

UPDATING TELEPHONE NUMBERS IN AT&T DIAL-UP CONNECTION

The dial-up connection in Windows XP allows you to enter as many phone numbers as you want, which will be helpful if you travel and need 2 or 3 phone numbers stored. The steps below will walk you through the process of adding phone numbers and selecting among the numbers you have stored.

To find “local” numbers for AT&T, see the file “ATT access numbers 2004.doc” stored on your laptop in the Westat Documents folder. This shows all numbers throughout the country and gives you the ATT web site to see if there are any new numbers since this list was downloaded.

Adding numbers

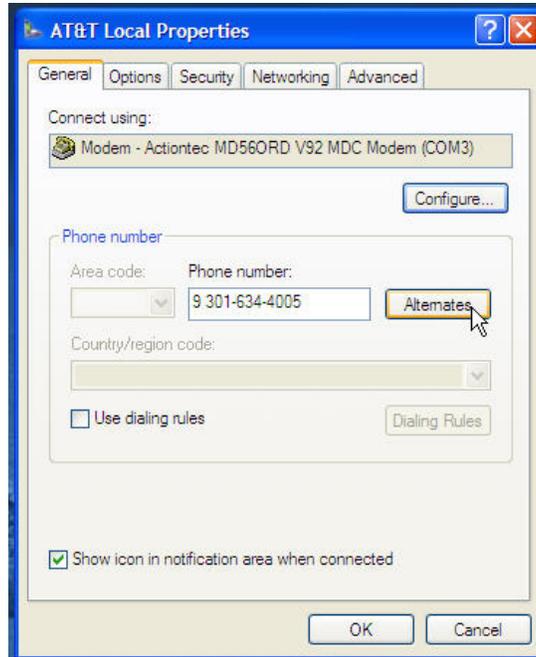
1. Double click on the **Shortcut to AT&T** icon.



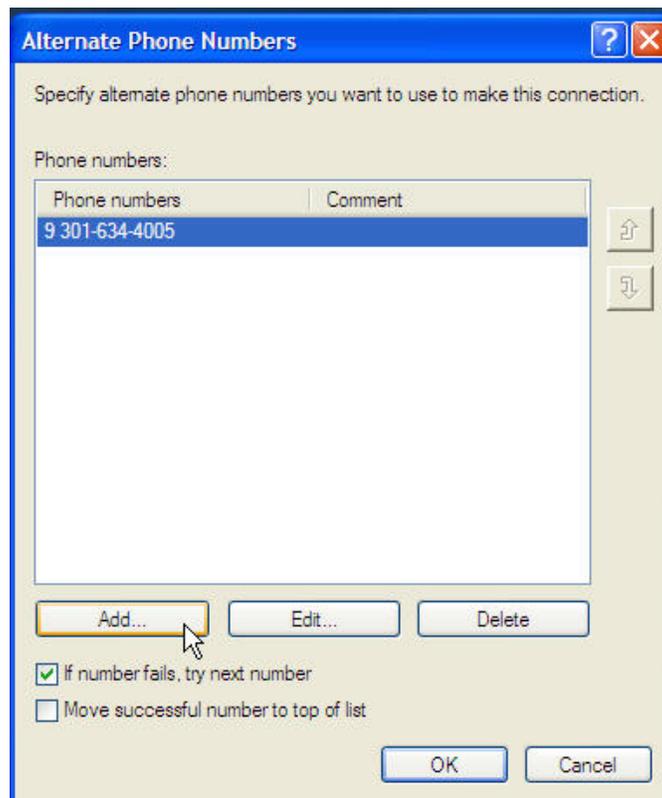
2. Click on **Properties** (at bottom of window)



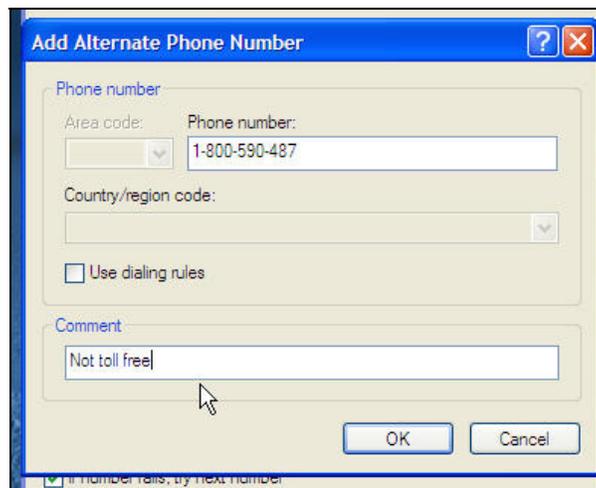
3. The local number for Gaithersburg is displayed. Click on the **Alternates** button beside it.



4. In the **Alternate Phone Numbers** window, the Gaithersburg number (301-634-4005) is highlighted. After training, you should delete this number (unless you will be working in the Gaithersburg MD area). Click on the **Delete** button at the bottom of the window to delete the number.
5. Click on the **Add** button and enter the local number for your area (if there is one).



Notice the **Comment** field at the bottom of the window in which you enter the new number. Put the name of the city and state in which the number is valid.



Adding an Alternate number and Comment

If you will be traveling and there are local numbers for AT&T access in the other locations, repeat step 9. You can add as many numbers to the dial-up connection as you want.

6. When you have entered the numbers you will need, note the statement near the bottom of the **Alternate Phone Numbers** window -- "If number fails, try next number". If you put a check in the box, the system will try to dial out with the first number on the list. If that number does not work, it will go to the next number. If you only have a couple of numbers (a local number and the 800 number), you might want to use this feature. Remember, if the 800 number is the first on one your list, it will always be successful and will work. However, it will cost the study money. It would be better to have a local number as your first number on the list.

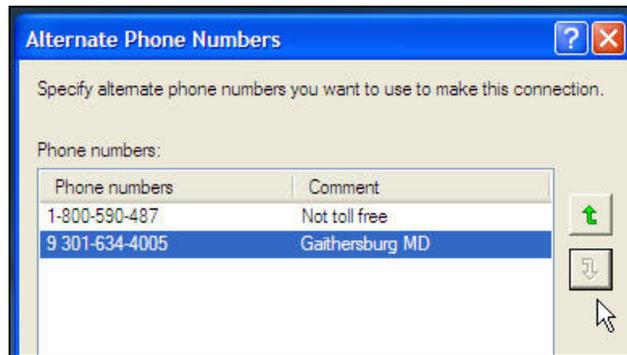
Changing the Order of the Dial-up Numbers

You can change the order in which the dial-up numbers are listed in the **Alternates** list. Notice the arrow on the left side of the example below. If you want to move the number at the top of the list down, with the number highlighted, click on the green arrow.



