Early Intervention In A Disaster: The Cokeville Hostage/Bombing Crisis

Editor's Note: On May 16, 1986 shortly after 1 p.m., David and Doris Young entered and forcibly took over the Cokeville Elementary School, holding hostages approximately 160 students and adults. According to reports from the conversations of the hostage-takers and the principal, David Young spoke often of starting a revolution to solve society problems and demanded $2,000,000 per student to help finance the revolution. Sometime after 3 p.m. David Young left the classroom in which the hostages were being held and his wife accidentally triggered an explosive device which fortunately failed to completely detonate and explode. Nevertheless, the explosion injured approximately 80 persons including Mrs. Young. As the hostages ran from the building David Young returned to the room and recognized his plans were finished, shot and killed his wife and then himself. The terrorist incident was over shortly after 3:30 p.m. Approximately 60 parents have been involved in formal counselling services in the aftermath of the incident and 40 cases terminated as of August. The following item by Dr. Nohl Sandall was requested by the editor after Sandall appeared on NRC Nightly News. The editor also had the opportunity to interview him during a summer visit with the Wyoming School Psych-educational Association, Dr. Sandall is a social psychology graduate of Brigham Young University and a licensed psychologist in Wyoming employed by Lincoln County School District #2 which includes the Cokeville Elementary School.

I appreciate the opportunity to prepare this article concerning the Cokeville hostage/bombing crisis of 1986. Cokeville is a rural farming community in extreme western Wyoming. There are about 500 people in Cokeville and another 500 in outlying areas. It is approximately 150 miles north and slightly east of Salt Lake City, Utah, and 130 miles south of Jackson, Wyoming. The elementary school has approximately 150 students and 15 faculty and staff. My first contact with Cokeville began in the fall of school year 1981-82. I was hired by Western Wyoming Mental Health Center as staff psychologist at North Lincoln Clinic and later (1982-83 and 83-84) as Clinic Co-ordinator. Cokeville School District #2 purchased my services 4 days weekly, one of which was spent in Cokeville. Previous to 1981 I served as director of a regional educational service center in southeastern Utah. I had also been on staff of the University of Utah as project director of the training program for clinical psychology graduates (US Office of Education-Bureau of Education for the Handicapped) demonstration projects, site co-ordinator for USOE-LEH project, and worked 5 years at Utah State Hospital in Provo, Utah. I have also taught several graduate and undergraduate courses for several colleges. I received my Ph.D. from Brigham Young University in 1979 and am currently a licensed psychologist in Wyoming, practicing in the Afton, Wyoming area. Duties for the school district before 16 May 1986, were common to those of many school psychologists, i.e., assessment, counseling, working with teachers and staff and responding to PL 94-142.

It is difficult to imagine school psychologists role changing as dramatically as they did in the aftermath of the Cokeville bombing—virtually impossible to plan for. By late Saturday, May 17th, the decision had been made that I would coordinate and manage the intervention in the aftermath of the crisis. At this point a need to define limits emerged. We also had to begin to establish priority concerns (US Office of Education-Bureau of Education for the Handicapped) demonstration projects, site co-ordinator for USOE-LEH project, and worked 5 years at Utah State Hospital in Provo, Utah. I have also taught several graduate and undergraduate courses for several colleges. I received my Ph.D. from Brigham Young University in 1979 and am currently a licensed psychologist in Wyoming, practicing in the Afton, Wyoming area. Duties for the school district before 16 May 1986, were common to those of many school psychologists, i.e., assessment, counseling, working with teachers and staff and responding to PL 94-142.

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Town Meeting

Because in Cokeville much civic activity centered around the school, as early as Saturday evening, Principal Max Excell and I were moving toward a town meeting plan. Tentatively, this was planned to occur Monday afternoon with smaller group follow-up sessions to follow. Because of the uniqueness of the incident, the purposes of the meeting were to: a) provide information regarding expected reactions and how to respond to and deal with them and, b) begin to establish a sense of openness and support in the community.

We received broad support for this course of action. Victims of the Chowchilla bus buring incident had been told to return to their homes and to forget about what had happened to them and only a small percentage of them would ever develop any symptoms. Subsequently, a 4 -5 year follow-up demonstrated 100% with clinical symptoms. Dealing with the incident by denying it did not seem the best course to follow (Torr, 1983). Also, Mr. Henry Tarke of San Ysidro, California, emphasized the value to "rehearse, rehearse, rehearse..." (Tarke, 1986).

Because Cokeville is a very close knit community, we felt it advisable to involve local and regional counselors in the follow-up. We felt that perceived proximity and dealing with a similar experience in the immediate future and community would be invaluable in encouraging openness. We felt that inviting in counselors from out of the state or region may have had the effect of inhibiting free expression of concerns and questions. Again, this view was supported and we felt our own perceptions were confirmed in terms of the direction in which we should move.

