

PARENTS

WITH PREPAREDNESS

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NAVIGATING
PUBLIC LIFE IN THE
AGE OF "INFLUENCERS"
JOHN MUFFLER

NOT IN MY
BACKYARD
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Child Safety Online
MAKING THE CASE
FOR REGULATION
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OH NO!
TIME FOR ANOTHER
EMERGENCY
DEPARTMENT
VISIT
DR. NICK
ROBELL

PARENTS WITH PREPAREDNESS MAGAZINE

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Welcome to *Parents with Preparedness Magazine*



June 1st, 2022

Hello, Summer, 2022 and what a fast few months it has been since we welcomed Spring. In this issue we celebrate the joy and the power of play. Through it we learn how to dream of future professions and adventures; we learn how to communicate, how to gain confidence and how to in a way rehearse what is yet to unfold in life. We are also reminded that play brings comfort and needed relaxation at all ages. For me, some of my best childhood memories are seated in the exploration of the woods behind our home, the building of tree houses and the scavenger hunts for treasure we somehow always believed we would discover. It was a time to test personal limits and the tolerance of those imposed by our parents, and the consequences when those limits were exceeded. I am lucky that many of my childhood friends are still in my life and remind me of our shared memories and at times, early misdeeds!

We also examine the harder lessons about childhood sexual exploitation, the negative impacts of social media influencers, and the persistent threat imposed by human trafficking. These are written by experienced practitioners and are included to heighten awareness and to provide access to additional information and resources.

Thanks to Dr. Robell, we learn to navigate the inevitable visits to the emergency room with more preparation, less anxiety, and the knowledge that the providers are often parents as well who bring empathy and compassion behind their clinical expertise. We also have an opportunity in this issue to “see” the world through the eyes of a once immigrant child, now an adult, sharing the assimilation process in a way that will help countless others.

As we look forward to long planned vacations, family gatherings and the creation of new memories, we must also collectively pause and think through the rise in senseless violence that continues to plague us as a society where issues of desperation, depression, mental health, and isolation converge, with or without warning, take an irreversible toll on family life. Our Preparedness Without Paranoia charity (www.pwporg.org) and this magazine were specifically started by a group of volunteers with a shared purpose to drive awareness and education about preparedness in a way that did not invoke fear but drove candid dialogue and an accountability to building a safer world for those who will inherit and lead it. Violence in all forms is not a single-threaded issue, and addressing it will require a whole of community, whole of government response, free of partisanship and full of honest dialogue. Through our operating principles of Educate-Engage-Empower, we believe all can contribute to making a measurable difference.

As always, my thanks to our amazing TEAM and our amazing authors.

Kathleen Kiernan, EdD

FOUNDER PWPORG.ORG

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OH NO! *TIME FOR AN EMERGENCY DEPARTMENT VISIT*

By Dr. Nick Robell



A trip to the Emergency Department (ED) is something many parents will experience at some point with their children. I hope this article will help prepare you for what to expect. Everyone's emergency is unique. Nothing is too big or too small. Emergencies seem to happen at the most inconvenient times - on vacation, late at night, early in the morning, on weekends.

The ED is open 24 hours a day and 365 days a year. Across the country, EDs are safety nets for anyone who needs them. No person who has an emergency can be turned away without an evaluation. That is against the law. And you should never feel guilty for seeking emergency care.

When you decide to seek care for an acute illness and you are not dialing 911, you have options. Along with the typical hospital-based ED, there are Specialty Emergency Departments, Free-Standing Emergency Departments and Urgent Care centers.

Urgent Care (UC) centers are different. Urgent Care centers are smaller, have fewer resources and are not typically open 24 hours a day. Generally care is faster compared to an ED but there may not be a physician on-site.

X-rays, nasal/ throat swabs, urine testing and limited blood work can be done at most UCs. Rashes, runny noses, coughs,

minor injuries, and cuts can all be managed at an Urgent Care Center.

Chest pain, difficulty breathing, abdominal pain and most neurological complaints should be seen at an ED since CT scans, ultrasounds and comprehensive blood testing cannot be performed at an UC. Larger hospital based EDs have more resources but depending on volume of patients, may have longer wait times.

Obviously, depending on your location you may not have a choice in the type of acute care facility. If you have time to decide, an UC may be a better option for you. These facilities can save time, money and you still receive high quality care.

WHEN TO SEEK CARE

I would err on the side of caution always and seek care if you are unsure. If you are on the fence, you have resources. Many pediatricians and physician offices have on-call services. You will speak with a nurse or a triage provider initially. Many times, a provider can give advice or expedite care as an outpatient.

For certain things like gynecological, dental or eye-related issues you may be able to call local clinics and be seen the next day or the same day. The 911 operator can even provide advice as well. Ultimately, if you do not feel comfortable with your loved one at home, seek care.

PREPARE FOR THE ED OR UC

Prior to bringing your child, please consider giving medications for pain or fever such as ibuprofen or acetaminophen. Bring items to keep them occupied. You may bring food and beverages but check with the nurse beforehand. If there is a chance your child may need surgery, eating can delay this.

Common questions we ask about your child include vaccination history, last dose of acetaminophen or ibuprofen, and allergies. If your child is under the age of 2, you should know how many wet diapers and stools in a day, along with details regarding the pregnancy with and birth of that child. Please be prepared with this information.

HOW DOES THE PROCESS LOOK

When you arrive, you will initially be seen by a triage provider. That person will gather your child's vital signs, basic information, and some details about your reason for coming that day. Based on this information, the triage provider will assign your child an acuity level. Higher acuity patients will be moved out of the triage area sooner to be seen. Once you and your child has been seen and evaluated, testing and treatment may be recommended.

If you have questions, ask them. If you have a specific concern, please mention this as soon as possible. You should understand the rationale for every action made by the

nurses, techs or the physician, and you should be able to explain what happened at the ED to someone else.

We want to make sure you understand and are comfortable with the plan. Physicians make recommendations but ultimately the patient and family need to agree to the plan. You always have the right to decline any recommendations. After services are completed, a decision is made regarding next steps i.e., your child may be discharged home, admitted to the hospital or transferred to another hospital. Often you will be advised to follow-up with your child's pediatrician after discharge.

Unfortunately, many patients leave the ED without a concrete diagnosis. This can be frustrating but is very

common. As physicians, we commonly exclude things like a urinary tract infection or appendicitis however, there are no perfect tests in medicine. Disease processes may be developing, and the diagnosis can be missed early even with the gold standard test.

Even though you are being discharged, please remember that processes develop over time and do not dismiss ongoing pain or progressive symptoms. Most pediatric patients do very well after visits to the EDs and ultimately are discharged home. As Emergency Physicians, we are here to help and many of us are parents too. 💙



ABOUT THE AUTHOR

My name is Nick Robell. I am an Emergency Medicine physician in west Michigan. Including my residency, I have worked in three different states and across all kinds of Emergency Departments. I have worked in nearly every setting, large urban hospitals, suburban and rural ones too. I have also worked in sub-specialty hospitals, community Emergency Departments, Free-Standing Emergency Departments and even Urgent Care Centers.

My wife and I have two wonderful girls, Josie (4) and Charlotte (2). They have big personalities, and neither is shy about telling their physician parents what to do. My hope with this article is to help you navigate life's little emergencies and a visit to the Emergency Department.

NAVIGATING PUBLIC LIFE IN THE AGE OF “INFLUENCERS”

By John Muffler MS, CTM Principal, Aequitas Global Security, LLC

“The first thing my beloved internet gave me was your address.”
-Joe Goldberg, Netflix series YOU



Selena, Rebecca Schaeffer, and Christina Grimmie are recognizable celebrity names from the entertainment industry. Each was loved and admired by millions but was pursued, then murdered by an obsessed fan. Many more public figures have been stalked and assaulted. The term “public figure” often conjures up images of celebrities, presidents, media figures, and even corporate executives.

