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TEAMING FOR SUCCESS



THE WASHINGTON SPIRIT



BOYS INCLUDED

*An Educational Gap Review
in Human Trafficking*



CHRISTIAN NANRY, PHD

TRAINING

FOR CHILDREN

*DOESN'T MEAN
SCARING THEM*

KATHERINE SCHWEIT

**EXERCISING
EMOTIONAL MUSCLES**



KRISTINA KOTLUS



2021 NWSL CHAMPIONS

NOVEMBER 20



LYNN FAMILY STADIUM



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Welcome to Parents with Preparedness Magazine



Friends All. Welcome to Edition 6 of Parents With Preparedness, a go-to resource for parents, educators, and community organizations each guiding families through this amazingly complex and wonderful experience called life. The PWP TEAM had the opportunity and the honor to work with another TEAM of amazing athletes who symbolize the best examples of resilience, of preparedness through not only athletic rigor, but academic rigor, of collaboration and a relentless pursuit of excellence. The Washington Spirit Professional Women's Soccer Team are champions—not only on the field, but in life by being role models to kids who are in search of heroes more now than ever as we re-emerge slowly from a pandemic restricted world.

Having the opportunity to see the world through their eyes and

listen through their words, reinforce essential values for all of us, not just for young kids. They remind us that the ingredients to success have a great deal to do with not giving up, being accepting of feedback, being responsible and accountable to one another, and understanding that the view from, and energy of “an energetic” bench, is an essential part of the success of any team.

As always, we have an amazing group of contributing authors who bring a well-earned and practical knowledge to the dialogue about school violence, exploitation which is often hidden in plain sight, and family preparedness. Our Resource Guide is updated in each issue for ease of access to national level resources.

Our PWP Team continues to change the world with their passion and through this work. For the record, adults need heroes too. Thank you to our team and thank you to the Washington Spirit. The world wins in both cases.

Kathleen Kiernan, EdD

FOUNDER PWPORG.ORG



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Photo credits to Javi Dussaq, Washington Spirit

The **Washington Spirit** is an American professional soccer club based in the Washington, D.C. metropolitan area that participates in the National Women's Soccer League (NWSL). It is a continuation of D.C. United Women of the W-League and continues to field both an amateur WPSL team and a youth team, both under the Spirit name. In 2021, for the first time in club history, the Washington Spirit were NWSL Champions.

TEAMING FOR SUCCESS: THE WASHINGTON SPIRIT

Andi Sullivan (pictured right) is an American soccer player who plays midfield for the Washington Spirit in the National Women's Soccer League and the United States women's national soccer team. Andi is 26 years old and comes from Lorton, VA.

Q. How do you respond/react after losing a game in order to prepare for the next game?

A. There are a lot of different ways I respond to a loss and get ready for the next game. I think it's important to accept how you feel and feel what you feel. If you're in a bad mood, give yourself a time limit for how long you're going to allow yourself to be in that bad mood. Another thing I like to do is bounce ideas off of teammates and coaches to see if we have similar ideas about what went right and wrong. It's important to evaluate on your own and collectively with your team. Then, we have to get back to the process of recovering. We have to eat to make sure we're getting our calories back and before bed, I like to do something that makes me happy as a way to zoom out and gain some perspective. After



initial recovery, I watch game film. A friend of mine always says it's never as bad as you think and it's never as good as you think and I think that's very accurate. We tend to amplify things in our heads in the moment and it's important to look back with a fresh set of eyes to update our evaluations. Take those lessons from a neutral point of view and apply them to your training/preparation for the next week.

Q. Any advice you would give to your younger self about preparedness and resiliency?

A. This is a tough question and I have novels worth of answers. With regard to resiliency, I would advise my younger self to stay in the moment and focus on what you can do to keep progressing. In college, I tore my ACL and kept asking myself "what else can I do?" It was very easy to look at what I couldn't do and get discouraged and sad but there were just as many things I could do, from quad sets to range of motion work and rehab exercises. I learned to focus on my capabilities as opposed to my inabilities because it helped me to stay present and keep powering forward. I would also tell my younger self that preparedness is very much intertwined with the "what else can I do?" question. You have to trust the work you've put in while also giving a fair evaluation of yourself to know if you should be doing more.

Q. What would you say to children who want to play team sports but who have been told

they're not athletic or any good at sports?

A. It really upsets me that this is an issue for so many kids and their families. We've learned so much as to why this is wrong for developing kids. It's so important for kids to find a coach, friend, teammate and/or community that believes in your ability to learn and grow and follow through with your work. A growing and teaching environment is so valuable for young kids to find fulfillment in playing sports. Too often the focus is on whether or not you're on the best team or are the best player on your team when it should be whether or not you're enjoying yourself and continuously getting better. Your environment has to fit your goals. Any person who is at a high level in their sport would likely not say that their successes all came down to their athleticism; they would tell you it's more about how they are able to accept feedback and apply it to their preparation, push through times of poor performance and problem solve. So many skills and character traits are taught to kids through playing sports, athleticism is just a tiny piece of the puzzle and not the most important. Your physical abilities are constantly changing as a kid but what you learn and take away from sports and into your everyday life can be consistent. ♡

Aubrey Kingsbury (Pictured Above Middle) is an American professional soccer player who plays as a goalkeeper for the Washington Spirit in the National Women's Soccer League. Aubrey is 30 years old and hails from Cincinnati, OH.

Q. How have team sports prepared you for life?

A. Team sports are the perfect avenue to learn valuable life lessons like teamwork, leadership, creativity, and being an effective communicator. Teams require everyone working together to achieve success. I've learned that everyone's role is valuable, there is no one more important than another.

In life it's the same. You can't get anywhere on your own. You need the help and support from mentors, teachers, family, and friends to accomplish your goals. Through sports I've learned to relate to all different types of people and find a way to work together regardless of differences in opinion, personality, or background.

Q. What is the best piece of advice that you've received?

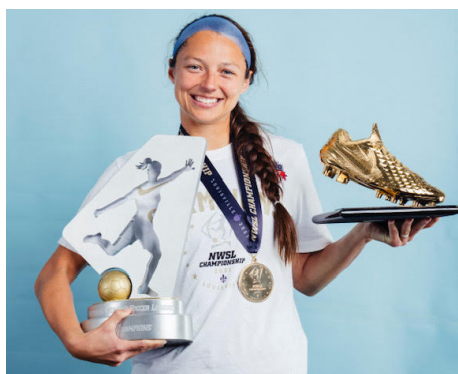
A. The best advice I've ever received is from my Dad who always reminds me to "Remember who you are and whose you are." When I was younger I didn't fully understand what he was trying to convey, but I now recognize the value of knowing who you are and being true to yourself. That will be different for everyone, but for me personally,



my identity is rooted in Christ and I'm reminded to love and serve others because He first loved me. This has helped guide me whenever I face new challenges and difficulties. When I remember who I am and how God has a purpose and plan for my life, I can proceed confidently.

Q. What is one key take-away that you want young athletes to never forget?

A. I always remind young athletes to be fearless. Especially as a goalkeeper, you're the last line of defense and often called into action when the game is on the line. It can be incredibly nerve-racking. Being brave and fearless will help young athletes succeed in sports but also in life. Everyday is full of unique challenges that require taking them head on! ♡



Ashley Hatch is an American soccer player who plays as a forward for Washington Spirit of the National Women's Soccer League (NWSL). She has also played for the United States women's national soccer team. Ashley is 26 years old and comes from Gilbert AZ.

Q. How do you keep your energy up, and your emotions in a good state, when you're really not having a great day?

A. As silly as it sounds, just making yourself smile is a great way to turn your day around. It obviously

doesn't solve all of the problems of the day but there are studies that show even an insincere smile can improve your mood and give you the small serotonin boost you need to get through the rest of your day. It also helps to remember previous bad days you've had, despite how counterintuitive that may sound. You've made it through 100% of your tough days so far and gotten to better days and this one is no different. You have to go through tough times to appreciate the good!

Q. Is nutrition and mindfulness key to your training?

A. Definitely, and the two often go hand in hand. When we eat clean and keep on track with our nutrition plans, every aspect of your physical health benefits. We feel more clear-minded and more energetic. Both of these things help us to live in the moment and avoid getting caught in the trap of worrying about things that have happened or big games/events we have coming up. It's surprising how much our nutrition impacts our mental well-being and, in turn, our performance on the pitch.

Q. How do you stay engaged/motivated when you might not receive as much time on the field during a game?

A. Whenever I've found myself not playing as much as I would like, I always remind myself of the good teammates I've had in my past that were able to make an impact from off the pitch. Seeing positive energy from the sideline is so helpful as an athlete because we can really feed off of it. Additionally, seeing the love everyone has for each other and for the game is a great motivator because you naturally want to go achieve something more when it would benefit more people than just you. I remind myself of that because being a good teammate is just as valuable as anything you can do on the pitch. An energetic bench area can make it feel like you've got a 12th player out there so you can always be a part of the game even if you're not physically on the pitch. It also helps how much we all care for each other on this Spirit team. We all want to see each other succeed so it is super easy to lock in on the game and lock in on your teammates' performances. You pay more attention to something when it involves your friends and family so the close relationships we have all formed here really translate to on-field production. ♡



Watch the *Washington Spirit Road to the Championship* video [HERE](#)

READY, SET, GO

By Dr. Terry Oroszi

There has been an uptake in climate and weather-related disasters. We have seen a surge five-fold over 50 years. An increase in global temperatures means more droughts, floods, rising sea levels, and increased intensity of storms. Changes in the climate intensify hazards and the risk of extreme weather disasters. The evidence is overwhelming and the results devastating.

The number of climate-related disasters has tripled in the last 30 years, and more than 20 million people a year are forced from their homes by climate change.