The Facility

An issue that had to be addressed was management of the building, including the room where the incident had occurred. As early as Saturday night, some children were asking to go back into the room. Our decision was to allow access to the room for the following reasons: a) To allay Community Organization/relations, mediation liaison, staff co-ordination, and group facilitator. Still later Saturday evening, the FBI, Bureau of Alcohol, Tobacco and Firearms and local and regional law enforcement had surrounded the building to school officials. Law enforcement had also adopted the view that David Young had acted alone as opposed to part of a large group such as_Posse Comitatus was as was at one time suspected. This information allowed us to plan when to return to the school and to about whether there was need to be concerned about reprisals of any sort from someone else. Another issue was how to impact as many residents as possible in an appropriate and productive manner.

Nomination Ballot to Appear in Next Issue

The official nominations ballot for the 1987 NASP election will be included in the next Communiqué. This will be your only opportunity to nominate candidates for state, regional, and national offices.

Policies and Procedures: All nominations will be returned to the N&E Committee (N&E) by December 24, 1986, and counted. The person with the highest number of nominations is placed on the ballot, as is the person with the second highest number. When the slate is completed, all nominees will be notified and advised in writing of the results by first class mail. National level nominees will be notified by telephone within 7 days of the nomination ballot deadline (December) and within 24 hours of when the ballot count is official.

Elections: The proposed slate of officers, directors and delegates shall be presented at the January Executive Board Meeting. Presidential candidates will be requested to respond to a series of questions to be published in the March issue of the Association. All candidates will be notified and advised of the need for a biographical statement by January 26, 1987. Voting shall be by first class mail. Only NASP members as of March 1, 1987 shall be permitted to vote. Ballots will be counted by impartial people hired by the Association. Ballots must be returned within 10 days following the convention. A plurality of votes cast shall determine the election of each officer.

National Officers and Regional Directors: National officers and regional directors of the Association shall consist of the following: and shall be elected to the indicated terms of office:

President: 1 Yr. Secretary: 2 Yr.
Treasurer: 2 Yr. Director: 2 Yr.

The Secretary shall be elected every odd year, the Treasurer every even year. There shall be two Directors from each region. No two Directors shall serve concurrently from one state. Regional Directors may succeed themselves for one term. All states with more than one NASP member shall elect a Delegate to serve a two-year term to the Delegate Assembly. Delegates may also succeed themselves for one term.

Election Results: The newly elected officers, directors and delegates shall officially take office on July 1st following the election.

Election Challenge: A request to challenge an election must be submitted in writing, with a rationale, to the President and the N&E Committee before the closing date of the elections. The only exception is a challenge based on the vote tabulation process and procedures which must be filed within 3 weeks after the candidate is informed of the election results.

Limitations: Anyone currently in a NASP office who wishes to run for another NASP office with an overlapping term shall resign from the current elected office upon election to the new office. All officers shall be regular members of the Association. Directors and Delegates may hold any classification of individual membership.
to resume a regular schedule on Friday. Support included three to five counselors in the elementary (several of the school psychologists and counselors), and two in the high school where many brothers and sisters had waited throughout the hostage taking. There were also two teachers available for each class in case of need. All backup maintained a visible, but non-intrusive presence. The best news we could have heard occurred at 1:05 p.m., when the wrong message from the building would not be retransmitted.

As children returned to school, it was apparent they needed to re-engage and continue to process the incident. This was allowed to occur unhindered and ran its course in due time—usually ½ to 2 hours. As a routine process of school took hold, children learned from the structure they felt and were reassured by it. There seemed to come a time when a clear message from the building was a readiness to get back to some sort of “business as usual” attitude with no more upset than usually is associated with the ending of the school year.

Children Many children were asked to return to the building Saturday night, May 17th, and many were also already asking when they could return to school. Not to return to school was to send the message that things were so bad that school could not be resumed. To return to school with all due deliberation would establish the expectation that a return to normality was within reach and that those involved were fully capable of managing a resumption of normal activities. The return to school had the effect of putting all parties in the position of being able to say: “This was a crisis, but we are able to get back to school and resume normalcy in spite of what happened. This was also a valuable time for children to learn about the risks of telling. With this information more focused, follow-up became a real possibility.

General, with the passing of time, those children who verbalized most effectively and in the greatest quantity have managed recovery best; and those who remained silent, those children who most often have exhibited the fewest symptoms. Therefore, due to these two factors, we have encouraged children seen subsequently to attend summer school. Return to the building has seemed to desensitize children to the facility while staying away has in many cases resulted in development of increased levels of fear.

Summer Follow-up, Victims
Past experience with traumatic crises has indicated that follow-up in some individual cases could go on for 1 to 2 years. When immediate intervention has not been accomplished, part of the delay may be due to full discussion by the children of the incident, writing in daily journals, and listing on the board of feelings and events.

