date and Location TBA)

Michelle Gilbert, Ph.D. Project Coordinator of the Early Childhood Research Institute at the University of Oregon Staff Development Planning and Implementation In A Problem-Solving Model (Date and Location TBA)

Roland Good, Ph.D. Professor of School Psychology at the University of Oregon Problem-Solving & Identification of Students With Severe Achievement Discrepancies (Date and Location TBA)

Oregon will be one of the states on NASP's list. Training will take place somewhere in the state, and will last a full day.

Individuals interested in this program should leave their name and phone number on the OSPA phone line, 503-282-6672, or contact OSPA president Karen O'Brien via email at <kobrien@harborside.com>.



A Blueprint for the Future

NASP Offers Political Training to OSPA

NASP will be providing training to twelve states during the next two years on Government and Professional Relations. The training is intended to help state associations advocate for political action at the local level.

If sufficient interest for the training is generated,

OSPA News

Nominations Sought for Treasurer, President

Chair of the Nominations and Awards Committee Stephanie Schiavo is seeking nominations for president-elect and treasurer. Elections for president were held during the summer of this past year; that was a later-than-normal time for the process, and holding them this spring will get OSPA back on track with its usual calendar.

President-elect is a three-year commitment.

The office of treasurer entails a two-year commitment. The treasurer keeps and manages the general financial records for the association, in addition to looking after the financial aspects of conferences and other OSPA events. The treasurer presents regular financial reports at executive board meetings, and to the OSPA membership at general business meetings.

Individuals with questions about OSPA board meetings or procedures are encouraged to contact any of the current board members (see box at right for some of those individuals). Specific questions regarding the position of treasurer may be referred to present treasurer Julie Sams at 503-674-8188, or email, <>.

OSPA members may nominate themselves (which is the normal course of events), or another individual. Further nomination information may be obtained from Stephanie Schiavo at 503-295-6954.

Outstanding School Psychologist Nominations Solicited

It is now time to nominate candidates for the Outstanding School Psychologist Award for 1999. One psychologist will be selected from among those nominated and will be recognized during an OSPA meeting this spring. Nominees must be members of OSPA, and must have made exemplary contributions to the profession by providing direct services to students, parents, schools, and communities.

To receive a nomination packet, contact Stephanie Schiavo at 503-295-6954. Nominations are due by February 15, 1999.

Spring Conference Cancelled

OSPA's spring conference, which traditionally takes place in April, has been cancelled this spring, upon the decision of the executive board.

Every third year—and 1999 would have been the year—for the past number of years, OSPA has joined with the state school psychologist associations in Idaho and Washington for a "Tri-State Conference," which usually has taken place in Portland. Tri-State is a well-attended and well-received convention.

The National Association of School Psychologists wrote to Tri-State coordinators during the summer, requesting that the three states not hold their conference this year, for fear of it affecting attendance at the NASP Convention in Las Vegas.

NASP makes attempts to move its convention to different cities around the country from year to year, even though statistics show that such meetings have larger attendance when in the East, as opposed to west of the Rocky Mountains.

NASP's fear was that if Oregon, Washington, and Idaho held a large conference requiring out-of-state travel during the same month that the national association held a convention on the West Coast, many potential participants would opt out of one event or the other, and thus diminish both conference quality and financial success.

Bulletin Editor Needed

As current editor David Streight moves into his year as OSPA President, our state association is seeking an editor, or co-editor, for this *Bulletin*. For information regarding the position or anything related to it, please contact David at 503-246-8715 (h), 503-246-7771 (w), or email <streight@teleport.com>.

Looking for a job change?

See OSPA website for announcements:
<http://users.aol.com/philip574/ospa>



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.

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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:
Spring, March 1, 1999
Summer, June 1, 1999

NASP Emergency Assistance Team plays key role

reprinted from *FASP Newsletter, Fall 1998*

(Editor's Note: The following is from an address given by Frank Zenere, a school psychologist from Miami-Dade County Public Schools in Miami, Florida, and is an excellent introduction to the work done by NASP's National Emergency Assistance Team (NEAT). Zenere is a member of NEAT; he also serves as a community crisis responder and trainer for the National Organization for Victim Assistance (NOVA), as chair of the Disaster Mental Health Team for the Greater Miami and Florida Keys Chapter of the American Red Cross, and as a member of the Miami-Dade County Volunteer Organizations Active in Disaster (VOAD) Mental Health Task Force.)

I am deeply honored to have been chosen to participate as a member of the Community Crisis Intervention Focus Group. It is also a privilege to be accompanied by nationally renowned leaders in the field. During the 1997-98 school year members of NASP/NEAT have participated as part of the NOVA community crisis response to the school shootings in Paducah, Kentucky; Jonesboro, Arkansas; Edinboro, Pennsylvania, and most recently, Springfield, Oregon.