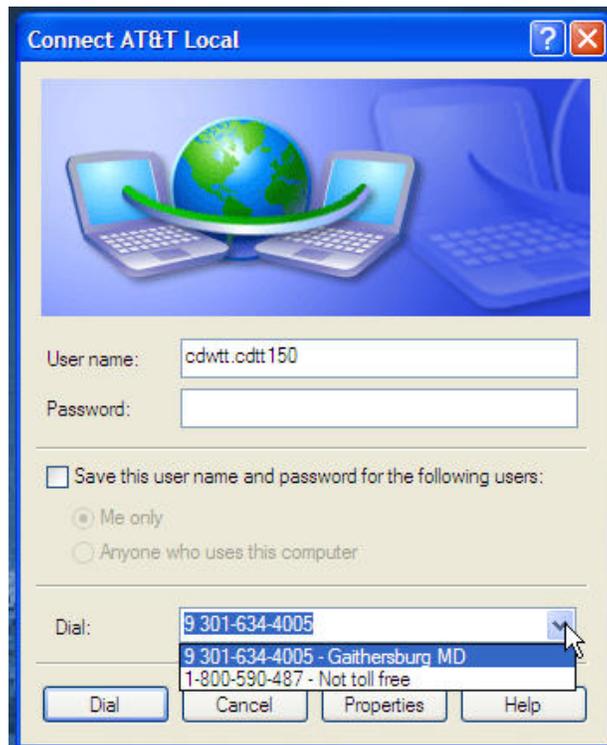
Click arrow to move number down

The results are show below.



After setting up your alternate numbers, close the **Alternate Phone Numbers** window.

Open the ATT dial-up connection and establish your Internet connection before opening Internet Explorer. When you open the dial-up connection from the desktop, if you need to dial an alternate number, notice the down-arrow button next to the phone number displayed near the bottom of the window. Click on it to reveal the other number(s) you have entered. If you entered "comments" (such as the city name) for the other numbers, they will be displayed as well.



Remember, when you want to transmit data to Westat, you open IE first and select one of the Westat dial-up connections since you connect to Westat before transmitting.

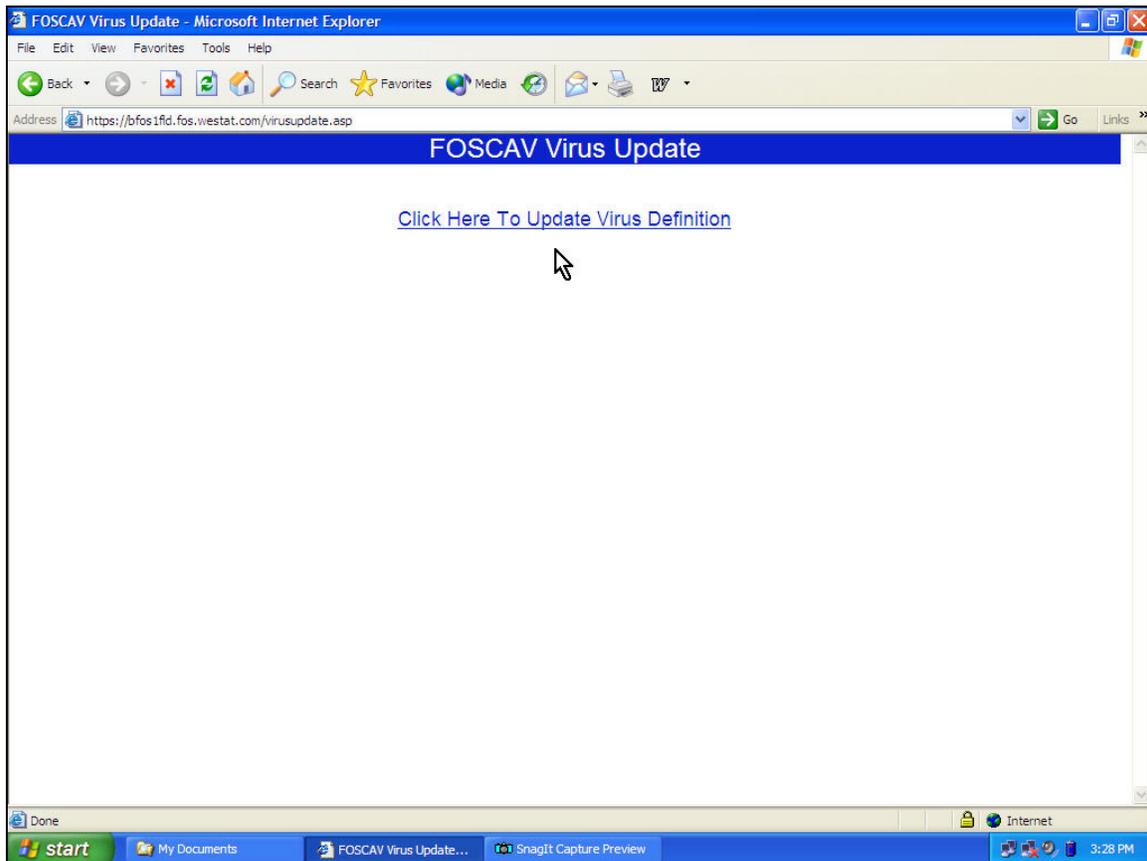
COMMAND ANTIVIRUS UPDATING DEFINITIONS

Since new viruses are unleashed on the Internet frequently, it is extremely important that you keep the anti-virus definitions up to date on your laptop. Command Antivirus uses these definitions to protect you and keep your computer safe from these viruses.

The link to updating the definitions is in the same location as the Data Transmission link. First, connect to Westat, then open Internet Explorer. On the Favorites drop-down list, select NAEP fos.

Click on the link on the Options screen -- "Anti-Virus Update."

And another window will open.

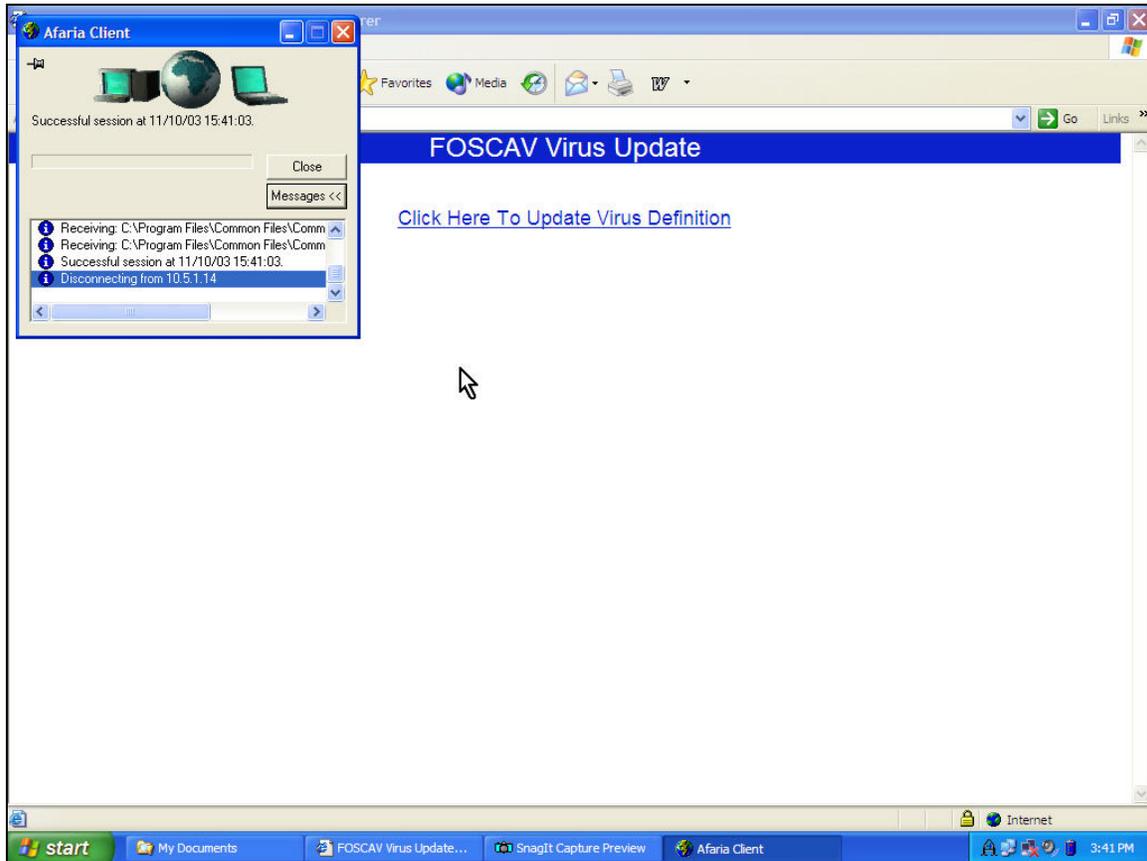


On the screen will be a link "Click here to update virus definition". Click once on that link.