Artistically, primarily picture drawing, was also encouraged. Because of the close tie that existed between teacher and student, the child was able to share his being back in the classroom with someone who were close to and trusted in a new, deeply meaningful way, and permitted a process that would normally be difficult to generate in any other way.

Initially, it had been anticipated to return to school on Thursday or Friday. After several meetings, the staff made the decision to return to school for 2 hours on Wednesday, a half-day on Thursday, and to access the room would be inconsistent with the main focus of an open atmosphere about the incident. b) To disallow access to the building in question as to why and speculation as to how bad things must be that people couldn’t even go back to the scene to examine it. c) To disallow access goes against Tarke’s (McDonald’s Massacre) advice to rehearse. d) To allow access was felt to maintain openness, communication, and individuals’ ability to deal with the situation, eliminate ambiguity about the reality of the situation, and allow residents and student victims to begin to re-establish ownership of the building.

In extensive discussion with individuals as they moved through, interacted in, and emerged from the building, it was apparent that fears were alleviated. The reality of the situation, although somewhat anxiety arousing, was not severe as some of the things that had been imagined in the absence of facts. The room remains open and will remain open during renovation to allow for rehearsing and to allow victims to draw parallels between the room’s recovery to full use and individual’s recovery to full physical and emotional health.

Return to School, Faculty and Staff
One of the many unique circumstances in the Cokesville crisis was that faculty and staff were taken hostage and involved in the bombing. Therefore, it was felt that they should be involved in the decision to go back to school. It was also necessary to facilitate the transition and immersed them in the trauma. This was accomplished on an ongoing basis from the time of the decision to be more informal, small group gatherings on a one to one exchange. The Tuesday following the incident was set aside for faculty and staff gatherings as a group. More intensive processing took place at this time. The issue was never whether to return to school or not, but rather what day, and in what exact manner, would this be best accomplished.

Processing issues with the teachers as a group included, a) what might be expected from the children, b) what might be expected from the children, c) what might be expected from the children, d) what might be expected from the children, e) what might be expected from the children, f) what might be expected from the children, g) what might be expected from the children, h) what might be expected from the children, i) what might be expected from the children, j) what might be expected from the children, k) what might be expected from the children, l) what might be expected from the children, m) what might be expected from the children, n) what might be expected from the children, o) what might be expected from the children, p) what might be expected from the children, q) what might be expected from the children, r) what might be expected from the children, s) what might be expected from the children, t) what might be expected from the children, u) what might be expected from the children, v) what might be expected from the children, w) what might be expected from the children, x) what might be expected from the children, y) what might be expected from the children, z) what might be expected from the children.

The Communique is the official newsletter of the National Association of School Psychologists and is published eight times a year (September, October, November, January, February, March, April, May, June). The office of publication is NASP, 2951 Silver Spring Drive, Capagoga Falls, Ohio 44224. Subscription rate is $20.00 a year. Second-class postage paid at Harrisonburg, VA, and at additional entry offices. Postmaster, please send form 3579 to NASP, c/o P. O. Box 184, Rest, Ohio 44240.

The Communique does not necessarily indicate official sanction, promotion, or endorsement on the part of the Communique or the National Association of School Psychologists.

Manuscripts for feature articles should be submitted to the Editor. It is the policy of the Editor to use a blind review process for evaluation of manuscripts. Employment notices, ads, announcements, coming events and state news should be sent to the appropriate Associate Editor (see below).

Deadline for Receipt of Material by the Editor

| #1 | September, 1986 |
| #2 | October, 1986 |
| #3 | November, 1986 |
| #4 | December, 1986 |
| #5 | January, 1987 |
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Child Psychiatrists Describe Children's Reactions To Disaster

How does it affect a child to watch a parent being raped or murdered? What are the long-term psychological effects on a child who experiences a devastating earthquake? These and other questions are described in a special section on children's reactions to severe trauma in the May 1986 Journal of the American Academy of Child Psychiatry.

According to child psychiatrist E. James Anthony, M.D., special section editor, "The last ing effects of disasters on children have been ignored by parents and scientists too long."

Child psychiatrists Robert Pynoo, M.D., M.P.H. and Spencer Eth, M.D. point out that there is a large number of unrecognized children who have witnessed violence and disasters as a result of the trauma. For example, in Los Angeles County, dependent children witness between 10% and 20% of the approximately 7000 annual homicides.

The special section shows that children who have witnessed traumatic events:
- Re-enact the event in their thoughts;
- Fear that the tragedy will happen again;
- Withdraw from the outside environment;
- Show an extreme need to cling to family members.

These are the specific events described:
- Cambodian children's massive trauma, including a devastating loss of families and starvation in 1975-79. In a study of 40 of these children who had escaped to the U.S., child psychiatrists found that half had developed serious stress disorders, and that depression was common (J. D. Kinzie, M.D., et al.).