The bloodshed which has occurred on school campuses across our great nation has dramatically and perhaps irreparably changed the psyche of Americans. For, just as the bombing of the Alfred P. Murrah Federal Building in Oklahoma City made us all realize just how vulnerable we are to multiple criminal victimizations, the recent school tragedies have also struck a blow to once perceived sacred territory. Yes, the perception of a safe and secure school house has been tremendously violated. Parents, children, administrators, teachers, and other school personnel are experiencing fear and anguish wondering if their school will be the next site of such outrageous violence. Abraham Maslow taught us that establishing a sense of safety and security in the mind of a child is critical and essential in the development of future cognitive, emotional, and social growth. The sanctity of the school house as a safe and secure environment to learn and grow must be re-established.

Crisis can be defined as "a perception of an event or situation as an intolerable difficulty that exceeds the resources and coping mechanisms of a person, group or community." In Gerald Caplan's words, "It is only when the traumatic event is subjectively perceived as a threat to need fulfillment, safety, or meaningful existence that an individual enters a state of crisis." Crisis intervention then may be looked upon as the process used to promote the psychological resolution of a crisis and restoration to at least the level of functioning that existed prior to the crisis event.

Crisis intervention is a most effective tool in responding to and reducing emotional trauma. This is accomplished by:

- addressing safety and security concerns allowing the traumatized an opportunity to ventilate and validate their thoughts and reactions
- restoring the dominance of cognitive functioning over emotional reactions facilitating the restoration of community and social connection
- providing education on future expectations, and
- providing opportunities for survivors to interpret the trauma event.

Following the Oklahoma City bombing, Steven Crane

and Joyce Lowrey, school psychologists, drafted a proposal for NASP suggesting the creation of a national emergency response team that would help children and school districts receive support and training for crisis management in the schools, as well as the community. This action led to the creation of the NASP/NEAT in 1996.

The mission of the National Emergency Assistance Team is to develop policies and procedures, disseminate information, provide consultation, and facilitate the training of school-based crisis teams in response to significant emergencies impacting children and adolescents. The purpose of this team is to provide the expertise to enable school districts to respond before, during and after a large scale crisis. The team is composed of highly trained Nationally Certified School Psychologists, with expertise in prevention, intervention, and postvention, who can provide assistance in response to large scale emergencies. NEAT is led by Dr. Scott Poland, Director of Psychological Services, Cypress-Fairbanks Independent School District, Houston, Texas. Scott is a national leader in school crisis management, and responded to the school shootings in Jonesboro, Arkansas and Paducah, Kentucky, where he was the leader of the NOVA Crisis Response Team.

The intention of the National Emergency Assistance Team is to help save lives, reduce trauma and injury, facilitate the psychological well-being of students and staff, and enable schools to resume regular activities in a timely fashion following a school community crisis.

As mentioned earlier, NASP/NEAT and NOVA, share an important alliance. NEAT members have received extensive NOVA training and fully adhere to their crisis response model. There is much to be gained from this synergistic relationship. We are extremely grateful to Dr. Marlene Young, Director of the NOVA, for her guidance, spirit, and energy. As members of NASP/NEAT we strongly believe that we are in a unique position to offer school community crisis intervention services. Our psychoeducational background, knowledge of learning theory, the developmental growth process, and the understanding of school operations, make NASP/NEAT a valuable resource to NOVA, and to the nation. NEAT is well suited to respond to traumatic events within the educational community, in other words, as NEAT member Kris Sieckert commented following her return from the NOVA crisis response to the school shootings in Springfield, Oregon: "We speak the same language."

The NASP/NEAT school community crisis response plan is based upon the philosophy of Gerald Kaplan, a pioneer in the field of crisis intervention who envisioned crisis intervention as having three major components:

- 1) primary intervention, which is aimed at heading off crisis events or teaching people to cope with them before they occur.
- 2) secondary intervention, which attempts to minimize the harmful effects of traumatic events which have already occurred; and
- 3) tertiary intervention, which addresses the long term reactions related to trauma victimization.

When NASP/NEAT is invited to participate in a school community crisis response, preliminary contacts with school district personnel occur, so that necessary information is gathered and appropriate arrangements have been secured for our arrival. Transportation, lodging, and logistical concerns regarding site accessibility and available meeting space are discussed. Communication with local school district personnel and other community leaders is essential in preparing our acceptance into the traumatized community. As in the NOVA model, the NEAT response will be confined to a 72 hour period.