The small Afaria Client window will open in the upper left of your screen similar to when you are transmitting data to Westat. The download may take several minutes

depending on the speed of your connection and the amount of information ("definitions") that needs to be downloaded.

When the download is finished, the "Close" button will appear in the Afaria window. Click on it and the Afaria window closes.



Then, click on the browser's green "Back" button (upper left of your screen) to return to the MyNAEP options page.



You should update the virus definitions on your laptop at least once a week. This should help to protect you and your laptop from the latest viruses. (The more frequently you update the virus definitions, the less time it should take.)

IS YOUR LAPTOP CLOCK RIGHT?

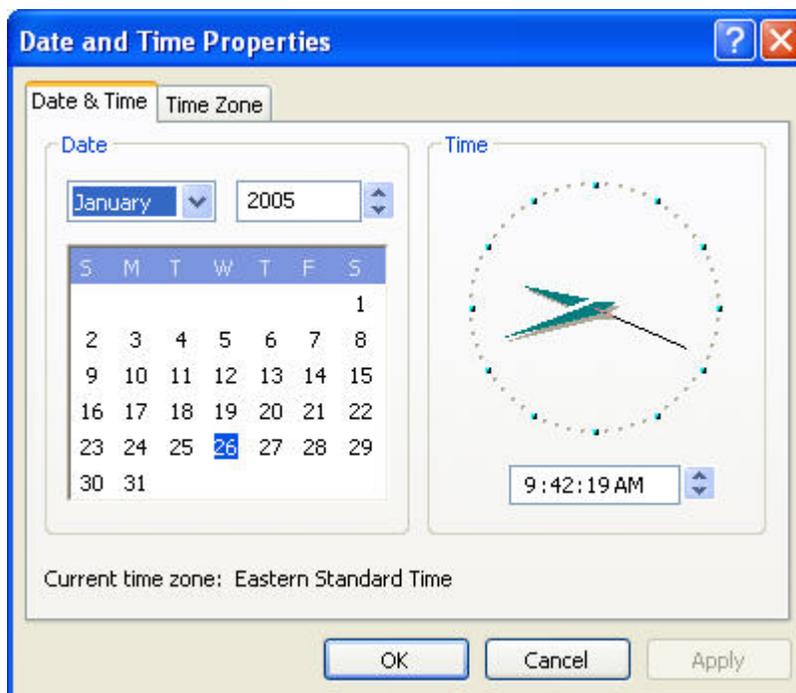
The internal clock on your laptop computer provides the time and date “stamps” that are applied to e-mail messages, data transmissions, stored data files, and any number of other activities by your computer. Since it is assumed that the date that appears with an e-mail message, for example, is the date the message was sent, the clock obviously has to have the correct date or the date displayed will be misleading.

If the date in your laptop clock isn't right, you should change it.

To check the date, move your mouse pointer to the extreme lower right of your screen onto the time and leave it there for a couple of seconds and the date and time will be displayed. If your time is off by an hour or so, that's not bad, but if the date is off, you should correct it.

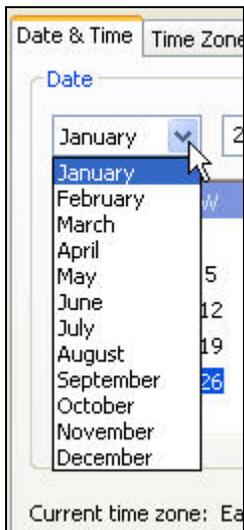


Double click on the time being displayed.

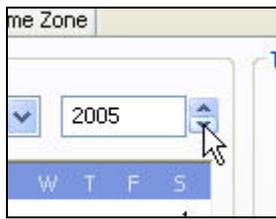


This will open the date and time window so that you can correct the month, year, and/or date. You do not need to worry about having the correct time zone indicated as long as the date and time are appropriate for where you are working.

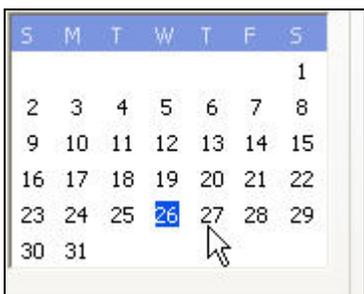
The screen shots below show you how to update the various parts of the computer's clock as necessary.



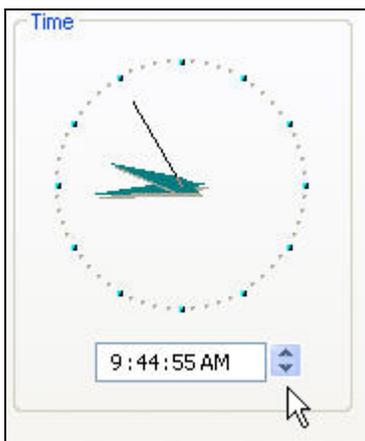
Click on down arrow to change the month.



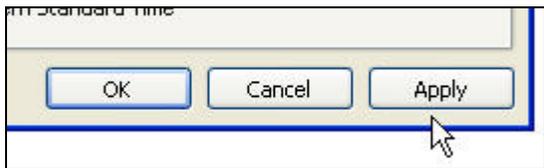
Click to change the year.



Click on the right date.



Click to change the hour.



After updating the calendar and clock, click on the Apply button and then OK..

If you need help with any of these procedures, please contact the NAEP help desk at: **888-499-6237.**

Cleaning the Print Head on a BJC 80 / 85 Printer

The following document describes several methods for cleaning the print head on your Canon BJC 80/85 printer to ensure a high quality of printing. Prior to running these procedures, make sure the printer has an ink cartridge installed with an adequate level of ink. Use the following procedures only when there are print quality symptoms such as printing pages that are blank, too light to read, uneven, etc. All of the methods are acceptable for cleaning the print head.

A. Basic Cleaning Method—The printer does not need to be connected to the laptop for this method.



1. Power the printer on.



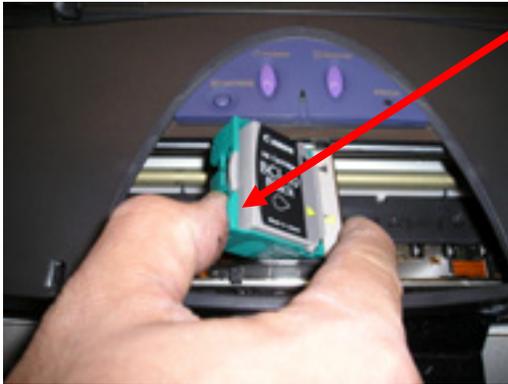
2. After printer initialization has stopped, press the cartridge button. This will move the printer cartridge assembly to the center of the printer carriage.



