Volume XIII - Issue 9 - May 2013

Celebrate DoDEA Nurses on National School Nurses Day: May 8

School nurses do so much more than bandage skinned knees. They are integral to maintaining the safety and security of DoDEA schools. DoDEA's team of approximately 200 trained and licensed health professionals work with parents to create Individual Health Care Plans and Emergency Care Plans for students with medical conditions that warrant specific care at school. They screen children for vision and hearing problems. School nurses serve on many committees including Child Study Committees, 504 Accommodation Teams, and discipline teams. When a crisis occurs, nurses are ready with emergency medical kits, student health forms, and medication.



Overseas School Nurse of the Year, Lily Bagtas

This dedication recently earned a DoDEA nurse international recognition. The Overseas School Health Nurses Association (OSHNA), awarded DoDEA Nurse Lily Bagtas, RN, its prestigious Overseas School Nurse of the Year award. According to OSHNA President, Sandra Leipheimer, who is also a DoDEA nurse, this award "validates excellence in school nursing practice."

During her 12 years as a DoDEA nurse, Lily Bagtas has made many contributions to the well-being of students. She has been a leader in developing and implementing programs that teach children, parents, and school staff about



nutrition, exercise, and healthy lifestyles. These include a fitness program called Club 2-1-5, morning exercises with Radio Taiso, the Fit for Spring Contest for teachers and staff, and a school wellness plan. Lily Bagtas also introduced the highly successful Recess Before Lunch program at Yokota West Elementary. The program has since been extended to other schools in the Pacific.

"Being selected as Overseas School Nurse of the Year is truly a great honor," said Bagtas. "This award is an affirmation that school nurses are an integral part of student health and education."

As National School Nurses Day (May 8) approaches, take time to acknowledge the contributions DoDEA's nurses make to the wellbeing of students and staff. Our schools would not be the safe, nurturing places they are without the dedicated services of DoDEA nurses. To read a special case study describing how one extremely competent DoDEA nurse helped save the life of her principal, turn to page seven of this newsletter.

Inside This Issue

lews & Updates	
Celebrate DoDEA Nurses on National	
School Nurses Day: May 8	1
Symposium Addresses Ways to Help Children Cope with Deployment	2
Maintain Security Awareness with	
DoDFA Antiterrorism DVD	')

Safe Schools Planning

Information Dashboards Help Steer	
School Security	3

Education Issues

CDC Reports Increase in ADHD Diagnoses	
Nationwide	4

Cybersecurity

Dravantian Dragrama
Type of Prank Call
Swatting: A New and Dangerous

Prevention Programs

-		
	Travel Tips for the Road Ahead	6
	Switching Schools? Transfer Data	
	the Old Fashioned Way	6

News & Updates



Symposium Addresses Ways to Help Children Cope with Deployment



The Comfort Crew for Military Kids teamed with the United Services Organization in 2012 to visit military installations. Since then, Trevor Romain

has shared his message of caring and mutual support during parent deployments with over 100,000 elementary schoolers worldwide. In conjunction with this tour, the Comfort Crew recently offered a two-part symposium series called "With You All the Way!" The second portion of this series, "Homecoming, Transition, and Resilience," was presented at Ft. Belvoir, Virginia in April.

The event brought together a panel of speakers to discuss the challenges facing military youth and families during the reintegration phase of the deployment cycle. The symposium integrated three videos, entitled "Real Talk with Military Youth," which featured interviews with military families describing how they managed their personal challenges during pre-deployment, deployment, sustainment, homecoming, and post-deployment.

A discussion afterward invited panelists to offer a combination of personal experience and professional background to raise awareness about the injuries beyond the visible and invisible injuries of the soldier: the psychological impact on the entire family. Permeating the conversation was the theme of building resiliency and an emphasis on providing help and support. "Military children face extraordinary challenges, but when the kids get the support they need, and they need so much, they not only overcome their challenges, they will draw strength from them and take pride in themselves," said Ronda Englander, Co-Founder of the Comfort Crew.

