

# PARENTS WITH PREPAREDNESS

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OVERCOMING  
**ADVERSE**  
*Childhood*  
EXPERIENCES

DEANEÉ  
JOHNSON, PH.D.



*PUBLIC SERVICE*

A FAMILY

TRADITION

TERRI A.  
MARCH-SAFBOM  
AND  
CONOR P. SAFBOM

**ERNIE ALLEN**

EVERY PARENT  
Needs to Know  
*About the Crisis*  
of Online Child  
Sexual Exploitation

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## Welcome to *Parents with Preparedness Magazine*



**F**riends All: Welcome to Edition 5 of Parents With Preparedness digital magazine! It continues to inspire me what can be accomplished by a group of volunteers who share a common vision, bottomless enthusiasm, and endless patience.

Our Advisors, Board of Governance, and our Creative Asset Manager, Adam King literally make the magic happen. Five editions, over forty-five featured articles, four activity books and over a dozen mini-resource guides in a year is amazing. Our authors, as always, bring an authenticity to their stories, which is learned through living them, and as we see, living *through* them.

A big thank you to our sponsors, every single donation made a difference and has enabled us to build more resources and share them more widely.

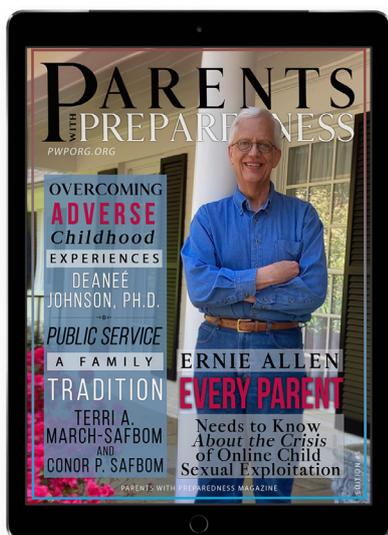
Lastly, because of your support and the tireless efforts of our team and contributors, we were humbled to receive national recognition from *American Security Today* at the Astors Award ceremony in New York on November 17th.

As we bid 2021 a farewell, having learned more than we ever envisioned about global pandemics, quarantines, and catastrophic weather disasters, we are also encouraged by our resiliency, the inestimable strength of human spirit, and the power of HOPE.

**Kathleen Kiernan, EdD**  
FOUNDER [PWPORG.ORG](http://PWPORG.ORG)



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# EVERY PARENT NEEDS TO KNOW ABOUT THE CRISIS OF ONLINE CHILD SEXUAL EXPLOITATION

By Ernie Allen



In 2014 then-UK Prime Minister David Cameron said, “the online exploitation of children is happening on an almost industrial scale” and called it “a major international crime of our age.”

In 2019 the New York Times wrote, “Twenty years ago, online images were a problem; 10 years ago, an epidemic. Now, the crisis is at a breaking point.” That is my message to you today.

It is difficult to say how large the problem is because, overwhelmingly, these crimes are not reported. What we do know is the problem is large and global:

- 21.7 million referrals of child sexual abuse material to the National Center for Missing & Exploited Children (NCMEC) during 2020;
- 94% of the child sexual abuse material found online by the UK-based Internet Watch Foundation contained images of children 13 or younger; 39% of children 10 or younger;
- INHOPE, the network of internet hotlines, reported that 89% of its child sexual abuse material reports involved children between ages 3 and 13.
- For the calendar year 2018 INTERPOL

estimated that 1.8 million men with sexual interest in children were newly online.

- UNICEF estimates that 1 in 3 internet users is a child.

The problem is exploding together with the challenge to address it. Prior to the internet, those with a sexual interest in children felt isolated, aberrant, and alone. However, today they are part of a global community that shares images, fantasies, techniques, and even real children. And they do it with virtual anonymity.

One researcher estimated at least 1% of the male population is aroused by pedophilic stimuli (prepubescent children) and 3% by pedophilic and hebephilic stimuli (pubescent children). There are 3.5 billion males today (1% is 35 million).

While all of those sexually attracted to children do not act on those interests, many do. A 2016 study in the Journal of Sex Research reported that 2.2% to 4.4% of adult men have knowingly viewed child sexual abuse material of pre-pubescent children online. 4.4% is 140 million people. INTERPOL reported that one website alone received 6.5 million views in its first month of operation.

The internet, social media, Covid-19, and

the creation of the Dark Web have made the problem much worse. One world leader said, “There are networks spanning the world, children abused to order.” Today, children are being sexually abused live on camera and are witnessed by paying customers around the world. This is common and a particular challenge in high-poverty countries with large numbers of vulnerable children.

Social media revolutionized communication and changed the world, mostly for the better. But the unintended consequences include cyberbullying, youth suicides, sexting, sextortion, revenge porn, and online grooming of children for sexual exploitation. A particular problem is self-generated indecent imagery, including sexting, and sextortion, (when an adult grooms, coerces, or manipulates a child into performing sexually).

Lack of supervised internet use has exposed children to a far greater risk of sexual exploitation online, including sexual coercion, extortion, and manipulation by offenders. Self-generated material has increased, as children experience most of their social lives online. The increase in emotionally vulnerable children also presents a far greater

risk for increased grooming by offenders. With more people at home due to COVID-19 online exploitation of children has dramatically increased.

The US government created a tool that enabled anonymous internet use. The intention was to protect intelligence communications, and political dissidents, journalists, and others from retaliation by repressive regimes. However, others are now using these tools which have created a secret internet called the “Dark Web,” where anonymous users can evade detection. New investigative tools are being developed and enforcement is increasing but cannot keep up. One UK university estimated that while just 2% of Dark Web sites are pedophilia sites, they account for 80% of Dark Web traffic. Those with a sexual interest in children gravitate to online places where they can operate with anonymity and little risk.

The threats today are complex and challenging due to poor awareness, hidden victims, and the issues of privacy vs anonymity.

Public officials face many serious problems, and online child sexual exploitation is one. Yet, few understand it. In INTERPOL’s International Child Sexual Exploitation database, more than 60% of the children identified and rescued have been prepubescent. The victims of these crimes are not who our leaders or the public think they are.

There is dramatic underreporting. When

child sexual abuse is photographed and images posted online, reporting drops to virtually zero. These children do not tell. They are harmed when they are abused, and again every time their photo is redistributed.

There are new innovative technology tools. However, they must be used far more broadly. The top priority is victim identification, enabling more cases against offenders, and the rescue of many more victims.

Some advocates argue that tools to detect, report, and remove child sexual abuse material and stop online grooming of children violate the privacy rights of users. However, privacy and child protection are not mutually exclusive. Whose privacy? Each child sexual abuse image is a crime scene photo, memorializing the rape or sexual assault of a child. Further, more companies are implementing end-to-end encryption, eliminating knowledge of what their users are actually doing on their platforms.

A lot is being done. Yet, the role of the parent is more important than ever before. Younger and younger children are online. Millions of children no longer access the internet from the PC at home, but via mobile devices they carry around in their hands.

What can parents do? The US Department of Justice offers helpful hints for parents, “Keeping Children Safe Online” which include the following:

- Discuss internet safety and develop an online safety plan with your children.
- Supervise young children’s use of the internet, including periodically checking their profiles and posts.
- Review games, apps, and social media sites before they are downloaded.
- Adjust privacy settings and use parental controls.
- Tell children to avoid sharing personal information, photos and videos online.
- Teach children about the importance of saying “no” to inappropriate requests.
- Be alert to potential signs of abuse.
- Encourage children to tell a parent, guardian or other trusted adult if anyone asks them to engage in sexual activity or other inappropriate behavior.
- Immediately report suspected online enticement or sexual exploitation of a child.

The assessment that this crisis is at a breaking point is not an exaggeration. Each report of child sexual abuse material is of a real child who needs to be safeguarded. It is not too late to make a difference. But there is more to do and it starts in your home. ♡



## ABOUT ERNIE ALLEN

**E**rnie Allen serves as an advisor to governments, law enforcement, technology companies, and others on digital economy, public-private partnerships and child protection. Appointed by former Prime Minister David Cameron he chairs the WeProtect Global Alliance, a global initiative to combat online child sexual abuse and exploitation.

He serves on several boards including the Vatican’s Child Dignity Alliance. Previously he was Founding Chairman and former President & CEO of the National Center for Missing & Exploited Children and the International Centre for Missing & Exploited Children.

# OVERCOMING ADVERSE CHILDHOOD EXPERIENCES

By Deanee' Johnson, PhD

Looking back on how and why I began my career, I can't help but be reminded of my childhood adversities. Through the years, I've delved into the research of Adverse Childhood Experiences (ACEs) and the negative lifelong consequences. This includes the brain's response to trauma and adversity. It amazes me how pliable our brains are, especially our ability to create new pathways. Of course, it's always easier to continue down the same pathways we've created, whether positive or negative. The neurological pathways developed within a child's brain depend on the child's protective factors.

In 1995, the Center for Disease Control and Kaiser Permanente conducted an extensive research study that changed how we see child adversities. This study looked into three different categories: abuse, household challenges, and neglect. Each one of those categories had subcategories that addressed ten adversities: child abuse (sexual, physical, and emotional), parental incarceration, substance abuse in the home, domestic violence, mental health, divorce/separation, and neglect (physical and emotional). Each adversity was scored with a single point in the study if someone had experienced it during childhood. The higher the ACE score, the higher the probability of life-long

negative consequences such as heart disease, Alzheimer's, diabetes, and death by suicide.

Many adults are still unfamiliar with the ACE study. However, once surveyed, 6 in 10 adults report experiencing at least one ACE, and nearly 1 in 6 reports experiencing four or more different types of ACEs. I have experienced 7 of the 10. Statistically speaking, my outcome as an adult was grim. If I had allowed research to predict my future, I would have given up all hope long ago. So what stopped me? Why have I not thrown in the towel?

My mother and father divorced when I was three years old. I split my time between my mother and father (who lived with my grandparents). My mother remarried when I was 5 to someone who sexually abused me, was physically abusive to my brother, and was so violent towards my mother that my trauma brain took over and erased most of my memories from this time. In addition to the chaos at home, I had to navigate the death of my biological father when I was just 7 years old.

Eventually, my mother divorced my abuser, although the scars he was responsible for lingered. Adversities and abuse were so prevalent that it often felt wrong when I was in a safe space or around people who



showed they cared. I had to learn how not to self-sabotage or self-doubt. I was not different from others who experienced adversities. It is difficult for the brain to create new pathways of understanding that abuse isn't normal. This is the way the trauma brain works. It's a physiological survival response that is associated with toxic stress related to ACEs and trauma.

The more often this response continues without intervention, the deeper those grooves or neurological pathways are created in the brain, making maladaptive behaviors easier to rely on as a normal response. This also means the brain's architecture is actually changing. Overexposure to ACEs or trauma becomes toxic. This toxic stress can change a child's epigenetic makeup caused by a flood of chemicals

*"My mother and father divorced when I was three years old. I split my time between my mother and father (who lived with my grandparents)"*



in the brain, released without an off switch.

The more I learned about child adversities in my career, the more I began to realize the impact that my grandparents, specifically my grandma, had on my ability to overcome the odds. Having someone intervene to show hope, build resilience, and support perseverance in overcoming adversities is vital to the healing process.