What this means for the average citizen is that their chance of experiencing a natural disaster has increased. Natural disasters are not our only threat; every one of us could also suffer a localized or personal disaster, such as a neighborhood power outage, a house fire, or a citizen uprising.

Live the Capable Lifestyle! Capable people can be best described with the Coast Guard motto, "Always Prepared"! Capable people have a realistic expectation about the world, its dangers, and the fact that there are many ways we can adapt to make our lives safer.

Capable people have no expectation of calm; they understand that, while many of the places they go are relatively safe, the environment can change, and a threat may appear.

Capable people are not complacent; they understand that complacency can cause us to ignore our environment and become caught up in our activities. Complacency causes us to lower our guard and assume we are safe regardless of what may actually be happening around us.

Capable people take advantage of technology rather than being distracted by it. Capable people make use of modern technology (internet, cellphones, social media) to enhance their ability to learn about their environment, especially any threats. Technology helps them make good planning choices and then allows them to rapidly adapt those plans when things change.

Capable people plan ahead, and they plan with contingencies. They think about possible alternative outcomes and additional factors that may have an impact on their activities – they take into consideration the "What If" scenario.

Who will be able to help us in a crisis?



Organizations with missions to help the public during times of crisis locally include the police, fire, and EMS. The American Red Cross, an organization started by social reformer and nursing pioneer Clara Barton in 1881, was created to aid Americans suffering from disasters or serving on the battlefield.

The Federal Emergency Management Agency (FEMA) is another organization that responds nationally. FEMA's mission is to prepare for, protect against, respond to, recover from, and mitigate all hazards. The maximum dollar amount a FEMA survivor can receive is set by Congress and is currently \$35,500. The average grant is less than \$8,000.

"Beyond COVID – many of you are also seeing your resources drawn into the opioid crisis, tackling homelessness, dealing with social unrest and the consequences of domestic terrorism, the impacts of cybersecurity breaches, and numerous other types of crises. And of course, there's climate change, which is turning the storms, floods, and fires that we manage into profound, long-term, cascading incidents."

FEMA Administrator Deanne Criswell's Remarks to the NEMA 2021 Annual Forum

First responders are the first line of defense

for our communities, responding to both natural and man-made threats; however, they cannot do it alone. We must recognize the need for personal preparedness. There are several things we can do to be better prepared.

To start, if you don't have it already, get homeowner's / renter's insurance! Talk to your agent about coverage, such as fire, flood, wind, mold, and debris removal. A standard policy covers water damage from a burst pipe or broken HVAC or protective sprinkler system.

Wind-driven rain that enters through a hole in the roof or window would also be covered. Flooding, surface water, water that seeps up from the ground, and water that backs up through sewers or drains or overflows through a sump pump are all typically excluded from coverage. A water backup coverage endorsement can be added to your policy for as little as \$30 a year.

Create a family disaster/safety/crisis plan. It is very important that your family be prepared for a disaster before it strikes. One way to prepare is by assembling an EMERGENCY Go-Bag.

A Go-Bag is a portable kit that includes the items that you need to survive while you are away from your home. Once a disaster hits, you will not have time to shop or search for supplies. However, if you gather supplies in advance, your family can endure an evacuation or home confinement.

Emergency Go-Bags should include a minimum of the following twenty items. Check the expiration dates on nonperishable food items, bottled water/beverages, and medications.

1. Water: one gallon per person, per day (3-day supply for evacuation, 2-week supply for home)
2. Food: non-perishable, easy-to-prepare items (3-day supply for evacuation, 2-week supply for home).
3. Flashlight
4. Solar, battery-powered, or hand-crank radio
5. Extra batteries
6. First Aid Kit.
7. Multi-purpose tool
8. Sanitation and personal hygiene items
9. Copies of personal documents (medication list and pertinent medical information, proof of address, deed/lease to home, passports, birth certificates, insurance policies)
10. Family and emergency contact information
11. Extra cash
12. Blankets
13. Map(s) of area
14. Medical supplies (hearing aids with extra batteries, glasses, contact lenses, syringes, etc.) with extra batteries, glasses, contact lenses, syringes, etc.)
15. Baby supplies (bottles, formula, baby food, diapers)
baby food, diapers)
16. Games and activities for children
17. Pet supplies (collar, leash, ID, food, carrier, bowl)
food, carrier, bowl)
18. Two-way radios
19. Extra set of car keys and house keys
20. Manual can opener

Contents for your Go-Bag can be region-dependent.

The West Pacific region experiences earthquakes, landslides, tsunamis, wildfires, and volcanoes. Your Go-Bag could include maps, heat resistant blankets, crank, or solar phone chargers. Do not forget a spare pair of reading glasses to read those maps.

West (Mountain)

Two of the natural disasters, earthquakes and wildfires, plague this region as it does the West Pacific. The type of disaster can dictate the amount of time you can expect to be away, and if that trip might be permanent. Wildfires can destroy communities, whereas it is less likely that an earthquake will leave you homeless. Do not forget to have important phone numbers and addresses in writing; relying on your phone in times like this can be a detriment.

Midwest

Tornadoes are predominant here. When possible, move to a windowless interior space on the lowest floor. In Illinois and Missouri earthquakes

are a problem. North Dakota and South Dakota experience wildfires. Earthquakes and forest fires made the top ten worst U.S. Disasters list, while tornados did not. An indoor Go-Bag, left in your safe space, can be helpful when waiting out a tornado. This bag should have games, a crank radio in case of power loss, water, and snacks.

South and Southeast

Tornadoes, landslides, earthquakes, and hurricanes, depending on your location. Six of the ten deadliest disasters were hurricane events. Make sure your Go-Bag includes rainwear and is waterproof.

The Mid Atlantic and New England

Hurricanes and Winter Storms are repeating natural disasters for this region. Make sure your Go-Bag includes blankets, extra clothes, and instant heat packs, not microwave needed.

Where can I learn more?

[FEMA's Emergency Management Institute](#) offers more than 200 free courses online.

IS-394.A: Protecting Your Home or Small Business from Disaster

The primary audience is small business owners, homeowners, and individual citizens. It is presented in a non-technical format and includes protective measures that can reduce the negative consequences of disasters on homes or small businesses.

Get involved with CERT

[The Community Emergency Response Team program](#) offers a consistent, nationwide approach to volunteer training and organization that professional responders can rely on during a disaster situation. Search for a program, register your group, and stay connected in your neighborhood!

Ready

Launched in February 2003, [Ready](#) is a National public service campaign designed to educate and empower adults, teens, and children to prepare for, respond to and mitigate emergencies, including natural and man-made disasters.

Ready for Teens

Teenagers and other young people can help their families, schools, and communities prepare for disasters. Teens can join the teen preparedness council or start a youth preparedness program like Teen CERT.

Ready Kids!

Emergencies and disasters can be scary for adults, but even more so for children. At the [Ready Kids! webpage](#) you will find games for children. Your younger children can become a 'Disaster Master' and learn how to build an emergency kit. They can meet Pedro the Penguin, who will teach you all about staying safe.

Being prepared can be a family affair. When the family is prepared, the fear is lessened and the chances for survival are improved. Make a Go-Bag, have one for each car, and the home. Fill it with items that are needed for your region. Have a meeting place defined and mapped, for the family to reconnect after a disaster. Extra medications or prescriptions can save lives. 🐻

First Aid Supplies

- ✓ Adhesive bandages, various sizes
- ✓ 5" x 9" sterile dressing
- ✓ Conforming roller gauze bandage
- ✓ Triangular bandages
- ✓ 3" x 3" sterile gauze pads
- ✓ 4" x 4" sterile gauze pads
- ✓ Roll 3" cohesive bandage
- ✓ Germicidal hand wipes or waterless, alcohol-based hand sanitizer
- ✓ Antiseptic wipes
- ✓ Box large medical grade, non-latex gloves
- ✓ Tongues depressor blades
- ✓ Adhesive tape 2" width
- ✓ Antibacterial ointment
- ✓ Cold pack
- ✓ 2 pairs scissors (small, personal)
- ✓ Tweezers
- ✓ Assorted sizes safety pins
- ✓ Alcohol and peroxide
- ✓ Cotton balls
- ✓ Thermometer
- ✓ Tube of petroleum jelly or other lubricant
- ✓ Sunscreen
- ✓ CPR breathing barrier
- ✓ First aid manual



Non-Prescription & Prescription Med Kit Supplies

- ✓ Aspirin and non-aspirin pain reliever
- ✓ Anti-diarrhea medication
- ✓ Antacid (for stomach upset)
- ✓ Laxative
- ✓ Vitamins
- ✓ Prescriptions
- ✓ Extra eyeglasses/contact lenses



Food & Water Supplies

- ✓ Water (3-day supply per person)
- ✓ Ready-to-eat meats, fruits, and vegetables
- ✓ Canned or boxed juices, milk, and soup
- ✓ High-energy foods
- ✓ Special foods for infants
- ✓ Cookies, hard candy
- ✓ Instant coffee
- ✓ Cereals
- ✓ Powdered milk



Earthquakes: You should practice DROP, COVER and HOLD ON with everyone in your household.



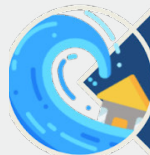
Wildfires: Make sure you are signed up for the emergency notification systems that your community uses.



Hurricanes: Keep an emergency kit on hand, and create an evacuation plan for your household, including pets.



Volcanoes: You need to have a dust mask and goggles in your GO bag.



Tsunami: Plan your routes from school, work, home, and designate a safe meeting place 2 miles inland or 100 feet above sea level.



Landslide: Plan your routes from school, work, home, and designate a safe meeting place 2 miles inland or 100 feet above sea level.



Winter Storms: A GO bag should be always in your car in case you are out during a storm. When possible, avoid driving.