History has taught us that such fame has woven the term “at-risk” with “public figure”. With high-profile individuals, we often see elements of security, ranging from bodyguards to handlers, to barriers and other physical security systems.

In this age of social media influencers, the names Jenaë Gagnier, Ava Majury, and Andreea Christina may be less recognizable but are equally famous. Jenaë and Andreea were each stalked and killed by one of their many fans. Today, social media influencers are achieving the same level of public recognition as more traditionally famous public figures. Unfortunately, they do not have access to the same level of safety and security.

Ava, a 15-year-old high school student with

over 1.2 million followers, would have been the latest influencer murdered by fan-turned-stalker, Eric Rohan Justin, but for the actions of her father. Justin stalked Ava, by following her on TikTok, he showed up in online games with her brothers, manipulated her friendships at school, and messaged her via Snapchat and Instagram. He became furious after he was blocked from her accounts because his requests for photos became too explicit.

Enraged, Justin drove from Maryland to Florida and shot a hole in the family’s front door with a shotgun. Ava’s father, a retired police officer, returned fire, neutralizing the threat. Being “liked” and “followed” is a way for influencers like Ava, Jenaë, and Andreea to monetize their fame. There is a fine line between an influencer’s brand and their privacy. To a pursuer, this line is invisible as their perception of accessibility and reality are skewed by continued communication to and from their obsession. Although perceived, to a pursuer the communications are validation of a tangible relationship. This underscores the unfavorable connectivity of the influencer-fanbase association and reminds me of the quote from the character Joe Goldberg, a psychotic stalker in the Netflix series YOU.

The School/Workplace Dilemma

Influencers have regular jobs and go to school, just like Ava. This can be problematic from a school/workplace safety perspective as an influencer now brings their risk level into the school/work environment. If Justin brought that shotgun to the high school, instead of the home, the storyline may have been completely different.

Most pursuers will not advance intentions of harm to their target, which compounds the risk. In other words, hunters hunt - they do not want to alert their prey that they are coming. Like a doctor who can only provide the right treatment based on a proper diagnosis, those responsible for security in the school and workplace can only be effective in threat mitigation by considering known factors.

Preparing Your Environment for the Influencer

Aside from the personal danger that is all around them, their notoriety has the potential for day-to-day disruption of normal work/learning activities. It can also impact already

depleted resources. Unfortunately, safety and security professionals are often challenged in obtaining pertinent information to be assessed because of legal and privacy rights.

Understanding and preparing for the influencer in your environment begins with communication. There is a technology gap between parents and children/employees and employers, whose social media activities may be impossible, or illegal, to monitor. Bridging this gap is critical.

Bruno Dias is the Director of Safety, Security, and Threat Assessment for Mansfield ISD, a school district with over 35,000 students. Seeing that his student's desire to communicate via social networking was so strong, as well as navigating privacy issues, Dias implemented a "digital technology night" to increase awareness among staff, students, parents, and the influence of possible dangers.

According to Dias, "The benefits of digital instructional aides are boundless, but so are the challenges." School districts that receive e-rate funding must reduce student exposure to inappropriate, obscene, or harmful content, per the CIPA Act. Dias' district balances privacy with student wellness by leveraging a system that alerts safety teams when content indicative of violence, bullying, obscenity, or self-harm is detected.

The alerts are used to teach, intervene, and support rather than punish. Dias states, "Despite our best efforts, kids are becoming very crafty with VPN usage to bypass content blockers when using our network and wi-fi systems.

They are also using Google documents to type and delete messages in real-time hoping to avoid detection."

"Little effort is needed to notice the benefits technology brings to young adults but understanding how it can be misused requires ongoing effort by parents and guardians." Mansfield ISD offers reporting tools that children can leverage to report bullying, harassment, and other concerning behaviors. While their threat assessment tools bring value, the best solution, he says, "is to educate and promote reporting of concerning behaviors by students."

A Few Strategies

All states have laws that make stalking a crime. Unfortunately, they are not always enforced, or the victim is given incorrect advice (by family, friends, law enforcement, attorneys, etc.) on safety or legal procedures. It is incumbent on the influencer-and if a minor, their guardian-to educate themselves on stalking behavior, and organize and document communications with the pursuer. This will help identify the pursuer's behavioral changes as well as provide documented evidence in support of legal proceedings.

Assessing and managing threats and inappropriate communication and contacts are never cookie-cutter. Each stalking case requires individualized attention and case management, all with the hope of detaching the pursuer from the target.

Strategies I have implemented included

watching and waiting, not necessarily immediately blocking the pursuer from communicating (understanding that this may be necessary). In my experience, blocking communication may leave the pursuer with nothing else to do but show up on the victim's doorstep.

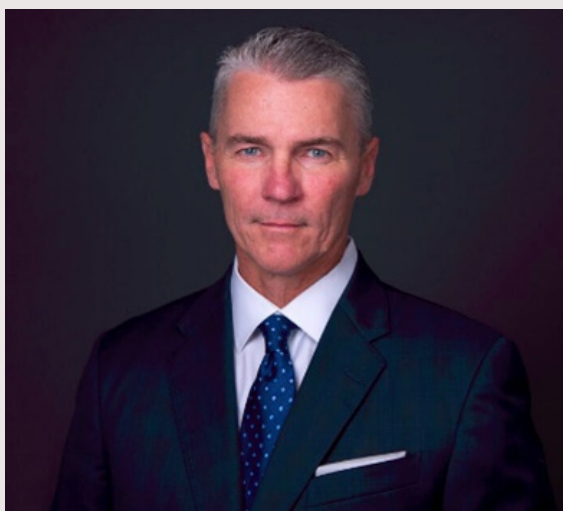
If a victim were to allow the communications to continue and disengage, we have seen that many pursuers often transfer their attention elsewhere. Understandably, none of these decisions are easy to make for the victim, nor are they for the assessor to recommend.

Final Points

Personally identifiable information (PII), such as a home address and phone number, are readily available online. Laws have been slow to catch up to the information age as it relates to privacy and safety. Often, privacy laws such as the Daniel Aderl Act, named after the murdered son of U.S. District Court Judge Esther Salas, come after privacy information was already exploited by a pursuer.

In support of these new public figures, social media companies need to be proactive and provide safety and security education and training, at a minimum. There becomes a symbiotic financial relationship between these two parties solely based on fame. While I am not an attorney, it is reasonable to foresee a "duty to care" case headed to the courts.

I hope the tips I provided help not just victims but those seeking ways to lessen, or stop, threatening behavior from moving further down a pathway to violence. 🍀



John Muffler, MS, CTM, Principal of Aequitas Global Security, LLC, held several leadership positions for the U.S. Marshals Service at the local and national levels. He is the Senior Advisor, MOSAIC Threat Assessment Systems, Gavin de Becker & Associates, assisting in the development of threat assessment programs for public figures, schools, workplaces, and victims of domestic violence.

ABOUT THE AUTHOR

A global keynote speaker on safety and security, he assesses risk for clients around the world, providing pragmatic solutions to high-stakes matters.

John has been published dozens of times in legal and law enforcement magazines on targeted violence, situational awareness, and threat assessment. He was accepted into the Department of State's Fulbright Specialist Program, is certified in threat management through the Association of Threat Assessment Professionals, and serves on an Executive Board for the International Association of Chiefs of Police's IMPACT Section.

