MBF Child Safety Matters®

Every Child Deserves to Be Safe!

AN INTRODUCTION FOR PARENTS

Monique Burr — FOUNDATION FOR CHILDREN

## Every child deserves to be safe!

Monique Burr

Nonprofit based in Jacksonville, Florida; founded in 1997 by Edward Burr to honor his late wife, Monique Burr, a devoted child advocate.

A leader in prevention providing the best comprehensive, evidence-based / evidence-informed prevention programs.

MONIQUE BURR
FOUNDATION FOR CHILDREN
PREVENTION EDUCATION PROGRAMS

MBF PREVENTION EDUCATION SCHOOL-BASED PROGRAMS

Every child deserves to be safe!
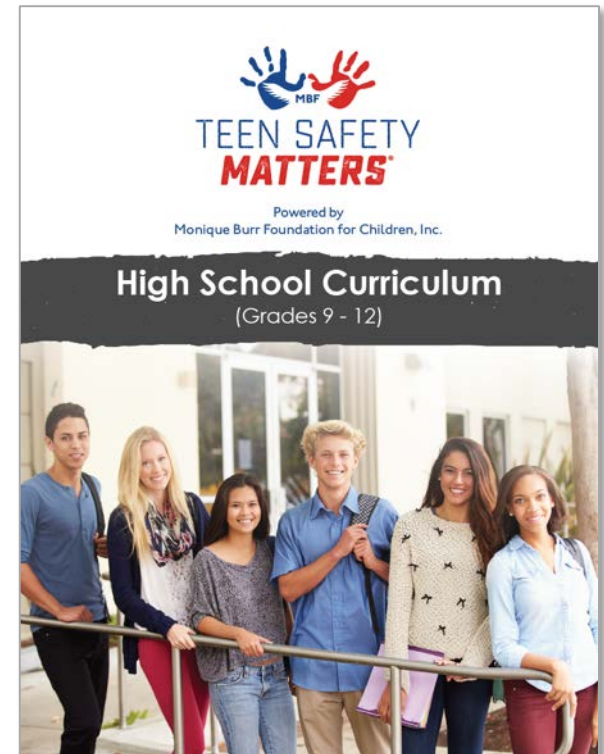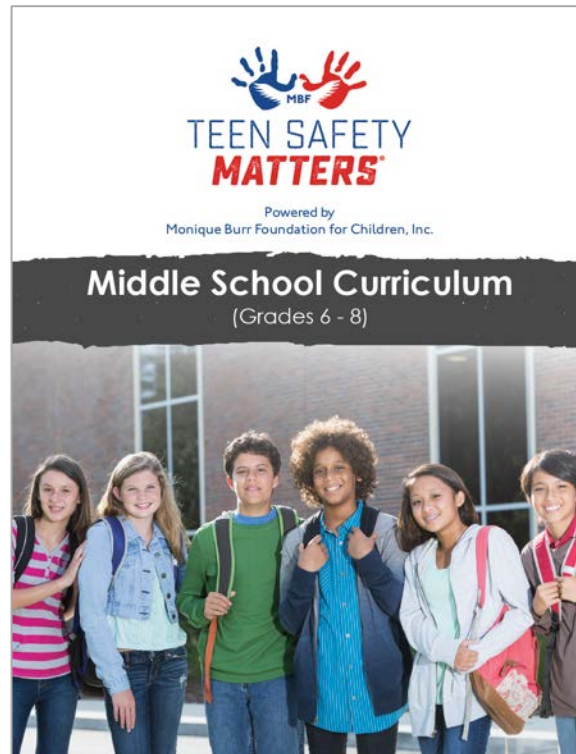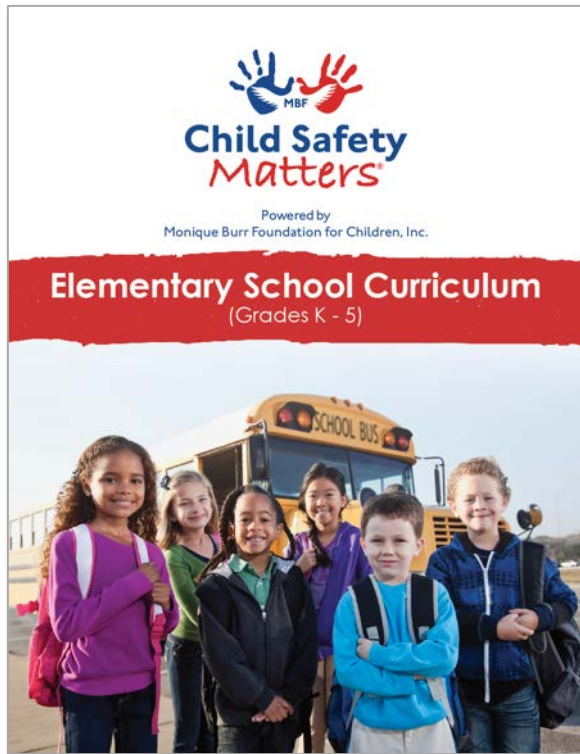
Every child deserves to be safe!