Now that we are more familiar with ACEs, we know that the most positive protective factors for children who face adversities are creating safe, stable, nurturing relationships and environments to support them. This, I believe, is what my grandparents created for us during our most formative years of development. They didn't know what was happening at our other house. They simply allowed for a safe and secure place for us to be kids. I remember planting rhubarb in the garden, picking plums and apricots, and cooking in the kitchen with my grandma. I have fond memories of how her pillows smelled like mint and the strange smell of old material in her closet she stashed away for me in cardboard barrels to practice sewing with her when I came to visit. Some of my favorite memories are watching *Matlock* with my grandpa and *Murder She Wrote* with my grandma or listening to bluegrass on the radio. I was safe with my grandparents. Their house was full of laughter, playfulness, kindness, and adventure. Still, I use mint on my pillows at night because it is calming and brings a sense of peace.

Out of the 22 years of working in trauma,

the most important thing that I have learned is that the brain is powerful, and adversities are not predictive. I became the first person in my family to graduate college and received multiple scholarships, including the Daughters of the American Revolution and the Michael Schultz scholarships for academic achievement. Not only did I graduate college, but I earned a Ph.D. in Child Development. I traveled the world at the age of 19 and have since visited 12 countries. I have lived a life full of adventure that includes scuba diving the Fujikawa Maru in Micronesia, ranked one of the top 10 diving wrecks in the world to walking the halls of the Potala Palace in Lhasa, Tibet. One of my most significant accomplishments has been chasing my dream of building my own consulting business and doing what I love most; improving the lives of those who have experienced trauma.

When the right protective factors are in place, such as hope, support, kindness, and love, the brain can create positive pathways and adaptive behaviors. My grandma was my primary trauma disrupter. She inspired me to live a life that can only be described as joyful. Every day I pass her picture in my office with an overwhelming sense of gratitude. As caregivers, parents, and educators, you can be a trauma disrupter too. The key is to create positive environments which foster stable and supportive relationships.

The Department of Justice collaborated with Futures Without Violence to establish the Five Healing Gestures to help children overcome adversities. These healing gestures include:

- 1) Celebrate their accomplishments.
- 2) Provide comfort.
- 3) Show an interest in them and their desires.
- 4) Ask them for their opinion.
- 5) Inspire them to take positive risks.

Children who experience adversities often lack the positive connections at home that are so vital to normal development. Creating that safe space and allowing for children to be children, disrupts those negative neural pathways and encourages the creation of new neurological connections, reinforcing a child's belief that they are lovable, capable, and deserve a safe childhood without violence or adversity. ♡



## ABOUT DEANEÉ JOHNSON



Deaneé Johnson is a key player in advancing the field of responding to trauma and child adversities, specifically responding to child victims of sexual exploitation and polyvictimization.

She has over 20 years of experience working directly with victims and survivors, partnering with multidisciplinary professionals and teams who meet the needs of child victims and their families. She started as a volunteer mentor for adolescent sexual assault survivors in 1999 in Huntsville, Texas. She has since worked as a Survivor Specialist, Child Forensic Interviewer, Director of a statewide sexual assault coalition, and Director of a Court Appointed Special Advocates program in Southern Maryland. She has recently led the working group focused on the victim services component of the 2016 National Strategy for Child Exploitation Prevention and Interdiction out of the U.S. Department of Justice, Office of the Deputy Attorney General. She serves on the National Steering Committee for the Vision 21 Linking Systems of Care for Children and Youth, Office for Victims of Crime demonstration project. She is the Chairwoman for Preparedness Without Paranoia Advisory Board ([www.pwporg.org](http://www.pwporg.org)). She is also an adjunct professor at Sam Houston State University in Huntsville, Texas in the Department of Victim Studies. Dr. Johnson has advised large-scale training and technical assistance efforts, policy and procedure implementation plans, organization management endeavors and collaborated with many federal and state agencies serving child victims. She is a certified facilitator with Stewards of Children, has advanced training in child forensic interviewing, and interviewing child victims of sex trafficking.

Dr. Johnson has a bachelor's degree in criminal justice, a master's degree in counseling, and her Ph.D. in child development. As an OVC Fellow, she has assisted with collaboration with the DOJ ODAG to identify the range of child sexual exploitation programs available nationwide, illuminating best practices. She was most recently the Chief Program Officer at the National Center for Victims of Crime before building her own consulting business, Ascent Connection and Consulting Solutions ([ACCS Online](http://ACCS Online)), where she leads a group of consultants who pave the way for victim service providers, ensuring the needs of the most vulnerable populations are met through strategic collaboration and coordinated efforts. She is an advanced open-water, high-altitude, and nitrox certified scuba diver, adventure hiker, and enjoys kayaking and foraging wild food.

# SEXTORTION: AN EDUCATIONAL OVERVIEW

By Christian Nanry, PhD and Heather C. Fisher



As information technology becomes increasingly present in the professional and personal lives of society, the frequency of sexting and sextortion continues to rise. As digital tools are incorporated into learning, children have more access to electronic devices now than ever before. Education is therefore a vital mechanism to spread awareness and instill prevention skills in children. This article aims to provide relief through education for parents, caregivers, general users of technology, and victims of sextortion.

Sexting can be defined broadly as “the sharing of personal, suggestive text messages, or nude or nearly nude photographs or videos through electronic devices” (Ouysel et al., 2020, p. 36). Research estimates sexting behaviors have increased over the past decade, approximately 15 to 27 percent of youths are sending or receiving sexting messages, and increases for high school aged and adult participants, at 50 percent or higher.

According to the Federal Bureau of Investigation, Sextortion is a serious crime that occurs when someone threatens to distribute your private and sensitive material if you do not provide them images of sexual nature, sexual acts, or money. The Child Rescue Coalition estimates 72.5 million unique IP addresses worldwide

have shared or downloaded sexually explicit images, 90 percent of children are abused by someone known to their family, children are most vulnerable between the ages of 7 to 13, predators victimize 50-100 individuals in their lifetime, and young girls are disproportionately affected to boys. With the rising rates of sexting, it is imperative to educate parents and potential participants on what can be done to protect family members from sextortion. Researchers from Thorn and the Crimes against Children Research Center conducted a study of individuals from ages 18 to 25 (n=1631) using ads through Facebook. The results of the study had several overlapping and escalating conclusions. The study showed 83 percent of the respondents were females between the ages of 18 and 19 years of age, and approximately 40 percent were in their early 20s. During face-to-face interactions in which compromising images were taken, perpetrators threatened to disseminate collected images to humiliate, embarrass, or force reconciliation with the victim. In online situations, perpetrators used sexual images obtained from the victim to demand additional images or create forced sexual interactions. 60 percent of these cases were face-to-face interactions, and 40 percent were interactions occurring online.

A smaller proportion of the respondents in this study were male and perpetrators used elaborate or exotic deceptions to coerce cooperation. The most serious cases involved assault and stalking victims up to six months or more. These crimes were embedded with the feeling of shame and embarrassment of the victims who were hesitant from seeking help. Only 1 out of 5 of the respondents sought help from the web site or platform where the incident occurred. 40 percent of the respondents claimed the web site or apps were not helpful.

For a global perspective, a first-time study in Spain consisting of 1,370 Spanish college students, aimed at examining sexting behaviors with online victimization, and how mental health relates to global psychopathology, anxiety, and depression of victims. Using validated mental health measures, 37.1 percent of the respondents created their own content, 60.3 had received content, and 35.5 percent had sent and received content. The sample also revealed significant differences between men and women in relation to non-consensual victimization. The differences in gender only accounted for depression prevalence rates but not for anxiety or global psychopathology. Online victimization is associated with poorer

mental health in males and females, while females showed poorer mental health levels with consensual sexting. Further studies are necessary to determine if children in the United States have similar results.

Last year, the National Center for Missing and Exploited Children (NCMEC) and the White House created a learning platform to help educate parents on online child exploitation, the Safety Pledge Toolkit, which can be conducted asynchronously or synchronously between parents, teachers, and children. The Safety Pledge Toolkit uses NetSmartz to build skills in children to resist exploitation. The program offers games, age-appropriate videos, e-books and printable activity sheets for families to converse about digital safety. Older children have videos designed specifically for them. “Your Photo Fate” offers a questionnaire activity with children after they watch a short video, to explain their experiences with their parents without fear of punishment and judgment.

The platform also provides parents five tips to help keep their home environment safe:

1. Make and keep ground rules for technology use,
2. Adapt monitoring techniques as technology changes,
3. Engage with your children in the game itself,
4. Have real time discussions with your children without judgment and reaction,
5. and limiting technology access in lieu of total removal in disciplinary actions.

Parents and caregivers are encouraged 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. With proper education and thoughtful approach, parents have the opportunity to create lasting open-ended dialog with their children. NCMEC, Thorn, and other organizations provide parents and caregivers with key information on how to protect their families from online child exploitation and sextortion. Parents should continually educate themselves on technological changes and resources, as the biggest aspect of combating sextortion is the relationships and trust among family members.

If the child in your life 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). 📞

## RESOURCES

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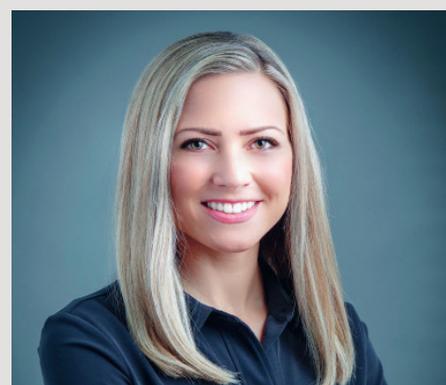
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# THE SCIENCE OF HOPE AS A FRAMEWORK FOR PARENTING IN DIFFICULT SITUATIONS

By Chan Hellman, PhD And Stacy Phillips, DSW, MSW



## **H**ope is a mindset not an emotion.

Hope is a psychological resource based upon our ability to set, pursue, and achieve desired goals. This positive expectation of the future is grounded in three simple elements: Goals, Pathways, and Willpower. Goals (short- and long-term) are the cornerstone of hope. When we are in distress, we should focus on short term goals. Pathways represent the strategies or plans we identify to pursue our goals. Neither willpower nor pathways alone is sufficient for hope. For example, a child may have a strong desire to get good grades but struggles completing homework assignments. Alternatively, the child may understand how to do the assignments but seem unmotivated to do the work. Both scenarios will result in failure or under achievement.

The hopeful child is able to identify multiple pathways to the goal and can effectively identify alternative pathways or solutions to potential barriers. Willpower refers to the mental energy, such as attention and intention, on our pathway pursuits. The hopeful child has the willpower to self-regulate their thoughts, behaviors, and emotions when selecting and pursuing their desired goals. With over 2,000 published research studies, hope has emerged as one of the most important predictors of well-being for children, adults, and families.

## *Hope is more than wishful thinking.*

Consider how often we use the word hope in our conversations. I hope it doesn't rain today. I hope you are well. I hope you have a great day. This is wishful thinking (not hope). To be considered hopeful, we must have both willpower and pathways to our goals. A wish is when we desire an outcome but have no pathways to achieve our goals. Hope is about taking action to pursue your goal. A wish is a passive desire for a goal.