An alum of Naval Postgraduate School's Executive Leaders Program, he serves on the faculty of national professional organizations, is a consultant for the National Council of Juvenile and Family Court Judges domestic violence educational program, and assisted in the creation of the Department of Homeland Security's active shooter preparedness workshops.

NOT IN MY BACKYARD. *IT'S ALWAYS SOMEONE'S BACKYARD*

By John Shehan Vice President, Exploited Children Division National Center for Missing & Exploited Children

For more than 20 years, I've been on the front lines combatting the sexual exploitation of children at the National Center for Missing & Exploited Children (NCMEC). Throughout this time, I've witnessed the evolution of technology and the Internet along with the dangers and intersections within child safety.

This isn't going to be an easy read. I acknowledge the topic of children being sexually exploited is something we would all rather not think about or even have to acknowledge exists. I can understand why parents may want to avoid discussions on the topic of child sexual abuse, let alone talk about it with their children. However, not thinking about it or acknowledging it doesn't make it go away. Instead, it unintentionally cracks open the door for those who are targeting children to "walk through" on computers, tablets, phones, and gaming consoles. The reality is, that internet-facilitated sexual exploitation of children is happening every day, and no community, neighborhood, or area is immune.

Ashley Reynolds was 14 from a suburban community when a stranger sent her an email with a sinister message in the subject line: "I have naked pics of you, open this." She ignored it, thinking it was spam, but he kept emailing, then texting her, demanding she send him sexually explicit images or he would share the naked pictures with her friends. Very quickly, Ashley became ensnared in sextortion, which is a more recent form of online sexual exploitation directed towards children in which non-physical forms of coercion are used such as blackmail, to acquire sexual content from the child, engage in sex with the child, or obtain money from the child.

After enduring daily threatening demands for more sexually explicit photos and videos, Ashley felt there was no other alternative than to comply. She was being held hostage in her own home by an offender who lived thousands of miles away.

"I was virtually kidnapped," said Ashley, who felt "terrorized" and too afraid to tell anyone. "I was abducted by a stranger. My parents saw me every single day, but they had no idea."

After watching their child's happy demeanor deteriorate over several months, Ashley's parents signed onto her computer to see what was going on and made the shocking discovery. Right away, Ashley's mom called NCMEC and

made a report to our CyberTipline.

Situations like this are exactly why we established the CyberTipline, so the public, families, and electronic service providers would have a place to make reports of suspected online sexual exploitation and get help for child survivors.

Since 1998, NCMEC's CyberTipline has received more than 120 million reports, a staggering number that has been growing exponentially in recent years. Last year alone, we received more than 29.3 million reports, an average of 80,000 incidents per day.

From the moment Ashley's mom contacted NCMEC, we took immediate action. In our role as the national resource center on child sexual exploitation, NCMEC staff quickly reviewed the report, determined whether there was additional information we could add to it through analytical searches, and coordinated a same-day referral to the Federal Bureau of Investigation.

The FBI conducted a thorough investigation which ultimately led to the arrest of Lucas Chansler on charges that he had used the internet to victimize nearly 350 teenage girls from 26 states, three Canadian provinces, and the United Kingdom. Because of these heinous acts, Chansler was sentenced

to 105 years in federal prison.

All of this unraveled from one report made by one parent to NCMEC's CyberTipline.

While it may be comforting to know Lucas Chansler will never exploit another child, the story doesn't end there for the survivors because he disseminated the imagery depicting their sexual abuse online for others to view and collect. For some of these children, those horrifying moments are frozen in time, memorialized, and are being traded like digital baseball cards amongst individuals with a sexual interest in kids. The imagery continues to live on within vast corners of the internet, even as many of these survivors are now into adulthood.

When this happens, we work tirelessly at NCMEC to notify the hosting provider and have this exploitative content removed. For some survivors, it can feel like a never-ending cycle of content removal, but NCMEC will never stop. We are their hope.

This is happening all around the world, even in your backyard. You may be wondering how you can ensure this doesn't happen to your child or a child you care about. The first line of defense is always open communication.

Youth may not take the first steps in disclos-





ing to you an uncomfortable online interaction. If during this discussion you hear something that is startling to you, try to react calmly. Don't show facial reactions that could imply blame, disgust, or anger, but instead continue listening. Assure the child it's not their fault.

Ask:

- Has anyone ever tried talking to you online about inappropriate or sexual things? What did you do?
- Do you know how to report, flag, or block people on the websites and apps you use? Can you show me?
- Who would you talk to if you were upset by a request you received online?

Reinforce:

- You have the right to say "NO" to anyone who talks about or asks you to do something that

makes you uncomfortable, even if it's someone you know.

- Block, unfriend, or report anyone sending an unwanted sexual request.
- Talk to a friend or an adult you trust if you get upset about a sexual request. Sometimes just talking about it can help.
- When something does go wrong online, I'm here for you. Please come to me, and we will get through it together.

What to do if you have been a victim of blackmail online:

- Stop communication - resist the urge to engage with the suspect.
- Don't comply with the threat - never pay money and never send additional explicit images.
- Preserve evidence - take screenshots of the communication and keep information such as

the suspect's usernames and social media account information. Do not delete or deactivate your account.

- Report - report the suspect's account on the social media platform and at [CyberTipline.org](https://www.cybertipline.org)

If you believe you are the victim of exploitation, you can make a report at www.cybertipline.org or you can make a report over the phone. Our call center (1-800-843-5678) is available 24 hours, seven days a week, and our staff is here to connect you to the resources you need and deserve. 💙

ABOUT THE AUTHOR



John Shehan joined the National Center for Missing & Exploited Children in February 2000. He is responsible for NCMEC's operations relating to sexual crimes committed against children, including online child pornography, enticement, and other instances of child sexual exploitation. In this role, he also conducts interviews with the news media about issues relating to Internet-facilitated crimes committed against children; testifies on behalf of NCMEC; and provides training and information sessions for the public, private industry, other nonprofit organizations, and law enforcement agencies.

He served as president of the INHOPE Foundation between 2012 and 2014 where he helped cultivate and develop hotlines in Central and South America and the Asian Pacific. He also served as vice president of the INHOPE Association between 2012 and 2016 and in 2018. He served as a technical advisory board member to the Internet Safety Technical Taskforce, led by the Berkman Center for Internet & Society at Harvard University, and was appointed to the Online Safety Technology Working Group.

Mr. Shehan received his Bachelor of Science with a major in criminal justice from Radford University in 1999, received an Executive Leadership Certificate from Cornell University in 2018, and currently serves as an advisory board member to the College of Humanities & Behavioral Sciences at Radford University.

PLAY

By Joy Westermeyer

It's simple. Everyone knows what the definition of play is, and everyone seems to know that children and young animals do it, but why is it such a dirty word in the world of academia when parents think of schooling for their children? Why do many in society still lean on an archaic way of learning, sitting at a desk and performing rote exercises?

As the importance of early childhood learning becomes more and more apparent, many companies see this as an opportunity to...well, make money, but let's not get into that. Let's talk about why play is important.

Play is the "job" of all children. Children learn through play, they are able to work out situations through social dramatic play where they try out different scenarios, what it's like to be a parent, a vet, run a restaurant, or work as a police officer or firefighter. They work on interacting with others, and in doing so, find empathy for others. They work out situations that may have caused them stress. I still remember how one year in my classroom of 3 to 5 years olds, the children kept playing, over and over, severe weather scenarios in the dramatic play area. We had previously conducted a severe weather drill where the class had to shelter in a bathroom and essentially duck and cover.