- A study of 3000 people, mostly children, who had experienced violent loss of family, forced labor and displacement in Afghanistan and Pakistan in 1978-79, including the assassination of the President and the destruction of the American Embassy. In a subsequent child psychiatric intervention program, the majority of the children mastered the psychological effects of the trauma through repetitive narrations, drawings and play (Elmore F. Rigamer, M.D.).

The article points out that we know much less about children's reactions following trauma than we do about adults' reactions. Child psychiatrists Robert S. Pynoo, M.D., M.P.H. and Spencer Eth, M.D. describe a new approach for investigating the child who has witnessed an extreme act of violence, Norman Garmezy, Ph.D. provides a critique and commentary.

Most of the authors are child psychiatrists and members of the American Academy of Child Psychiatry, headquartered in Washington, D.C. The Academy has 3200 members, who are physicians with 5 years of advanced training in general and specialty areas. In addition to publishing the bimonthly J.A.C.P., the Academy sponsors a variety of programs designed to further the psychiatric care of children, adolescents and their families, including a national continuing education program and a public information service.

A scene from Session One, "The Active Parent," of Active Parenting, the innovative video-based parenting program.

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— Jon Carlson

Individual Psychology, June, 1985

It’s practical

"The use of the video-medium is excellent. The leader’s guide is well-done and its format lends itself to adaptation by creative leaders. Above all, the theoretical basis of the program is not only sound but practical."

— Alicia A. Hodges and Walter L. Hodges

Dimensions, October, 1985

It’s more effective

"Perhaps the program’s most valuable component is its utilization of videotaped role-plays. Observation of the videotaped models, in conjunction with the in-class video practice and group discussions, enhances the learning process much more than the exclusive use of a lecture-type of format."

— Eric S. Cole, Techniques, April, 1986

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A Guide to Parenting Programs, 1985

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TO THE EDITOR, from page 1

2. Develop Local Normative Data. Use the already in place final exams, ability and achievement test scores and develop yearly norms across classes, grades, schools and districts.

3. Present data directly for intelligent public and professional use. The Emperor is not naked. We need a little courage to point out some bare spots. Do not be afraid to point out the truth revealed by empirical data.

4. Stop examining individual trees. We already know the contents of the forest. Describe the forest well, and use the contents to best advantage, not all trees are the same.

— Phillip Roeder, Ph.D.

66 Willowbrook Drive

Williamsville, NY. 14221

$1,000,000,000,000

Do you have any idea how much money that is?

If $1 billion is such an incomprehensibly large sum, how can the human mind possibly conceive of the purchasing power of $1 trillion—one thousand billion dollars or one million million dollars? Such an amount of money is virtually beyond our comprehension. Can you imagine that if you had a stack of $1,000 bills four inches high, you would be a millionaire, but a trillion dollars would be a stack of $1,000 bills that would reach sixty-three miles into the sky.

Or, for perhaps an even more dramatic illustration: a million dollar bill laid end to end, would just about cover the distance from New York to Philadelphia; a billion dollar bill would span the earth four times around the equator; but a trillion dollar bills would stretch more than two hundred times to the moon and back.

To get a picture of how much $1 trillion can buy, let me create an example using the Midwest as an illustration: with that amount of money, $1 trillion, we could build a $75,000 house, place it on $5,000 worth of land, furnish it with $10,000 worth of furniture, put a $10,000 car in the garage—and give all this to each and every family throughout a six-state Midwestern region—to each and every family, to be more precise, in Kansas, Missouri, Nebraska, Oklahoma, Colorado and Iowa.

After having done this, we would still have enough left out of our trillion dollars to build a $100 million hospital and a $100 million library for each of 250 cities and towns throughout the six-state region. And after having done all that, we would still have enough left out of our trillion to put aside, at 10 percent annual interest, a sum of money that would pay a salary of $25,000 per year for an army of 10,000 nurses, the same salary for an army of 10,000 teachers and an annual cash allowance of $5,000 for each and every family throughout that six-state region—not just for one year, but forever.

And to think that $1 trillion is only about one-half of what we are planning to spend on military expenditures alone over the next five years!
COMMUNIQUE' Page 5

Task Force on Multicultural Affairs

When minority issues or multicultural affairs come up in the conversation of many school psychologists, at least one out of two may say, "But I don't deal with minority kids; we don't have any in my school." A 1985 NASP survey of school psychologists by Reschly found that 49% of school psychologists reported working with populations including more than 5% minority students.

How many minority children are there in our schools? According to the 1980 census figures, 16,189,726 children were considered minority out of 56,110,209 school-aged children in the USA, or 29%. These included Black, Hispanic, American Indian, Eskimo, Aleutian, Japanese, Chinese, Filippino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, and Other minority children. If "minority" is more broadly defined, figures become elusive. Religious minority children should be included. New immigrants with many languages are a minority. Many children may be "minority" in particular situations such as white children in many urban schools, non-Mormon children in some Utah schools, Christian children in schools with a predominantly Jewish population. A larger definition of minority would include these students.