ABOUT TERRY OROSZI

Dr. Terry Oroszi is a Vice-Chair and Associate professor In the Pharmacology and Toxicology Department, Boonshoft School of Medicine (BSOM), part of Wright State University in Dayton, Ohio. Her subject matter expertise is in Homeland Security.

As part of her role at BSOM, she serves as Director of the graduate and the Chemical Biological, Radiological, Nuclear (CBRN) Defense Programs. She started her career in the Army, transitioned to the laboratory doing molecular genetics work, and merged her military and science experiences to develop the homeland security focus for the medical school.

Dr. Oroszi has several collaborations with the military, industry, academia, and the government in CBRN, terrorism, and crisis decision-making. She is the founder and chair

of [The Dayton Think Tank](#), a gathering of the top 50 crisis leaders in the region.

As a civilian, Oroszi has received training from the FBI through two programs in 2018 and 2019 and recently stepped down as president of the Dayton InfraGard chapter to be part of the [InfraGard National Members Alliance](#) Board as the new INMA secretary.

Oroszi has shared her research on American terrorists with NSA, at Quantico, and members of Congress in D.C. Her subject matter expertise in terrorism and crisis leadership has been recognized in media, including print, web, and T.V., and as an invited speaker at national conferences for military, government, and industry leaders.

Along with several journal publications, she is a co-editor and contributing author of ["Weapons](#)

[of Mass Psychological Destruction and the People that Use Them,"](#) Praeger ABC-Clio, ["The American Terrorist: Everything You Need to Know to be a Subject Matter Expert,"](#) Greylander Press, a book covering four years of dedicated research on American citizens charged with acts related to terrorism.

In her free time, Oroszi started writing a fiction series about a female FBI agent that is frankly not a very good agent. She drops cover, occasionally loses her temper, and has a few too many unsanctioned kills. ["Operation Stormfront: From Weatherman to Wall Street,"](#) book one in the series, and book two, ["Operation Deep Dive: Back into the Past,"](#) released Sept 2019, and novella book 2.5, ["Mr. Smith Goes to North Korea,"](#) released Oct. 2019.

BOYS INCLUDED: AN EDUCATIONAL GAP REVIEW IN HUMAN TRAFFICKING

By Dr. Christian Nanry

Human trafficking and exploitation have received heightened attention over the last two decades, generating awareness of this global epidemic over various categorized groups: ethnic origins, nationalism, economic status, gender preferences, religious viewpoints, and political affiliations. Much of the research and interest has focused on sexual exploitation, correctly acknowledging the impact trafficking has on young girls and women. However, current research and attention often does not focus on males as victims of modern slavery.

This article aims to provide a brief overview of the gaps in research on male victims and educate parents on how these gaps can affect their male children, family members, and friends.

The Trafficking Victims Protection Act of 2000, as amended (TVPA), defines human trafficking as: Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age; or The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. It is important to note, a victim does not need to be physically transported from various locations for the crime to fall within this definition. Gender is also not isolated as a variable to satisfy a violation of the TVPA.

Since the passage of the Protocol to Prevent, Suppress, and Punish Trafficking in Persons in 2000 by the United Nations General Assembly, research on human trafficking has garnered greater emphasis and scope beyond its prior support and focus. Historically, the majority of research on trafficking and its victims has focused on the sexual exploitation of women, leaving the experiences of male victims undocumented.

A study from Florida State University synthesized human trafficking literature from 2000-2014 which revealed the frequency of human trafficking articles have increased from 22 articles in 2000 to 154 articles in 2014. The years 2007 and



2008, yielded 84 and 122 articles. Comparatively, this is a significant increase from the previous years of the study with 20 and 30 articles. Over both periods of time, published trafficking articles concerning sexual exploitation remained consistent. However, articles focusing on labor trafficking have increased to roughly 70% between the years 2010 to 2014.

The victim population of this study revealed women were the overarching focus of the literature. The general victim category produced twice as many articles in the years 2007 and 2014. Male-driven articles were limited in number, with the top two years in 2010 and 2013 producing three articles per year.

Out of the 404 empirical articles used in this study, sex trafficking was the most common category at 40%, labor trafficking at 35%, organ trafficking at 30%, and general trafficking at 2%. Roughly half of the study's sample revealed the victim's category as general, in which victim populations were combined rather than being separated by gender. Females constituted the largest category by gender, followed by women and children.

Males were predominately placed in the combined general category, and young boys were combined with the children or

women categories, rarely being addressed individually. Although female categories statistically had the highest percentage of articles focused on sex trafficking, males were more likely to be identified in articles concerning organ and labor trafficking.

In 2019, a research study at the University College London sampled 2,630 confirmed victims to compare victim demographics and official responses in the human trafficking processing spectrum. The most consistent aspect of the research showed an overemphasis and focus on sex trafficking at the expense of other forms of trafficking. This ideology runs parallel with many experts who believe labor trafficking is more prevalent than sex trafficking but is underrepresented in official statistics due to a lack of emphasis and sensationalism.

The results of the study showed pronounced distinctions between trafficking types: female victims made up the majority of victims for sex trafficking and domestic servitude ($n = 1076$, 97.3%; $n = 291$, 86.6%), but fell under a quarter of trafficking victims ($n = 291$, 22.6%). A chi-square test revealed gender differences between trafficking types were significant ($\chi^2 = 1457.79$, $df = 2$, $p < 0.001$). The data in this study was also stratified into

traditional binary and non-binary categories. In 2021, the Hasbro Children's Hospital released a study that demonstrated male victims of sex trafficking possess many of the complex behavioral, medical, and psychiatric concerns shown by female victims of sexual abuse.

In the case of male victims, males are difficult to identify for fear of being perceived as a willing participant, a homosexual, or a deviant. Additionally, the results suggested current research is myopic in nature; focusing almost exclusively on females. Thus, leaving males unidentified and undetected.

Currently, no research exists specifically examining male youth who present themselves in outpatient medical clinics for any concerns of sex trafficking. Over 50% of the child pornography in the United States includes young boys, yet no studies exist on how this statistical difference relates to various forms of victimization specific to boys and young males.

Male victimization within human trafficking is underreported, underrepresented, and often undocumented. Male victims are often unwilling to identify themselves due to negative sociological inferences and inadequate community support. The drive to research male victimization with the same fervor as female victimization is undercut, as categories such as labor trafficking, normally male-dominated, is not as attractive to the media. However, as more labor trafficked victims are reported, males being identified as trafficked victims is increasing.

The National Center for Missing and Exploited Children encourages parents and caregivers to interact with their children without pressuring or judging their children's actions, even if they are alarmed.

By remaining calm and nonjudgmental, parents are able to foster open-ended dialog with their children in order to navigate diverse situations. Parents are also encouraged to thank their children for their willingness to talk to them. In the case of young boys, this is imperative.

To reveal the true statistics of males being exploited, sociological changes are necessary for males to identify themselves as victims. Parents can become the primary catalyst for change in perception and the acceptance of male victims. Be the change.

If your child is being sexually exploited, reach out to the National Center for Missing and Exploited Children Cyber Tip Line. You can contact the National Center for Missing & Exploited Children 24 hours a day at 1-800-THE-LOST (1-800-843-5678). As a private citizen, if you recognize signs of human trafficking, do not approach or engage the situation, instead call the National Human Trafficking Hotline at 1-888-373-7888 or 1-866-347-2423 to Federal law enforcement. You can make a difference. 💖

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ABOUT CHRISTIAN NANRY



Dr. Christian A. Nanry is a veteran and serves his community as a law enforcement official. He holds an undergraduate's degree from Empire State College, a master's degree from Seton Hall University, and a Doctorate of Philosophy from Texas State University.

TRAINING FOR CHILDREN DOESN'T MEAN SCARING THEM

By Katherine Schweit J.D., Author, *Stop the Killing: How to End the Mass Shooting Crisis*



Of all the questions posed to me, the most emotionally laden are those that ask if and how to talk to children about targeted violence. At what age should active shooter training take place?

It's natural for adults to want to protect children. New parents feel the weight when they leave the hospital with a fragile bundle the size of their forearm. Without the warmth and food provided, the child would be lost. Teachers and daycare providers, who often spend more waking hours with a child than the parents, develop the same protective bond.

As adults nurture, they tamp down their constant and biggest fear, losing a child. I know, I have two of my own. I, too, tried to build that impenetrable layer of armor to shield them.

Parents can't really protect their children from every hazard, and each comes to appreciate the practicality of training even the youngest in safety. Toddlers learn to keep their hands off the stove and stay out of the street. Little ones complain but still get out of the water when lightning might strike.

But uncertainty remains about translating those cautions into helpful advice when it comes to gun violence. More and more schools are mandating active shooter safety training,

but parents are the resisters, concerned that training will make children more afraid. Consider, though, that this type of safety training can be useful far beyond the schoolyard, whether in a park, a home, or a shopping center.

Training children in safety shouldn't involve scaring them. Let me show you how. Much of the pushback comes from parents, school administrators, and pre-school personnel who misunderstand what good training for children looks like. They fear children will be scared by the sound of gunshots, the sight of blood, and people running. That would scare me, too. If you have guns in your house, are you training your children in gun safety by showing them photos of people who have been shot? Of course not.

Imagine you live near a train track, or your children need to cross one to go to school. How do you train children to appreciate that danger? Would you show them pictures of cars crushed by locomotives or images of mangled bodies? Of course not. Training doesn't mean traumatizing.

Many schools across the country already offer active shooter training. Do you know what your child is learning? Teachers know how to use age-appropriate language to

inform and educate without creating fear. Training children focuses on their behavior, empowering them to take part in their own safety.

My co-podcaster, Sarah Ferris, was very much against training children when we began our first season of [Stop the Killing podcast](#).

In each episode we talk about a shooting, what went wrong, what signs were missed about the shooter, and how we can all be better prepared. We talked about Sandy Hook, Columbine, and so many other school shootings. By the end of the season, she was firmly in the "train them" camp.