Several panelists spoke about the importance of helping children develop a personal identity beyond being the child of a deployed service member. As panelist Dr. Mary Keller put it, "Educators should not underestimate the value of helping children find their spark."

She explained that whether the "spark" is a structured activity such as music or soccer, or a personal passion such as reading, these talents and hobbies help students establish their identity and develop the self confidence they need to transcend adversity and to thrive as strong adult leaders. For example, panelist Alison Simerly, the teenage daughter of an active duty service member, explained that hiking helped her cope through her dad's five deployments. "Through hiking," Alison told the panel, "I was able to realize not only my own physical strength, but also my emotional fortitude."

Maintain Security Awareness with DoDEA Antiterrorism DVD

The DoDEA Student Antiterrorism Awareness Training DVD provides an interactive tool to help students learn personal security awareness and crisis response procedures. In some schools, the classroom teacher or a counselor presents the



video to one class at a time to raise security awareness as well as open up discussions that address students' concerns about personal safety and crisis response.

The accompanying guide and interactive website provide teaching points, discussion questions, and some fun activities for children. To watch the videos online, visit the Office of Safety and Security website at http://www.dodea.edu/Offices/Safety/videos.cfm. To request copies of the Curriculum Guide and DVDs contact safeschools@csc.com.

DoDEA Headquarters Personnel

Rose Chunik, Chief, Office of Safety and Security
Adam Bergstrom, Program Manager, Antiterrorism
Jennifer Jones, Program Manager, Physical Security
Kim Perino, Program Manager, Emergency Preparedness
Donald Golaszewski, Program Manager, Safety and Occupational Health

CSC Safe Schools Newsletter Editorial Staff

Sarah Markel; Melissa Reeves, Ph.D.; Brian McKeon; Patrick Feeney

The material herein is presented for information purposes only and does not constitute official policy of the Department of Defense (DoD), or the Department of Defense Education Activity (DoDEA), nor does it constitute endorsement by DoD or DoDEA of any non-federal entity or its programs. All comments and questions should be directed to safeschools@csc.com.

SAFE

Safe Schools Planning

Information Dashboards Help Steer School Security

In a car, the speedometer tells how fast one is driving, the odometer shows mileage, and the engine light warns of potential mechanical trouble. Similarly, a few graphics on one screen or slide can summarize the status of the school climate and help the school safety team determine how to adjust prevention programs, or crisis preparedness activities, to enhance security. One benefit of posting this type of "school security dashboard" on a central site is that it can generate enthusiasm and maintain accountability for enhancing security.

To ensure a school security dashboard is useful, limit graphics to those that measure relevant results. Ideally, indicators will address areas where the entire school community can see the benefit for students, parents/sponsors, and staff members. At Ashurst Elementary School in Quantico, Virginia, students developed a dashboard to report a positive indication of school security – how many compliments they heard students make at recess (see the Sep 2012 newsletter). Typical areas depicted might include:

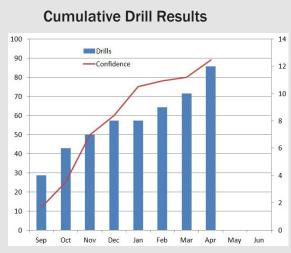
- Number of protective action drills conducted,
- Types of bullying incidents, and
- Number of personnel reporting a positive school climate.

Designing a question that will be relevant to something students and staff can influence, such as bullying incidents, allows the school to "ask" or measure incidents reported, count those reports monthly, and "announce" the results using a simple graphic so the school staff can see how they are doing compared to the baseline. Displaying a self-explanatory collection of graphics on one screen, or dashboard, generates enthusiasm for accomplishing the goal as students and staff visualize how their actions affect the outcome.