Many ethnic groups in the USA who are not considered "minority" retain strong cultural identity—for example, Irish-Americans and Italian-Americans. Often this cultural identity includes important variables such as attitudes about schools and learning and particular patterns about home-school relations. These multicultural factors are part of the working life of even more school psychologists.

Children in the USA are growing up in an increasingly multicultural world. Sociologists have described the globe as a village. School psychologists can include in their advocacy role the promotion of multicultural curricula to help children feel proud of their cultural identity and to appreciate differences in others.

Now, when school psychologists talk about "multicultural affairs" the topic includes: a) all minorities, b) cultural identity and learning and c) the multicultural world all children face.

NASC's Task Force on Multicultural Affairs was formed with specific goals in mind:
- increased training for school psychologists in multicultural issues
- increased minority-bilingual membership in the profession
- identification and publication of best practices in a multicultural world
- liaison with other organizations with similar goals

The Task Force involves a Steering Committee and about 80 members in various tasks to achieve these goals. Any NASP members interested in participating should contact Joan Walton at 260 Concord St., Newton, MA 02162, or Antoinette Halsell-Miranda, 991 E. 54th St., Brooklyn, NY 11234, Co-Chairs.

MOVED?
Send change of address information to:
Mike Chrin, P. O. Box 184, Kent, OH 44240
Name
Old Address
New Address
Education And Psychology In Nicaragua
Frank S. Termini

"Education is Revolution," proclaims the black and red poster I see all over rural Nicaragua. And it will be a long time before I forget the "old, experienced" teacher (she must be all of 23 years old) who lectured me on the dangers of teaching out in the country and were a T-shirt that proudly announced, "Yo Alfabetizo! (I taught basic literacy)."

Here, "Revolution" is a way of life, and education is the heart of the Revolution: Nicaraguans speak of their years of armed battles, leading to the Somoza dictatorship's overthrow in July, 1979, as "The Insurrection." But "La Revolucion" almost always refers to now—the ongoing struggle to build a better life and a just society, where exploitation of one person by another will be no more.

So it was logical that the provisional government (since replaced by an elected one in November, 1984) chose to make universal adult literacy the primary goal of its first full year in office (1980). Faced with a situation where 52% of those over 15 years of age could not read, write, or do simple arithmetic, and Sandinista leadership asked distinguished educator Father Fernando Cardenal to design a crash campaign. His plan was disarmingly simple: Secondary teachers, their students, and other volunteers would go out into the countryside, live with peasant families, work the fields by day, and teach basic academic skills at night. All persons lacking teaching experience would be supervised by certified instructors.

In the national pride of those early days of freedom, thousands of young people volunteered. Starting on 25 March 1980 (the day after Archbishop Romero's assassination in neighboring El Salvador), the "crusade" as it was then called, achieved an amazing 90% literacy rate (at third grade level) by its official termination in August of that year.

A friend who visited this country to pick cotton the following year testified to the fact that previously unlettered peasant farmers were now using ledgers to keep painstaking records of who had or had not done their fair share of work.

But by 1982-83, the covert CIA/Contra war had begun in earnest; and the incident adult basic education programs, designed to maintain and improve on literacy skills, could hardly get off the ground. People who had taken part in the "crusade" could still write their names, but some could read neither basic texts nor the daily press. Teachers, like doctors, became a favorite "strategic target" of the Contra, and even peasant farmers who organized night classes were branded "Communists" and summarily killed. (By early 1986, literacy had slipped back to 70-80%, and the situation continues to get worse.)

Primary education since 1979 has suffered a similar fate: Something like 3000 schools were built in the Revolution's first 4 years. When I first came here in November, 1984, for a short visit, our group was startled to find, in the town of Jalapa's elementary school, a disproportionately huge fifth grade, filled with children ranging in age from 10 to 16. It did not make any sense, until a teacher explained that the poor simply could not go to school under the dictatorship.— And so girls and boys of all ages had started with first grade with the 1980 term begun.

(Nicaragua was also cited by the World Health Organization in 1983 as a model third world country in the field of preventive/primary care medicine. Polio was eliminated that year through a nationwide vaccination campaign, and malaria was greatly reduced through preventive measures.)

But because of the war economy, the need to defend a poor country of three million souls against a superpower with 240 million, no new schools have been built with public funds in the last 2 years; and existing buildings are lacking in equipment, basic supplies, and professional staff.

Special education is virtually unknown except in the largest cities. "Trainable" children simply stay at home, and "Mildly Handicapped" (EMI/LD) learners often have to repeat a grade several times. There are a few centers for students with hearing and visual impairment. "Assisted" is by teacher judgment or medical referral.