She came to appreciate that training for the scariest but rare occurrence of targeted violence is more about teaching children to follow directions immediately and listen, be quiet, be brave when they are scared, and even move to safety if they are in a dangerous place.

Isn't this the same checklist of training tools adults use to prepare children to respond when there is a fire, lightning storm, or even a tornado? Some threats are more common than others, but the message to children is all the same: listen to the adults around you, follow directions, and get to a safe location.

I'm so confident in this approach that I wrote a whole chapter in my book, [Stop the](#)

ABOUT KATHERINE SCHWEIT

[Killing](#), just about training children. I provide details on available books and websites - too many to mention here. There are books teachers and librarians can order and activities and ideas for engaging even the youngest.

On that fateful day in 2012, those children at Sandy Hook Elementary had been through active shooter training. Many are alive today because of that training.

After the recent school shooting in Oxford, Michigan, I received several calls from school principals and district officials asking what type of training they should offer in their church, preschool, or kindergarten through eighth-grade classrooms.

Let's be clear. No one wants to talk to children about safety matters. We don't ever want our children to think they might be in danger. But if you think your elementary school or middle school child is blissfully unaware of school shootings, chances are you are wrong. Ask them.

One other often overlooked benefit to training is the opportunity to assure children about the rare nature of shootings in schools. We tell children fires and tornadoes are rare, but it is wise to be prepared just in case.

If you are responsible for training children, develop a way to train but not scare them. If you have children in school, find out about their training. Training should never be designed to scare children or adults. Training should be empowering.

If you have or are responsible for toddlers, let me share a resource often overlooked that you can tap into right now focused exclusively on our youngest charges.

My friend, Heather Beal, is the owner, author, and creator of a book series branded under the company name [Train 4 Safety](#). She wrote and published these books first for her own little ones. The book series for toddlers includes individual books focused on safety during fires, hurricanes, tornadoes, thunderstorms, and earthquakes.

She believes disaster affects everyone, even children, and wrote her books to develop fun and engaging stories to teach children how to stay safe and be prepared.

A woman of boundless energy, Heather was not satisfied with just writing her books.

After her first books came out, she zeroed in on daycare providers, establishing a not-for-profit called BLOCKS. [BLOCKS](#) stands for Building Links between Offices of Emergency Management, Childcare, and the community for Kids Safety. BLOCKS helps prepare child care organizations to face and recover from disaster by providing disaster planning and training support.

Remember, safety isn't about the odds of whether something will happen; safety is about being prepared if it does happen. 🍎



Ms. Katherine Schweit is an author, attorney, former Chicago prosecutor, and career Federal Bureau of Investigation special agent who helped jail bank robbers, kidnappers, and domestic terrorists, while working daily with local police investigating and responding to mass casualty and active shooter incidents.

She is the author of the upcoming release, *Stop the Killing: How to End the Mass Shooting Crisis* (Aug. 2021; Rowman and Littlefield). She has published extensively, including opinion pieces in *The New York Times* and *Chicago's Daily Herald*.

When not writing, Ms. Schweit runs Schweit Consulting LLC, providing leadership counseling, security advice, and safety training to hospitals, businesses, religious organizations, educators, and government clients. She brings to clients her knowledge and experience gained as the director of security training at a Fortune 300 company.

She is a member of DePaul University School of Law's adjunct faculty, teaching courses in the culture of the Second Amendment and the rules of evidence. At Webster University, Ms. Schweit teaches courses in business and cyber law and policy. She is a Certified Compliance and Ethics Professional.

As a member of the federally funded National Center for School Safety, her expertise in school safety supports the University of Michigan-led effort to provide extensive, free resources to school administrators, teachers, parents, and school resource officers.

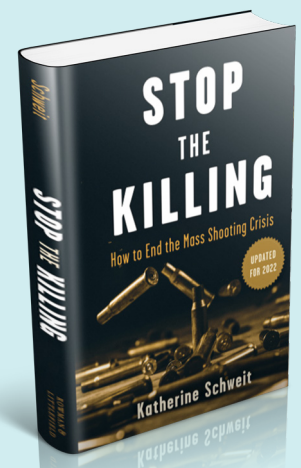
She authored the FBI's seminal research, [A Study of 160 Active Shooter Incident in the United States, 2000 – 2013](#), and was part of the crisis team responding to incidents, including the shootings at the Holocaust Memorial Museum, the Pentagon, and the Navy Yard in

the Washington D.C. area. She is the executive producer for the award-winning film, *The Coming Storm*, widely used in security and law enforcement training in the United States and relied on by the Department of State worldwide. This work earned her a second U.S. Attorney General Award.

She is a member of the [International Association of Chiefs of Police](#) and the invitation-only Association of Threat Assessment Professionals, as well as the [International Association for Healthcare Security and Safety](#), each a clearinghouse that allows experts to work together toward common goals.

She is a recognized expert in crisis response, workplace violence, corporate security policies, and often provides on-air television and radio commentary after mass casualty and complex attacks. She is regularly invited to speak at universities and before professional, government, and private organizations about her insight into the challenges of preventing and managing mass shootings and complex terrorist attacks.

A native of Detroit, Ms. Schweit earned a bachelor's degree in journalism from Michigan State University and wrote for daily newspapers in Michigan and Chicago. She earned a law degree at DePaul University and joined the Cook County prosecutor's office as an assistant state's attorney. As a journalist, she earned state and national writing recognition, including a Peter Lisagor Award for her 1990 analysis of discipline meted to judges and attorneys by the Illinois Supreme Court after one of the largest FBI public corruption investigations ever conducted. She lives in Northern Virginia, outside of Washington D.C.



[CLICK HERE](#)

to see the book on *Amazon*

MASS VIOLENCE

A PARENTAL APPROACH TO PREVENTION

By Michael Breslin

Current Environment -Domestic/Global

The new year provides hope for the future and renewed optimism. It represents an opportunity to hit the reset button. So too with parenting – it is never too late to learn and improve. The COVID-19 pandemic and all its unintended consequences have changed our lives dramatically these past few years – none more so than that of our children. Raising children today seems to be fraught with more challenges than ever before. The continuous onslaught of threats to our children is daunting.

Parents are confronted with keeping their children safe from predators who roam the internet, social media, and gaming platforms looking for their next victim. Parents must strike the correct balance when teaching their children to live in this world as happy and carefree as every child deserves while maintaining the right balance of fear and trepidation when things do not seem right.

There is no easy answer, no foolproof method. Children and their parents are under increased pressure given the dangers imposed by the internet of things (IoT), social media, remote learning, and isolation. If you are in doubt, just ask any parent of a middle schooler.

These risks are inherent in an open society like ours. With freedom come costs. Combined with the threats children face daily, they now face the danger of being the victim of gun

violence. The incidences of violence and school shootings often are committed by young people, children, and adolescents alike. Parents have a pivotal role to play in the identification of at-risk behaviors and seeking the needed support for their children.

Threat Assessment Process

This type of violence represents a complex problem to solve; its root causes are often ambiguous and interwoven among a host of factors, societal, personal, emotional, and the like. The focus of this article is on ways parents can educate themselves and learn what to look for regarding warning signs that intervention may be needed.

Although no single profile of a school shooter or would-be attacker exists, there are lessons learned from previous attacks that provide possible indicators that all parents and caregivers should know. Although motives vary, research conducted by the United States Secret Service indicates the main motivating factors include grievances (real or perceived), a desire to kill, suicidal ideations, and desire for fame.

There are few absolutes in the threat assessment field, as much is situational and contingent on a myriad of factors. The term “threat assessment” is a proactive approach to violence prevention. It is an investigative model developed by the [United States Secret](#)

[Service](#) to prevent assassinations. It has since been adapted to provide insight into all forms of targeted violence. A threat assessment generally involves three key components: *Identification, Assessment, and Management (Mitigation)*.

Scope of Problem-Violence in Schools & Public Places

Definitions of mass shootings vary by country and often by government agency, ranging from the number of people killed and wounded to the time, place, and age of attackers and victims. Other topics of debate are the root causes for these acts of violence and what can be done to stop them. Mass shootings occur [worldwide](#); however, given our nation's high rate of gun violence amongst developed countries, those in the United States receive vast media attention, and rightly so.

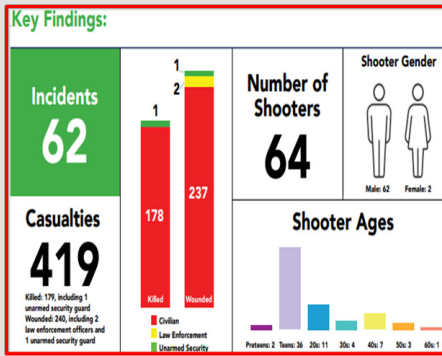
In 2020, “The child and [teen gun violence](#) death rate in the U.S. was more than 3 times higher than that in Turkey, the country with the next highest rate; 11 times higher than in Israel; 19 times higher than in Switzerland and 85 times higher than in the United Kingdom.”

This overview is not intended as an academic deep dive into the problem of gun violence because every murder is consequential. Every child lost is a wound from which a parent never heals, and society suffers untold consequences in the long run.