## *Parents as drivers of Hope.*

Because hope is based upon goals, pathways, and willpower, it can be taught even during difficult times. Based upon our published research, we know parents can be drivers of their children's hope. To this end, hope is a social gift that children learn from the adults in their lives. When children are struggling, frustrated, or in despair we can use the principle that hope begets hope by focusing on short term achievable goals (weekly, daily, hourly). We can then work with the child to set pathways and to practice problem solving potential barriers. When the child begins to take small steps to their goals, willpower will increase as the child begins to imagine the future is possible. You

will notice a shift in language from "I can't do it" to "I want to do it but not sure I can." Hope begets hope.

At the age of 11, Stacy's son was diagnosed with Disruptive Mood Dysregulation Disorder, Depression, Anxiety, and ADHD combined type. Stacy tried every avenue to support her son including therapy, medication, and essential oils. Nothing seemed to help as he continued to struggle in school with his emotional outbursts and behavior impacting his teachers, classmates, and grades. He expressed hating school and that "I can't do it". Stacy tried to help him with schoolwork, saying things like, "you need to try harder, if you don't get good grades- you won't get into college" In his growing frustration, he would say he didn't care. Stacy's heart hurt for her little boy. Then Stacy learned about the science of hope in a training with Chan. She recognized the potential as Chan described the loss of hope transitioning from anger/frustration, to despair, and ultimately apathy. When Chan spoke about apathy, the picture on the screen was a little boy with his head down on his desk like nothing mattered. This was what her son's teacher's described when he was in class. Stacy learned the simple application of hope and the need to set short-term goals and celebrate small successes. Within a hope framework,

Stacy learned we might be able to identify the goal, but if we struggle identifying pathways or overcoming barriers our hope is at risk. In a sudden realization, Stacy's son had become robbed of hope. While she tried motivating him by focusing on long-term goals (college, making the basketball team) her son was losing the willpower as he struggled to complete a math problem or his homework.

Stacy began to implement the simple principles of hope she learned, especially hope begets hope, and hope is a social gift.

Stacy shared the science of hope with everyone in her son's immediate circle (brothers, father, family members, teachers, and coaches). She instructed everyone to stop talking about long-term goals and to focus on his every day small successes- "I made it clear that he needed to feel connection and support from all of them for his short-term accomplishments". "I stopped focusing on getting the A for the quarter, and celebrated completing the homework assignment".

She worked with her son and his teachers to identify the goals that he desired rather than those goals impressed on him by others. Stacy stopped mentioned goals such as college, getting a job, the high school basketball team, getting A's, etc and only spoke about setting and pursuing daily goals.

Her son would select daily goals of which subject to focus including the assignments. Stacy then began celebrating the small daily successes especially when he made a conscious choice to keep his head off the desk and participate in class.

Over time Stacy began to see changes. Her son was becoming excited over his accomplishments. His language changed from "I can't do this" to "I think I can do this." and "Look what I did". His relationships with his teachers became stronger as he began to believe in their investment in him. At home, his brothers made a point to congratulate how well he did rather than focus on success or failure. Today, her son is a 16-year-old high-hope teenager. His grades have gone from barely passing to earning A's and B's. He learned to drive a stick shift car in less than an hour. He has not had an issue in school behaviorally or at home for three years. He no longer says, "I can't". The science and power of hope is real. 🍀

## ABOUT THE AUTHORS



**Chan M. Hellman** is a professor of social work at the University of Oklahoma and Director of The Hope Research Center. He has written more than 150 scientific publications and has presented at numerous national and international conferences worldwide.

Chan also presented his work TEDx in May of 2021. Chan's research is focused on hope as a psychological strength helping children and adults overcome trauma and adversity. This research informed the development of the "Hope Centered and Trauma Informed" training program. Chan is the co-author of the award-winning book "Hope Rising: How the Science of Hope Can Change Your Life" with his co-author Casey Gwinn published by Morgan James. As a result of this work, Chan was one of five invited workshops for Jane Goodall's Activating Hope Summit (November, 2021).

**Stacy Phillips** is a Victim Justice Program Specialist with the Office for Victims of Crime (OVC) within the U.S. Department of Justice. Dr. Phillips works with on the Discretionary Team and Human Trafficking Team where she assists the office in developing, implementing, and monitoring victimization-related efforts and programs. Dr. Phillips has more than 20 years of experience in the victim services field and is a children and youth expert within OVC focusing on trauma, polyvictimization, and brain science. She represents OVC on the DOJ Prison Rape Elimination Act (PREA) Working Group and the Federal Inter-Agency Work Group on Child Abuse and Neglect. She also addresses crime victims' rights enforcement and legal wraparound networks, law enforcement-based direct services, post-conviction initiatives, and has spearheaded demonstration initiatives on polyvictimization, reducing child fatalities and recurring serious child injuries, and leads the opioid/ drug addiction crisis initiative. She is a social innovation strategist working on developing and deploying effective solutions to challenging and systemic issues.

Before joining OVC, Ms. Phillips spent 15 years working in child welfare. As the Grant Coordinator and Planning Specialist, at the DC Child and Family Services Agency, she coauthored several successful federal grant applications on child abuse prevention, and started the DC Parent Advisory Council. Dr. Phillips also assisted in developing the Districtwide Children's Justice Act Task Force, served on the District's Human Trafficking Task Force, and worked on child and family protective services issues, including grants and program management, needs assessment, resource development,



and policy development. Beforehand, she served as a Child Protective Services Investigations Supervisor conducting adoption, foster care, and kinship licensing studies at the Travis County Domestic Relations Office and Texas Department of Protective and Regulatory Services; and she began her career as a Child Protective Services Investigator at the Department of Children and Families in Bridgeport, Connecticut.

Dr. Phillips holds a Doctorate of Social Work (DSW) from the University of Southern California with a focus on smart decarceration specifically with youth; an M.A. in Clinical Psychology from Southern Connecticut State University; and an M.S.W. from The Catholic University of America. She is a sought-out speaker at many national conferences and has advised research teams in their development of nationwide toolkits.

# FOSTERING RESILIENCY IN OUR YOUTH: *CALIFORNIA'S INCLUSION OF ANTI-TRAFFICKING CURRICULUM IN PUBLIC SCHOOLS*

By Benjamin Thomas Greer

Preparing our youth for academic rigor and societal challenges is the driving force of our academic institutions. As we learn more about human trafficking and how traffickers groom young boys and girls in order to exploit them, we must provide our educators with the tools to help identify suspicious behavior and position our children to be resilient against coercive methods. The State of California, often seen as a leader in counter-trafficking policies, has begun applying a novel approach – to fostering greater public awareness and attempting to instill resiliency in their youth by mandating anti-human trafficking in junior and senior high school curricula.

The term “human trafficking” can be jarring and too often is a loaded phrase used for political purposes. This is done because it invokes a visceral reaction. Unfortunately, many of the connotations the public conjure are cultural stereotypes, gender or ethnic bias, or Hollywood-based hysteria and hyperbole. Approaching this issue from a fact-based lens,

assessing and addressing root causes, and then building a resiliency response from a practical application perspective can help put our children in a position to repel inappropriate and harmful interactions.

Human trafficking is best described as the despicable sexual or labor exploitation of others for profit through the use of force, fraud, or coercion. This kind of activity decimates the lives of the trafficked, fractures families, and exploits the victim's body and labor as a continual source of revenue for a trafficker. 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 keep their victims under lock and key, while others use less obvious methods, specifically debt bondage – asserting erroneous financial obligations wherein the victim feels honor-bound to satisfy a dubious debt. Traffickers are men and women of all races and nationalities. Like perpetrators of sexual assault and abuse, they may

know their victims as family members, intimate partners, or acquaintances; however, they can also be strangers. Victims can be any age, from the very young to much more senior. They come from all socioeconomic strata and ethnicities. School-based prevention and intervention programs are powerful tools in the fight against human trafficking as educators, school counselors, and other staff may be among the first to identify signs of vulnerable youth and exploitative coercion.

## **Human Trafficking Prevention Education and Training Act (HTPETA)**

On October 7, 2017, Governor Jerry Brown signed Assembly Bill 1227, the Human Trafficking Prevention Education and Training Act (HTPETA). HTPETA's passage made California the first state to adopt human trafficking prevention education training for both teachers and students.

Championed by then Assembly member and now California Attorney General



Rob Bonta, HTPETA integrated trafficking into 3 primary sections of the Education Code:

**Part 1: Frequency of Instruction**

*California Education Code* Section 51934 (a): Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses.

Each pupil shall receive this instruction at least:

- Once in junior high or middle school, and
- At least once in high school.[i]

**Part 2: Content of Instruction**

*California Education Code* Section 51934(a)(10), Information About Sexual Harassment, Sexual Assault, Sexual Abuse, and Human Trafficking was amended to require human trafficking prevention education that includes all the following:

- Information on prevalence, nature, and strategies to reduce the risk of trafficking;
- Techniques to set healthy boundaries, and;
- How to safely seek assistance.[ii]

**Part 3: Continuous Training**

*California Education Code* Section 51950(f): Sexual Abuse and Sex Trafficking Prevention Education provides;

- o In-service training may be conducted periodically to:
  - enable school district personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and;
  - receive instruction on current prevention efforts and methods.
- o (f) continues: A school district is encouraged to include training on early identification of abuse, including sexual abuse, and human trafficking of pupils and other minors.[iii]

California’s policy and social experiments often

become the foundational model upon which other governments follow. Traffickers prey upon the dreams and fears of the vulnerable. A comprehensive “whole-of-government” approach to fighting exploitation involves strong public awareness, competency and knowledgeable youth. Instilling the confidence to enforce personal boundaries is crucial to a sense of self-worth and empowerment. California is attempting to formulate a systematic and structured response to protect those susceptible by giving them the tools to identify exploitative behavior before they find themselves coerced or beholden to an exploiter. Combating human trafficking demands a broad multi-tactic approach. It requires more than just harsh penal punishment for perpetrators. It demands applying a nuanced understanding of the criminal activity to prevent victimization.

Educators are uniquely positioned to recognize and help immunize our youth from exploitation. An implicit component of this public education social contract is that we provide our educators with the skills and tools to be successful. As a practitioner in this field, it is incumbent upon me

to be responsible with my messaging and content and to ensure my curriculum is research-based and the tone is resonating and appropriate for my audience. As the California school system is in its infancy of this new journey, I expect them to do the same - ensure the message is appropriate for the listener – be it student or faculty. The global pandemic created by COVID-19 delayed the full implementation of this curriculum; however, I anxiously await to see how this new aspect of youth empowerment develops. ♡

[i] California Education Code Sec. 51934(a), [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=51934.&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=51934.&lawCode=EDC)

[ii] California Education Code Sec. 51934(a)(10), [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=51934.&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=51934.&lawCode=EDC)

[iii] California Education Code Sec. 51950, [https://california.public.law/codes/ca\\_educ\\_code\\_section\\_51950](https://california.public.law/codes/ca_educ_code_section_51950)



**ABOUT BENJAMIN THOMAS GREER J.D., M.A.**

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 Research Associate for the University of Cambridge’s Centre for Applied Research in Human Trafficking (CCARHT);

Master’s Degree from Naval Postgraduate School’s Center for Homeland Defense and Security Program (NPS-CHDS).