Sure, we talked about how this drill was going to look. We debriefed that drill with them, but for children to truly grasp what we had gone through, they had to play it out. Once they had worked it out on their own timeline, giving the children the power and time to explore a concept, they then moved on to another topic of interest and came away with a sort of empowerment; taking on the fear and working it out through play.

Play helps children develop concepts to engage with others. Isn't this the ultimate goal in life, the ability to interact with our peers and make connections? So, what happens when adults run children's play by putting time limits on play, giving them, say 15 minutes, and then children have to go to another "station"? You may think that helps them explore different things, but what this does is steal the opportunity for children to work out situational problems.

Putting time limits on areas in the



classroom just creates a surface dive into something, when research shows that to be fully engaged you need at least 30 minutes or longer. Think about a time when learning for you was rich and meaningful. Was it from a lecture? Was it from a worksheet? Was it under a specific time limit? I'm thinking not; it was probably a time where you collaborated with others and perhaps played with an idea to see various outcomes.

Play constitutes high-level thinking, cognitive skills that you don't get from sitting at a desk working on a worksheet or listening to a lecture. Play is not only dealing with cognitive skills but social/emotional learning along with physical development. Giving children the opportunity to play with open-ended materials and access to various mediums can enrich literacy skills and the passion to be a lifelong learner.

There is much research in the field to support play for children, but I find as an educator we are constantly having to prove and fight for the rights of children to play. As a society, we must look deeply at why that is? What is the race for our children to grow up so quickly? Why do we want to thrust them into the adult world, while they still have work to do as children? That work being "play". ♡

ABOUT THE AUTHOR

Joy Westermeyer has a B.A. in History from the University of Texas at Austin and a M.A.T. in Early Childhood Education from Webster University in St. Louis, Missouri. She has been an Early Childhood educator for over ten years and has presented at The National Association for the Education of Young Children and The California Association for the Education of Young Children. She has also been a guest lecturer at St. Louis University and Northwest Missouri State.

She is the mother of two amazing daughters and is currently residing in the Pacific Northwest where she enjoys hiking and spending time with her husband of 28 years.



CHILD SAFETY ONLINE: MAKING THE CASE FOR REGULATION

By Chloe Setter



When I grew up in the 1980s and 1990s, the internet was a luxury. It was the source of many arguments about who in our house got to take their turn on the computer to ‘surf’ the net whilst complaints sounded out over who was commandeering the phone line.

It felt thrilling to be part of a generation experiencing this technological revolution. In just a few decades, the world wide web has gone from a new and intriguing concept at a desk in the living room or office to a daily necessity in the palm of our hands with the explosion of mobile phone use and other connected devices.

Many children growing up now, particularly in the West, use the internet in most aspects of their lives – learning, socializing and playing. For them it doesn’t feel thrilling; it feels essential.

Sadly, the digital world as it exists in the 21st century is often not a safe space for children. Child sexual exploitation and abuse online is a topic of particular concern and presents huge challenges for child protection.

The WeProtect Global Alliance’s recent Global Threat Assessment[1] report highlights how

the threat of child sexual abuse online has increased at an unprecedented level, both in scale and in complexity.

To give a sense of this scale, last year, the ‘CyberTipline’ run by the US-based National Center for Missing & Exploited Children received 29.3 million reports of suspected child sexual exploitation, an increase of 35% from 2020. At every moment, hundreds of thousands of predators are estimated to be looking to connect with children for sexual purposes and much of the abuse happens via private messaging.

Child sexual abuse is nothing new, but the internet has enabled it to manifest in different forms and to exacerbate the risks to children through content, contact, conduct and contract[2].

The research, the statistics, and the accounts from survivors make it abundantly clear that the risk to children online is very real, and yet it seems we have done very little, as a society, to counter it.

If we imagine a digital space as if it were a playground or a park, where children might expect to congregate, we would expect there to be safety measures: CCTV, park guards,

guardrails and safety checks on equipment, for example. If it were a nursery, school or a college, we would assume employment checks, training for staff, procedures and consequences for those who fell foul of these rules or broke the law.

If it were a place where we wouldn’t expect children to be, such as an adult store or a bar, there would be age checks. If people openly discussed abusing children in a library, shopping center or office, the police would be called.

I find it staggering that there are so little safety measures such as these online, both in places where children should be (like gaming platforms) but also where they shouldn’t (like pornography sites).

The impact of a laissez-faire approach has resulted in millions of images of children being abused circulating on the net, reappearing once taken down, often thousands of times – each a fresh trauma for the victim. It has meant that offenders can connect to plan their approaches, share tactics and trade videos. It has left children vulnerable to being targeted for extortion and blackmail.

It can be tempting to lay the blame at the

feet of technology companies who certainly could and should be doing more. But this is something that society must tackle collectively.

The regulation of online harms is relatively immature compared to other sectors – such as aviation, food, and financial services. On the topic of child sexual abuse online, we rely on mainly voluntary action by technology companies to find this illegal content. Some do more than others, some do nothing at all. Transparency is generally limited, and accountability and corrective action are inconsistent.

Given so many children across the world are gaining access to the internet – coupled with the scale and severity of the risk – there is no time to lose in making the case for increased regulation of digital services.

As a result of the ever-increasing reports of abuse and broader concerns over child welfare online, there has been significant movement towards regulation in the past few years – with an emphasis on ‘safety by design’ and prevention of harms.

Australia was the first to have an ‘Online Safety Act’, Ireland next, and the UK is hot on their heels with an ambitious bill going through Parliament. The European Union plans to publish a bold new law focused on child sexual abuse, which would call for the mandatory detection, reporting and removal of abuse content. There is often much challenge to these laws coming into force. Some feel this type of legislation can undermine data protection and that the internet should not be regulated by governments.

As with any law, there must be sufficient scrutiny and accountability to protect all of our rights, including that of freedom of speech and privacy. It isn’t a silver bullet – we still need improvements in our broader child protection, education and criminal justice systems, without such regulation, we are continuing to allow children to go into digital spaces with little to no safety measures.

Young people growing up now – and those of the future – are reliant on society’s collective ability to create a safe digital world for them to explore the many benefits of the internet and thrive as digital citizens. Child protection is not just a legal duty but a moral one, and the internet should be no exception. 🍷

Resources

- [1] <https://www.weprotect.org/global-threat-assessment-21/>
 [2] <https://www.ssoar.info/ssoar/bitstream/handle/document/71817/ssoar-2021-livingstone-et-al-The-4Cs-Classifying-Online-Risk.pdf?sequence=4&isAllowed=y&lnkname=ssoar-2021-livingstone-et-al-The-4Cs-Classifying-Online-Risk.pdf>

ABOUT THE AUTHOR



Chloe Setter is Head of Advocacy, Policy & Research at WeProtect Global Alliance, which brings together members from across government, civil society and the private sector to transform the global response to child sexual exploitation and abuse online.

She was formerly the Head of Anti-Trafficking for JK Rowling’s international NGO, Lumos, and the Head of Advocacy at ECPAT UK, where she helped to bring about the country’s first modern slavery law.

Chloe set up and chaired the first dedicated children’s anti-trafficking group for the UK Government and the Independent Anti-Slavery Commissioner, and is a member of the Advisory Board of the Journal of Modern Slavery and the Tech Coalition’s Safe Online Research Fund. She is a fellow of the Vital Voices Global Freedom Exchange and has authored multiple publications on child exploitation.



CASCADING EFFECTS: THE RELATIONSHIP BETWEEN NATURAL DISASTERS, ARMED CONFLICT, FORCED MIGRATION, AND HUMAN TRAFFICKING

By Benjamin Thomas Greer, J.D., M.A.

Human traffickers will capitalize on the vulnerability of disaster events to exploit victims. In disasters, traffickers see opportunity.