3. Once the printer carriage has centered and stopped, the lid of the printer may be opened.



4. After opening the printer lid, lift the print head unit by gently prying up. The print unit is the green piece that holds the printer ink cartridge. Make sure that you only touch the green tab.



5. Once the print head unit has been removed, wipe the print head area with a moist towelette, i.e. a "Wet One" or an alcohol swab. (Note: When using a "Wet One," make sure it does not have a lanolin or oil base). Give the print head nozzles 3 or 4 gentle strokes, ensuring that any dried-on ink is removed. **(Do not use cotton swabs, Q-Tips, or fibrous towelettes because strands will become snared and difficult to remove.)**



6. Once the print head is clean, place the print head back in the printer. Make sure arrows on print head line up properly with the arrows on the print head carriage. (Arrows are black and yellow.)



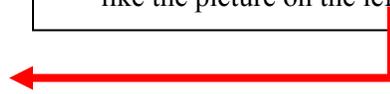
7. Press down gently but firmly so that print head assembly seats properly.



8. Once the print head assembly is in, close the lid and power off the printer.



9. Insert a sheet of paper. When the printer is off, press and hold the **Power** and **Resume** buttons until you hear 3 beeps. This step will produce a test print that will look like the picture on the left.

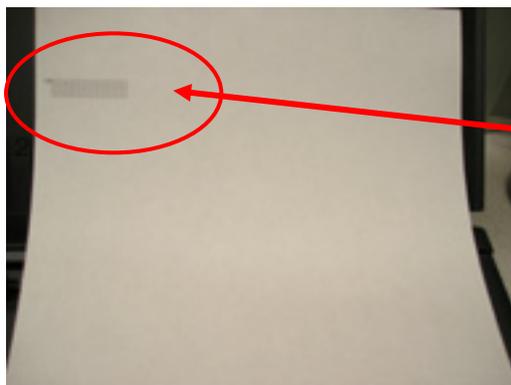


10. Once the test has been printed, view it and check to see if characters are legible. If the image quality has not improved, then power the printer off and use the following procedures for more extensive cleaning.

B. Extensive Cleaning Method--The printer does not need to be connected to the laptop for this method.

Execute this procedure only when print quality has not improved with the **Basic Cleaning Method** as described above. The Extensive Cleaning method requires about 60 seconds to correct severe nozzle clogging.

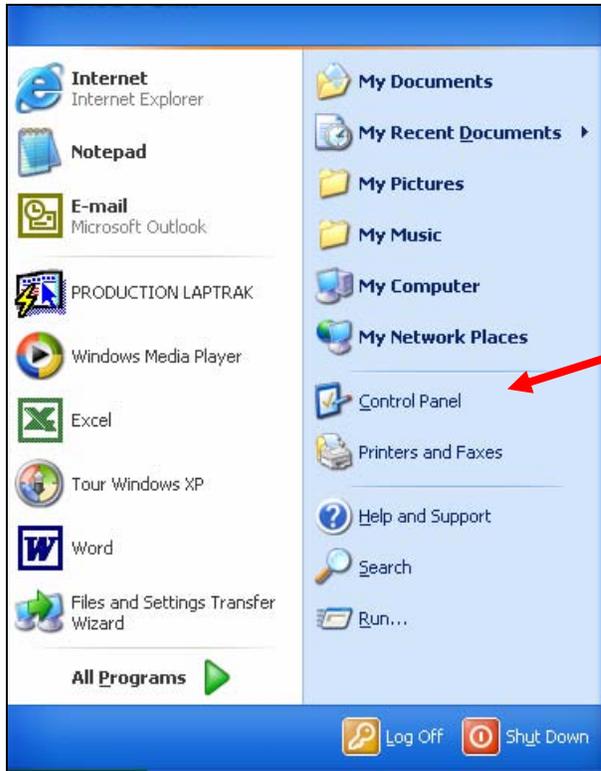
1. Make sure that the printer is turned off.
2. Press and hold the **Power** and **Resume** buttons until you hear two beeps.
3. The print head will initialize by moving back and forth a few times. The power light will blink and finally stop. The printer will remain on.
4. Test the printer by turning the printer off. Press and hold the **Power** and **Resume** buttons until you hear 3 beeps. (See step 9 in the Basic Cleaning method section above.)
5. If the image quality has not improved, run the nozzle check by powering the printer off, and *then* pressing the **Power** and **Resume** buttons simultaneously until you hear 4 beeps.
6. The nozzle test will print a small graph that looks similar to a small excel spreadsheet. If any cells or cell lines are missing within this graph, the nozzles are still clogged and a print head replacement is indicated.



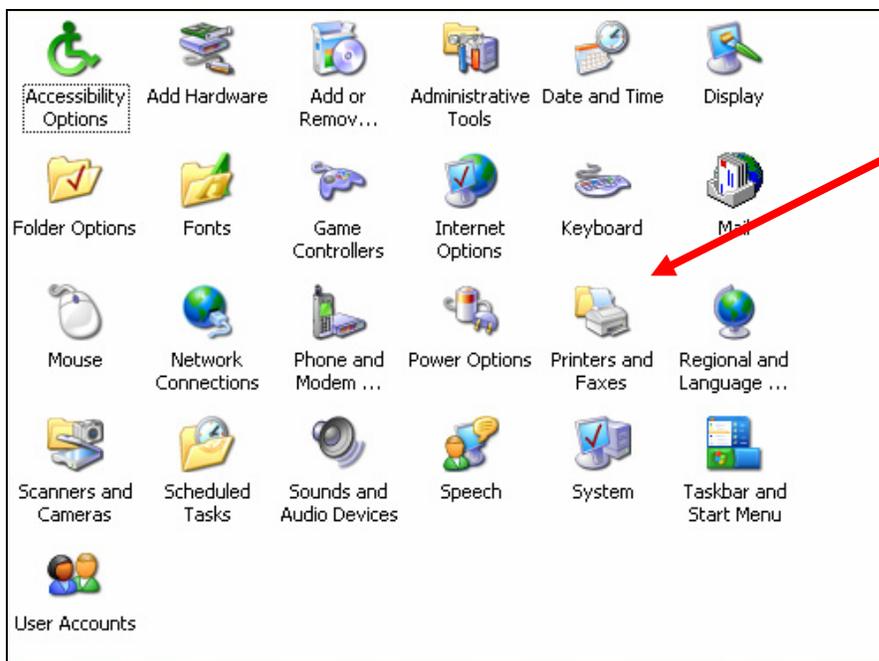
The test cells are small and will be located in the upper left portion of the printed page.