# UASEM 2021

By Salvatore Puglisi

**A** zombie apocalypse taking over the South Street Seaport, a four alarm fire in the Bronx with people trapped, a water main break with large-scale flooding on the A/C subway lines, Manhattan hospitals overrun with patients from a nationwide Salmonella outbreak, these are some of the topics you could hear walking the halls of The Urban Assembly School for Emergency Management (UASEM) on any given day. UASEM is a Career and Technical Education (CTE) school that prepares students for both college and career in the field of Emergency Management and Emergency Response.

## The Beginning

The Urban Assembly School for Emergency Management (UASEM) puts students in the shoes of Emergency Managers and first responders to identify high-stakes problems and create novel solutions. In spring of 2013 Rodolfo Elizondo (Principal) and Robert Magliaro (Assistant Principal) with a small, but dedicated staff, began building the foundations of the first high school for Emergency Management in the United States.

Much like the Emergency Management industry itself, UASEM experienced some growing pains in our early days. Our small staff would meet in different restaurants and coffee houses around New York City, as the school did not yet have a physical space. Our founding staff would work all day at their other schools, then meet after work to review potential staff hires and build curriculum for each subject. A main priority was to bring emergency management to life in all subjects, from art to math. We wanted students to feel and experience the mission of our school across all content areas. The focus then became, what does emergency management look like for a high school student living in NYC?

In the summer of 2013 the staff and administration from UASEM made over 100 home visits to each of our incoming freshman's homes. We welcomed each student and family with a school polo and had open conversations about expectations and how UASEM would not just be an average New York City high school experience. I have to admit, I was not a fan of traveling all over the five boroughs of New York City, but what a great way to learn about your incoming students. Families were eager to share information about each student's learning habits, academic strengths and weaknesses. I realized at this point, I was going to be a part of something special.

## Curriculum and Collaboration

One of the most frequently asked questions is how we developed our high school curriculum. I wish I could take the credit, or tell you I am an emergency management genius, but this is clearly not the case. I was extremely fortunate to have had the opportunity and access to some of New York City's greatest emergency management practitioners. I can still remember my first meeting with our founding board members for our first curriculum review. My hands damp with sweat, wondering if my vision for this program would meet their expectations, what if I miss the mark? Walking into that room and meeting Kelly McKinney, Anita Shear (NYC Emergency Management), Shawn Waters (FEMA), Ali Gheith, Chuck Frank (MCNY) and Jerry McCarthy (Port Authority) for the first time was inspiring. They are as introspective as they are brilliant with their craft. Knowing that this was my first attempt at creating a rigorous four year sequenced curriculum, they left me with some good actionable feedback and a boost of self-confidence. The general consensus of that meeting was to build more authentic classroom experiences and tie them to external trips and internships. Ultimately we decided to use FEMA Independent Study Courses as the foundation for our 9th and 10th grade curriculum. Students would then pick a pathway of study for their final two years.

Year one Freshman curriculum snapshot:  
[CLICK HERE TO OPEN](#)



Year one passed with the blink of an eye. It was a successful year, with the help and guidance of our partners and board members. Our students learned about emergencies and disasters that impact residents in NYC and in their own communities. Students were not only able to talk about preparedness, they were able to lead discussions on the topic. As our first school year began to wind down, we were able to collaborate with FEMA region 2 on a PrepareAthon project.

Developing a solid curriculum with stakeholders is good for student learning and

driving instruction. What makes a GREAT curriculum is allowing students to implement all of the skills and content that they have learned. This is precisely what happened in April of 2014. Students with the help of staff at NYC Emergency Management created a short 10 question survey to measure household preparedness across New York City and encouraged residents to enroll in "Notify NYC," New York City's emergency notification system. In collaboration with NYC Emergency Management and FEMA region 2, all the students and staff at UASEM hit the road. Students collected data from several hundred New Yorkers and handed out New York City Emergency Management's "Ready New York" material, including making family emergency plans and building go-bags.

As students sat in their Emergency Management class, recording and analyzing the data they collected, the side conversation from students was electrifying (if you're a teacher, or know a teacher well, these are the moments we live for). Without any teacher prompting the students, made all the right inferences and organically began discussing what the next steps should be. The results of the survey are no surprise, the majority of

people surveyed were not prepared for any type of disaster, even residents of neighborhoods impacted by Hurricane Sandy in 2012.

During our class PreparAthon debrief, students expressed concern and even frustration over the amount of people who had survived Hurricane Sandy just two years prior, and still had not learned their lesson. What the students failed to recognize was the true objective of this project. Students were able to take all of the soft skills and industry knowledge they learned over the school year, go out into the public and engage total strangers (adults no less) to talk about preparedness. The final weeks of school were spent taking the data they collected and creating a public awareness campaign.

## Work Based Learning Experiences

Career and Technical Education programs place a major emphasis on work-based learning programming to provide students with real-life work experiences where they can apply academic and technical skills and develop their employability. UASEM is no different. Since the program's inception, UASEM has cultivated partnerships with numerous emergency industry organizations

around New York City, and beyond, to bring work based learning into UASEM classrooms, and UASEM students into workplaces. Work Based Learning can include a variety of Career Awareness opportunities such as guest speakers, career days, mentoring, or workplace tours. UASEM has been honored to host a wide variety of guest speakers, but the true star of the show each year is Christina Curry, CEO of the Harlem Independent Living Center, who speaks to students during the 9th grade DAFN unit. Other highlights include our annual Career Week which did not slow down during the 2020-21 virtual school year. UASEM hosted an all virtual Career Day with over 25 guest speakers “Zooming-in” with classes throughout the day. Regular workplace tours are also a regular part of our programming including an annual tour of NYC Emergency Management’s Emergency Operations Center, Watch Command, Press Room, and Mayor’s Conference center. The other annual highlight is the trip to the FDNY’s Training Academy, “The Rock” on Randall’s Island. Students participate in a “Firefighter for a Day” program, moving from station to station around the academy grounds learning and experiencing firsthand some of the skills and experiences of probationary firefighters such as forcible entry, search and rescue, rappelling, and hoseline advancement.

UASEM also maintains some excellent career exploration opportunities via BSA’s Explorers program. UASEM has maintained an active FDNY Explorers program and NYPD Explorers program for years. Operating as an afterschool program, students in the FDNY club have a “home base” in FDNY’s Duane Street (E7/L1) firehouse. Similarly, NYPD Explorers work with officers in the 5th precinct. In both cases, they receive regular hands-on skills training, volunteer opportunities, and leadership experiences to prepare them for a career in either agency.

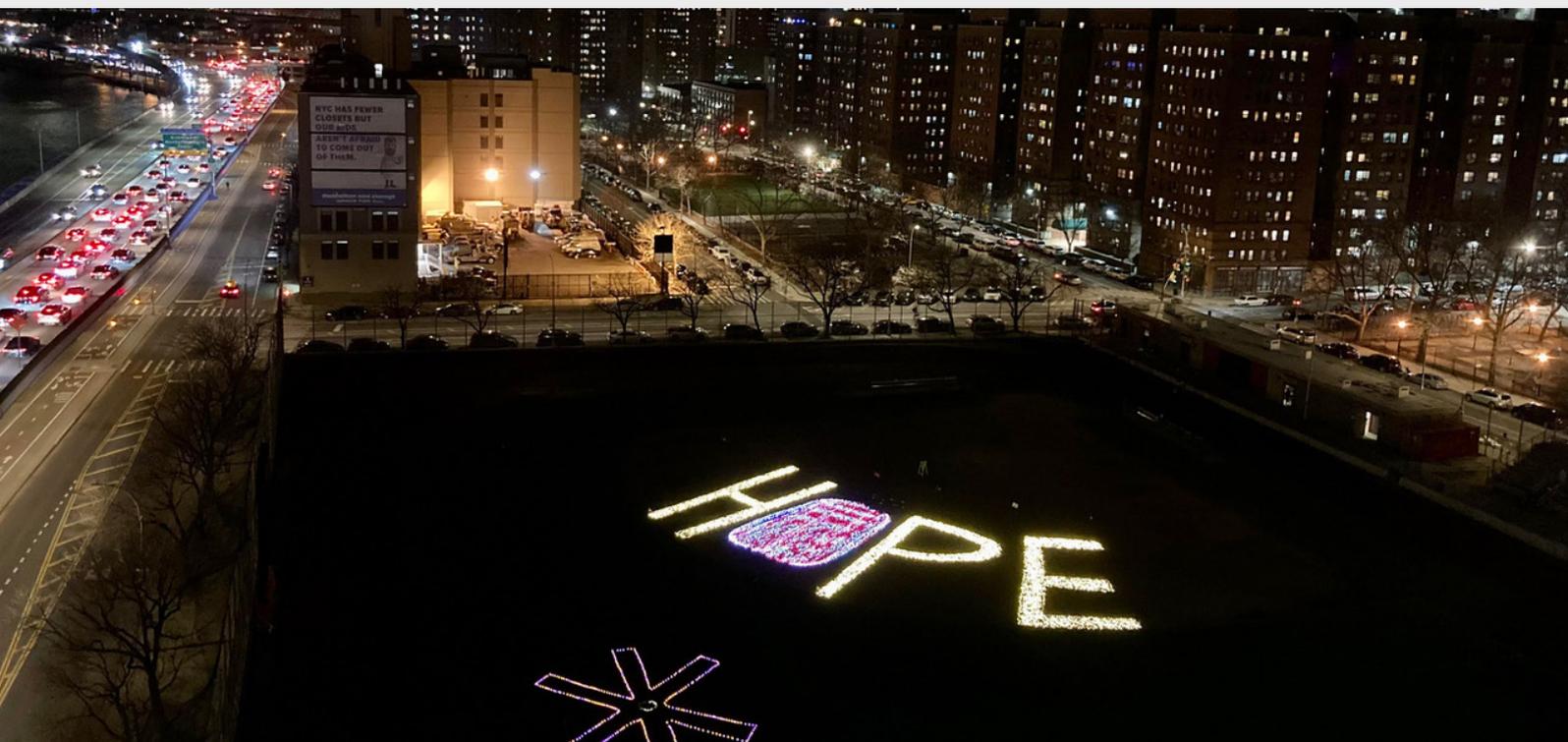
On the more advanced level of the WBL continuum is the Career Preparation activities such as workplace challenges and internships. In the past few years, UASEM students have had the opportunity to test new radio and security systems technology at Motorola Solutions via a workplace challenge. Motorola designed a fun “scavenger hunt” activity that had students searching for targets through the rooms and areas surrounding their Brooklyn offices, while maintaining constant radio contact with the “home base” command team who could watch their teams’ every move.

Internships remain the holy grail of work based learning op-

portunities, and at UASEM we’ve been lucky to maintain some excellent relationships with employers who have hosted UASEM interns for several years now. In past years, UASEM interns have worked with a variety of agencies and organizations such as NYCCEM, NYC DOE EMU, NYCHA EM, NYC DOHMH, Lucius Pitkin Inc, Warnable Solutions, Two Bridges Neighborhood Council, among others. Our foremost partners in this internship program are NYC Emergency Management (NYCEM), and NYC Dept. of Education’s Emergency Management Unit (NYC DOE’s Emergency Management Unit). NYCEM has hosted anywhere from three to six UASEM upperclassmen on an annual basis during the spring semester or summer. Students embed in a variety of offices within NYCEM and work anywhere from 15-25 hours per week supporting NYCEM operations. Similarly, NYC DOE’s Emergency Management Unit has hosted UASEM students for multiple years. A recurring task for UASEM interns involves assessing NYC DOE schools that are designated emergency shelters to ensure DAFN compliance and accessibility. Students who participate in the internship program consistently indicate it as being one of the most impactful experiences of their time at UASEM.