Natural and man-made disasters wreak havoc on economic, political, and geographical landscapes. Humanitarian crises such as hurricanes, earthquakes, and war, exacerbate pre-existing vulnerabilities conducive to exploitation of those affected. With the sudden introduction of economic and security instability, loss of employment, and the rapid deterioration of living conditions disaster events create, traffickers may seek to profit from an environment ripe for exploitation.

While not all victims of disasters inherently become trafficking victims, the common risk factors of being trafficked are present in disaster event refugees. Economic pressure, political instability, and social and cultural factors coupled with criminal greed are known as root causes of the trafficking experience. In the wake of Hurricane Harvey, the U.S. Department of Health and Human Services began identifying emergency management personnel as uniquely positioned to identify and report potential human trafficking and related suspicious behavior. Emergency management agencies should design their response and recovery programs to prevent

reasonably foreseeable victimization.

Human trafficking is best described as the exploitation of others for profit through the use of force, fraud, or coercion. This pernicious act decimates the lives of the trafficked, fracturing families, and exploits the victim's body and labor as a renewable resource. Ever the opportunists, traffickers may seek to exploit victims through commercial sexual exploitation, labor trafficking or profit from the unwitting government contract process.

Traffickers seek out vulnerable populations, typically using techniques of physical and psychological abuse - utilizing fear and intimidation to exert control over their victims. Some traffickers may utilize physical restraints, while others use less obvious methods, specifically debt bondage - asserting erroneous financial obligations wherein the victim feels honor-bound to satisfy a dubious debt.

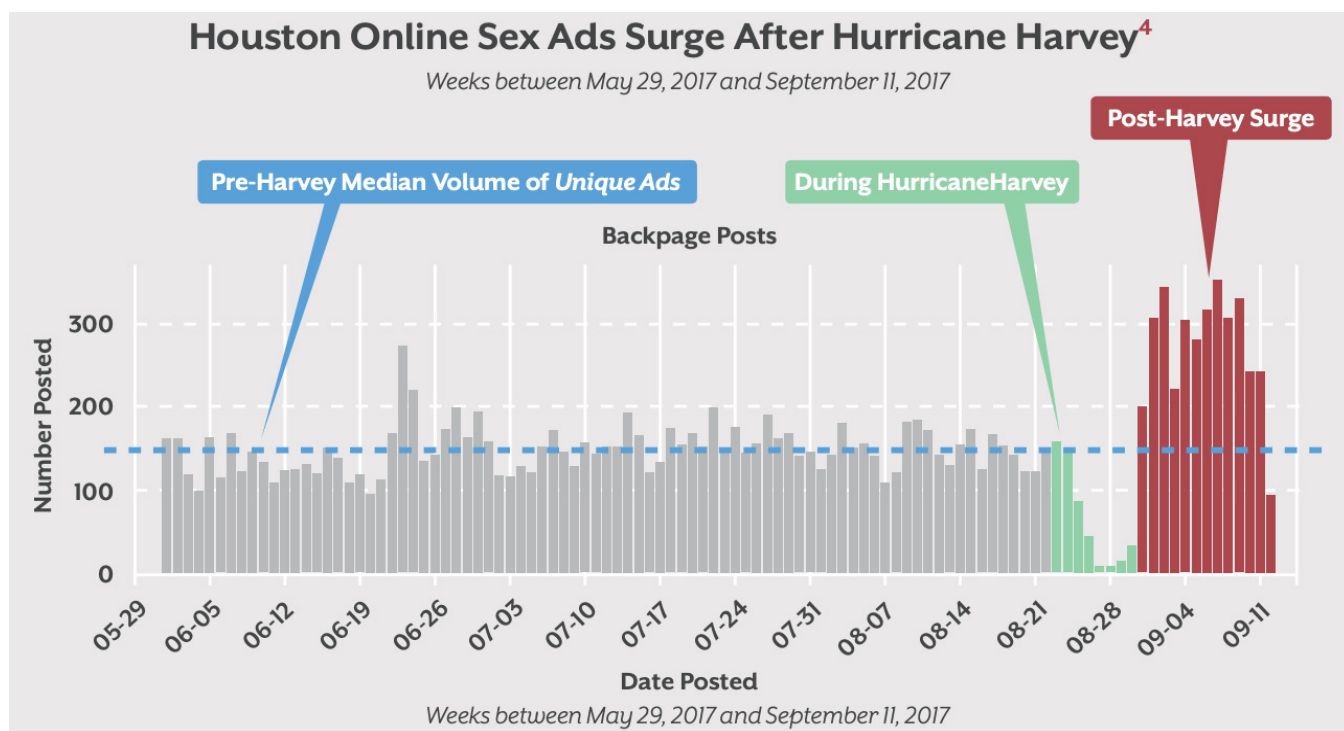
Tied with illegal arms sales, human trafficking is commonly seen as the second largest criminal activity in the world and one of the fastest growing criminal activities. The International Labour Organization estimates trafficking generates upwards of \$150 billion a year. With the complexities of the world increasing, the relationships between disaster events, forced migration, and human trafficking will continue.

Forced/Exploited Labor - Exploitation of Workers Post-Hurricane Katrina (2005)

The United States has a series of procedural safeguards to inhibit exploitation of labor; however, these prophylactics are not effective if they are not enforced. One of these tools is the Davis-Bacon Act (DBA). The DBA applies to federal contracts in excess of \$2,000 for the repair, alteration, or construction of public works/public buildings. It requires contractors to pay their workers no less than the locally prevailing wages.

The other procedural safeguard is proof of worker's eligibility (either proof of citizenship or legally permitted to work in the U.S.). These two laws work in a symbiotic relationship, to ensure taxpayer funds are supporting legitimate work while providing stable and livable wages. Without one, or both of these tools, exploitation is more likely to occur.

After Hurricane Katrina's landfall, the region was structurally, economically, and emotionally decimated. To increase the pace of recovery, President Bush suspended the DBA. It was done with the intent to remove "bureaucratic" paperwork, seen to slow recovery efforts. However, removal of these requirements disincentivized sourcing local workers while attracting migrant



Graph 1: Graphic appears in CHILDREN AT RISK's recent publication Growing up in Houston and How to Fight Human Trafficking with Data

workers accustomed to much lower wages.

Signal International, a marine construction firm specializing in the repair of offshore drilling rigs, saw their workforce depleted. Recruiting agents for Signal fraudulently induced and coerced nearly 500 guestworkers from India. Once employed the workers were subjected to living in labor camps under insalubrious conditions while suffering psychological abuse and being defrauded of their hard-earned wages. The fraudulent inducement consisted of false promises of citizenship and significantly higher wages. Upon arrival, recruiting agents confiscated visas/passports, coerced workers to pay exorbitant fees to cover their recruitment, travel, and immigration processing, and threatened them with physical harm and legal actions unless they continued working. A jury found Signal liable for labor trafficking, racketeering, and discrimination.

Sexual Exploitation Spike - Hurricane Harvey (2005)

Most emergency management professionals are familiar with the disaster life cycle: hazard mitigation, preparedness, response, and recovery. A failure within this cycle could increase potential harm, destruction of property, and could slow or inhibit recovery. Failing to understand or identify likely hazards makes crafting an effective mitigation plan almost impossible.

Most emergency planners fail to fully appreciate how an exploiter will seek to leverage a disaster for profit. Learning from Hurricane Katrina, the city of Houston designed an aggressive post-disaster anti-trafficking public awareness campaign. Utilizing the 12-years of knowledge gained between Hurricanes Katrina and Harvey, the city of Houston was better prepared to counter exploitation within their city.