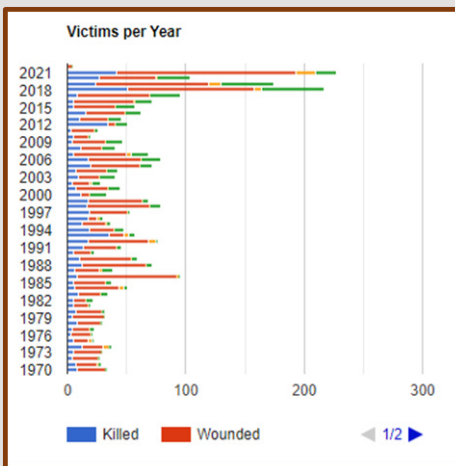
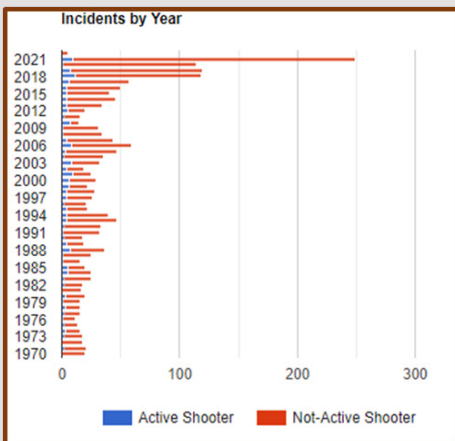
Rather, the intent of the following is to provide an overview of the threat environment and a way forward for parents confronting the unenviable challenge of identifying and taking the appropriate steps if their child exhibits concerning behaviors.

[Research](#) compiled by the FBI indicates between the years 2000-2019, there were 333 active shooter incidents. In this twenty-year period, mass shootings occurred more frequently in businesses open to pedestrian traffic (96), open spaces (50) followed by schools (pre-K-12 /44), and other venues. This chart visualizes key information impacting educational environments.





Analysis conducted by the [Naval Postgraduate School's Center for Homeland Defense and Security](#), offers a detailed breakdown of K-12 school shooting data by incidents, victims, affiliation, time period, and outcome, among other variables. This research is alarming. In 2021, there were 240 non-active shooter incidents, 9 active shooter ones with 42 people killed and 151 wounded.



What's a Parent to Do? Lessons Learned from the Secret Service

The instinct of a parent is to protect and safeguard their child from all harm – at least this is the ideal. Most parents would be reluctant to readily admit that his or her child could potentially commit acts of violence against others.

During my days investigating threats made to government and elected officials, I spent much time speaking to parents. It was rare when confronted with the proposition that their child made a threat serious enough to warrant a federal inquiry, any parent would automatically nod their

head in agreement.

In one such instance a few decades ago, I recall sitting in the kitchen of a mother who refused to accept that her child did indeed make a threat towards a highly visible official in a very public manner, even when presented with indisputable evidence.

With permission, my coworker and I entered the bedroom of the minor along with both parents and surprisingly noticed various items in plain view, which would raise the concern of any parent that his/her child needs support services. Items such as alcohol, seemingly “morbid drawings” and other items were discovered. All indications that mental health indicators were potentially present and intervention was necessary.

Luckily, we had a proven method to help us conduct a comprehensive investigation. We utilized the protective intelligence and threat assessment methodology which seeks to identify, assess, and manage the individual to determine motivation, means, and opportunity of committing an act of violence on others or themselves.

We determined the minor posed no risk to others. Subsequently, the individual was referred to the appropriate medical, mental health, and school resource support systems whereby he and his parents embarked on a road towards wellness. A key component in this example, as in all threat-based intelligence investigations, is communication. Speaking to people in ways they can both relate and understand is the key instrument in identifying and mitigating problems.

The point of this example is the parents ignored or failed to notice signs that were literally under their own roof, just a short walk down the hall into their child's bedroom. How easy it is to miss what may be warning signs that something is amiss given the obligations we face under increased constraints on our time, resources, and quite often our very energy.

The adoption of best practices, the creation of threat management units, and violence prevention programs are crucial to identifying risk factors. This helps to create an environment that reduces acts of violence and can mitigate these threats posed to the public.

The role of law enforcement and public safety professionals is critical in this threat management process. Equally, if not more essential, is the role parents play in this process. Parents are the first line of defense and support for their children and offer the most accurate and pointed insight into their child's mental state and propensity to cause harm – to themselves or others.

“The role of parents and families in recognizing concerning behavior is critical to prevention. When identifying and assessing concerning student behavior, a collaborative process involving parents or guardians is ideal. Families should be educated on recognizing the warning signs and the support available to address their concerns, whether in the school or the greater community.” U.S. Secret Service, National Threat Assessment Center

KNOW THE WARNING SIGNS

The importance and ability of parents, caretakers, and family members to notice when something does not seem right cannot be overemphasized. [Targeted school violence](#) can be prevented when people identify warning signs and take action to intervene.

“Knowing what's normal behavior for your son or daughter can help you recognize even small changes in behavior and give you an early warning that something is troubling your child.”

Sudden changes—from subtle to dramatic—should alert parents to potential problems.

These could include withdrawal from friends, decline in grades, abruptly quitting sports or clubs the child had previously enjoyed, sleep disruptions, eating problems, evasiveness, lying, and chronic physical complaints (stomachache or headaches).

10 Things You Can Do to Prevent Violence in Your School Community ([pta.org](#))

Potential Indicators

Research by the Secret Service's National Threat Assessment Center indicates that acts of violence are almost always preceded by warning signs. Data suggests these acts of mass violence are rarely spontaneous, thereby providing opportunities for prevention.

Learning these indicators is in parents' best interest and should be viewed through the prism of a comprehensive view of the minor – with a focus on the whole person. The significance of both context and situational analysis is paramount to this process.

- **Changes in Behavior.**
- **Social Isolation.**
- **Planning Behavior** – research prior attacks, surveillance of target, documented planning, maps, lists firearms needed etc.
- **Firearms access** – ensure weapons are secured, locked, and stored in safe place – are weapons missing in the home.
- **Written entries in journals, social media** indicating possession of firearm, weapon and grievances or intentions.
- **Threatening/Violent Behavior/Disciplinary History** – increase in severity.
- **Use of Banned Substances.**
- **Prior Law Enforcement contact.**
- **Harassing-Threatening others.**
- **Signs of mental health and Substance Abuse** – “note vast majority of people who display these symptoms do not commit acts of violence.”
- **Concerning Communications** – interest in violence, hate speech, suicide-self harm, interest in weapons, homicidal thoughts, threats to others.
- **Stressors: Home Life Factors, Family, Social, Academic, Criminal Justice, Physical Health, Personal, Bullying.**
- **Psychological Symptoms:** Depression, Anger, Homicidal Thoughts, Feelings of Insecurity, Suicidal Thoughts, Anxiety, Bipolar Disorder, Trauma Psychosis.

Missed Warning Signs - Should Parents Bear Some Blame?

The difficulties of parenting are now compounded with the possibility that one's son or daughter may be harmed while simply attending class or running in the playground. The possibility is not so remote that one's own child may know someone at his/her school who may be at risk for potentially doing the unspeakable – committing acts of mass violence.

Even worse is what no mother or father would ever dare to think of yet admit – that their child has the potential to commit such heinous acts. The recent case of suspected shooter Ethan Crumbley, serves as a sad and tragic case example. The fifteen-year-old is accused of killing four classmates, and his parents have been charged with manslaughter for failing to act on troubling signs exhibited by their son, among other reasons.

Like all these senseless shootings, this case is tragic for the victims, their families, and society. It also serves as a possible indication of a new standard by which a parent may be held legally liable and face prosecution for “missing the signs” and/or failing to take appropriate action prior to a violent act being committed.

Parents, caretakers, and professionals tasked with the education and safety of children can learn from this shooting and the ongoing investigation and litigation. There are signs and indicators one should know about and what to do when these warning signs are present.

Appropriate Actions Steps to Consider

1. Remain vigilant
2. Communication – Keep the channels of

communication open with your child and his/her teachers

3. Listen to your children – be HONEST
4. Be aware of your child's social media activity, know who their friends are
5. Inspect your child's room occasionally
6. Know what your child is involved with, his/her interactions, etc.
7. Education - know the warning signs – seek training in the threat assessment process and know your child's school safety plan.
8. Seek professional help when needed (Crisis Intervention, Drug Treatment, and Mental Health Treatment Services); do not wait until it is an emergency. Be proactive.
9. Remain engaged with School Officials, Teachers, Counselors, and School Resource Officers
10. Seek peer support programs
11. Know who to call if/when help is needed
12. Develop relationships with law enforcement and school safety officials
13. Notify law enforcement immediately if you suspect someone is planning an act of violence towards others
14. Reporting – [If You See Something, Say Something](#)

Individual and Shared Responsibilities

These are difficult times, and the problem of mass attacks and school violence tops the list in complexity when attempting to understand its root causes and implement prevention strategies. Law Enforcement and public safety officials, educators, public and private sector agencies, child safety advocates, and those who have lost a child to this senseless violence all play key roles in protecting our children.

Parents are the best advocates to contribute to this collective goal by educating themselves on the issues and taking a proactive and holistic approach

to address issues impacting children. This approach will help result in timely, comprehensive, and factual based evaluations of the potential for risk of violence towards our children or others. ♥

Helpful Resources

- [Active Shooter Resources — FBI](#)
- [Active-shooter-incidents-20-year-review-2000-2019](#)
- [K-12 School Shooting Database - data-map \(chds.us\)](#)
- [Mass Shootings in the United States | RAND](#)
- [Mass Shootings by Country 2021 \(worldpopulationreview.com\)](#)
- [Gun Violence Archive](#)
- [The State of America's Children 2020 - Gun Violence — Children's Defense Fund \(children'sdefense.org\)](#)
- [School Shooters: What We Know and Why Prevention Is Possible | United Educators \(ue.org\)](#)
- [Department of Homeland Security, Public Awareness Bulletin Mitigating the Threat of School Violence as the U.S. “Returns to Normal” from the COVID-19 Pandemic and Beyond](#)
- [United States Secret Service](#)
- [Mass Attacks in Public Spaces- 2019](#)
- [USSS Averting Targeted School Violence.2021.03.pdf \(secret.service.gov\)](#)
- [USSS NTAC Enhancing School Safety Guide.pdf \(secret.service.gov\)](#)
- [10 Things You Can Do to Prevent Violence in Your School Community \(pta.org\)](#)
- [Program Overview — Sandy Hook Promise](#)
- [Behind the Charges Faced by the Parents of the Michigan Shooting Suspect - The New York Times \(nytimes.com\)](#)

ABOUT MICHAEL BRESLIN



Michael has more than two decades of experience in federal law enforcement, protective intelligence, and transnational financial and cybercrime investigations. He serves on the Cyber Investigations Advisory Board of the U.S Secret Service and is the Strategic Client Relations Director for Federal Law Enforcement at LexisNexis Risk Solutions.