### Community Impact

Of all the great extracurricular activities students participate in at UASEM, I have to admit that I am partial to the “Hands to Heart Teen CPR Team.” The concept came to light after the 11th grade class worked on a healthcare equity assignment in class. Students did a data dive and examined ambulance response times in and around New York City. Students found that the areas with the longest ambulance response times were areas with marginalized populations. Upon class discussion the majority of students identified living in these neighborhoods. Students became instantly invested in the conversation, we identified a “real world problem” impacting a majority of people in this school; now we need to come up with a “real world solution.” Students brainstormed and discussed ideas for days, until a student group suggested starting with the highest priority EMS calls (cardiac arrest and choking) and working down. Acknowledging all the variables involved in ambulance response times, the idea to try to maintain heart function via CPR until an ambulance arrived was born. Students (with the help of staff) researched equipment and resources they would need and wrote a proposal for a “Passion Grant” to the SHIPPY Foundation. With the generosity of the SHIPPY Foundation and a \$25,000 grant, the FIRST national teen CPR team began.



Hands to Heart offers AHA Hands-only CPR training free of charge. To date the team has trained 1,083 New Yorkers. We have worked with community groups and other schools across the city. The students demonstrated true resilience during quarantine. The team created a program on Zoom called “Family CPR Nights.” It was a play on family game night. Families that participated loved the idea, especially during the peak of the pandemic. Students walked the participants through each step, even how to make a homemade manikin.

Of the 1,083 people trained by the Hands to Heart team, we know of one survival story. A student took the Hands-Only CPR training in the Spring of 2019 at UASEM, and used the skill on a 3 year old child that summer. We were happy to learn that the child made a full recovery after a short stay in the hospital. Our CPR team is also now expanding with a second chapter to open in a Bronx Middle School (6th to 8th grades) in a few weeks. It is very empowering for students to see what a small group of likeminded teens can do when they work together and believe in their purpose.

### Hope

Webster’s definition of hope is “to want something to happen or be true and think that it could happen or be true”. Working with the students at UASEM over the past eight years has given me great hope for the next generation of first responders and emergency managers we are preparing for the field. They are a thoughtful, empathetic, smart, and resilient young group. One of the most recent examples of their resilience was the one year anniversary of COVID-19

in New York City. Our students come from some of the most impacted areas of NYC. Several lost family members and friends during the pandemic, and were unable to mourn their losses in traditional fashion. The students asked for help, they wanted to do something “big” not just for their losses, but for everyone.

It took a group of 10 students about two days to formulate a plan. They decided they needed to include every single New York City resident lost in the pandemic as a beam of light. The plan was to write the word HOPE on the school’s athletic field in 26 foot letters, using just over 30,000 lights (one for each COVID related death within NYC). With help from school staff, a drone, and the generous donations from school partners like The SHIPPY foundation, and New York-Presbyterian Hospital (Downtown Campus), students were able to bring their vision to life. It took two days to create, and several obstacles that needed to be overcome, but the end result was breathtaking.

As we pivot back into fully in-person instruction for the 2021-22 school year, UASEM is guided by the hope signified in those 30,000 lights glowing brightly along the Manhattan skyline. There is a recognition that the pandemic has greatly changed the world in general, and both education and emergency management specifically, and that UASEM has a responsibility to carry on with its mission to prepare the next generation of emergency managers and first responders for the new world that lies ahead. While it remains uncertain exactly what this new world will look like, we can say confidently that hope burns brightly in our students’ hearts. As teachers, we will continue to cultivate this hope so that our students graduate into this new world ready to ensure a brighter future for us all. 🍀

## ABOUT SALVATORE PUGLISI

Just over 20 years ago, a 23 year old EMT from Queens responded to a call for help in lower Manhattan that would change his life.

Arriving on scene at the moment of the second plane’s impact into the World Trade Center, Sal Puglisi began an immediate triage of patients. The days that followed would eventually change the trajectory of his personal and professional life.

Now Sal reports to lower Manhattan every day for a different calling — this time at the Urban Assembly School for Emergency Management (UASEM) as Mr. Puglisi, Career and Technical Education (CTE) teacher for Emergency Management and Medicine.

Mr. Puglisi found his way to UASEM after a series of signs, which he attributes to one of his lost partners, Keith, guiding the way for him. Before 9/11, Sal had given college a try and decided it wasn’t for him. Instead, he took an EMT course, immediately fell in love with the work, and served as an EMT for NY Presbyterian. The act of being a first responder in 9/11, however, shifted his priorities and led him to give college another try. With a greater sense of purpose this time, Sal pursued a degree in Social Psychology and Statistics at Queens College. At the behest of his then girlfriend and now wife, he applied for the NYC Teaching Fellows. After the interview was complete, he learned that one of the teachers who interviewed him had taught alongside Keith’s mother. To this day it’s a running joke that Keith got Sal his first teaching job. Six years later, Sal was itching for a new opportunity. In the pile of his prospects was a packet highlighting schools to open in the DOE that year. As he hurried from one thing to the next, the packet fell onto the floor and opened up directly to the page for Manhattan. There staring back at him was the introduction to UASEM. Given its connection to his passion for emergency medicine, he called up the principal to inquire about a position in Special Education. Eight minutes later Rudy called back. The position was filled already, but would Sal want to give teaching Career and Technical Education (CTE) a try? He was hired in May and spent the summer before the school opened creating the vision for emergency medicine and establishing the crucial partnerships he knew students would need to really understand the field.

Of special importance to him was the curriculum. In Sal’s eyes, it had to engage students like he was — the ones who didn’t like school and didn’t see the purpose. He believed that if students could see that they had the power to



contribute to the world in an important and meaningful way, that would contribute to the legacy of those he lost. After more than 8 years at UASEM, Mr. Puglisi has seen students who began in familiar places of apathy now passionately pursuing service roles in the military, Americorps, FEMA, or the Red Cross.

As one who never rests, Sal is hungry to continue the growth of the Emergency Medicine pathway at SEM, and on a larger scale the resilience of New York City. A partnership with BMCC now allows students to be certified EMTs upon graduation, which is a role with national vacancies that UASEM students will be poised to fill. Sal and his students have an eye on equity and work toward equipping communities with tools for preparedness and resilience. UASEM students are formulating student-led trainings in Hands-Only CPR and Stop the Bleed in neighborhoods with the slowest emergency response times, and in populations prone to cardiac arrest.

The work at UASEM is a small example of UA’s CTE dreams come to life. Students discover passions, explore them with expert instructors, learn through internships in the field, and build the credentials that become the stepping stones to social and economic mobility.

# By Terri A. March-Safbom and Conor P. Safbom *PUBLIC SERVICE* A FAMILY TRADITION

If acquiring financial wealth is your goal, then a career in public service is probably not right for you; after all, there are no stock options in government. There are several reasons why an individual would choose a career in public service, but the overriding motivation is usually to have a sense of purpose and make a difference in the world. In a recent article published by Columbia Southern University, the top inspirations for considering a career in public service include a desire to save lives, improve communities, influence social change, and achieve personal fulfillment.

In today's politically charged environment, cynicism about government is the norm. A 2015 Pew Research Center poll found a meager 22% of citizens believe the

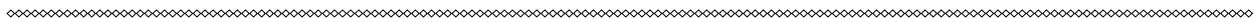


majority of elected officials place the country's interests ahead of their own. Despite partisan differences and general mistrust, a majority of the public surveyed have a favorable opinion of the role of government in areas such as keeping the country safe from terrorism, responding to natural disasters, ensuring safe food and medicine, and managing immigration. Although a majority

of those surveyed believe our nation's difficulties lack simple solutions, they also believe ordinary Americans can make a contribution by choosing a career in public service.

### TERRI'S PATH TO CRIMINAL JUSTICE

There is a history of public service in my family; my father served as a Marine in World War II, and my mother left a small town in Tennessee to work for the FBI in 1948. Despite this legacy, my personal journey into public service did not take a conventional route. After moving from Washington, D.C. to Las Vegas, Nevada in the late '70s, I was drawn to the glittering lights of the Strip and spent 17 years in various positions at several hotel-casinos. Climbing the corporate ladder provided substantial financial rewards and incentives, but very little in the way of self-ac-



tualization. The 24/7 nature of the work environment provided even less in the way of maintaining a normal family life, an important consideration for my husband and I and our then three-year old son. Although it was a difficult decision to walk away from a career that I had spent nearly two decades building, I came to realize that I needed more than monetary compensation to be fulfilled. More importantly, I also realized that I wanted to do something with my life that would make my son proud.

My work history and education were not natural fits for the government. At the time I had a B.S. in Accounting and an M.B.A. – great assets in the corporate world, but not suitable for many of the available positions in local government. I eventually landed a job as a Budget Analyst in the Clark County Finance Department, which was not exactly the fulfilling career I had envisioned, but which turned out to be a great place to get a birds' eye view of government agencies and their missions. I was assigned to oversee the budgets for the criminal justice system departments, which required constant meetings and departmental observations to gain an understanding of their fiscal needs. Gaining this insider perspective allowed me to discover a career path that became a calling and passion, rather than just a job. In less than four years, I became the Court Administrator for the North Las Vegas Justice Court, a position I still hold.

Transitioning from a corporate environment to the justice system was more than just a culture shock; it demanded an entirely new skill set for which I felt poorly equipped. While adapting to my new responsibilities, I recognized that I needed formal education to supplement the on-the-job training. The National Center for State Courts' Institute for Court Management programs are considered the premier training ground for court professionals. I enrolled in and completed the Certified Court Manager, Certified Court Execu-

tive, and Fellows programs. The Fellows' program requires a thesis and culminates in graduation at the U.S. Supreme Court in Washington, D.C., with Chief Justice John Roberts serving as the keynote speaker.

Although it was very demanding to juggle all these commitments, it was also a great opportunity to set an example for my son. It was important for him to see the rewards that come from putting forth one's best efforts, and it was an extremely proud moment when my thesis, "Planning for the Future," received the Vice President's Award of Merit for Applied Research. I would like to think he was somewhat inspired by participating in the ceremonies surrounding these accomplishments.

I have been equally inspired by my son's achievements. His acceptance into the United States Naval Academy in 2015 was not only a moment of tremendous pride for our family, but a catalyst for my continued education. His sense of mission and purpose highlighted my own place within the homeland security framework, and ultimately led to my participation in the Naval Postgraduate School's Center for Homeland Defense and Security Masters' Degree program.

### CONOR'S PATH TO NAVAL AVIATION

I was most encouraged to pursue a career in public service by my grandfather, Robert Safbom. He had served as a fighter pilot in the US Air Force during the Korean War. When I was in middle school, he gave me a book about the US Naval Academy, and flipping through the pages, I was left with a profound sense of duty. The Naval Academy did not seem like other colleges; I was attracted to the way midshipmen carried themselves.