WHY DO WE NEED PREVENTION EDUCATION?

WHY DO WE NEED PREVENTION EDUCATION?

The U.S. receives over 3 million reports of child abuse each year. Abuse costs U.S. taxpayers **$220 million** *DAILY.*

1 in 10 *children will be sexually abused before they turn 18.*

1 in 4 *kids will be bullied, and* **1 in 5** *will be cyberbullied.*

60% *of bullies in grades 6–9 have a criminal conviction by age 24.*

13% *of 2nd and 3rd grade students report that they use the Internet to talk to people they* **don't know.**

According to a Symantec study, the 4th most frequently searched term by kids **7 and under** *is "porn."*

After interviewing 41 school shooters, the secret service found that two-thirds had been bullied and their attacks were motivated by revenge.

There are 76 million children in the U.S. and 46 million can be expected to be touched by violence.

30% of all child sexual abuse is committed by someone under the age of 18.

Abuse at home is a risk factor for human trafficking.

Household substance abuse

Domestic violence

Parental incarceration

Household mental illness

Parental divorce/separation

Emotional abuse

Physical abuse

Neglect (physical or emotional)

Sexual abuse

Death

Early Death

Disease, Disability, & Social Problems

Adoption of Health-Risk Behaviors

Social, Emotional & Cognitive Impairment

Adverse Childhood Experiences

Birth
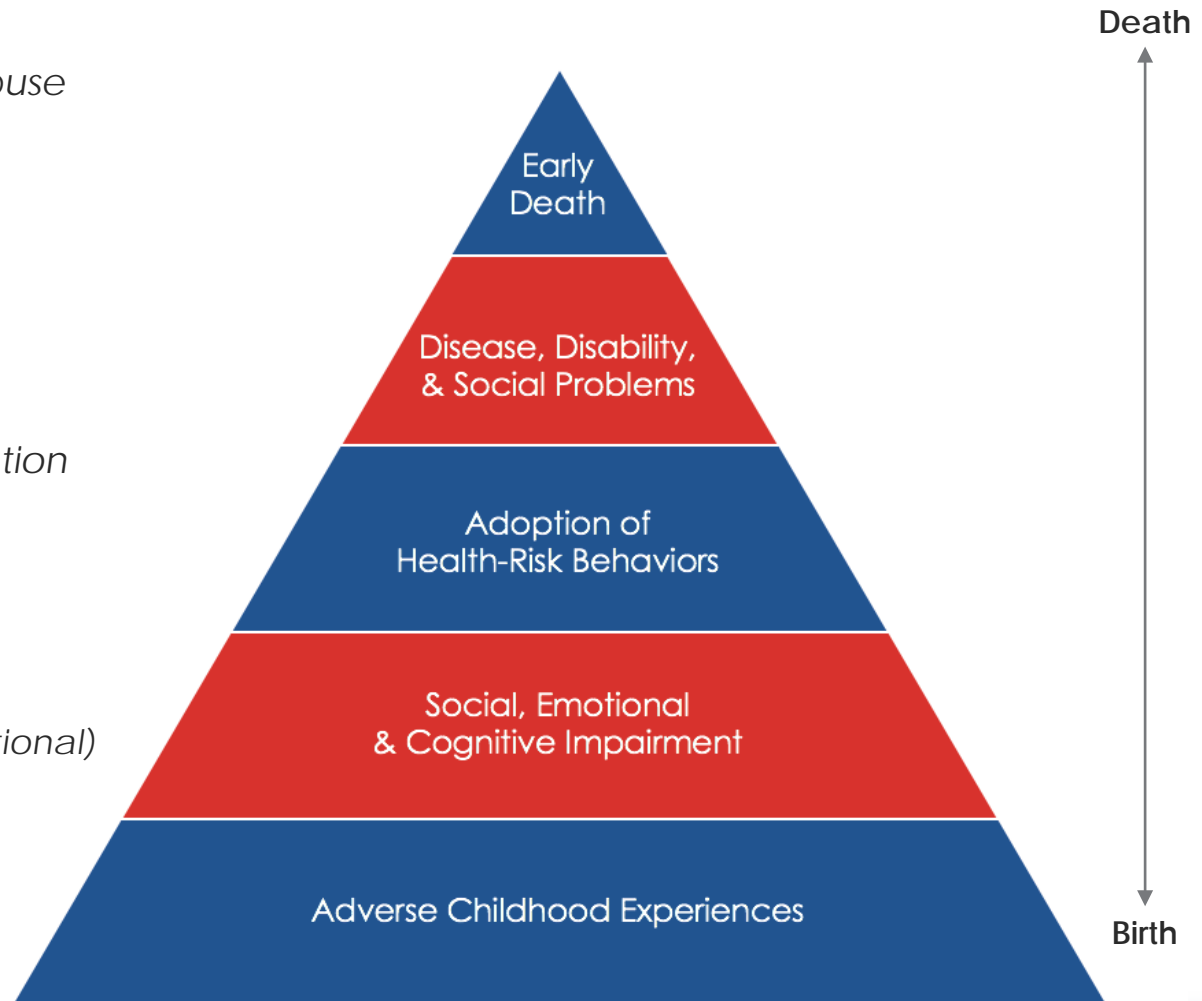
Students with higher ACE scores are more likely to need special education services, fail a grade, score lower on standardized tests, have language difficulties, be suspended or expelled, and have poorer health.
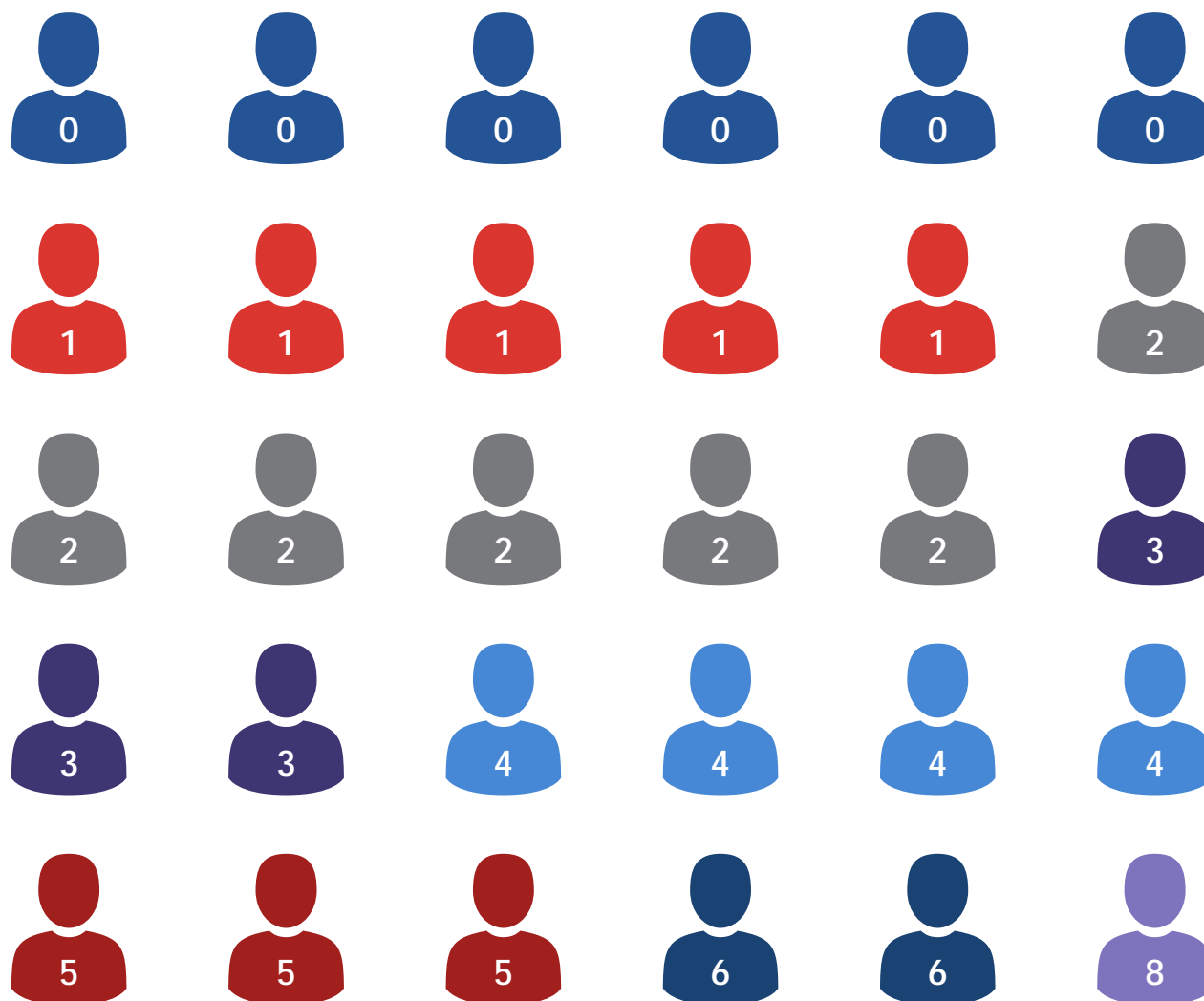
DO SCHOOL-BASED PROGRAMS WORK?