As shelters opened, the mayor's office and the Houston Human Trafficking Task Force had representatives providing in-person education and outreach regarding the vulnerability to trafficking. This large-scale operation reached over 4,000 individuals. Post-Hurricane Harvey, the Houston area witnessed a precipitous decline in online sex advertisements, followed by an exponential surge after the storm subsided. While causation may be debated, the city's foresight and proactive measures were prescient.

Disaster Responders are Uniquely Positioned to Identify, Interdict, and Mitigate Exploitation

Emergency response units occupy real estate at a critical juncture of public health/safety and homeland security. Disaster responders are remarkably well-positioned to interact and support many of these vulnerable populations. Often these response units are comprised of civilian members of a Community Emergency Response Team (CERT). Their emergency access provides them unique admittance to environments which would be otherwise



Image 1

inaccessible to law enforcement or social services.

Emergency response personnel enjoy a level of trust law enforcement generally does not. The public receives them as helpers and not incarcerators. This social equity allows them a level of disclosure police and federal agencies do not enjoy. In keeping with the duty and obligation to protect vulnerable populations, these emergency responders should be knowledgeable on ancillary predatory behavior they are likely to encounter, including trafficking.

Image 1 - Flames lick above vehicles on Highway 162 as the Bear Fire burns in Oroville, Calif., on Wednesday, Sept. 9, 2020. The Bear Fire has exploded in size, killing three and threatening the community of Paradise, which was devastated by the 2018 Camp Fire. (AP Photo/Noah Berger)

Image 2 A burned neighborhood, November 15, 2018 in Paradise California - <https://www.cnn.com/2021/07/30/us/dixie-camp-wildfire-california-survivors-climate/index.html>

Conclusion

Research indicates the most effective response curbing trafficking is a comprehensive and holistic approach. A comprehensive and holistic anti-trafficking approach should enhance not only statutory penalties but also include mitigation programs. Currently, emergency and disaster responders are woefully undertrained and under skilled to properly identify suspicious behavior.

State and Federal emergency management agencies must plan for and design an anti-trafficking hazard mitigation plan. This need becomes more pressing as state and federal agencies prepare to receive refugees escaping war, climate change, and disasters. As this body of research develops, agencies and their non-governmental partners must study, plan and anticipate this threat nexus.

As the climate continues to change, military conflicts erupt, exacerbating vulnerabilities in our communities, our response structure needs to



Image 2

evolve to address anticipated threats. With increased insight into the nexus between natural disasters and exploitation emergency management, agencies must update their response. Expanding and refining our awareness and identification protocols will remove the shadow traffickers require to operate. 🍷

ABOUT THE AUTHOR



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PLAY TO PREPARE

By Mark Toorock



We've all watched kittens play, and naturally understood that this play is a tool for learning about the world around them. Through play, kittens learn vital skills that would be used as an adult in the wild, from hunting to marking their territory to communicating to others that the food they just gained belongs to them and will be defended. Through play, they learn "how much" defense is necessary with siblings, and with others.

Most animals have similar patterns of behavior. [Gorillas play fight](#)* and also play "tag" just like human children. "Such games likely help the apes — and humans — learn how to deal with real conflict by testing what is acceptable with a safe crowd of peers and even parents." Davila Ross said.

In my own personal experience owning a CrossFit and Parkour gym in the heart of Washington, DC for over 15 years, I have seen the effects of play firsthand. Children who engage in physical play

lead generally happier lives. There is an element to play (physical play, not just board games or video games) that not only releases chemicals that make you temporarily feel happier but also trains the human system to more readily be able to release hormones and reward ourselves with a good feeling for having moved.

Teaching children the joy of movement at a young age is vital to develop habits and a love for movement that will last a lifetime. Finding an activity they enjoy is a critical part of this, whether that's a team sport, individual or action sport, or hiking, climbing, and other physical activities.

Children who play physically not only maintain better physical health, they also keep a sense of curiosity, a pliability to adapt to the "now" and the ability to make quick decisions and actions based on what is happening around them. Essentially, most forms of play make good practice for scenarios when ourselves or others might be in actual danger. By working these same systems, both physical and mental,

we are much better prepared to handle real-world scenarios when they arrive. We're able to be more clear-headed and act without panic.

Kids who have done martial arts are better prepared, but also less likely, to fight - "Central to this was that martial arts reduced the rate of externalizing behaviors in participants. Externalizing behaviors included, but were not limited to, physical aggression, verbal and physical bullying, theft and vandalism. Through the teaching and practices of martial arts, participants were better able to gain a sense of control over both the situations and themselves, leading to less negative emotional responses and violent behaviors."**

This emotional control doesn't stop at threats of violence; from my own experience, it extends as a reflection of the deep calm often sought through meditation, which can be summed up externally as "self-confidence". Self confidence, in essence, is "the assuredness brought about by belief in yourself".

The only true way to gain this belief in yourself is through testing and practice - hence "Play".

I taught martial arts to kids for several years. Then, when I found parkour, I saw that it is a perfect mix of what kids need. In parkour, kids gain the self-confidence of testing their physical abilities, but through movement challenges instead of "kata" or fighting forms. The main reason I prefer parkour for kids is autonomous creativity. All too often now, our kids are told exactly what to do and how to do it. There is a right and wrong answer, and testing to homogenize everyone. While this works for some forms of education, it is not an optimal preparation for the real world where we must each find and use our strengths and acknowledge and find ways to avoid or complement our weaknesses.

Parkour allows children the creativity to "find their own path" through a challenge or obstacle course, which uses a part of the brain rarely relied on in their other activities - the part that allows them to come up with solutions on their own instead of being given a set of "correct" answers. I have found that this skill transfers to many other areas of their life where they need to make a decision on their own.

My personal mission is to help extend play into everyone's lives. As kids, we're often told "Get down from there, you'll get hurt." when often quite the opposite is true! By allowing our children to climb - albeit safely, at reasonable heights, and at developmentally appropriate challenge increments - they will actually be safer. They will learn their capabilities, they will have opportunities to face their fears, and they will learn about failure, and ultimately, success.

Inevitably, we give in to societal pressures to stop playing and to teach kids to stop playing. "You're too old for that", "Girls don't do that", "That's not how you do that" are reasons we hear for not playing, especially in public spaces. These ideologies rob us of the vital life skills we learn when exploring our environment in a creative, playful way. Why not keep climbing, hang from the swingset, dig through a pile of stones or peel back some tree bark?



I believe that as our society progressed, we deemed that the need for play stopped because our needs to practice moving, defending, and hunting for survival went away - but did they? These are the activities that, in my experience, do the most to develop kids into capable leaders through self-confidence and decision-making:

Parkour
Rock Climbing
Martial Arts
Bushcraft / Camping / Exploring Nature

You can start at home by allowing your children the opportunities for playful exploration. While hopefully the ground will never turn into actual lava, practicing as if it were increases our balance and agility. Presenting them opportunities for physical challenges, whether it's a simple game of hopscotch, or installing a set of monkey bars, will help develop new skills for a lifetime. ♡

Resources

1. * Choi, Charles "Gorillas Play Tag Like Humans" Live Science 13 JUL 2010. <https://www.livescience.com/10718-gorillas-play-tag-humans.html>
2. ** Harwood-Gross, Anna, Lavidor, Michael and Rassovsky, Yuri "Reducing aggression with martial arts: A meta-analysis of child and youth studies" ResearchGate Mar 2017. https://www.researchgate.net/publication/314195436_Reducing_aggression_with_martial_arts_A_meta-analysis_of_child_and_youth_studies



ABOUT THE AUTHOR

Mark Toorock is the founder and CEO of American Parkour. His programs are now taught in every Washington, DC middle school, where over 22,000 kids have done parkour as part of their physical education classes. Currently, they are expanding into Virginia and Maryland as well as at summer camps and gymnastic gyms. American Parkour also makes parkour equipment for home use.