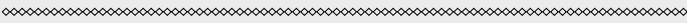
The reality of public service is that not everyone wants to stick it out, even if they attend a service academy. I knew there was a somewhat transactional nature to the service academy promise. A common phrase at the Naval Academy is "five and dive," referring to the practice of leaving the military immediately after the five-year commitment we owe to the US Navy or Marine Corps upon graduation as commissioned officers. Many

## ABOUT THE AUTHORS

elect to pursue lucrative positions in the private sector or higher education, and these are all admirable goals. However, there is a certain code of ethics, both edified in law and unspoken, that drive the actions and conduct of good public servants, something I see in my mother every day. This is the type of person I aspire to be: not a person motivated by personal gain, but by how my actions may contribute to the public good.

### Final Thoughts

Public service isn't necessarily a good fit for everyone and requires a demanding set of skills to be successful. An effective public servant possesses critical thinking and problem solving skills; is a good communicator, able to both listen and persuade; has a respect for hierarchy and is diplomatic; is resilient when faced with pressure or obstacles; retains a cooperative demeanor when negotiating or working with external agencies; and can demonstrate leadership even in the absence of power. If this describes you, and having a sense of purpose is more important than making a profit, then a career in public service may be right for you. 🍷



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### Terry March

**Terri March** has been the Court Administrator for the North Las Vegas Justice Court since 2004, and is a graduate of the University of Nevada, Las Vegas, with a Bachelor's of Science in Accounting, a Master's of Business Administration, and a Master's of Public Administration. Terri left the hotel/casino industry after 17 years to pursue a career in public service, ultimately entering court administration.

Advancing her education through the National Center for State Courts, she completed the Court Management Program, Court Executive Development Program, and became a Fellow of the Institute for Court Management in 2009. She graduated from the Naval Postgraduate School's Center for Homeland Defense and Security Masters' program in March 2018. Her thesis, "Weapons of Mass Distraction: Strategies for Countering the Paper Terrorism of Sovereign Citizens," was developed into a distance learning webinar for the Nevada Supreme Court, and will be presented to a national audience with the American Judges' Association in 2022.

### Conor Safbom

Terri's son, **LTJG Conor Safbom**, USN, graduated from the United States Naval Academy in 2019 with a degree in Aerospace Engineering. During his First Class (senior) year, he was selected as a Shoemaker Scholar, an academic scholarship which afforded him the opportunity to pursue an M.S. in Astronautical Engineering from the Naval Postgraduate School. He conducted research with Dr. Marcello Romano in the Spacecraft Robotics Laboratory and wrote a thesis entitled "Design, Testing, and Analysis of Self-Toss Hopping Maneuvers of Astrobee at NPS and NASA Ames Research Center." Following his graduation from NPS, he moved to Pensacola, Florida, to begin Naval Aviation training. He completed primary flight school in August of 2021 before selecting the E-2/C-2 pipeline. He will continue his flight training in Corpus Christi and Kingsville, Texas, before ultimately reporting to Norfolk, Virginia, to learn to fly his ultimate platform.



# A POWERFUL *MINDSET* By Rahz Slaughter, MPT, NLP



## INSPIRE | MOTIVATE | RISE

In the past two years, the world has been faced with a plethora of uncertainty and challenges. Parents, teachers, and children have all been tested. In today's climate, I have seen a lot of uncertainty and self-doubt while coaching parents and teens. Some parents and teens are thriving, but others are just merely surviving. With so much negativity and uncertainty in the world, children lack motivation, and parents doubt themselves at work and home.

Breaking through these mindset challenges doesn't have to be complicated. By the end of this article, you will walk away with an easy process so that you can begin to transform your mindset and your families forever.

I have used this method with my own challenges, and I've also implemented it with parents, teachers, and athletes who want to thrive and create a balanced and fulfilling life.

The B.A.S. Method for overcoming obstacles is practical for all ages and works as follows:

**B: Beliefs** Create empowering beliefs about yourself, your family, and your life. It would help if you eliminate the negative beliefs that keep you from living the life you desire. The first step to eliminating negative beliefs is to be conscious of

them. When you hear yourself making a judgment about yourself and others, ask "Is this a belief?" Write down all the negative thoughts you have for 24 hours. Then I recommend you begin reframing each one into a positive belief. Repeat this exercise until you have reframed all of your negative personal and professional thoughts.

Ex: You say, "I am not a great parent."

**Reframe:** I am a loving parent doing the best I can and getting better every day. Then look for evidence to support that reframe, such as "I always greet my children with lots of hugs and kisses." Once you practice this repeatedly, over time you will reframe your negative beliefs.

**A: Attitude** You may have heard the phrase "a person's attitude determines their altitude." This is as true in parenting as anything else in life. There is no perfect playbook for parenting, but a positive attitude will make parenting less stressful and much more fulfilling.

There are two factors that I believe are essential for mastering the A in the BAS Method.

1. Parenting with gratitude. Being grateful

and sharing that energy with your children and everyone in your life will create an environment of harmony. Every night, as a family, practice reviewing three things to be grateful for, even if it's small. My stepson used to say, "I'm grateful there were chicken nuggets for lunch in school today." That adorable statement of gratitude helped set the tone for him to look for the little things to be grateful for every day.

2. Positivity. Practicing and promoting positivity within a family is critical because the entire family will begin to see obstacles with less friction. When something challenging occurs, discuss how to frame that to find the positivity out of it.

Combining gratitude and positivity will give a family the certainty that they can handle any challenge because their minds will not allow negative beliefs to override the positive.

**S: Self-Talk** is the final piece to create a powerful mindset that can withstand the most significant and toughest life challenges.

I've found that people can be mean to themselves, especially in stressful situa-

tions.

To avoid speaking negatively about yourself, I recommend using an affirmation to give yourself a daily pep talk. Clinical psychologist, Jennifer Guttman, estimated that roughly 85% of people worldwide (adults and adolescents) have low self-esteem. I have seen firsthand as a coach how shifting how we speak to ourselves can instantly improve a person's self-esteem and confidence.

#### **Daily Pep-talk Exercise:**

Step 1: Write a positive affirmation and memorize it.

Step 2: Each morning, say it three times.

Step 3: At the end of the night, repeat the affirmation three times.

Complete this exercise for 21 days.

It's simple, but the results are proud and lasting.

The BAS Method isn't rocket science, but a family instantly recognizes the changes when installed and implemented. The everyday interaction between family members improves, and balance and harmony becomes the norm.

Mastering your mindset is essential to harmony and happiness, and the BAS method is a great place to begin. We cannot prevent life from throwing obstacles our way, but we can be prepared to handle them with a powerful mindset. I have learned through years of research, reading, dealing with people, and dealing with my own thoughts, that there are certain tools and strategies that can create positive outcomes, no matter what your life circumstances.

I have used one of these tools - the BAS Method - on myself and on the countless athletes and clients that I have trained throughout the years. And it has worked wonders on parents and their children.💖



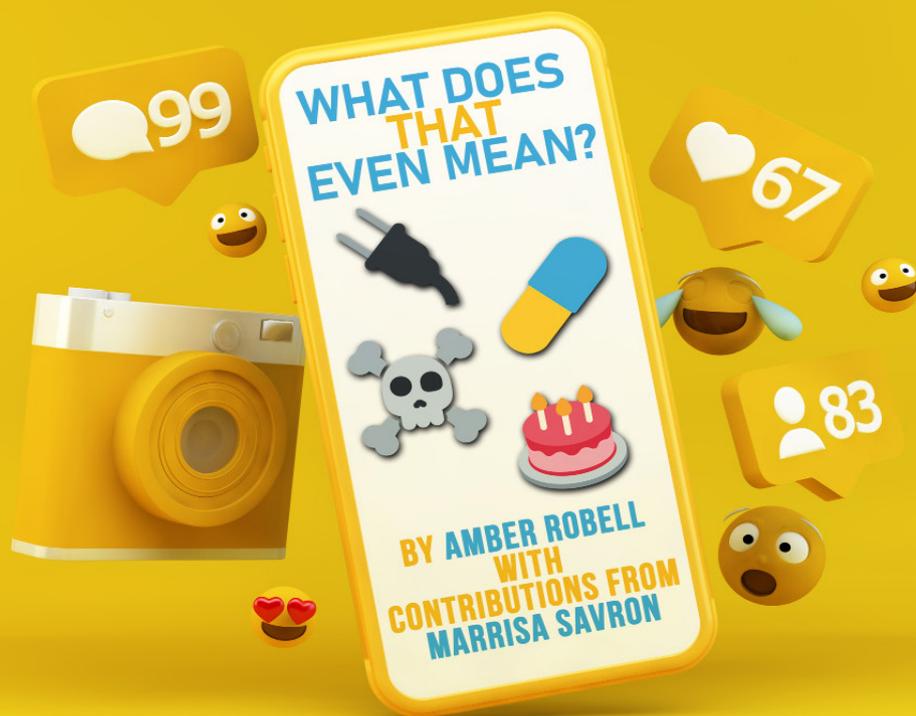
## ABOUT RAHZ SLAUGHTER, MPT, NLP



Rahz Slaughter is a performance and health coach with more than 21 years of experience. Born and raised on Long Island, NY, he currently lives in South Florida with his wife, Michele, and 17-year old stepson, Nicholas.

Rahz's passion for helping teens develop a powerful mindset resulted from overcoming many life challenges from adolescence to adulthood. Today Rahz travels the country speaking at schools and conferences about leadership, confidence, and self-awareness.

Rahz is the co-author of *Student Success Secrets* and creator of the S3 Accelerator Life and Success Coaching Program for teens.



# WHAT DOES THAT EVEN MEAN?

*By Amber Robell with contributions from MARRISA SAVRON*

**G**rowing up with smartphones and tablets is something that makes current teens unique compared to the previous generations. With the rapid development of social media platforms and numerous forms of direct messaging, teens are constantly communicating with one another and developing their social media presence. Emojis, slang, and acronyms have all been intertwined with how we speak to each other and is done so seamlessly that we read and interpret as normal speech. For those who did not grow up using these emojis, acronyms, and other text lingo, they can seem like a foreign language difficult to translate. Being able to translate these is the key to understanding direct messages and social media messages, so here is my introduction to breaking down some text language that parents of teenagers should look out for to ensure their teens are being safe online.

## DRUG USE

One unique aspect of using emojis is they can hold a variety of meanings. It is crucial to understand the context in which the emoji is being used. Just because an emoji mentioned here is in a teen's messages does not mean they are participating in risky behavior that I mention. For example, the leaves emoji 🌿 can mean a teen is using marijuana. At the same time, teens may use this emoji in an Instagram caption when accompanied by an outdoorsy photograph or video. When I see my peers use the leaves

*"ONE ASPECT OF EMOJIS IS THAT THEY CAN HAVE A VARIETY OF MEANINGS."*

emoji to represent marijuana, I look for other clues such as the wind emoji 🌬️ to indicate smoking, the word "zooted" (intoxicated), or any other reference to marijuana or getting high. Some other drugs that I've seen referenced using emojis are cocaine ❄️ and heroin 💉. People can use the pill emoji 💊 to represent drugs in general. Again, I observe the rest of the message, who it was sent to, who could view it, location, and other context clues to determine if my friends are talking about drugs. In my personal experience, I notice that 🌿 is used more to talk about marijuana than ❄️ or 💉 which are used to talk about other drugs as mentioned above. One last thing I commonly see is 🌂, which is read as "plug". A plug is someone who can hook you up with anything from food to school supplies. When 🌂 is used alongside 🌿, ❄️, or 💉, it usually means a drug dealer. These examples from my own experiences do not encompass all the possible ways teens talk about drugs online, but they are the most common examples I find.