RESEARCH SAYS YES!

Children involved in school-based prevention programs were:

- more likely to use the school-taught self-protection strategies when victimized or threatened.

- more likely to feel they were successful in protecting themselves.

- more likely to disclose to someone about the victimization attempts.

Most recent research found that

Based on a 2014 national sample of children ages 5 -17, 65% had been exposed to a violence prevention program.

Most respondents (71%) rated the programs as helpful. Younger children (5–9) had lower levels of peer victimization and perpetration.

With consistent use of prevention programs, students experience lower dropout rates, improved attendance, increased test scores and grade point averages, *and schools experience an overall improved climate.*

WHAT ARE THE FEATURES AND DETAILS OF MBF PROGRAMS?

Programs are based on polyvictimization research.

Polyvictimization
When a victim is exposed to multiple types of victimization or maltreatment.

Children who were exposed to even one type of violence, both within the past year and over their lifetimes, were at far greater risk of experiencing other types of violence.

For example, a child who was physically assaulted in the past year would be 5 times as likely to have been sexually victimized and more than 4 times as likely also to have been maltreated during that period.

Finkelhor, Turner, Ormrod, Hamby, and Kracke, 2009
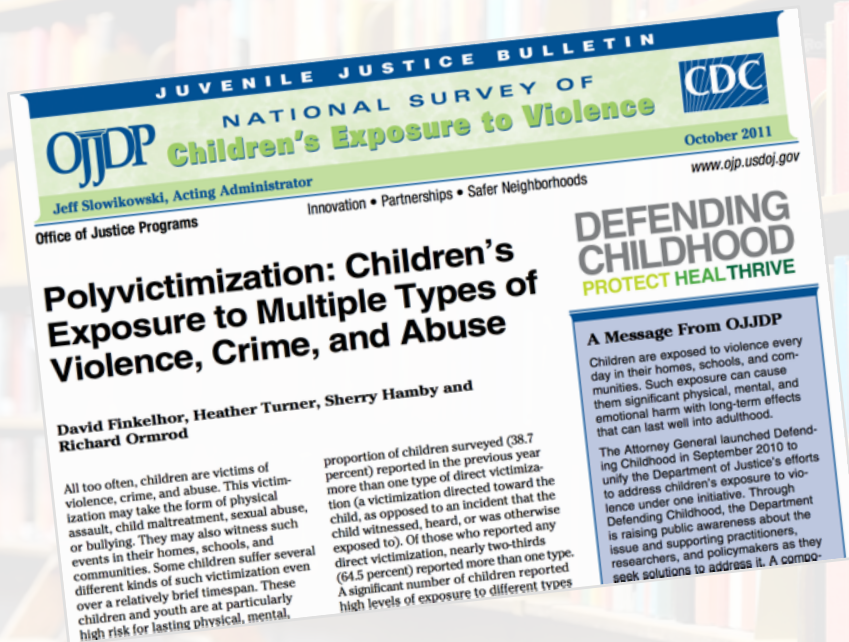
2015 Program Evaluation