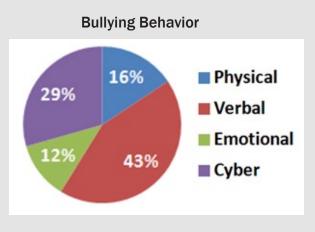
Dashboard indicators can be displayed in crisis management team meetings, staff meetings, on a bulletin board, or via the school website. For questions regarding how to display school security related data sets, contact safeschools@csc.com.

How to Build a Dashboard

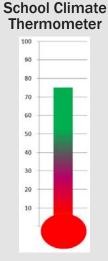
Using multiple graphics together can efficiently communicate complex quantitative information, such as progress on a bullying reduction plan. The following graphics, when examined together, illustrate the progress of a school's safety and security measures. Note: This information is for illustrative purposes only and does not reflect security at any given school.



Blue bars - Number of drills conducted. Red line - Staff members indicating they feel confident they know how to respond.



This pie chart depicts the percentage of incidents stemming from specific types of bullying behavior.

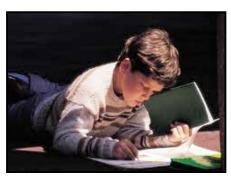


Percentage of personnel reporting a positive school climate.

Education Issues



CDC Reports Increase in ADHD Diagnoses Nationwide



According to new data recently released by the Centers for Disease Control (CDC), the prevalence among American children of Attention Deficit Hyperactivity Disorder (ADHD) is higher than previously believed. The figures showed that an estimated 11 percent of children age 4 through 17 have received an ADHD diagnosis at some point in their lives. Previously the total was believed to lie somewhere between 3 and 7 percent. In addition, according to the CDC, two-thirds of those with a current diagnosis of ADHD use prescription medication to help improve memory and concentration. The study found that teenagers were more likely to manage their ADHD with medication than children.

According to the National Institutes of Health, ADHD is "characterized by a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequently displayed and more severe than is typically observed in individuals at a comparable level of development." The data for this study was gathered through telephone interviews of 76,000 parents conducted nationwide between 2011 and 2012. Researchers do not know if the increase in numbers reflects a true rise in prevalence of ADHD or whether greater public awareness of the condition has led to increased screening and diagnosis.

Pediatric ADHD is a complex topic that involves issues such as student assessments, parental communication, behavior management, medication use, and medication misuse. In addition, there are many misconceptions about ADHD in the public domain. Educators with specific questions about ADHD who would like to see these concerns addressed in future issues of the DoDEA Safe Schools Newsletter, can send an email request to safeschools@csc.com. For more information about ADHD, a detailed booklet is available online at www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder/complete-index.shtml.

ADHD Best Practices from the National Institute of Mental Health

With the proper parental and educational support, many children can learn to manage their ADHD. Following are five tips from the National Institute of Mental Health for helping children with ADHD stay organized at school:

- ▶ Follow a schedule. Children with ADHD perform best when they have a predictable routine. Post class routines and lunch times on the bulletin board. Warn students when the schedule will change so they have time to adapt.
- Organize personal items. Children with ADHD thrive in an environment where everything is neatly organized. Helping them learn to organize their desks and backpacks can help students stay focused in class.
- Maintain consistency. Children with ADHD need consistent rules they can understand and follow.
- Arrange school supplies. Use binders, colored pens, and sticky notes as memory aids. Teach children the habit of writing down daily assignments.
- Give praise. By the time a child is officially diagnosed with ADHD, he or she has probably received a lot of negative feedback about behaviors such as speaking out in class, forgotten homework, and lost text books. These students expect and often receive criticism from adults. Find opportunities to congratulate them when they succeed and give praise often.





Swatting: A New and Dangerous Type of Prank Call



City and county law enforcement agencies across the United States are encountering a new form of electronic cyber-hoax. The trend is called "swatting" because police tactical teams or "SWAT teams" are often called upon to respond to what turn out to be false emergency calls to 9-1-1 dispatchers. Typically, the callers describe gruesome scenes or hostage situations which result in large numbers of law enforcement personnel being pulled from other duties to respond to a crisis that does not exist.