Nicaragua is full of emotionally traumatized children: war orphans, boys and girls kidnapped and abused by the Contra, but who managed to escape, children mutilated by grenades, kids who entered the militia at age 15 and have come back to school at 19, and others. And yet these youngsters find no school psychological services when they go back to classes. A few community mental health centers exist—but again only in large populated areas like Managua and Esteli, and only for the most severe cases.

Managua, for example, boasts the excellent Guadalupe Ruiz Rios Center for Psychosocial Care of Children, Adolescents, and their Families. Partially financed and staffed by the Transcultural Studies Institute, it is run, and partially by the Sandinista Government, the center operates on a community mental health model, working in the neighborhoods, schools, and homes of its clientele—as well as in the clinical setting. But with a professional staff of 10 psychologists, psychiatrists, and social workers, this model child study center can serve only a small minority of the city's 400,000 inhabitants under 15 years of age.

I have now been living in the district of Quilali, one of the war zones near Honduras, for 6 months. As a long-term volunteer with Witness for Peace, my purpose is to use my influence as an American citizen to stop the United States sponsored flow of arms which is destroying children and mothers and fathers in this beautiful Nicaragua countryside. I have been learning a little (on the right as well as on the left side of the brain) of what it feels like to be a victim of economic aggression, to deal with contaminated food and water, and to be surrounded by a terrorist war against civilians. (As an FDN-Contra leader recently said, "We can't win any more, but we can still kill.")

The most tangible part of my work consists a) in collecting information on the war to report back to community groups, churches, and political leaders in the USA and b) in providing support for groups of North Americans who come here for 2 weeks to learn about Nicaragua Continued on page 9
A Success...

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CONVENTION '87
New Orleans — March 4-6

New Orleans Site of 1987 Convention

The 1987 NASP convention in New Orleans, March 4-6, will feature many special events, presentations and of course the fine Southern hospitality. Included in the convention package is the opportunity to attend the final weekend of the famed Mardi Gras at convention hotel rates. Registration packets will be mailed soon. Plan now to attend this annual NASP meeting and the first ever convention for NASP in New Orleans. Among the excellent general sessions of the convention will be the debate between Stephen Lilly, Dean of Education, Washington State University, and Frederick Weintraub, Asst. Executive Director for Governmental Relations, Council for Exceptional Children, on the issue of mainstreaming and special education’s relation to general education. The following excerpts appeared in a recently published forum by these persons in Counterpoint (March, 1986):

Lilly:

Special education for students labeled "mildly handicapped" as currently conceptualized and implemented overidentifies students, results in inefficiency in service delivery, and operates counter to mainstreaming principles. Supportive services are needed which are based in regular education, aimed at students who are low achievers and/or disruptive in school, do not require complex diagnostic testing and labeling of students as handicapped, and minimize "pull-out" of students from normal classroom activities. A single coordinated system of special service programs currently offered in the schools.

Weintraub:

The special education population will continue to grow, as long as the public schools demand higher student performance; use singular standards to measure educational success; offer limited curricular options; are staffed by overworked, underpaid and underprepared teachers; provide limited support services; and enroll more children with unique learning needs. To suggest that the growth of the special education population is special education’s fault, or that special education alone can solve this problem, reflects a fundamental lack of understanding of the complex inter-relationships operating within American education.

Mardi Gras — Two weeks of parades, formal balls, parties and general merriment culminates on Fat Tuesday, the day before Ash Wednesday, each year.

Our Language
by Honey Naylor

We have a unique history and a unique cuisine, so perhaps it's only natural that we have our own special language. Of course we speak English. But still, it's . . . different. As in any city with a port and a past, the New Orleans accent is a many-splendored thing, a blending of cultures and climates. Ours is not a southern accent as you might expect. Visitors are often surprised to find here a down-home variation of Brooklynese. But actually, it's not so surprising, considering the Europeans who populated both the port city of New York and the port city of New Orleans. Our version is gentler, and spoken with a soft southern slur, but the similarities are unmistakable.

Because of our legendary French heritage and our famous French restaurants, most visitors arrive here expecting to find a predominately French city. Well, it is . . . and it isn't. Take, for example, the way we pronounce the names of some of our streets. Here, Charters is said like the English word charters. We pronounce the final syllable in Carondelet as 'let,' not 'lay.' The accent in Burgundy is on the "gun" and the "i" in Conti rhymes with "eye." Similarly, we call Iberville Eye-berville.

The way we pronounce "New Orleans" is almost unprintable. What it is not is New Or-leans. It's Navlins, or N'awlins, or NyOrluns, or N'Orlyuns, or N'wulvyan. Almost unprintable.

But to demonstrate how really cantankerous we can be, we sometimes do say Oh-lee, as when it refers to the Parish or the street by that name. We also delight in singing it, as in "Way Down Yonder In . . . ."