Mark has had over 40 jobs, from professional concert lighting to technology management for an investment bank. He has held certifications in Martial Arts, CrossFit, MovNat, Mobility, and Parkour. Mark has produced two parkour-based television shows and done public speaking for both corporate and technology events. He currently serves as the "Ready Man" for World Chase Tag.

BRIDGING THE GAP BETWEEN: MIGRATING TO A NEW COUNTRY

By Shanique Gayle

Bridging the gap between cultures allows the individual to find themselves and their way when migrating to a new country.

Migration/Immigration

According to the United Nations, by mid-year 2020, the United States (U.S.) had 50.6 million international migrants. This number accounts for those individuals who voluntarily relocate to a new country not including refugees, those forced to leave their home country because of war or natural disaster. Immigration is defined as the relocation to a country while migration refers to the movement from one region to another - either within a country or across national borders.



There are vast differences between traveling to a new city or country while on vacation and permanently moving to a new destination.

Each year millions of immigrants walk into unfamiliar circumstances and must acclimate themselves to new surroundings. For migrants facing this challenge, moving to a new country, and embracing a new

culture can definitely be a cause for anxiety. There are many reasons for families or individuals to relocate, such as work, school, health, and to reunite with family.

Migration starts with a thought but does not end there. The process can be complex and lengthy. On average, there is a 12-step process to obtain a Visa for the U.S., which starts with obtaining a petition from a U.S. citizen or lawful permanent resident. Additional steps vary depending on the immigration policies of the country of origin. Once a Visa is approved, the immigrant must submit additional documents within the first month, year, and at various times over the next 5 years in order to become a U.S. citizen. These documents may include state identification, a driver's license, social security card, and work permit.

Department of State- Office of Consular Affairs, U.S Visa filing Things to Consider

Oftentimes, families rarely have the luxury of considering the best time of year to travel. This decision is complex because of the deadlines associated with submission of required documentation and filing fees even after visa approval. These deadlines must be met within the allotted travel time, and yet, when to move is still important and has a major impact on resettlement. Families must decide whether to migrate in between the academic year and/or during winter weather.

Immigrant students are often asked to repeat a grade based on the part of the academic year completed prior to leaving their home country. While kindergarten through high school (K-12) education is free in the U.S., applications based on school zones and districts are still needed.

Parents must be proactive in educating themselves on what schools are in their district, what exams are required, and whether school-aged children qualify for any additional assistance. This support could be in the form of transportation assistance via school bus or free public commuter cards, free school meals such as breakfast and lunch, and various after-school programs.

Another key factor to note for immigrants is the impact politics and politicians have on U.S. immigration. Changes in state, local, and presidential leadership often result in changes to immigration laws and requirements. For example, one major policy change that has occurred between the current Biden Administration and the past two administrations has to do with the Deferred Action for Childhood Arrivals (DACA) Act. A portion of this Act directly affects the ability of childhood immigrants, who are now adults, looking to file and obtain work authorization documents.

The main thing to remember when relocating is to prepare,

prepare, prepare. If the proper documentation is not submitted on time, a legal immigrant can become illegal in a day. Time is always of the essence for immigrants. A preparedness mindset is beneficial and helps to manage the voluminous amount of information and processes immigrant families must navigate in an effort to be ready for the transition. It starts with adults and extends to the children.

The U.S. differs from many other countries because of its fifty states. When moving to the U.S. from another country, immigrants must acquaint themselves not only with the country, but the state, city, and neighborhood as well. Immigrants must strictly adhere to timelines and deadlines to avoid falling into deportation status, so again, preparedness always matters.

My Experience

I was born in Jamaica and have lived in the United States for 19 years. My family and I traveled to Detroit, Michigan in 2003 to unite with my father. My father's side of the family lives in Michigan, and my mother's side lives in New York. Initially, he traveled to the States to join his siblings while my mother, brother, and I remained in Jamaica. It would be several years later before we traveled to the U.S. so our family could be reunited.

We lived in Detroit for three years then moved to New York to live with my grandmother when she became ill and needed assistance. All of these transitions occurred in the early years of our stay in the U.S. while still needing to complete filings and meet immigration deadlines.

One of the biggest challenges that we faced was recognizing that certain laws changed by state. Although most immigration laws are instituted at the federal level, we still had to address specific state requirements in order for my family and I to attend school and resume work. As students at the time, my brother and I experienced major

challenges academically. The education quality in Jamaica differs from the U.S., but standards vary by state as well. When I arrived in Detroit, I was considered top of my class based on my academic achievements in Jamaica.

However, I encountered some setbacks while adjusting to the different teaching methods. I utilized the after-school program assistance offered by the school which helped me adjust faster. After moving from Detroit to New York City (NYC), I had to repeat some previously taught course material because the academic requirements were different between the states.

The redundant nature of the classwork hindered my growth, and I used the after-school assistance again to adjust to the new workload. During my high school years, I also participated in tutoring, SAT/ACT preparation, and college coursework offered after school. This allowed me to start my undergraduate studies with ten credit hours, and I am currently a graduate student at Marymount University with a 3.9 grade point average (GPA).

When adjusting to a new country, it is natural to feel like you do not belong, you may feel like a foreigner. I am not entirely sure if there is anything you can do to alleviate this feeling in the beginning. It is simply the direct result of leaving the place that has always been home and moving to an entirely unfamiliar place, culture, and circumstance. At home always felt familiar, but for many months, outside felt like a completely new world. I remember as a child that even the air quality was different! I encourage immigrants to embrace the change while merging what is familiar with the things that are new. While in Detroit, my family and I attended the neighborhood block party to meet our neighbors. This is how I met most of my friends, who would eventually turn out to be classmates. My family was able to successfully merge cultures because our home always felt familiar even as we implemented a lot of American culture into our daily lives.

Most importantly, every immigrant family must educate themselves on immigration laws. Our immigration process was not an easy one, and unfortunately, this is the case for many people. Understanding the laws is the cornerstone of a smooth transition. The average U.S. citizen may not fully understand and know immigration laws. Immigrants must be aware of how these laws affect them and their loved ones.

Every day I thank God for my mother who took the time to understand what was needed and when. My family's journey to citizenship started in 2003 and only recently concluded in 2019. While the road to citizenship in the U.S. is complicated and lengthy, do not be discouraged. Millions have undertaken this task and persevered. Preparedness will ensure a successful transition.

Recommendations

- Develop a filing and storage system for all important documents. Immigrants can acclimate seamlessly into their new lives but are often waylaid by incomplete filings or missed filing deadlines.
- Do not be discouraged if you have to file paperwork more than once. This can occur for many reasons and is not a sign of rejection.
- Double-check paperwork to make sure filing requirements are met, and always monitor individuals involved in the process on your behalf.
- Adjusting to new surroundings involves more than just the environment. It includes your identity as well, so have discussions with your family to acknowledge the change and assess how well they are acclimating.
- Get involved in community activities to get to know your neighbors and allow your new surroundings to become more familiar. Also, when you travel the same paths often, the surroundings will become more familiar.



List of resources available to aid immigrants with a successful transition.