C. Automated Windows Method—The printer must be connected to the printer for this method.

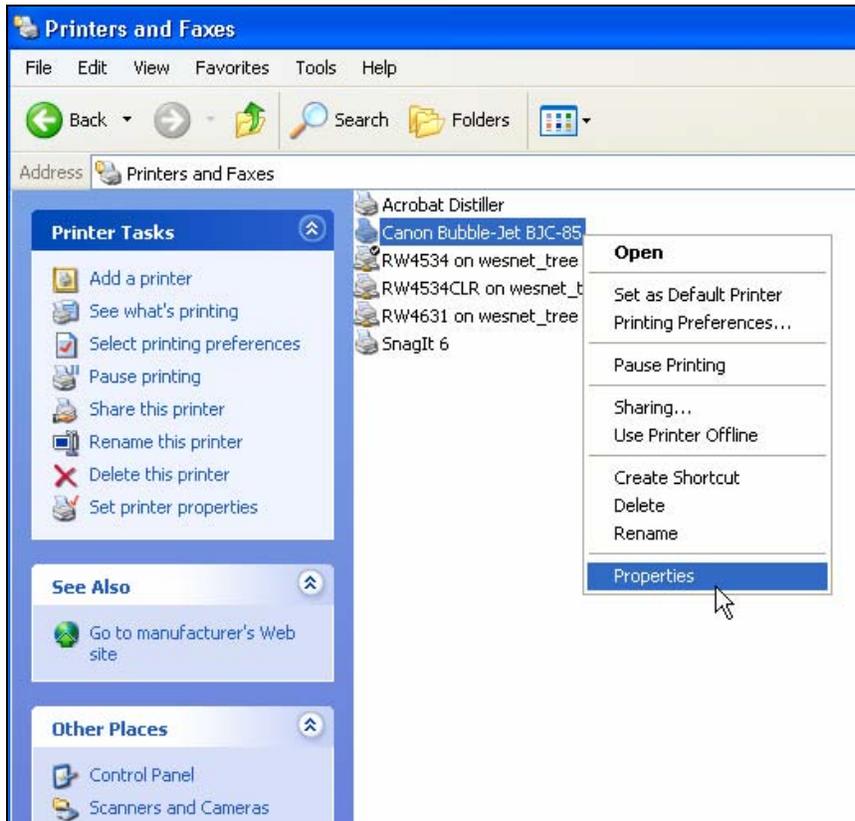
1. Connect the printer to the laptop.
2. Turn the laptop and the printer on.



3. Press the **Start** button from within Windows and select **Control Panel**.



4. Select **Printer and Faxes** to display all of the available printers.



5. Right click on the Canon-Bubble Jet 80/85, and select **Properties**. This will display the printer properties dialog box.

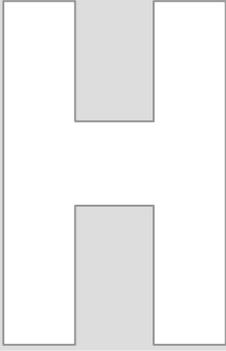


6. Select the **Maintenance** tab. You will select **Deep Cleaning** or **Nozzle Check**.

Select the **Nozzle Check**, and click **OK**. The printer will initialize and the print head will move back and forth a few times. The power light will blink and finally stop with a steadily lit power light. The printer will print a small graph on the page. This graph should be complete. If all of the cell blocks are not printed completely, the nozzle is still clogged. The Deep Cleaning should be performed.

When you select **Deep Cleaning**, the same type of initializations will occur as in previous cleaning methods. After Deep Cleaning has completed, again run the **Nozzle Check** to see if a complete graph has printed.

Do not repeat cleanings more than 5 times. If print quality has not improved after repetitive cleanings, the print head, more than likely, is bad and should be replaced.



Appendix H

NAGB Policies

The following are NAGB Policies for:

- Notifying Parents;
- Filing Complaints; and
- Providing Access to Test Materials



Adopted: August 3, 2002

National Assessment Governing Board

Policy Statement on Informing Parents About Participation in NAEP

INTRODUCTION

The No Child Left Behind Act (P.L. 107-110) provides that student participation in the National Assessment of Educational Progress shall be voluntary, and the law contains the following section:

“STUDENT PARTICIPATION—Parents of children selected to participate in any [NAEP] assessment authorized under this section shall be informed before the administration of any authorized assessment that their child may be excused from participation for any reason, is not required to finish any authorized assessment, and is not required to answer any test question.”

However, the legislation also requires all states and school districts to provide assurances that they will participate in the National Assessment in reading and mathematics at grades four and eight, starting in 2003, as a condition for receiving Title I federal aid.

To implement the provision on parental notification, the National Assessment Governing Board hereby adopts the following:

GUIDING PRINCIPLES

1. The National Center for Education Statistics will assist schools, school districts, and states in notifying the parents of students selected for NAEP samples about the “opt out” provision in federal law. The manner of such notification shall be determined by the state, district, or school in which the students are enrolled.
2. NCES will provide brief explanatory information about the nature and importance of NAEP to accompany the notice to parents.

3. NCES will prepare and disseminate more detailed information on NAEP that is specifically designed for parents and the public. Such information shall be available in pamphlets and brochures and on the Internet.

The Governing Board shall monitor implementation of this policy. The Board will review relevant procedures and materials prepared by the National Center for Education Statistics.

Adopted: May 18, 2002



National Assessment Governing Board

Policies and Procedures for Complaints Related to the National Assessment of Educational Progress

Policy Statement

The Governing Board views parents, students, representatives of participating states and schools, and members of the public as primary producers and consumers of National Assessment of Educational Progress (NAEP) data. As such, their experience with the National Assessment is of utmost concern and an important source of information for its continual improvement. It shall be the policy of the National Assessment Governing Board to respond promptly to written complaints about the National Assessment of Educational Progress submitted to the Governing Board. The Governing Board intends the process of handling complaints to be a means both of answering complaints that have been submitted and of enhancing the quality, integrity, and service orientation of the National Assessment.

Related Governing Board Policy: Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, Adopted May 18, 2002

INTRODUCTION

The National Assessment of Educational Progress (NAEP) legislation provides parents and members of the public the right to view, under secure conditions, all NAEP data, questions, and test instruments (Section 411(c)). The Governing Board has approved a Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, which is referenced herein.

The same section of the legislation also provides parents and members of the public the right to submit complaints to the National Assessment Governing Board about procedures or test questions.

“Parents and members of the public may submit written complaints to the National Assessment Governing Board... [The Board], in consultation with the Commissioner [of the National Center for

Education Statistics (NCES)], shall review such complaints and determine whether revisions are necessary and appropriate. As determined by such review, the Board shall revise, as necessary and appropriate, the procedures or assessment items that have generated the complaint and respond to the individual submitting the complaint, with a copy of such response provided to the Secretary, not later than 30 days after so acting.”

The NAEP legislation explicitly extends to representatives of state or local educational agencies and chief state school officers the right to submit complaints about the National Assessment to the Governing Board (Section 411(d)(4)).

The legislation gives the responsibility for addressing complaints about NAEP to the National Assessment Governing Board. The purpose of this document is to provide policies and procedures for handling such complaints.

Complaint Process: Procedures

1. What must be included in a complaint?

A complaint about the National Assessment of Educational Progress must be submitted in writing to the National Assessment Governing Board (NAGB). The complaint must include the name and address of the person submitting the complaint and a description of the complaint. The complaint may also include the remedy being sought.

If the complaint is about a test question, special care must be taken by the person submitting the complaint because the security of test questions not released to the public must be protected. Unauthorized release of secure test questions is a felony, subject to fines and imprisonment. To protect the security of test questions, therefore, an individual submitting a written complaint about a test question should describe the specific complaint in a manner that does not reveal the content of the test question itself.

2. Where should complaints be sent?

The mailing address is: National Assessment Governing Board, Suite 825, 800 North Capitol Street, N.W., Washington, DC 20002-4233. The e-mail address is NAGB@ed.gov. If submitting a complaint by e-mail, the person submitting the complaint must provide his/her full name and a mailing address because the response to the complaint will be in the form of a letter and will be sent by regular mail.