This prank is more than a mere annoyance. Swatting drains vital resources from local jurisdictions, distracts law enforcement from mission-critical work, and puts police and innocent bystanders at risk when emergency vehicles and numerous armed law enforcement officers approach what they believe to be a threatening situation. The anonymity of technologies such as voice-over-Internet phone services, and non-initialized phones, make calls to emergency services difficult to trace; therefore, catching the individuals making the calls is extremely difficult.

In some cases, swatting is used as a form of vengeance. In Maine, a young man was arguing online with a fellow video gamer when local police and state troopers suddenly descended upon his house. Investigators suspect that the person with whom he was quarrelling placed a call to 9-1-1 using technology that allows the hearing impaired to communicate over the phone by typing. The call cannot be traced and there are currently no leads in the case.

Several swatting incidents have involved middle school students. In Texas, a man recently came home to find the police staking out his empty house. An anonymous 9-1-1 caller had reported a murder and a hostage situation at the house. The caller had used a popular software application that allows users to make calls over the Internet to place the 9-1-1 call. While the police could not discover who placed the call, they did learn that the target of the hoax was the pre-teen nephew of the homeowner.

High profile entertainers, reporters, and even public officials have been victims of swatting. A twelve-year-old boy recently admitted to "swatting" actor Ashton Kutcher and singer Justin Bieber.

Law enforcement agencies across the U.S. are working with telecommunications providers to prevent and address swatting activity. Until a technical solution is identified, however, school administrators can remind students that while making prank calls to emergency dispatchers may seem harmless, it is a crime that poses a genuine risk to victims and law enforcement personnel. To read an FBI case study about swatting, visit www.fbi.gov/dallas/press-releases/2012/alabama-man-indicted-in-east-texas-swatting-case.



Swatting is a Crime

In some states swatting is a felony, although catching the perpetrators remains difficult. The Federal Bureau of Investigation (FBI) recently charged a ring of swatters in the state of Washington. According to the FBI website, "Members of the ring called 9-1-1 lines in more than 60 cities nationwide, impacting more than 100 victims, causing a disruption of services for telecommunication providers and emergency responders, and resulting in up to \$250,000 in losses." The motive was not monetary gain, but rather, "bragging rights." ■

Prevention Programs



Travel Tips for the Road Ahead

DoDEA students preparing for end-of-the year trips and summer travel benefit from a unique opportunity to explore diverse cultures and geographic locations. As a result, many students often become savvy travelers who grow up understanding and automatically incorporating security practices that other students do not learn until adulthood. The security tips for safe summer travel have been gathered from federal government resources as well as former DoDEA students and staff members:

- Check the Department of State (DOS) travel warnings for countries or regions where a recent incident or threat has heightened security concerns at www.travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html.
- ▶ Know the terrain. Preliminary research using the Internet and travel guides can familiarize travelers with local laws and customs, which may differ significantly from those in the United States. Respecting local sensitivities can prevent an incident and enhance the educational experience.
- Note the contact information for the nearest U.S. Embassy or Consulate -- These offices can sometimes help American citizens in need of assistance, e.g., a lost passport, medical emergency, or hostage situation.
- Heightened, unimpaired senses are essential to enjoying foreign travel. Maintaining "situational awareness" of your surroundings and avoiding areas where a tourist is most likely to be victimized are easy ways to avoid a pick pocket. For example, avoid rundown neighborhoods, alleys, deserted streets, and overcrowded areas. Travel in pairs or groups when possible. If travelling alone, refrain from listening to music on headphones. To a thief, headphones indicate possession of valuable electronics and inability to hear.
- Avoid sharing personal information with strangers and do not offer details of travel plans. Refuse any assistance or objects offered by a stranger. Tourists are often lured into scams or into pickpocket traps by individuals or teams of individuals on the street. Politely decline offers for free services or trinkets and keep moving.
- Carry credit cards, cash, and important documents in separate secure pockets or bags. Limit the amount of cash on your person. Clothing with hidden pockets on the inside, lockable pocket zippers, or money bags worn under outer clothing, are options for carrying valuables.