Prior to joining LexisNexis Risk Solutions, Michael served as Deputy Assistant Director for the Office of Investigations for the Secret Service where he oversaw the planning and coordination of investigative responsibilities. Michael is a Board Member for the [National Center for Missing and Exploited Children](#) and serves on the [Preparedness Leadership Council](#).

CONSCIENTIOUS PARENTING

By Lucille Williams



It was my daughter's first day of high school. As I waited in our driveway for her to come to my car, I could feel my nervousness. This was a big milestone for her—her first day of high school! I thought back to signing her up for kindergarten. Embarrassingly, as I filled out the forms in the elementary school office, I wept. As the tears rolled down my cheeks, I navigated my feelings and tried to complete the task correctly. I can only imagine what the ladies in the office were thinking. Here's another crazy mom!

Through my sobs, I considered homeschooling so that I wouldn't have to go through the painful first day of kindergarten drop-off. As the stream of tears continued flowing, I knew keeping my daughter home instead of enrolling her in school would be a huge disservice to her. If separation was this gut-wrenching for me, then clearly all of my children would need time away from mom to become their own independent humans. With that resolve, I finished the form and wiped the tears from my face.

And now, it was her first day of high school. As she walked from our home to my car I thought about how beautiful she was and how proud I was of her. She looked amazing with her long flowing blonde hair, her cute little red shirt, and jeans. Better still, her character exceeded her beauty as I had witnessed numerous outstanding accomplishments and countless kindnesses to others that surpassed her age. Yes, I was one proud mom.

But then, as she got in my car, her cute little red shirt slid up and I could see the sides of her body. I screamed, "Ahhhhh! I see skin! I see skin! You look like a slut." Not my finest mom moment, I know, but unfortunately, these were the words that came out of my mouth. Awful, unkind, hurtful words.

Instead of retracting those horrible words, I continued holding my unreasonable and

inflexible position as we drove to her school. We argued about her choice of clothing all the way to school.

When I dropped her off, I said my standard, "I love you and have a great day," but good Mom left the car at, "You look like a slut."

RE-EVALUATING

What happened? How did, "she looks so beautiful and I'm so proud of her," turn into screams of shock and awe and a fight? The answer is fear. I allowed my fears about her starting high school to take over my good sense.

I feared she would get too much attention from boys. I feared she would hang out with the wrong crowd. I feared she might turn down a dark path. I feared she would reject all of what my husband and I had tried to instill in her.

UNCONTROLLED FEAR

Uncontrolled fear can be very destructive. I allowed fear to overtake my good sense. By the time I arrived back home, I felt like a big jerk and was beating myself up over being a terrible mom. Later, I apologized to my daughter and asked for her forgiveness. What do we do when we've taken a wrong turn as a parent and feel trapped by our

emotions? First, we need to step back and ask, "is this about me or my child? Why am I getting so worked up over this?"

At times we can allow our own dysfunction to cloud our good sense in parenting. If we are making decisions based on image, or what others think, we may want to take a step back and reevaluate. If we are making decisions based upon our own brokenness and past baggage, we need to take a step back and work on fixing ourselves.

FAMILY DYSFUNCTION

We all have issues and unresolved baggage and it's foolish to think we will not pass this down to our kids. This is called being human. We all have our "stuff", but when we realize that fear or selfishness or our own dysfunction has taken over our good sense in parenting, we can work on making it right.

The thing is our children know when Mom or Dad has taken a ride on the crazy train, and if we don't own our mistakes, it will weaken our relationship with our kids. It is hard to respect someone who won't admit when they are wrong. It is hard to trust someone who never apologizes. It is hard to open up to someone who won't own their malarky and isn't vulnerable themselves.

As a parent, we teach our children many things and at the top of the list is healthy relationships. Not perfect relationships, healthy relationships. A huge factor in a healthy family culture is being able to admit when we are wrong and then asking for forgiveness.

Letting our loved ones know often how much we love them and are proud of them will go a long way too—always a better choice over calling them names. ♡

ABOUT LUCILLE WILLIAMS



Lucille Williams is a national speaker, author, and has ministered to couples and families for over 25 years. As a pastor's wife, Lucille dedicates her time to ministry, writing, mentoring, and providing resources on her blog at LuSays.com.

She's the author of "[The Impossible Kid: Parenting a Strong-Willed Child with Love and Grace](#)" as well as "[From Me to We](#)" and "[The Intimacy You Crave](#)".

By Kristine Kotlus

EXERCISING EMOTIONAL MUSCLES

In 2009, we watched “Paul Blart: Mall Cop.” For those of you who have forgotten that cinematic masterpiece, an out of shape want-to-be cop must settle for a security guard position because he cannot pass the physical fitness test for the actual police academy. Hilarity ensues when the mall is overrun, hostages are taken, and Blart must save the day despite physical readiness.

What does this have to do with being ready for a crisis? Well, there’s the obvious lesson that walking a little bit and doing a few sit-ups wouldn’t hurt any of us, but that’s not really my concern.

There are emotional and mental muscles that need to be worked out, and if you, like Paul Blart, wait until the moment of crisis to stretch them, you’re likely to end up face down in a ball pit, rather than saving the day. Can you make



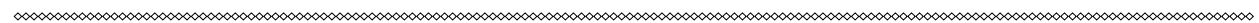
it through? Sure - but you’ll do a lot better if you prepare, rather than waiting for when you need them.

When my children were 4, 6, and 8 years old, I was diagnosed with a citrus-fruit-sized brain tumor in my 4th ventricle. Surgery was planned, radiation would be necessary, and it was likely that the cancer would recur (which it did, four years later in my spine).

How do you help a preschooler, kindergartner, and second-grader deal with the trauma that comes with possibly losing a parent and having their primary caregiver out of commission? Well, we did it by exercising joy.

There were a lot of things we already had in place when I was diagnosed. My family is deeply rooted in our faith tradition, which is helpful not only because it gave my children a platform to build their hope on, but they also had a community of adults rallying around them. However, I know many families are not part of a faith tradition by choice, but they can still practice joy.

When a crisis like a parent getting cancer happens, children are highly aware of their lack of agency. They are not in control of their surroundings or outcomes, and frequently they are robbed of their schedule, caregiver, and possibly even their home. Rather than focusing on the future, we worked with our children



on acknowledging that the current situation was not ideal (okay, fine, we allowed everyone to start using the word “sucks”), and focused on what was good in our lives in spite of the cancer.

For us, this practice was an addition to our family prayer time, but it could easily occur whenever it works best for your family. Each night we gave our children an opportunity to express how they were feeling. If they were struggling, we made time to speak privately but focused on choosing joy, whatever that was.

When we first started, our youngest frequently saw a pretty cloud or grandma let her have a treat. That was fine. Our older son would find joy in me reading a chapter of a book to him. Our middle son was overjoyed when someone brought non-casserole dinner- he doesn’t like his food touching.

We would remind each other that while we were in the middle of a bad situation, we were in control of our responses, and while it was okay to be sad or angry, we could choose to refocus our energy on being joyful and grateful instead of x or y.

There were several key components of this practice. First, we would rotate the person in charge of taking everyone’s joy notes down. This gave the children ownership, as well as made it a practice that did not require mom or dad, in case we could not be there. When visitors were with us at bedtime, they participated, too. This was something we normalized. Everyone can be in charge of their feelings. Second, we wrote everything down. This may not seem important, or maybe just like one more thing to do, but having evidence on really bad days is crucial. In the middle of brain radiation, when I lacked the strength to suck water from a straw, I could be reminded of all the wonderful things people had done to support me or my last good blood count because the evidence was on the pages from days before.

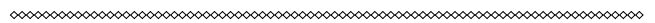
When my cancer came back, we were able to look over years of blessings and joy because we needed the reminder that things had been good before and could be again.

Third, we allowed feelings. Choosing joy means that other emotions are not just allowed, they are expected. We did not teach our children that they had to

fake emotion or be “okay” all the time.

They were allowed to be angry, scared, sad, or tired. In fact, we extended this beyond our family practice and empowered our children to be what is usually classified as “rude” to adults who asked them too many questions. They were allowed to feel how they wanted, and we would address those feelings, but in the end, our choices matter more than our knee-jerk reactions.

Being prepared for an emotional crisis and the trauma it brings by making it a point to exercise emotional intelligence will make you a more prepared family on the bad days and a more grateful family on the good ones. ♥



About Kristine Kotlus

Kristina lives in Prince William County, Virginia with her husband, Austin, and educates their three homeschooled children. She teaches writing, Sunday School, and volunteers in her community.



Kristina loves speaking with others about parenting, faith, cancer, choosing joy, and, of course, general joking/sarcasm. She’s spoken for numerous moms groups, done training for churches, and is a gifted teacher and engaging speaker.

You can find Kristina’s book, “[I Quit](#)” from [Morgan James Publishing at Amazon](#), her speaking engagements, and local bookstores. You can also visit [PwcMoms.com](#) to follow her local parenting blog.

PREPAREDNESS *CAN ONLY HELP*

By Rachel Svites



The best thing you can do for yourself in life is prepare, whether that is in school, your career, or aspects of your personal life. I have always been someone who liked to be prepared. I used to think that being prepared just seemed fun and exciting. It was not until I was a little older that I realized it was something I craved because it kept my anxiety low.