3. What happens to complaints after they are received by the Governing Board?

A. Complaint Receipt

- a. A log shall be maintained of all complaints submitted. The log shall contain sufficient information to monitor the status of each complaint, such as the date received, date assigned, date acknowledged, and final disposition.
- b. Within 5 calendar days of receipt of a complaint, an acknowledgment letter shall be sent to the individual who submitted the complaint.
- c. The Executive Director shall:
 - i. forward, within 30 days of receipt, copies of the complaint to the NCES Commissioner, the Secretary of Education, and the State and local educational agencies from which the complaint originated;
 - ii. provide for consultation with NCES (as required by the legislation);
 - iii. forward copies of the notification to the person submitting the complaint and the Secretary, not later than 30 days after the final disposition has been determined.

B. Complaint Review

- I. **Administrative Review.** In the first level of review, a complaint shall be answered by the Governing Board Executive Director, with assistance from staff.
 - a. Background information related to the complaint shall be obtained, working in consultation with staff of the National Center for Education Statistics, as appropriate.
 - b. The Executive Director shall determine whether additional information is necessary.
 - c. The Executive Director, after consulting with the Commissioner of Education Statistics, shall respond in writing to the person submitting the complaint. The response shall describe the Executive Director's administrative determination in response to the complaint and the opportunity to appeal the administrative determination.
- II. **Appeals**
 - a. An individual may appeal an administrative determination of the Executive Director. The individual must submit the appeal in writing to the Governing Board at the address given above. The appeal must be postmarked or sent by e-mail no later than 25 calendar days after the date the Executive Director's determination is mailed.

- b. In response to an appeal of the Executive Director's administrative determination, the Chairman of the Governing Board shall decide whether the appeal will be addressed by the full Governing Board or by a panel of no less than three members of the Governing Board that will act on behalf of the Board.
- c. The complaint record shall be reviewed and a determination made of whether additional information is needed to complete the review of the complaint.
- d. A final decision on the complaint shall be made after consulting with the Commissioner of Education Statistics.
- e. The Executive Director shall provide written notification to the individual who submitted the complaint about the disposition of the complaint, with a copy of such notification to the Secretary, no later than 30 days after the Governing Board has taken final action with respect to the complaint.
- f. Decisions of the Governing Board are final and not subject to further appeal.

Related Governing Board Policy: Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, Adopted May 18, 2002.

Adopted: May 18, 2002



National Assessment Governing Board

Public Access to Test Questions, Item Release, and Confidentiality of Data for the National Assessment of Educational Progress

Policy Statement

INTRODUCTION

As the Nation's Report Card, the National Assessment of Educational Progress (NAEP) is an ongoing, Congressionally-authorized project to collect data through surveys on the academic knowledge and skills of American students. Its primary goal is to report fair and accurate information on student achievement in reading, mathematics, and other subjects taught in elementary and secondary schools.

Since its inception, the National Assessment has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collect non-cognitive data, related to achievement, on students, their family background, teachers, and schools.

By statute (P.L. 107-110), "the public shall have access to all assessment data, questions, and complete and current assessment instruments" of the National Assessment with two important exceptions:

- a. "Personally identifiable" information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code), and
- b. Access to cognitive questions may be restricted to maintain security if such questions are to be reused, and breaches of security are punishable as a felony.

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. As part of its

administration procedures, the names of students who have taken NAEP never leave the school building in which the assessment is given.

Although test questions may be kept secure, a substantial number of questions are released after each assessment in order to aid public understanding of the exam. In addition, under the statute, all secure cognitive questions must be made available within 45 days after a written request “in a secure setting that is convenient to both parties.” Local school districts must make “reasonable efforts” to inform parents and others about the access provided under law.

By statute, NAEP may “only collect information that is directly related to the appraisal of academic achievement, and to the fair and accurate presentation of such information.”

The National Assessment is conducted by the Commissioner of Education Statistics under the policy guidance of the National Assessment Governing Board. The Board’s areas of responsibility include the assessment methodology; guidelines for reporting and dissemination; and “appropriate actions needed to improve the form, content, use, and reporting” of the National Assessment.

To carry out these responsibilities, the Board hereby adopts guiding principles, policies, and procedures for public access to test questions, item release, and confidentiality of data for the National Assessment of Educational Progress. The policy shall be implemented in a manner that promotes wide public confidence in the integrity and appropriateness of NAEP questions and in the absolute confidentiality of all individual data obtained.

GUIDING PRINCIPLES

1. By law, all questions and instruments of the National Assessment shall be accessible to the public, consistent with security considerations which pertain to test items that may be reused. The procedures for public access shall be user-friendly and designed to make the assessment as open to the public as possible.
2. Since security considerations do not apply, all background questionnaires shall be readily available to parents, state and local officials, and interested members of the public. Such questionnaires shall be available before field tests and operational use or at any other time members of the public wish to obtain them.
3. After each assessment, a substantial number of test questions shall be made publicly available with performance data to provide concrete examples of NAEP contents and results. Released items shall be widely distributed to promote public understanding of the National Assessment. As required by law, within 45 days of a written request, all NAEP test questions shall be available for public inspection, consistent with requirements for test security. Any breach of security is punishable as a felony.

4. All information collected by NAEP about individual students and schools shall remain strictly confidential. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered.
5. The Governing Board shall monitor the implementation of this policy. The Board shall review all procedures regarding public access and confidentiality of NAEP, which are established by the National Center for Education Statistics.

POLICIES AND PROCEDURES

1. NCES and its contractors shall assist school districts in informing parents and members of the public about the National Assessment. Special efforts shall be made to inform parents about the content, survey methodology, and uses of the assessment. Background questionnaires and released cognitive test items shall be available at schools participating in NAEP samples. Districts shall be given information about public access to current assessment questions and instruments, provided test security is maintained.
2. Background questionnaires shall be sent promptly to anyone wishing to obtain them and shall be posted on the Internet, accompanied by explanations and rationales.
3. Following each administration of the National Assessment, approximately 25 percent or more of the test questions shall be made public at the same time as the initial release of test results. These items shall illustrate the range of item types, difficulty levels, and content covered in the assessment, and shall also be useful as exemplars of achievement levels. Items shall be accompanied by performance data. A selection of released items shall be available in NAEP reports and information booklets. All released items shall be posted on the Internet.
4. Procedures shall be developed for the examination of secure NAEP items by members of the public within 45 days of a written request, provided test security is maintained. Efforts shall be made to permit such examination promptly within the state of persons making such a request. As provided by law, the review must take place in a secure setting, such as the offices of a state or local education agency that is convenient to both parties.
5. Detailed procedures shall be established to ensure the confidentiality of all information obtained by NAEP about individual students and schools in accordance with provisions of the Federal Privacy Act (Section 552a of Title 5, U.S. Code). No names of students who have taken the assessment shall leave the school building. No records shall be maintained by NCES or its contractors containing personally identifiable information about individual students and their families. These guarantees of privacy shall be mentioned in NAEP publications and reports, and details regarding their implementation shall be made available upon request.

Appendix I

Procedures for Grade 4 “Assess All” With No Homeroom Indicator

These procedures are for Grade 4 schools in which we are assessing all Grade 4 students and the homeroom indicator was not printed on the Administration Schedule. In most cases, the students' names will be printed on the Administration Schedule(s) in alphabetical order.

