

**Perspectives from School Psychologists on the Impact of Active Shooter Drills and Other
School Security Measures: A Listening Session Series**
Speaker Biographical Sketches

Stephen E. Brock, PhD, NCSP, LEP Professor Emeritus, California State University, Sacramento

Dr. Stephen E. Brock (he/him) is a professor emeritus and a past school psychology program coordinator at the College of Education at California State University, Sacramento (CSUS). A Nationally Certified School Psychologist, Dr. Brock worked for 18 years as a school psychologist before joining the CSUS faculty. As a school psychologist, he helped to develop the district's school crisis response protocol. Dr. Brock was a founding member of NASP's School Safety and Crisis Response Committee and a past president of both state (CA) and national school psychology associations. He is the lead author of *School Crisis Prevention and Intervention: The PREPaRE Model*.

Christina Conolly-Chester, Psy.D, NCSP Director of the Division of Psychological Services, Montgomery County Public Schools

Dr. Christina Chester is the Director for Psychological Services with the Montgomery County Public Schools in Rockville, MD. Dr. Chester is responsible for school psychologists and the Bilingual Assessment Team (BAT) in the Division of Psychological Services. In this role, she oversees the Signs of Suicide Prevention Program, Trauma-Informed Schools, Crisis Intervention responses, and the Behavioral Threat Assessment initiatives. She is the former Director for Crisis Intervention and Safety for the Waukegan Public Schools and was responsible for managing the five missions of emergency management and safety/security for her school district. She is the former chairperson of the National Association of School Psychologists' (NASP) School Safety & Crisis Response Committee and coauthor of the PREPaRE Workshop 1: Crisis Prevention and Preparedness. She also received the NASP Presidential Award in 2017, 2018, and 2021 for her work with understanding race and privilege, national crisis responses around the continental United States and Puerto Rico, and advocacy around school crisis response and recovery work during the COVID19 pandemic.

Emily Goodman-Scott, Ph.D., LPC, NCC, NCSC, ACS Professor and School Counseling Coordinator, Old Dominion University

Dr. Emily Goodman-Scott is a Professor and School Counseling Coordinator in the department of Counseling and Human Services at Old Dominion University, in Virginia. She is also the Director of the Holmes Scholar Program, for the ODU Darden College of Education & Professional Studies. She has been in education for 20 years: previously as a school counselor, special education teacher, in several mental health settings counseling youth; most recently as a faculty at ODU (2014-present). Throughout her career, Dr. Goodman-Scott has demonstrated commitment to creating more equitable and just educational systems, and closing the gap between school counseling research and practice. She is passionate about researching school counseling topics, including Multi-tiered Systems of Support (MTSS/PBIS/RTI); current trends in preparation and practices; elementary school counseling; and counseling children with diverse abilities. She's published over 50 articles in national, peer-reviewed journals, including *Professional School Counseling*, *Journal of Counseling and Development*, and *Counselor Education and Supervision*. As of August 2023, she was the most published scholar in the nearly 30 year history of *Professional School Counseling*, the flagship journal for her profession. She was the lead editor on the book, "A School Counselor's Guide to MTSS" (2023, Routledge; 2nd ed) and lead author on the book "Making MTSS Work" (2020, ASCA). Dr. Emily Goodman Scott is a Fellow for the American Counseling Association, as well as the recipient for the 2020 national research award also from the ACA.

Cathy Kennedy-Paine *School Psychologist/Crisis Consultant, Springfield (Oregon) School District*

Cathy Kennedy-Paine has enjoyed a 40+ year career as a school psychologist, special education administrator and university educator. She spent the majority of her career working as a School Psychologist and Assistant Special Education Director, and also served as the crisis team leader for the Springfield (Oregon) School District. School crisis planning and recovery have been vital elements in her career. Ms. Kennedy-Paine has supported schools for 30 years locally and nationally, responding to well over 100 incidents including 7 high-profile school shootings and the deaths of students, administrators, teachers, support staff members and parents. Ms. Kennedy-Paine was honored to expand her local crisis work in conjunction with the US Department of Education as a crisis responder and trainer, as an invited panelist at a White House School Safety Conference and as an invited presenter at a Congressional Briefing, "Rethinking School Safety: Schools and Communities Working Together." Additionally, her work with the National Association of School Psychologists (NASP) has included being a member of the NASP National Crisis Response Team for 15 years, serving on the NASP School Safety and Crisis Response Advisory Committee for 8 years, and authoring numerous publications related to school safety and crisis response. Ms. Kennedy-Paine has been an integral partner with her school district in developing a multi-faceted training program for staff and students K-12 for armed intruder and all school safety drills. This training program began in 2015 and successfully continues today.