### SEXUAL ACTIVITY

When I scroll through Tik Tok in my free time, I see countless emojis used to describe genitalia and sexual activity. On social media, using those words (especially slang versions) is often a violation of community guidelines and will cause a post to be taken down. Many foods that are a phallic shape are used to represent male genitalia, such as the eggplant 🍆, burrito 🌮, and hotdog 🌭. On the other hand, a variety of emojis is used to describe female genitalia, especially the cat 🐱 and the taco 🌮. Female breasts are commonly represented by cherries 🍒, and a butt is shown using a peach 🍑 and a cake 🍰. All these emojis representing body parts can be used in sexting (sex texting) and talking about nudity. Some sexual activities are described using a combination of emojis. For example, a person using 🍆🍆 is talking about masturbation and a person using 🍆👄 is referring to penetrative sex. I also see teens use the tongue 👅 to indicate oral sex, especially alongside 🐱 or 🍑. The drips emoji 💧 and the peanut emoji 🥜 mean an orgasm. Be careful though! The drips can also mean someone has “drip”, which is a compliment that means they are cool or have cool clothes/accessories. In social media posts that include nudity or sexual activity, I have seen the hashtag #NSFW, which means “not safe for work.” A large portion of posts using this hashtag should be for 18+ audiences because they feature more blatantly sexual content and nudity. Lastly, with a rise in dating apps, there is worry about teens unsafely meeting up with strangers and placing themselves in dangerous situations. One acronym I’ve seen in my peers’ text is LMIRL, which stands for “let’s meet in real life.” These emojis and acronyms mentioned are important in identifying any sexual harassment, predatory conduct, abuse, or bullying online.

### SUICIDE/SELF-HARM

Many content creators or teens discuss their lived experiences with others via social media to raise mental health awareness. At the same time, the word “suicide” can cause a social media platform to remove someone’s post, which has led to the innovation of words and phrases to replace “suicide.” “Sewer-side” sounds like “suicide” and is a common substitution. Others on social media choose to use the gentler phrase “unalive myself”. The acronym KMS stands for “kill myself.” As a teen trained in mental health first aid, I take any mention of suicide seriously, so I recommend everyone know what these mean. Conversely, people use the acronym KYS (“kill yourself”) in cyberbullying and hate comments. These should be taken just as seriously.

### STAYING TUNED IN AND CURRENT

I hope my introduction to these different categories and some of their emojis, slang, and acronyms provides a starting place for parents to better understand what is being communicated in today’s social media and other communication platforms. Please remember that context is extremely important and that this is an “ever-evolving language.” What something meant a month ago may no longer hold the same meaning. 🍷



## ABOUT AMBER ROBELL AND MARRISA SAVRON



Photo by Molly Piszczek Photography – Instagram handle: @pizportraits

**Amber Robell** (picture above) is a current student at Oregon State University studying BioHealth Sciences with the pre-med option. She participates in multiple activities on campus including research. In her free time, she enjoys attending group fitness classes and going to coffee shops with her friends. In middle school, she learned to knit and crochet. Since then, she has enjoyed making blankets and hats for her family and friends. Recently she got a Circuit vinyl cutter and has been making custom water bottles and tumblers as well.

**Marrisa Savron** (not pictured) is a freshman high school student in Brunswick, Ohio. She enjoys softball, volleyball and spending time with friends.

# ONE SCHOOL'S JOURNEY: *BUILDING HOPE ONE STEP AT A TIME*

By Sarah Harrington

**H**ope is more than a wish. “Hope is the belief that your future can be brighter and better than your past and that you actually have a role to play in making it better” (Gwinn & Hellman, 2019, p. 8). In their research, Casey Gwinn and Dr. Chan Hellman (2019) have seen a link between hope-driven individuals and improvements in grades, social and emotional learning, attendance, and more. Further, when children and adults begin to experience meeting a goal, it raises their level of hope. It is important that at the school and home level, we create opportunities for children to generate self-goals and meet them; this will increase children’s ability to thrive in all settings. In this article, I’d like to share with you how I am building hope with the staff and students for which I am blessed to serve as proud principal of Lake Ridge Elementary School. I will also share some

ideas I have for parents as they work to build hope in their child/ren. As I write this, I am reflecting on an important time in history when hope seemed far away. Our country has just marked the 20-year anniversary of 9-11. The impact of 9-11 can be felt to this day. As a nation, we are still rising from the ashes. In memory of many lives lost and families hurt, I pause here for a moment of silence.

Another traumatic event grips us now. At this time, Covid-19 has sparked a worldwide pandemic and it has been clutching our lives for almost two years now. The impact of the pandemic is heavy. In many ways, I believe we are just beginning to see some of the deep trauma this pandemic is causing. Socially, emotionally, and academically, many students are struggling. Staff are also struggling. They have come into this school year from an exhausting year of uncertainty, teach-

ing virtually, teaching simultaneously, enforcing mitigation strategies with little ones, and more. At this point, hope is our lifeline.

In fall 2019, my first year as a principal, Dr. Stacy Phillips (Program Manager, Office for Victims of Crime and CEO of Impact-Intervening-Mitigating-Preventing Adolescent and Childhood Trauma consulting business) connected with me about a Hope-Science training from the research of Dr. Chan Hellman. Thankfully, she was willing to present to my staff that same fall. Faculty were led through activities to determine their own Adverse Child Experiences (ACE) score, discussed the impact of trauma in their personal life, and the connection to hope. I received so much praise from the staff for the personal and professional impact of this presentation that I continued connecting with Dr. Stacy Phillips. Little did we know that in less than four months, a





global pandemic would be announced by the World Health Organization and the importance of hope would be paramount.

In summer 2020, after reflecting on the pandemic as well as the status of our nation, I wanted to ensure that every student felt hope because they matter. One of the most important additions I have brought to my school was the inclusion of affirmations in our daily news announcements in the fall of 2020. Everyday our students say, “I am loved, I am valued, I am unique, and I am worthy.” This is critical because as Dr. Hellman shares, “The big secret in nurturing hope is communicating to a child that they matter.” How might you embed this into your personal self-affirmations? What are some ways that you might implement a family affirmation?

In fall 2020, realizing the need for staff to personally continue building hope, Dr. Chan Hellman was gracious enough to provide a virtual staff training after the pandemic officially began. He facilitated a presentation on the definition of hope, how to build it, create it, sustain it, and maintain it. During this workshop, staff were invited to select an area in which to create a goal, determine pathways, identify challenges, decide on steps to address those challenges, and flesh out their plan (facilitating hope). I believe that after teachers can generate this personal experience of hope-building, they can then model this for students from an authentic place. For example, last

school year one of my staff members was struggling in the classroom. The staff member and I worked together on the hope-science worksheet to create a hope-driven solution. As we ended our discussion that day, I saw her shoulders lighten and her face calm. Just the impact of creating the plan was hope-building.

I am working toward a vision of our school based on hope-science. My initial steps are to facilitate personal growth in staff through hope-driven action steps. Next, I will be working alongside teachers as they model creating hope-driven action plans with students. Ultimately, I see students independently identifying challenges, problem solving solutions, tweaking as needed, and seeing faces shine as they discover hope as an action and reward.

As a parent, you can breed hope in your child by developing some goal setting. I would recommend starting small. Work with your child to pick an area of strength. You could consider a current topic at school (a subject area or a social topic) or even at home. For example, if your child loves socializing with friends, you could work with them on how to incorporate others who might not have friends. The goal could be, “I will include the new student at school in one of my playground games”. This type of goal would build on their strength in socializing as well as increase their skill of empathy for others. Then you would identify pathways to obtaining the goal and any barriers or challenges to the goal. Work with your child to problem solve some solutions to those barriers. Finally, you would choose one or two action steps toward accomplishing the goal. Remember to check in with your child to see how it is going. Celebrate small wins and adjust the action steps as needed. As your child sees their goal accomplished, they will literally build hope. To learn more about building hope, I highly recommend the book titled, *Hope Rising: How the Science of Hope Can Change Your Life* by Casey Gwinn, J.D. and Dr. Chan Hellman.

As Dr. Hellman says, “Hope begets hope” (Harrington, 2021). There is a continuum of hope-driven individuals. We can create and build hope-driven children and adults who become the best version of themselves and impact this world in a positive light. This is my mission. 🌟

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## ABOUT SARAH HARRINGTON

Sarah Harrington is the blessed mother of two children and wife of a retired Navy Officer. She is in her third year as the proud principal of Lake Ridge Elementary School in Woodbridge, Virginia. Prior to administration, she worked as an English to Speakers of Other Languages (ESOL) Specialist, ESOL teacher, fourth grade, second grade, and Kindergarten teacher.

Sarah has presented at state and nationwide conferences and holds a Masters in Educational Leadership from George Mason University, and a Masters in Education, Reading from California State University, Long Beach. Her passions include literacy, English Language Learners, hope science, and growth mindset.



# THANK YOU *SPONSORS!*



**On November 17th, 2021,**

on behalf of PWPORG, Dr. Kathleen Kiernan (Left) accepted a Platinum Award (given by Tammy Waitt, right) for Preparedness Education: Excellence in Public Safety and Community Engagement from American Security Today, at the prestigious ASTORS ceremony in New York.

The award recognizes the exceptional resources provided to kids, schools and communities in addition to the Parents With Preparedness Magazine and Resource Guide for parents.

As a thank you, we would like to recognize all of our sponsors and contributors that have helped us achieve this award. Their names are as follows:

- Tammy Waitt
- Emotional Support Vehicle
- Michael Struttman, SIMS Software
- Dyann Bradbury
- Chloe Sexton
- JR Hang
- Bill and Angie Rendina
- Mylene Harrod
- Amber Bond
- Tara Barber



- Maria Nguyen
- Melanie Upright
- Allan and Marie Martin
- Beth Yochum
- Dr. Deaneè Johnson
- James Von
- Wendy Walsh
- Diane Groomes
- Charles Cavnor
- Sylvia Brammer



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# PLATINUM SPONSOR

*Michael Struttman, SIMS Software*

**F**ounded by a U. S. Navy Veteran, [SIMS Software](http://SIMS Software) is widely recognized as the industry leader in security information management systems, with a track record spanning nearly four decades. Operating as a cleared, Small Business which has received ISO 9001:2015 certification, SIMS Software has hundreds of satisfied clients in the defense industry, the military services and Government agencies. SIMS Software offers 17 fully integrated modules that provide a fully automated 360° view of every physical, virtual, and human asset inside an organizational security domain, large or small.



Meet Michael Struttman, the President of SIMS Software who leads the implementation of the company's vision and strategy, worldwide business development initiatives, and overall operations. Michael is a veteran of the enterprise security and software industries, bringing nearly two decades of experience in executive positions. Prior to joining SIMS Software in 2016, he served as Senior Vice President and General Manager, North America, for Powa Technologies.

Michael spearheaded the launch of the company's mobile and tablet point-of-sale technologies in the North American market, encompassing sales channel strategies, distribution, pricing models, and overall product direction. When asked why he chose to support the PWP Organization, Michael quickly smiled and responded "it is a natural extension to everything I do and think about; as a proud Dad worried about the safety of my kids, as an active community member, and as an industry leader, I really understand the intrinsic value of preparedness education that begins at a very early age."