This is covered in Procedure 8B Conduct the Preassessment Visit/Collect Homeroom Indicator in the Quality Control Booklet (QCB).

Keep in mind students selected for the U.S. history assessment (sessions labeled HI) must be assessed in a separate session and **cannot** be assessed in their intact classrooms. These procedures are for students who have been selected for the other subjects (reading, mathematics, civics) since they can be assessed in the same operational sessions (labeled OP).

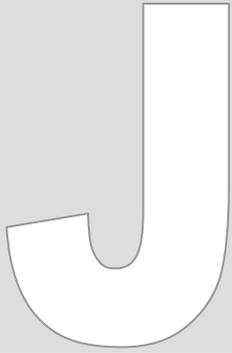
Once the school coordinator has identified the classroom in which each student selected for an OP session should be assessed, the QCB instructs you to record that information in column B of the Administration Schedule. When you and your AAs are preparing the booklets for the week's upcoming assessments, following these procedures:

- Make one copy of each OP session Administration Schedule for each Grade 4 classroom, plus one extra set. For example, if there are three (3) Grade 4 classrooms, make four (4) copies of each OP Administration Schedule.
- Designate one set of each OP Administration Schedule copies for each classroom. The extra set is for the supervisor.
- On each set of Administration Schedule copies, highlight each child who belongs in that classroom using a different highlighter color for each classroom. For example, if there are three (3) Grade 4 classrooms use a blue highlighter to highlight those students on one set of the OP Administration Schedules for Mrs. Smith's classroom in Room 101. Use green highlighter on the second set of the OP Administration Schedules for those students in Mr. Jones' classroom in Room 102 and use yellow highlighter on the third set of the OP Administration Schedules for students in Miss Clarke's classroom in Room 103.

- Highlight each student on the extra set of Administration Schedules using the appropriate color highlighter for each student. This set of highlighted Administration Schedules is for the supervisor.
- Prepare the booklets in original Administration Schedule order. Be sure to record the session # and line # from the original Administration Schedule onto the booklet covers.
- Sort the booklets into the three piles – one for Mrs. Smith (blue highlighter); a second pile for Mr. Jones (green highlighter); and a third pile for Miss Clarke (yellow highlighter).
- Pack the test booklets with the corresponding highlighted set of Administration Schedules in each session box for each classroom, making sure that there are enough pencils, calculators, etc in each box.
- Mark each session box with a Blue, Green or Yellow highlighter corresponding to the materials inside.

After the assessments are over, follow these procedures:

- Each AA should code the highlighted students on the set of highlighted Administration Schedules included in his/her session box.
- The AA should code the corresponding booklets covers of the students highlighted on the set of highlighted Administration Schedules included in his/her session box.
- The AA should sort the coded booklets into piles based on the originally assigned session and put each pile of booklets in line # order (based on the session # and line # recorded in the upper right corner on each booklet).
- The sorted piles from each AA for each session should be combined and each session should be checked against the original Administration Schedule.
- Each session box should be packed according to Procedure 12A in Chapter 4 of the AA Manual.



Appendix J

Sensitivity Training for Supervisors Working in Schools Affected by Traumatic Events

Sensitivity training as presented here is a guide to increase your understanding of situations where an individual or community has experienced a traumatic event. Its purpose is to enhance your existing professional skills and draws from your already extensive experience working with school staff, classroom management skills, and knowledge of students with SD and ELL. The AA Manual, *Supervise* magazine, and the *Inclusion* magazine have additional information.

There are four major components to this specific sensitivity training: first, understanding the nature and dynamics of traumatic situations; second, increasing personal awareness and improving interpersonal communication; third, learning the specific circumstances of the persons affected by the event; and fourth, implementing effective and appropriate responses to those affected.

Developing Understanding

1. **Nature of the trauma.** Traumatic occurrences produce many different emotional and physical reactions. It is important to recognize, however, that particular reactions such as grief or anger are **not event specific**. While you would expect, for instance, to see more depression and grief as a reaction to a death, these same responses would be common and expected in those who had their lives disrupted by a hurricane or other natural disaster. Expect to see many types of responses in individuals and be aware that characteristics like age, developmental level, socioeconomic status, cultural background, frequency of exposure, and intrinsic coping skills and sense of empowerment are important factors influencing the nature and severity of these responses.
2. **Severity and frequency of the event.** Children and adults that are exposed to more severe trauma such as living in war zones will all experience high levels of stress. Longer or more frequent exposure to trauma also produces more complex reactions to this stress and increases the chances of developing long-term or permanent damage.
3. **Closeness to the event.** Tragic events and crises like natural disasters, school violence, terror threats, war, and death are frequent occurrences in modern life. When they happen on a national or international level, they affect all of us to some extent, but we would not expect to see the same depth and type of suffering in those watching the story on television

as in those stranded on a rooftop or struggling to find food. Since people are resilient, the pain of the experience usually **diminishes** with time.

The pattern of emotional responses and behaviors also will **change** over time. For example, in grief reactions, individuals or even communities go through stages changing from sadness, anger, denial, and reconciliation/acceptance. While most people will recover on their own—time does not heal all wounds. Chronic emotional, behavioral, interpersonal, and learning problems can persist for years. A disabling Post Traumatic Stress Disorder may emerge months or years after the experience and require professional intervention.

4. **Immediate response to the trauma.** Permanent or debilitating stress reactions can be avoided or alleviated greatly by effective, timely, and sensitive intervention. Following a natural disaster, we expect to see more profound effects in people when the basic needs of “adequate” food, water, health care, and shelter are not provided immediately. Even if these **basic needs** are met, nearly all persons still will experience some adverse emotional reactions. Applying effective early “**psychological first aide**” as well will help reduce the risk of both children and adults developing lingering, debilitating problems.
5. **Expected Resolution.** Reactions to stress are greatly mollified if the crisis is expected—or perceived—to be “short-term.” Even if the adverse situation extends beyond what was anticipated, a person’s stress level may remain low so long as there is a “sense” of improvement. This is particularly true if the person feels that they are constructively participating in this process and has a **sense of empowerment and control**. It is also important to note that once the situation has been resolved significantly, a person or community may **re-experience** traumatic stress on the event’s **anniversary date**.

Increasing Personal Awareness and Improving Interpersonal Communication

1. **Self-Awareness.** In the case of natural disasters or community violence, you and other NAEP staff may have been traumatized by the same or similar experience. It is important to understand what impact this event has on you and them. Discuss problems with the field manager that might interfere with your or their ability to work effectively at a school or in a work area.

Assessment Administrators (AAs) also will receive guidance for working with schools and students affected by trauma during their training. This will be your initial opportunity to observe how the AA reacts to the sensitivity training. You may note that an AA will need added support or, in some cases, determine that he/she should not be assigned to a particular school.

2. **Interpersonal Communication.** Be aware how your thoughts, beliefs, prejudices, and actions influence others. In working with people recovering from a trauma experience, it is especially important to avoid labeling them as victims, refugees, or displaced persons. Also, avoid emotional overreacting or over-identifying during your contacts with them.

NAEP representatives must be especially careful of their body language and vocabulary when working in these situations. Be conscious of your own responses and intervene when you notice inappropriate interactions between AAs and school staff or students.