Here are a few more of our linguistic idiosyncrasies:

BANQUETTE (ban-kay) — A French word meaning bench, and what we call a sidewalk. That goes back to when the first city sidewalks were made of wood with a slightly raised edge on the street side to help protect the ladies' skirts from the mud and the mire.

BAYOU (bye-you) — an Indian word meaning creek. South Louisiana has a whole network of bayous.

BEIGNET (bain-yay) — a pastry which is a cross between a cruller and a doughnut without the hole, a square-shaped confection served hot and liberally sprinkled with powdered sugar.

CAFE AU LAIT (ca-fay oh-lay) — French, meaning, literally, coffee with milk. It is half-and-half blend of strong chicory coffee and hot milk.

CAJUN (kah-jun) — Slang for Acadians, the French-speaking people who came to South Louisiana from Canada.

CHICORY (chick-ory) — An herb, the roots of which are dried, roasted, ground, and used to flavor coffee.

CRAWFISH — sometimes spelled crayfish, but always pronounced craw-fish, these little critters resemble toy lobsters and turn up in an astonishing variety of local dishes.

CREOLE (ree-oh-lee) — Refers to the first settlers of the region, as well as to a culture, a cuisine, a style of architecture, and to produce indigenous to this area.

DIXIE — The local favorite and only beer produced in the area. The brewery is located on Tulane Avenue, and is open to the public for tours. (The word "Dixie" originated in New Orleans before the War Between the States. Because of the strong French influence in the city, paper currency was printed on one side in French, the other in English. A ten dollar note was printed on the French side with the word "Dix," and became known as "Dixies." New Orleans was the first Dixie-land.)

Continued on page 9
It's ability to survive make every ride crowded and unsafe) as lives more visible to world public opinion. 

**MARDI GRAS**

Nevada, from page 6

**JAMBALAYA**

- a social club whose members stage the parades and pageantry of Mardi Gras. There are scores of krewes in New Orleans, only a few of which are Rex, Conus, Endymion, and Spotted Lux, of course.

**KREWE (kre-why)**

- a wonderful local delicacy.

**DENIALAPPE (kay-lay)**

- a variety of meats, cheeses, and pickles, piled high on great thick slices.

**NEUTRAL**

- a median split of land running down the center of a boulevard. When the Americans came down to New Orleans, they lined one side of the street for the Canal and the crooks lived on the other, in the Vieux Carre.

**PO-BOY**

- a submarine or hokie sandwich prepared on French bread and served dressed with a variety of meats and cheese.

**VIEUX CARRE (vee-kay-ray)**

- a small street in the older section of the city of New Orleans, now the French Quarter.

**NICARAGUA, from page 6**

- from the Nicaraguan word *gordo*, literally Fat Tuesday in French. It is the last day of Carnival, the night before Ash Wednesday and the beginning of Lent. It is "the greatest free show in the world," celebrated for several weeks with parades and carnivals in the surrounding areas.

**PARISH**

- any other state, county. One of the first things any Louisiana school child learns is that this is the only one in the country which has parishes instead of counties.

**MUSELLETTA**

- an extravagant of a sandwich. Italian sausage and meats and mustard and pickles, piled high on thick bread.

**NEUTRAL GROUND**

- a median strip of land running down the center of a boulevard. When the Americans came down to New Orleans, they lined one side of the street for the Canal and the crooks lived on the other, in the Vieux Carre. The canal for which the street was named was never built, but the strip designated for the canal and separating the Americans from the Creoles was called the neutral ground.

**SHRINE**

- a place of prayer. A candy patty made with sugar, water, and nuts, with several variations available in early and late versions.

**STUCCO**

- an elaboration of meat and cheese.

**DRESSING**

- a variety of meats and cheese.

**GUMBO**

- a dish unique to New Orleans, a bowl cooked with beef, seafood, and seasonings.

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Looking for Help?

+++MONOGRAPHS+++ Best Practices in School Psychology, Edited by Alex Thomas & Jeff Grimes

This authoritative resource includes 39 chapters on topics of interest to trainers and practitioners written by experts in school psychology. Now in its second printing, Best Practices is recognized as an essential publication for every school psychologist.


This new release complies in a single impressive document the history of school psychology through published works and other historical references. The Bibliography includes over 10,000 references organized into seven major sections relevant to school psychological practice.

+++NASP ACQUISITION SERIES+++ The Iowa Assessment Model in Behavioral Disorders: A Training Manual, by Frank Wood, Jeff Smith, & Jeff Grimes

This manual, prepared by NASP with the cooperation of the Iowa Department of Public Instruction, features thorough assessment of behavior disorders on three dimensions: setting analysis, pupil behavioral data, and individual trial data. Essential for school psychologists conducting evaluations of children suspected of having behavior disorders.

Intervention Assistance Teams: A Model for Building Level Instructional Program Setting, Developed by the DFS Department of Education

This manual, the second in NASP's Acquisition Series, describes the process of establishing, maintaining, and managing building level teams. This practical resource is a valuable tool for practitioners who are involved in developing building-level teams as a strategy for managing mildly handicapped children in the regular classroom.