Department of State -Office of Consular Affairs

<https://travel.state.gov/content/travel/en/us-visas/tourism-visit.html>

Immigration Legal Resource Center

<https://www.ilrc.org/community-resources>

U.S. Citizens and Immigration Services

<https://www.uscis.gov>

Homeland Security

<https://www.dhs.gov/immigration-resources-help-you-navigate-citizenship-and-immigration-services-process>

Migration Resource Center

<https://www.migrationusa.org>

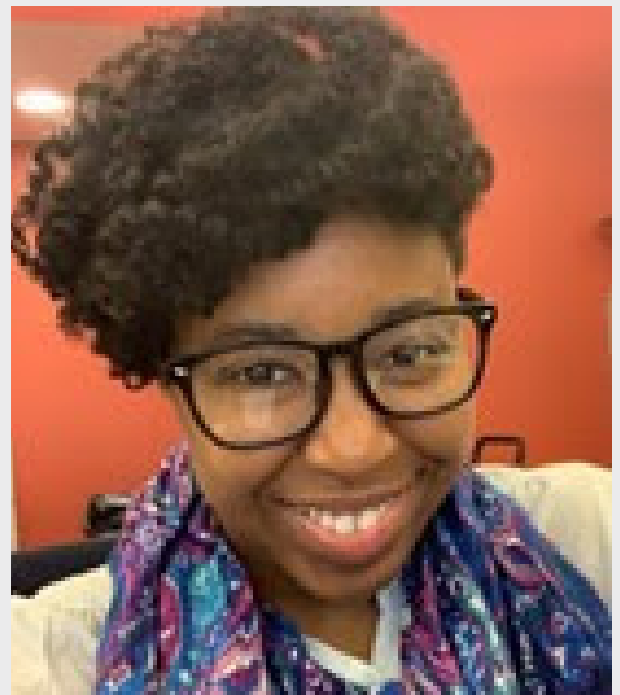
NewBridges Immigration Resource Center

<https://newbridgesirc.org>

National Resource Center for Refugees, Immigrants, and Migrants (NRC-RIM)

<https://nrcrim.org>

ABOUT THE AUTHOR



Shanique Gayle is an intern with the PWPORG.ORG. She recently relocated to Virginia to further her education and begin gaining valuable knowledge and experience that will help her positively impact the justice system as it stands today. Whether by pursuing advocacy work or becoming an investigative analyst, she is dedicated to helping those in the community around her.

She is a former graduate of John Jay College of Criminal Justice and a current student in the Forensic and Legal Psychology program at Marymount University in Virginia. Ms. Gayle is also a member of Psi Chi, the International Honor Society in Psychology since starting her graduate degree in fall of 2021.

SAFE
SOURCES
GUIDE

PARENTS
WITH PREPAREDNESS

Helpful
RESOURCES

ON AWARENESS
AND PREPAREDNESS

SPECIALLY
CURATED

For Parents

BY PARENTS

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.

National Center for Victims of Crime Hotline - 1-855-484-2846

<https://victimsofcrime.org/stalking-resource-center/>

Center Safe Hotline (814) 234-5050

<https://www.centresafe.org/education-and-prevention/about-stalking/>



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.

Kids Health

Action for Healthy Kids

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

Center for Disease Control and Prevention's Health Benefits of Physical Activity for Children

<https://www.cdc.gov/physicalactivity/basics/adults/health-benefits-of-physical-activity-for-children.html>

Center for Disease Control and Prevention's Childhood Nutrition Facts

<https://www.cdc.gov/healthyschools/nutrition/facts.htm>

United States Department of Agriculture's Children's Nutrition Resource Guide

<https://www.nutrition.gov/topics/nutrition-life-stage/children>

Kids Health

<https://kidshealth.org/>



Human Trafficking

Department of Justice National Human Trafficking Resource Center

<https://www.justice.gov/humantrafficking/resources>

Responding to Human Trafficking

<https://polarisproject.org/responding-to-human-trafficking>

Office of Juvenile Justice and Delinquency Prevention Human Trafficking Resources

<https://ojjdp.ojp.gov/programs/human-trafficking-resources>





STALKING BEHAVIOR

Stalking, Prevention, Awareness, and Resource Center (SPARC)

<https://www.stalkingawareness.org>

**United States Department of Justice ,
Office of Violence, Against Women**

<https://www.justice.gov/ovw/stalking>

Victims Connect

<https://victimconnect.org/learn/types-of-crime/stalking/>

Center for Disease Control and Prevention

<https://www.cdc.gov/injury/features/prevent-stalking/index.html>





Cyber RESOURCES

Cybersecurity and Infrastructure Security Agency Tips
<https://www.cisa.gov/tips>

Cybersecurity and Infrastructure Security Agency Securing Public Gatherings
<https://www.cisa.gov/securing-public-gatherings>

Cybersecurity and Infrastructure Security Agency Cyber Hygiene Services
<https://www.cisa.gov/cyber-hygiene-services>

SchoolSafety.gov Online Safety Resources for K-12 Schools and Students
[https://www.schoolsafety.gov/sites/default/files/2022-01/SchoolSafety.gov Online Safety Resources for K-12 Schools and Students One-Pager February2022.pdf](https://www.schoolsafety.gov/sites/default/files/2022-01/SchoolSafety.gov%20Online%20Safety%20Resources%20for%20K-12%20Schools%20and%20Students%20One-Pager%20February2022.pdf)



AUTHORITATIVE RESOURCES

Department of Homeland Security National Threat Evaluation and Reporting (NTER) Program

<https://www.dhs.gov/national-threat-evaluation-and-reporting-program>

Department of Homeland Security Briefing Topic: Building Peer-to-Peer Engagements

<https://www.dhs.gov/publication/building-peer-peer-engagements?topic=preventing-terrorism>

Department of Homeland Security Risk Factors and Targeted Violence and Terrorism Prevention

<https://www.dhs.gov/publication/risk-factors-and-targeted-violence-and-terrorism-prevention?topic=preventing-terrorism>

Department of Homeland Security If You See Something, Say Something

<https://www.dhs.gov/see-something-say-something>

ACCESS AND FUNCTIONAL NEEDS

Office of Preparedness and Emergency Management Access and Functional Needs Resource Guide

<https://crcog.org/wp-content/uploads/2017/12/Access-and-Functional-Needs-Resource-Guides.pdf>

Public Health Emergency (PHE) - FEMA's Functional Needs Support Services Guidance

<https://www.phe.gov/Preparedness/planning/abc/Pages/functional-needs.aspx>

Access and Functional Needs Toolkit

https://www.cdc.gov/cpr/readiness/00_docs/CDC_Access_and_Functional_Needs_Toolkit_March2021.pdf

Functional Needs Toolkit for Emergency Planning

<https://dps.mn.gov/divisions/hsem/access-functional-needs/Documents/functional-needs-planning-toolkit.pdf>

U.S. Department of Health and Human Services

<https://asprtracie.hhs.gov/technical-resources/62/access-and-functional-needs/0>

Center for Parents Information and Resources

<https://www.parentcenterhub.org/pa12/>





INTERNET AND SOCIAL MEDIA SAFETY

Fight Cybercrime

https://fightcybercrime.org/cyberstalking/?gclid=EAiaIQobChMI-d7Ija-19gIViInICh3dsgn-EAMYASAAEgICn_D_BwE

Stop Bullying

<https://www.stopbullying.gov>

(UNICEF)

<https://www.unicef.org/end-violence/how-to-stop-cyberbullying>

StompOutBullying

<https://www.stompoutbullying.org/bullying-cyberbullying-resources>

Pacer's National Bullying Prevention Center

<https://www.pacer.org/bullying/info/cyberbullying/>

Child Welfare Information Gateway

<https://www.childwelfare.gov/topics/management/workforce/socialmedia/safety/>

Organization for Social Media Safety

<https://www.socialmediasafety.org/resources/>

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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