Upon arrival at the site, NASP/NEAT members will meet with local school district officials and other key community liaisons in preparing the crisis response. The media will be briefed as to the NEAT mission, goals, and objectives. This briefing will then be followed by a visit to the site of the tragedy where NEAT members get a feel for the magnitude of victimization which occurred. Plans will be made for conducting group crisis interventions using the NOVA model. This includes the identification of high-risk victim survivors who were directly involved in the trauma, witnesses and rescuers, and additional students and school personnel. Furthermore, provisions will be made to address the families and peers of victims, as well as survivors. The needs of the concerned community can best be accomplished by hosting one or more community wide G.C.I.'s, which may be held in a school gymnasium, cafeteria or auditorium. The G.C.I.'s will address the acute need for safety and security, allow for the ventilation and validation of crisis reactions, and helps to predict and prepare the school community for what lies ahead. NEAT members prefer to conduct G.C.I.'s with same group participants (i.e., student groups, parent groups, faculty, etc.) in order to create a more conducive environment for sharing reactions.

During the course of the G.C.I., the victim survivor is given the opportunity to share a variety of thoughts and reactions regarding his/her trauma experiences. Responses such as fear and terror, danger and outrage, confusion and frustration, guilt or self-blame, shame or humiliation, and grief or sorrow are common and expected. Sensorial accounts of the traumatic event are also likely to be recalled.

NEAT members, Dr. Scott Poland and Rich Lieberman, who responded to the shootings at Westside Middle School in Jonesboro, Arkansas, stated that "the school children were tortured by many questions. They wanted to know why this horrible event occurred, Why are children killing children and could it happen again?" Westside Middle School Psychologist, Betty Stockton, commented that words are now spoken by children that should never have to be said, such as "she fell right beside me, I saw the blood, they screamed 'run'.... I just wish, I could have gone back... Maybe I could have saved her."

The G.C.I. also provides the means to explore positive coping methods which may help the child or adult to more effectively deal with the trauma event.

Another objective of NEAT is to provide support and training to local caregivers such as school counselors, school psychologists, school social workers, clergy and others who will be providing intermediate and long term mental health care.

A most important way that NEAT members assist school community trauma victims is through education. We educate and consult with school district officials, school personnel, students and parents regarding the physical, cognitive, emotional and behavioral manifestations connected to traumatic loss. Loss of trust, security, faith, opportunity, dreams, identity, purpose, and innocence surround the bereaved child/or adolescent.

We also provide information regarding children's common responses to homicide which include:

- Concern about fearing that the person suffered
- Horror from repeatedly visualizing the crime in their mind
- Constant need to tell and retell the story of the crime
- Need to reenact the crime through play
- Desire to seek revenge against the murderer

- Yearning to join the loved one
- Desire to plan one's own funeral, especially with teens
- Searching and questioning his/ her belief in an afterlife

We speak of how developmental processes impact how youth respond to such losses, and provide recommendations based on best practices models, as to how to respond and cope with these concerns as a child/or adolescent, parent, school administrator or other school personnel.

In the aftermath of violent homicide, children often fear their own death, or the death of a loved one; fear of being left alone or leaving the safety of the home to come to school, they may experience nightmares, regression of behaviors, an inability to concentrate, and may demonstrate very aggressive behavior.

NEAT phases out its on-site crisis response by:

1. Emphasizing the need for long-term and ongoing intervention for victim survivors. This can be managed by:
 - Letting students know there will continue to be people available who are willing to listen to their concerns.
 - Providing a list of local help resources
 - Giving permission for school personnel and students to discuss and revisit the tragedy as needed.
 - Infusing the trauma into the context of the school curriculum, and
 - Assisting as a consultant in the development of appropriate memorial activities.
2. Providing facts to allay fears, by
 - Offering realistic reassurance
 - Building back a sense of control
 - Alerting victim survivors to the fluctuating, winding path of the grief process
3. Thinking ahead to effects which might later develop by,
 - Being aware that similar incidents in another location may trigger renewed feelings
 - Planning a special remembrance for the one year anniversary of the event, or other important moments such as a graduation, thereby diverting renewed reaction if the date or event is ignored.
4. Listening and watch for longterm reactions.
 - Preparing for anticipated longterm reactions including periodic emotional distress.
 - Watching for pathological longterm reactions i.e. PTSD symptoms, drop in academic performance, truancy, drug involvement, aggressive or suicidal behavior.
5. Finding ways to emphasize a return to stability and equilibrium.

I am grateful for the opportunity to share information with you regarding the NASP/NEAT school community crisis response plan. The NASP/NEAT philosophy toward school community crisis response draws from theoretical and practical foundations. Our alliance with NOVA increases the efficiency of both agencies in providing community crisis response services. Furthermore, the NASP/NEAT brings a unique ability to address traumatic events impacting the school community. We are all united in our hope that the tragic events occurring in Paducah, Jonesboro, Edinboro and Springfield are not repeated.

The Chinese symbol for crisis translates as "Opportunity blowing on an ill wind." We have learned much from those who have suffered tremendous injustice and loss. The opportunity for growth is upon us. Let us prepare wisely for the future, for we can not afford to get caught with our plans down. 