While preparing for a trip, it helps to discuss security tips with friends, family, and fellow travelers. Creative ideas for personal safety can emerge and new tactics sometimes prove more effective than the standard precautions, which are already known by most thieves. The U.S. Department of State's travel website offers additional resources for both domestic and international travel at www.state.gov/travel/index.htm. Printable travel checklists and tips are available on the DoDEA Student Antiterrorism website: www.dodea.edu/Offices/Safety/antiterrorism.cfm.

Switching Schools? Transfer Data the Old Fashioned Way

During the spring and summer many families move to a new duty location. To ease transitions for both families and schools, administrators may wish to remind parents to hand-carry school records when they transition to a new school. This ensures that no information is lost during the transition and allows the student to get off to a great start at his or her new school.



School records to hand carry should include: copy of current report card, health information, documentation of any programs the child may participate in (e.g. Gifted Education, English as a Second Language, AVID), and any school generated plans for the child (Individualized Education Plans, 504 Accommodation Plans, Individual Health Care or Emergency Care Plans). Additional items that should always be hand-carried include: birth certificates, medical records, and immunization records.



Nurse's Professional Response Saves a Life in DoDEA

On the morning of January 23, 2011, Principal Wilma Holt suffered a heart attack at Schweinfurt Elementary School. Thanks to the intervention of school nurse Denisse Richardson and PE teacher Cathy Steele-Kissinger, Wilma Holt survived. Sandy Leipheimer, school nurse at Heidelberg High School, wrote the following article and kindly gave permission for it to be printed here:

The day started like any other at the large DoDDS-Europe ES/MS. The School Nurse said hello to her principal and walked on to the Health Office four doors down. Five minutes later at 0810 the School Nurse was called to the Principal's office by a voice that told her there was something wrong.

Denisse Richardson, RN, responded to see her principal Wilma Holt with her head down against a table. She was unresponsive and Denisse determined she had no pulse. EMS was activated and Denisse immediately began to control the scene. Denisse then asked nearby staff members to help her lower Ms. Holt to the floor while sending another person to bring the AED to the scene. Denisse initiated mouth-to-mouth breathing and started chest compressions. The AED was connected to the victim while CPR was momentarily interrupted to assess the heart rhythm. The first analysis advised a shock and the shock was delivered. Denisse was concerned that the AED was interpreting the heart rhythm incorrectly because the AED did not have a screen to verify the rhythm.



Denisse Richardson, RN, Schweinfurt Elementary & Middle School Nurse

The PE teacher, Cathy Steele-Kissinger, arrived on the scene and stepped in to assist with CPR, checking for effect of compressions. Denisse comforted staff members who panicked and reassured bystanders as she continued CPR. She assigned a staff member to control the crowd and shut the office door to protect Ms. Holt's privacy. Denisse administered five shocks before EMS arrived. Ms. Holt required two more shocks for a total of seven. After the seventh shock she regained a pulse, but remained unconscious. EMS transported her to the Intensive Care Unit (ICU) at a local hospital. The physician who accompanied the EMS team and the care team at the ICU later told Denisse that her quick and competent response had saved Wilma's life.

Wilma is retired living the good life. She and Denisse keep in touch. Wilma agreed to share her story and when asked said, "Listen, if it will save another person's life. . . go for it. And tell them if you had not been there on January 23, 2011, I would not be here on January 23, 2013. . . so thank you for being there. . . and for being knowledgeable of CPR and the AED across from my office door."

— Sandy Leipheimer, School Nurse, Heidelberg High School



After the above incident, Sandy Leipheimer and Denisse Richardson conducted an After Action Review to see what lessons could benefit other schools. They both agreed that two critical factors — the availability within the school of individuals trained as first responders and having a working, fully-charged Automatic Electronic Defibrillator (AED) on hand — had saved Mrs. Holt's life. To learn more about lessons learned after this incident, contact safeschools@csc.com.