In 2017, I was diagnosed with OCD, also known as Obsessive-Compulsive Disorder. The National Institute of Mental Health defines OCD as "a common, chronic, and long-lasting disorder in which a person has uncontrollable, reoccurring thoughts (obsessions) and/or behaviors (compulsions) that he or she feels the urge to repeat over and over."

Now you might be thinking, how does OCD have anything to do with anxiety? Well, it has more to do with it than one might think. When I create an obsession in my head, I cannot get it out, no matter how hard I try. It could take years, and most of the time, produce an absurd amount of anxiety. The American Psychological Association defines anxiety as "an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure."

Anyone who has OCD or anxiety, or is someone who has watched their loved ones suffer from it, knows that it can hinder lives. Over the past few years, my anxiety has gotten worse, and I have helped it become that way. I feed into what my mind is telling me instead of getting up and doing something about it. I decided enough was enough and began helping myself.

There are just some things in life that you worry about more than others. For me, it can range from a tornado to someone I love getting sick. None of it could be present in my life, but that does not mean I will not get extreme anxiety thinking it could happen.

One of the things I have struggled most with is the feeling that an emergency will occur, and there is nothing I can do to help or stop it. It was never a thought looming over my head like a dark cloud, but it was always present somewhere in my mind. Situations would arise, and I would panic silently to myself, thinking that the worst would happen when nothing was wrong with anyone.

This past May, I was a student studying to earn my undergraduate degree and had the chance to take an extra class. In my final semester at Salisbury University, I decided to take a class called Emergency Wilderness Care. I was so excited to be in this class because I was finally ready to tackle this mental block I had created in my head.

This class introduced me to the principles of how to help a patient be comfortable and survive in situations when help is an hour or more out. This care can pertain to open wounds, fractures, sprains, infections, and many other life-threatening conditions. Taking this class gave me a feeling of power. I felt if someone was physically hurt, I would now have the ability to help them.

I understand that a few scenarios in my life would cause me to be in these types of situations, and because of my anxiety, I never let myself get in these situations. But now, I can live my life freely and not worry about going on an incredible trip or doing something I am afraid to do. That reduced a lot of my anxiety right away. It dawned on me at that moment that I could prepare for so many things that I had anxiety about.

It took me a little longer to realize that just because you prepare does not mean it will not happen. But it does give you the mindfulness that if an anxiety-driven event were to occur, you could do something about it. I was blessed to have

parents who tried everything they could to understand what I was going through and try to help me throughout my life.

Once they learned that being prepared is a fantastic way to relieve my anxiety, they have stepped in to learn more with me. They have taught me many things that have helped me become less anxious, and it feels good that everyone has found a way to be a part of this journey.

All the information I have described above is my situation, but I assume many people can relate to it. The best thing you can do in life is to educate yourself. I will always encourage everyone to expand their knowledge because you never know when it can save someone's life.

Citations

"Anxiety." American Psychological Association, American Psychological Association, <https://www.apa.org/topics/anxiety>.
 "Obsessive-Compulsive Disorder." National Institute of Mental Health, U.S. Department of Health and Human Services, <https://www.nimh.nih.gov/health/topics/obsessive-compulsive-disorder-ocd>. ♡



About Rachel Svites

Rachel Svites is a recent Summa Cum Laude graduate from Salisbury University. She was born in Southern Maryland and has resided there her whole life. Rachel is determined to help stop the stigma of mental health. She hopes that sharing her story can help others find better ways to cope.

She is applying to a master's program in strategic communication and leadership. While she is just beginning her career, she is determined to succeed. Rachel hopes to continue spreading awareness about mental health and successful strategies anyone can use to help.

THE WARRIOR WITHIN

By Shawn Brooks



Adversity is something we all face in life; no matter how big or small, we must find a way to overcome it. I want to share some of the adversities I've overcome and how my actions of persistence may also help you. First, a little about me. I am a professional Mixed Martial Artist, a prior United States Marine, a brother, a son, an uncle, and a cousin to many. These titles help describe my past, present, and future. Through these titles, I found my purpose, my reason, my why.

I came from a broken family. At the age of 6, my mother lost custody of 4 of my 5 siblings and myself. My oldest sibling has lived with my grandparents since birth. Though this situation was unfortunate, it is one of the driving forces for who I am today.

Seeing my family broken, my mother, siblings, and I in despair caused me to lose my childhood at a young age. Fortunately, 3 of my 4 siblings were united with their fathers. Not too long after being placed in foster care, my second to youngest sister and myself remained together for some time. Eventually, she was adopted by one of our foster families. Still, I remained in foster care until I aged out and eventually enlisted in the United States Marine Corps.

My decision to join the Marine Corps was influenced by 3 key factors: my grandfather and his honorable service in Vietnam, my

grit, and my love. For me, joining the Corps is one of the more extraordinary accomplishments in my life and yet one of my biggest regrets.

I was too impressionable. I lacked guidance from any singular, powerful role model. Instead of enlisting in full duty, I decided to join the Reserves. Nonetheless, I still believe everything happens for a reason. Besides, I might not be here today if I joined full duty.

In the Corps, I found what I was born to do, born to be. I am a warrior and a fighter. I wasn't born in the bronze age or a time of sword and shield, but fortunately, with the rise of Mixed Martial Arts (MMA), I am offered an outlet to live my true passion.

During Bootcamp, I was introduced to the glory of hand-to-hand combat. That is where my spark was ignited. You see, when you find a dream or have a dream, you must feed it. This is easier said than done. With the responsibilities that come with adulthood, most people tend to put their dreams on a shelf, and on that shelf is where those sparks die out.

Imagine your dream as a bright flourishing flame. This flame will stay alive for as long you feed it. How do you feed it? That is one of the most straightforward questions you'll ever answer; however, one of the hardest to ever commit to. You feed this flame through sheer effort, hard work, and discipline. Whether your dreams are big or small, they will require effort and sacrifice.

My dream is to be one of the greatest mixed martial artists to have lived. I thought because of my physical abilities and talent, I would succeed. I was



wrong. Reaching my dream requires more sacrifice than I expected. It requires minutes, hours, days, late nights, and early mornings of continuous work.

You might lose friends, miss holidays, birthdays, celebrations of life. You will have to give up the comforts of the now to achieve a greater life tomorrow. This will become exhausting, especially when you have setbacks, injuries, or a pandemic. Everyday life will provide you with many excuses to simply quit and put your dream on that shelf. Some of those reasons may be valid.

People will understand, but can you live with calling it quits? Did you come this far to only get this far? It is perfectly fine to look at your journey and appreciate where you are versus where you began. Sometimes you'll shoot for the stars and land somewhere in the clouds. Is that ok? Yes, yes, it is... if you can look back and say you gave it your all and made all the sacrifices you could. As long as you give your greatest effort, it is ok to not achieve your dreams.

When I'm exhausted with it all, I remind myself that nothing in this world worth having comes easy. The world doesn't owe me a thing no matter how hard the circumstances; the world gave me life, and it is my life's purpose to make the best of it.

How do you want to be remembered? The hardest part is getting there. Winners show up, so it's up to you to keep showing up. Learn to love the process.

Almost a decade into my career, I'm still barely scratching the surface of my dream. What drives me to continue is the memory of those who came before me, the faces of those who came after me, and the support from those who have been with me since the beginning.

One day your story will be told. Perhaps it is one of overcoming adversity and an unbreakable will, and it will bring a smile to the faces of those that learn about you and your dreams. 🍀

ABOUT SHAWN BROOKS

Shawn Brooks is a professional mixed martial artist from the state of Maryland. He currently trains and fights for Team Kaizen MMA located in Virginia.

Outside of fighting and training, Shawn also works as a Matterport technician which helped pique his interest in investing in real estate. When he's not spending countless hours in the gym training himself and or others, he enjoys spending time with his family and pursuing his hobbies.

Shawn's hobbies include a passion for anime, poker, fishing, and traveling when the opportunities present. As someone who has been through quite the ordeal both in his fighting career and personal life, he always does his best to help those around him of any age and in any manner of life.



LAYING THE GROUNDWORK FOR MIDDLE SCHOOL

By Brittany Robell



For many families, the idea of their first child starting middle school is overwhelming. They often feel uncertain about how to best prepare for this new journey. Middle school can be a scary time for parents and students.

Students are navigating a new building and switching rooms for different subjects. Changing classes, electives that might change each day, as well as, an increase in responsibilities and expectations.

Feeling prepared and organized on their first day will help take away some of that stress and fear. As a middle school teacher, I'm going to share with you a few tips and tricks to help make the transition to middle school as smooth as possible.

Toward the end of fifth grade, help your child get comfortable checking his or her grades. Your child will also benefit from knowing how to communicate effectively with his or her teacher(s) about missing assignments or specific questions about scores he or she received. Even having them send practice emails to you would be beneficial.

As middle school students, they will be expected to advocate for themselves and become responsible for their achievements without parents being their voice. Accountability is the key to success during their secondary education.

The next step is specific to the school building. Before school begins, make sure

your student tours the school, preferably with you or another adult. This is an opportunity for kids to ask questions and understand where they will be traveling throughout their day.

Most schools will allow children to tour the school after they have received their schedules in the fall. From experience, most of my students have lost the paper copy of their schedule by lunch on the first day.

I recommend keeping a copy of their schedule in multiple locations, i.e., a photo on their phone, written in their planner, taped into their binder. If your child will be using a locker this will probably be a new experience for them and they will need ample time to practice with their combination to feel confident on their first day.

As a teacher, I have become an expert locker-opener due to 6th-grade students never practicing this before their first day of school. Locker troubles often equate to tardiness, which causes extra, unnecessary stress!

'Organization' is also vital to success in middle school. Being organized with ALL of the needed materials on their first day will help lessen the panic students feel when a teacher asks them to complete a worksheet or activity.