BACK ISSUES OF REVIEW AVAILABLE AT NO CHARGE

The Publications Office is seeking to reduce stock of several back issues of the School Psychology Review. The following theme issues are available at no charge, except the cost of postage:

Vol. 8(3): Services to preschoolers and children with low incidence handicaps. Order Ref. # 1018
Vol. 9(3): The planning and evaluation of special education and related services: A school psychological perspective. Order Ref. # 1017
Vol. 10(2): The future of psychology in the schools: Proceedings of the Spring Hill Symposium. Order Ref. # 1031
Vol. 10(4): Supervision: School psychology services. Order Ref. # 1035
Vol. 11(2): The Olympia Proceedings. Order Ref. # 1037
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Requests will be handled by the supply staffs only. Please send me the following Volume/Issue at no charge:

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I have enclosed $ , to cover the cost of postage ($2.00 for 6-1 journal issues selected; $4.00 for 7-12 selections, $6.00 for 13-18 selections).

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COMING EVENTS

NASP Annual Convention, March 4-8, 1987, New Orleans, LA, Hilton Hotel. Contact: NASP Convention Manager, P.O. Box 15, Southfield, MI 48037.


Tennessee Association of School Psychologists, November 13-15, 1986, Knoxville. Contact: Richard Toakley, P.O. Box 2188, Knoxville, TN 37901.

EMPLOYMENT NOTICES

Doctoral Fellowships and Graduate Assistantships Available. Ball State University, Indiana encourages application for a number of doctoral fellowships and graduate assistantships (M.A. and Ed.S.) in conjunction with study in school psychology for the 1987-1988 academic year. Both include stipends and remission of tuition. Research, clinical, and teaching assignments are available. All programs are NASP approved. Please address any correspondence to Dr. Roberta L. Miller, Program Director, Department of Educational Psychology, Muncie, Indiana 47306.

School Psychologist. The Southern Prairie Area Education Agency Iowa has an opening for a School Psychologist. To be considered, candidates must be eligible for Iowa School Psychologist Certification. Primary responsibilities include evaluation, serving on a multidisciplinary team, counseling, and consulting with teachers, parents, and school administration. Position is located in southeastern Iowa, and would be $1,000 to 2,000 student assignment. Southern Prairie Area Education Agency is an intermediate unit serving 26 school districts and currently has 15 school psychologists on staff. Staff development opportunities are available as is access to universities for further education as well as the cultural amenities. Salary is competitive with excellent fringe benefits as well as the opportunities to join a progressive agency which offers excellent supervision and growth potential. Send resume to Harvey Disbrey, Ph.D., Supervisor Psychological Services, Southern Prairie Area Education Agency, Rt. 5, Box 55, Ottumwa, Iowa 52551. Telephone # (319) 482-6261. Equal opportunity employer.

Director of Doctoral Program in School Psychology. Central Michigan University is looking for a scholar, who in addition to academic duties could direct our specialist and doctoral programs in School Psychology. This is a tenure track position for an associate or possibly full professor. The program is staffed by six full-time faculty members. Candidates must be able to direct doctoral research, supervise doctoral practice and internships, teach graduate and undergraduate courses, and continue active research. Qualifications: doctorate in School Psychology or related area, expertise in short-term therapy, experience in doctoral training, at least two years experience as a school psychologist, and a proven research record. Mail curriculum vitae, three letters of recommendation, and representative publications to: Dr. Sharon Bradley-Johnson, Department of Psychology, Central Michigan University, Mt. Pleasant, MI 48859. All persons including women, minorities, and the handicapped are encouraged to apply. Reply by November 1, 1986. CMU is an equal opportunity institution and affirmative action employer.

Assistant/Associate Professor, School Psychology. Rhode Island. Tenure track position. Undergraduate and graduate teaching in areas relevant to school psychology. Research and publication in school-related areas, appropriate for graduate student collaboration and for attracting external funding. Participate in supervision of M.S. and Ph.D. research as well as model and/or supervision of applied skills in program which promotes integrated scientist-practitioner approach. Contribute to continuing development of school psychology at local, state and/or national level. Doctorate in Psychology required; prefer Ph.D. from APA-approved training program with internship in school psychology. Minimum 3 years experience. Established reputation in school psychology; clear record of scholarly productivity in area(s) relevant to school psychology; record of attracting external funding. Must be certifiable as school psychologist in State of Rhode Island. Submit letter of application, curriculum vitae, and three references to: Dr. Donald C. Pilarski, Chair, Search Committee, Department of Psychology, University of Rhode Island, 405 Atlantic, Kingston, RI 02881. Affirmative action/equal opportunity employer.

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Nomination Ballots
Sexual Abuse
How Families Use Time