Learning Specific Circumstances

Because reactions to trauma are so diverse, it is not possible to work effectively with schools and students without understanding their unique circumstances. If the traumatic exposure has been many months prior to our contact, the impact may not be very noticeable; although, in the case of a natural disaster, the effects may be more lingering. This will be the situation in schools that increased enrollments following the 2005 hurricanes and are now **overcrowded** with **overextended staff** and **limited resources**. Learning as much as you can about situations like this will help you feel more confident, better prepared, and in control for your initial contact. Sources of information about a school community (staff, students, parents) include:

1. **Data Collection Form/State Information Form.** The field manager and scheduling supervisor will provide feedback on the status of the school at the time cooperation was gained or the assessment date set. Carefully review this sheet and clarify unclear items.
2. **Local NAEP staff** may be able to provide you with helpful background information about a situation as well as being aware of the current status in a school.
3. **Media reports** (newspaper, radio, television). Even if you are not working close to the affected area, state or national media may still provide useful news. It is always a good idea to follow local media reports once you locate to that work area.
4. **Web sites** (school, district/diocese, state). Education and school web sites will give you the most up-to-date information. It is always a good idea to review a school's web site before contacting it, but this is especially important when you are aware that a school has been affected by a traumatic event.

Implementing Effective and Appropriate Responses

Gathering information about the school and understanding their specific situation will continue to occur with all your contacts with the school. As NAEP representatives, we are limited, however, in what we can or should do with much of this information since we are not therapists and we are only in the school for a short period. However, it is important to have as much information as possible to help you and your AAs more effectively work with staff and students and ensure a successful assessment. Refer to the AA Manual for additional details.

1. **Preassessment visit scheduling call.** When contacting the school for the first time, you may get a sense of how stressed the secretary and school coordinator seem. You will need to use your sensitivity skills at this early point to reduce their stress level and gain their support. Letting the school coordinator know that you are familiar with the traumatic circumstances the school has experienced tells the school coordinator that you are informed and sensitive to their problems. People communicate their experiences differently. Some school coordinators will want to speak at length and you may find it difficult to know how to respond. Realize that there is no set response; **“active listening”** (responding at key points with expressions such as “I am sorry,” “I understand”) may be your best reaction. Even if you have lived through the same experience, maintain a professional yet supportive distance. Other school coordinators will say little about their experience. Respect this and do not probe.

School coordinators may have many issues and objections to having NAEP at their school, especially under difficult circumstances. Be sympathetic and listen to their concerns, but do not become emotionally involved. **Do not apologize** for the assessment and **do not feel guilty** about making necessary and reasonable requests of the school coordinator. The State and NCES have determined that this school can and should participate in NAEP. This is part of a school's return to a normal routine—an important component in post-trauma recovery.

The school coordinator is likely to be even busier than usual and in a hurry to end the conversation. Keep this initial contact concise and focused on the essentials. The school coordinator also may not have reviewed the Preassessment Packet or be well prepared for your call. Expect to answer more questions than usual and perhaps even to repeat answers. Expect to call back until you have collected the necessary information to ensure that you are well prepared and organized for your preassessment visit.

You will definitely need to be more flexible, positive, patient, and understanding when working in this stressed environment.

2. **Preassessment visit.** This visit will give you further opportunity to assess the problems at the school and, more importantly, will allow you to develop further a solid, professional relationship with the school coordinator that will ensure the success of the assessment at that school. Do be as helpful as possible and provide concrete solutions such as suggesting flexible times and creative use of limited space. If you are less experienced, ask your field manager for ideas. Try to reduce the burden on the school coordinator by offering to help complete necessary paperwork or to gather student information. After speaking with the school coordinator, you may learn that student (and staff) attendance is lower than usual. Parents may be more likely to refuse their child's participation because it adds stress or results in missed instruction time.

Traumatic events usually have a more intense—even profound—impact on SD and ELL students. In the case of students displaced by the 2005 hurricanes and floods, official records may be destroyed or not available. It is not likely that many of these students can or will be retested by the 2006 assessment window. Therefore, schools receiving these students will need to “reconstruct” their Individualized Education Programs (IEPs) and provide appropriate services necessary for those children. It is particularly important to meet with the resource staff whenever possible and to be more flexible in providing appropriate accommodations when working in these schools.

In addition, there may be students affected by the trauma who will need special attention even though they are not classified as SD or ELL. You will need to adjust the assessment environment using the guidelines provided by the school in the absence of a formal IEP. Refer to Chapter 4 in the Supervisor Manual; to Chapter 2, Chapter 4, and Appendix C in the AA Manual; and to the *Inclusion* magazine for additional information.

3. **Preassessment Planning.** Following your preassessment visit, it is important to review your notes and formulate a plan for assessing in this school.
 - a. Review your plans with your field manager and ask for additional input and suggestions.
 - b. Review staffing needs and consider adding staff especially if you have any concerns about how effective an AA will be.
 - c. Review and retrain AAs, if necessary, particularly those that will work with SD and ELL students. Review classroom management techniques. Discuss with them the need to avoid labeling language. Recognize that they may be anxious about assessing in a situation they perceive as difficult. Respond constructively and supportively to their questions and concerns.
 - d. Be available to the school coordinator and reply promptly to his/her calls.
 - e. Remind the school coordinator of the importance of having school staff be in the assessment room. This will help reduce anxiety and alleviate discipline problems. Since you may need to provide more and longer breaks for students, school staff would also be useful to assist with these. Also, reinforce that it is important that he/she be available to you when you arrive on assessment day.
4. **Assessment Day Activities.** Being highly organized, on time, and flexible are always important in any assessment situation—here they are critical. Emphasize this with the AAs. Encourage the school coordinator to be available throughout the assessment day, but be aware that this may not be possible because of his/her hectic schedule.
 - a. Review how to handle students who behave in a disturbing or disruptive manner with the school coordinator. Confirm where dismissed students should go. If time permits, also confirm other procedures, times, and locations discussed during the preassessment. Being unaware of even minor, unexpected changes can create problems for you and the assessors. Be certain that you know how to contact the school coordinator and main office. Review and update the Assessment Information Form with the AAs.
 - b. Avoid interrupting and overwhelming the school coordinator with unnecessary questions or requests that can wait.
 - c. Remind the assessors that they should document any staff and student concerns and issues on the Session Debriefing Form. If they had ANY specific interaction with a student who enrolled in that school following a hurricane or other natural disaster in the last year, they should note whether this contact was positive, negative, or neutral. While the school coordinator must be informed of negative reactions, they are happy to hear that the student had a positive experience.
 - d. Increase your vigilance observing sessions and intervene if an assessor seems to have particular problems in managing a classroom or in working with individual students. Unless it is an emergency, do not conduct a session yourself. You must be available to supervise the assessment.

- e. Handle discipline problems with increased sensitivity. It may be better to **discretely** dismiss a student from the assessment after an initial attempt to get him/her on task fails.
 - f. Observe SD and ELL students and others affected by trauma exposure for stress signs. If they do not respond quickly to the usual classroom management attempts to refocus them, release them from the assessment as **inconspicuously** as possible.
5. **Post Assessment Procedures.**
- a. Post assessment activities include a careful review of the Session Debriefing Forms. It is important to review any adverse or unusual reactions to the assessment with the school coordinator. Also share positive experiences—especially concerning children about whom the school coordinator had special concerns.
 - b. Complete post assessment activities quickly and efficiently and do not unnecessarily prolong your stay at the school. However, **DO NOT** rush and risk making mistakes. You must always leave the school with complete and accurate data.
 - c. Review the experience with your field manager.