'Organization' is something I recommend parents continue to work on with their students throughout the school year, as students tend to use the "shoving" method for papers they receive throughout the day. Have your student go through their binders or backpacks weekly. This will help keep chaos to

a minimum.

Also, keep in mind, teachers only have a certain amount of supplies that must last the entire school year. Without fail, supplies like extra pencils, glue sticks, and lined paper seem to just disappear, and teachers get VERY protective and start rationing their supplies!

Finally, this is solely for parents. Please be aware of how social media plays a role in your child's day-to-day life.

There is a great deal of instruction time lost every day when students attempt to be on their cell phones or are distracted by the drama that arises from social media throughout the day. We all know too well the impact social media can have socially and emotionally. It has been my experience that these impacts are amplified during middle school years.

Middle school can be a wonderful time for children to learn and grow as humans, but it does take a little preparation to get there! I hope these tips and tricks will help your middle school student feel confident and excited to start on this new journey. 🐾

ABOUT BRITTANY ROBELL



Brittany Robell has been an educator for eight years, seven of which have been teaching middle school. From a young age, she knew that teaching was her calling and is still passionate about her career in education. Brittany has a Master of Education from Concordia University with an emphasis in Curriculum and Instruction.

Brittany began her teaching career in Georgetown, South Carolina at Georgetown Middle School. Her first five years of teaching were at various Title 1 schools. She is currently a 7th-grade science teacher at Sherwood Middle School in Sherwood, Oregon.

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PARENTS WITH PREPAREDNESS

Helpful
RESOURCES

ON AWARENESS
AND PREPAREDNESS

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For Parents

BY PARENTS

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The Parents With Preparedness Resource Guide

INTRODUCTION

The following resource guide has been specially curated for you and your family. It is full of useful links to help you stay informed, safe, and prepared.

Campus Safety

A College Student's COVID-19 Resource Guide

[CLICK HERE](#)

Tool Kits for Students Ages 18-24

[CLICK HERE](#)

Relief and Assistance: COVID-19 Resources for Students

[CLICK HERE](#)

Return to Campus Guidance

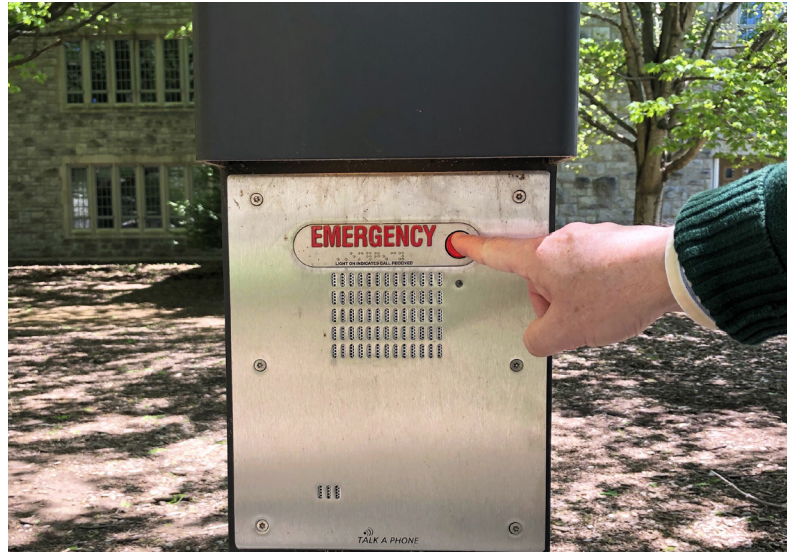
[CLICK HERE](#)

A Parent's Guide to College Student Mental Health

[CLICK HERE](#)

More Time to Lead, Melanie Upright, PWP Board Advisor

[CLICK HERE](#)



Elder Care

National Center for Chronic Disease and Health Promotion's Promoting Health for Older Adults

[CLICK HERE](#)

CDC's National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP)

[CLICK HERE](#)

National Center for Chronic Disease Prevention and Health Promotion's Diabetes, Heart Disease, and Stroke: State Programs

[CLICK HERE](#)

CDC's Arthritis Physical Activity Programs

[CLICK HERE](#)

CDC's Alzheimer's Disease and Healthy Aging

[CLICK HERE](#)

Elder Abuse Spreads, Stoked by the Pandemic

[CLICK HERE](#)





SPORTS SAFETY

National Center for Sexual Exploitation:
Sexual Exploitation in the Sports
Industry: An Abuse of Power

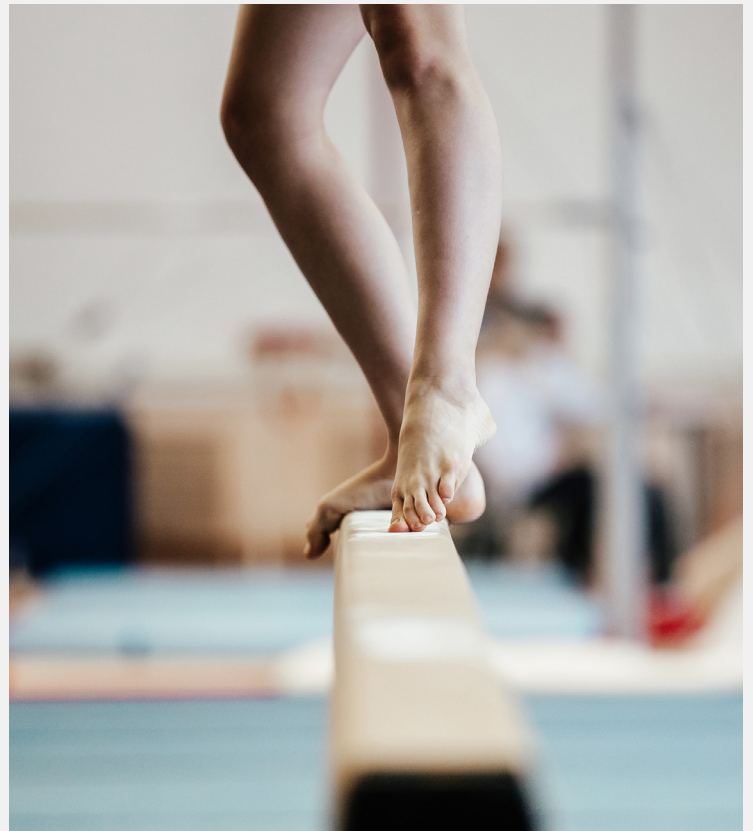
[CLICK HERE](#)

Psychology Today: Sexual Abuse in
Sports

[CLICK HERE](#)

United Nations Human Rights Office of
the High Commissioner: Exploitation
of children in sport

[CLICK HERE](#)





Cyber **RESOURCES**

Cybersecurity and Infrastructure Security Agency Tips
[CLICK HERE](#)

Cybersecurity and Infrastructure Security Agency Securing Public Gatherings
[CLICK HERE](#)

Cybersecurity and Infrastructure Security Agency Cyber Hygiene Services
[CLICK HERE](#)

SchoolSafety.gov Online Safety Resources for K-12 Schools and Students
[CLICK HERE](#)



Homeland Security

AUTHORITATIVE RESOURCES

Department of Homeland Security National Threat Evaluation and Reporting (NTER) Program
[CLICK HERE](#)

Department of Homeland Security Briefing Topic: Building Peer-to-Peer Engagements
[CLICK HERE](#)

Department of Homeland Security Risk Factors and Targeted Violence and Terrorism Prevention
[CLICK HERE](#)

Department of Homeland Security If You See Something, Say Something
[CLICK HERE](#)



HUMAN TRAFFICKING

Department of Justice National Human Trafficking Resource Center
[CLICK HERE](#)

Responding to Human Trafficking
[CLICK HERE](#)

Office of Juvenile Justice and Delinquency Prevention Human Trafficking Resources
[CLICK HERE](#)



National Help Hotlines

The National Suicide Prevention Hotline - 800-273-8255

<https://suicidepreventionlifeline.org/>

The National Domestic Violence Hotline - 1-800-799-7233

<https://www.thehotline.org/>

The National Sexual Assault Hotline - 1-800-656-4673

<https://www.rainn.org/>

The National Human Trafficking Hotline - 1-888-373-7888

<https://humantraffickinghotline.org/>

The National Child Abuse Hotline - 1-800-422-4453

<https://www.childhelp.org/>

The National Alliance on Mental Illness Hotline - 1-800-950-6264

<https://www.nami.org/help>

The National Teen Dating Abuse Hotline - 1-866-331-9474

<https://www.loveisrespect.org/>

The StrongHearts Native Hotline - 1-844-762-8483

This is a hotline for Native Americans who are experiencing domestic or dating violence

<https://strongheartshelpline.org/>

The Lesbian, Gay, Bisexual, Transgender National Hotline - 1-888-843-4564

<http://www.glbtnationalhelpcenter.org/>

The National Runaway Safeline - 1-800-786-2929

<https://www.1800runaway.org/>

National Center for Missing and Exploited Children - 1-800-843-5678

<https://www.missingkids.org/home>

Your Life, Your Voice Helpline - 1-800-448-3000

This Helpline is for children, parents, and families that are struggling with self harm, mental illness, and/or abuse. <https://www.yourlifeyourvoice.org/Pages/home.aspx>

Substance Abuse and Mental Health Services Administration Helpline - 1-800-662-4357

<https://www.samhsa.gov>

VictimConnect - Call or text directly at 1-855-4VICTIM or 855-484-2846

National crime victims' hotline for ALL crime victimization types

A photograph of three people—two women and one man—collaborating in a professional setting. They are gathered around a table, looking at a laptop. The woman on the left is a Black woman with her hair in a high ponytail, wearing a light-colored blazer. The woman in the center is a white woman with blonde hair, wearing a tan blazer over a black top. The man on the right is a white man with a beard, wearing a blue button-down shirt. They are all looking intently at the laptop screen. In the background, there are white shelves with various books and documents.

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