Michael is also an active member of NCMS, the society of industrial security professionals, and InfraGard San Diego, a FBI-affiliated nonprofit organization dedicated to critical infrastructure protection. He currently serves on the board of directors of the FBI San Diego Citizens Academy which makes a difference in the community every single day!



# The Martin Family Foundation



## PLATINUM SPONSOR

*The Martin Family Foundation (MFF)*

**T**he Martin Family Foundation (MFF) supports pro-life initiatives, Catholic education, and charitable organizations that exhibit acts of God’s mercy. Allan and Marie Martin founded MFF in 2007 with their children to teach their children good stewardship and how to serve on a board. The board has since expanded to include the spouses of Allan and Marie’s two older children, and MFF has provided funding to more than fifty organizations, each and all of which make a difference in this world. When asked how the PWP organization was selected, Allan quickly responded “it was an absolutely easy decision, the focus on educating and empowering kids, families and communities with lifetime skills of preparedness, does make this world a better and a safer place for all, especially the generations which will follow us.”

Allan Martin serves as: CEO and Chairman of Lumina Analytics, a big data analytics and artificial intelligence company in Tampa, FL; Chairman of Atlantic Merchant Capital Investors, a private merchant bank; Managing Partner of Fleur De Lis Partners, a private investment partnership; Chairman of the Martin Family Foundation; and board member of Moffitt Medical Group. Previously, Allan served as: Chairman of Moffitt Medical Group; trustee of Jesuit High School of Tampa; board member of Florida Capital Group and board member and Audit Committee Chair of its subsidiary Florida Capital Bank; board member and Audit Committee Chair of Oxbridge Re Holdings Limited; advisory board member of USAmeribank; CEO of Mortgage Contracting Services, a national mortgage field services company; and officer and board member of several additional portfolio companies of Atlantic Merchant Capital Investors. Allan lives with his wife Marie in Tampa, FL. They have three adult children and four grandsons.

Marie Martin serves as president of the Martin Family Foundation, and as President of St. Therese of the Little Flower World Mission, which serves orphaned and impoverished children through Catholic missionary projects in Africa. Marie also directs the Live Stations of the Cross youth ministry at St. Lawrence Catholic Church. Previously, Marie served as board member of Academy of the Holy Names in Tampa, FL and as board member of Divine Mercy University in Sterling, VA. Marie holds a BS in Business Administration from Louisiana State University ('86) and worked for Deloitte as a CPA. In 1993, she chose to be a stay-at-home mother. She lives with her husband Allan

in Tampa, FL. They have three adult children and four grandsons.

Asked why they give, Marie responds, “We have been tremendously blessed in our lives, and we have a responsibility to be good stewards of the resources given to us. We feel compelled to give and to respond to the needs that we encounter.”





# PLATINUM SPONSOR

*Tammy Waitt*

Changing the world looks easy when Tammy Waitt, a co-founder and the Managing Director of American Security Today (AST), an industry-leading media platform focused on new and evolving security threats which keeps 75,000 professionals informed daily, leads the way. A mother of four, grandmother to ten, she seamlessly navigates the communities of security, defense, intelligence, and public safety, providing leading edge technology reviews, innovation, and analytics. Annual events recognize key leaders and core technologies which contribute to building a safer world. AST provides thought leadership for both the public and private sectors, that is current, cutting edge and always relevant, a large tribute in a world filled with information.

Tammy finds time to be an active member of the PWP Advisory Board as well, "It is truly an honor to work with great folks and it is also a labor love because I know first-hand the difference family and community engagement makes in the lives of our children, it can be the key influencer in the types of decisions that they will make throughout life". "My kids and my grandkids all understand service, selflessness and preparedness, tenets they live by and that means we got it right" Tammy commented.

Tammy holds a degree in criminal justice, has worked in a therapeutic environment with adjudicated adolescents in a medium security correctional facility, and has served as a sworn law enforcement officer in the State of New Jersey.

Tammy also spent five years managing a county rape crisis office and has worked extensively with vulnerable and at-risk populations, including children. Service is in her DNA, but it transcends volunteerism, Tammy seeks to reduce victimization, help rebuild lives and prevent future tragedy in her work.



Tammy and Her Grandchildren



Tammy's Son and His Family



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# PARENTS WITH PREPAREDNESS

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AND PREPAREDNESS

SPECIALLY  
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For Parents  
BY PARENTS



## *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.

# Counseling

The Centers for Disease Control and Prevention Guidance on Mental Health

[CLICK HERE](#)

The National Alliance on Mental Illness Kids, Teens, and Young Adults

[CLICK HERE](#)

The National Alliance on Mental Illness Family Members and Caregivers

[CLICK HERE](#)

The National Federation of Families

[CLICK HERE](#)

InfoAboutKids.org

[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

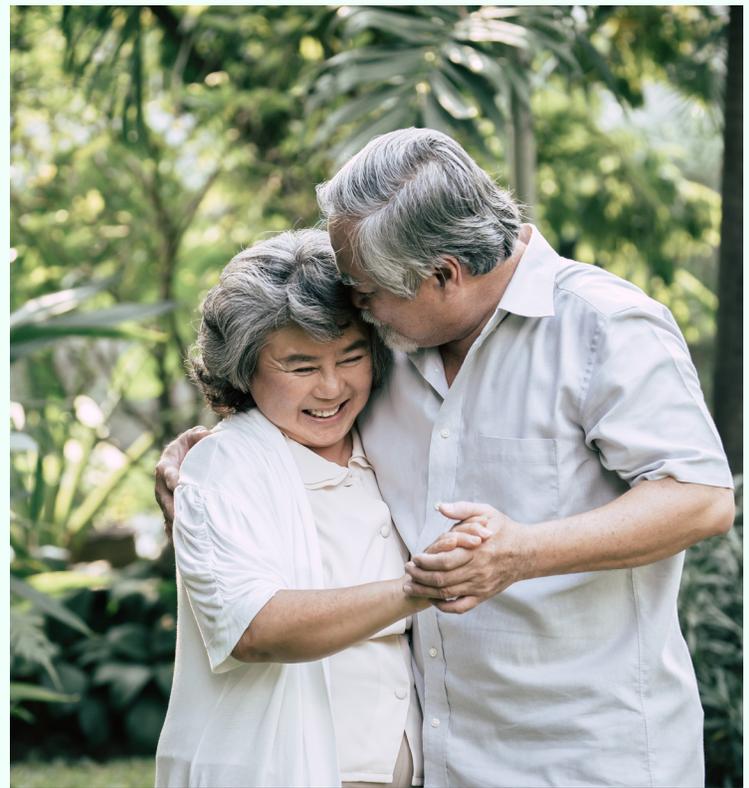
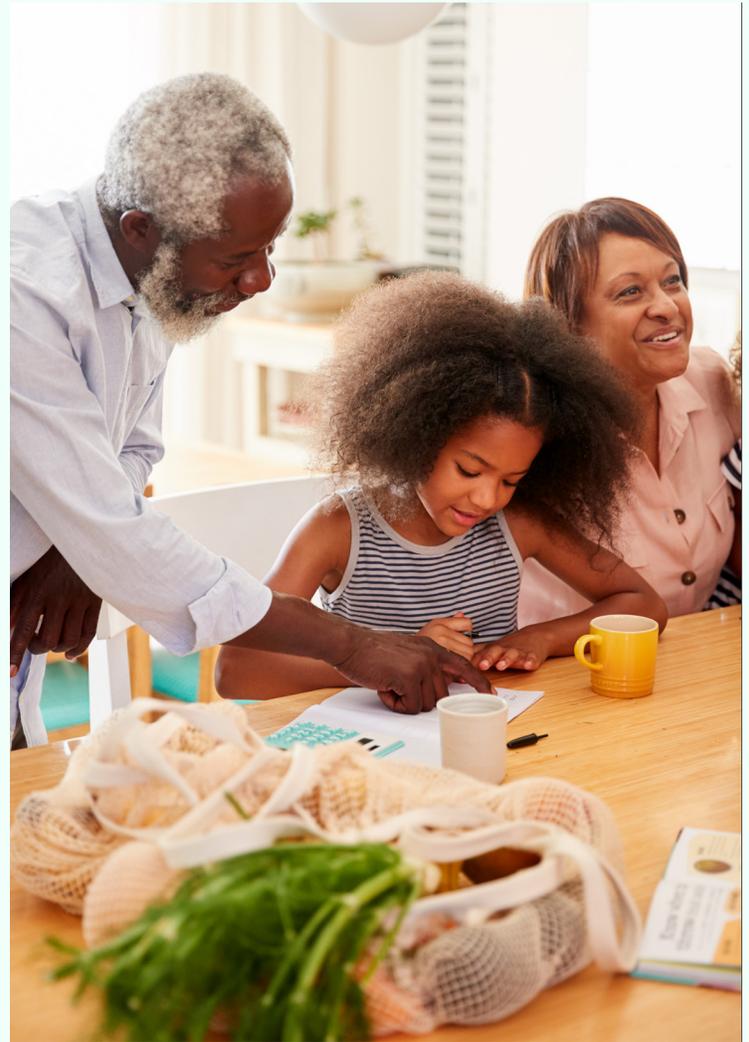
[CLICK HERE](#)

CDC's Arthritis Physical Activity Programs

[CLICK HERE](#)

CDC's Alzheimer's Disease and Healthy Aging

[CLICK HERE](#)





# BULLYING PREVENTION

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StopBullying.Gov  
[CLICK HERE](#)

CDC's A Comprehensive Technical  
Package for the Prevention of Youth  
Violence and Associated Risk Behaviors  
[CLICK HERE](#)

CDC's Veto Violence: Youth Violence  
Prevention Information  
[CLICK HERE](#)





# *Dark* **WEB**

The Health Sector Cybersecurity Coordination Center's The Dark Web and Cyber Crime  
[CLICK HERE](#)

The SANS Institute's Dark Web  
[CLICK HERE](#)

The ISACA's Unraveling the Dark Web: Tips of the Trade  
[CLICK HERE](#)

The ISACA's Ignorance is Not Bliss When It Comes to Defending Against the Dark Web  
[CLICK HERE](#)



# AUTHORITATIVE RESOURCES FOR FAMILIES

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The American Psychological Association  
[CLICK HERE](#)

The American Academy of Pediatrics  
[CLICK HERE](#)

The Children's Advocacy Project of America  
[CLICK HERE](#)

Safe Kids Worldwide  
[CLICK HERE](#)

The Centers for Disease Control and Prevention  
[CLICK HERE](#)

U.S. Department of Health and Human Services  
[CLICK HERE](#)



# National Help Hotlines

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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/](https://www.yourlifeyourvoice.org/Pages/home.aspx)

[Pages/home.aspx](https://www.yourlifeyourvoice.org/Pages/home.aspx)

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

<https://www.samhsa.gov>

A photograph of three people in a professional setting. On the left, a Black woman with her hair in a ponytail, wearing a light-colored blazer and hoop earrings, is looking towards the center. In the middle, a young woman with blonde hair, wearing a tan blazer over a black top, has her hands clasped near her chin, looking down. On the right, a man with a beard and reddish hair, wearing a blue shirt, is looking at a laptop screen with his hand to his chin. The background shows a white shelf with various items, including a red book and a blue folder. The overall scene suggests a collaborative meeting or discussion.

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*a Difference*

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# PARENTS WITH PREPAREDNESS

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