Ithel Jones, Ph.D.
School of Teacher Education
Florida State University

2016–2018 Randomized Controlled Trial Study

David Finkelhor, PhD
Crimes against Children Research Center, Family Research
Laboratory, and Department of Sociology, *University of New Hampshire*

Melissa A. Bright, PhD
Anita Zucker Center for Excellence in Early Childhood Studies
University of Florida

Mona Sayedul Huq, PhD
Anita Zucker Center for Excellence in Early Childhood Studies
University of Florida

M. David Miller, PhD
School of Human Development and Organizational Studies in Education
University of Florida

MBF Child Safety Matters was evaluated in a **2015** *independent study by Florida State University's School of Teacher Education.*

Found effective *at educating students with knowledge and skills (96% of 620 students in K-5 had pre to post test gains).*

Implemented with **high procedural fidelity** *by facilitators, with 90% of facilitators adhering to program language and curriculum.*

Two additional studies by David Finkelhor and UF researchers completed in 2018 and 2019. Shows that students who received the lessons **learned important protective concepts.**

MBF Child Safety Matters is now considered an **evidence-based** *program.*

TRUSTED AND SUPPORTED

MBF Prevention Education Programs are loved by students, supported by experts and schools, and trusted by parents and communities

Dr. David Finkelhor, Director
Crimes Against Children Research Center

Florida Office of the Attorney General

Erin Merryn (Erin's Law)

Florida Departments of Education and Children and Families

Dr. Sameer Hinduja, Director
Cyberbullying Research Center

Florida Governor's Office

Dr. Michelle Borba, Expert and Author
Parenting, bullying, etc.

National Educators to Stop Trafficking (NEST)

What are the benefits to schools and communities?

Schools

*Engages **teachers** with in-class reinforcement activities.*

*Engages **classrooms** and **entire schools**.*

*Provides all **training, materials, and support** in an easy to implement, cost-effective program.*

Communities

*Overall **impact** on a community could decrease abuse rates.*

*Overall **impact** on a community could decrease bullying rates.*

*Engages entire **community** in public safety and child welfare.*

What are the benefits to children and parents/guardians?

Children

Reduces long-term **consequences** *of abuse.*

Educates and **empowers** *children to help adults keep them safe.*

Increases **communication** *with key adults about important and sensitive topics.*

Parents/Guardians

Keeps parents the **ultimate authority** *in children's lives.*

Opens lines of **communication** *between parents and children and parents and schools.*

Provides access to additional **resources and tools** *as well as ongoing support.*

MINIMAL CLASSROOM TIME REQUIRED

Grade Level	2 Lesson Implementation Model	4 Lesson Implementation
Kindergarten	*Two 35 minute lessons*	*Four 20 minute lessons*
1st Grade	*Two 40 minute lessons*	*Four 20 minute lessons*
2nd Grade	*Two 45 minute lessons*	*Four 25 minute lessons*
3rd Grade	*Two 50 minute lessons*	*Four 25 minute lessons*
4th Grade	*Two 55 minute lessons*	*Four 30 minute lessons*
5th Grade	*Two 55 minute lessons*	*Four 30 minute lessons*

Lesson 1

- General Safety and Prevention
- Shared Responsibility
- Types of Abuse
- Who Harms Kids and How
- Safe vs. Unsafe Strangers
- Safe Adults
- Safety Rules

Lesson 2

- Bullying and Cyberbullying
- Digital Abuse and Safety
- Peers and Predators
- Digital Citizenship
- Safe Adults
- Safety Rules

The program has fun and engaging pictures, videos, activities, and games.

Safety Checks

Touchdown/Squat down

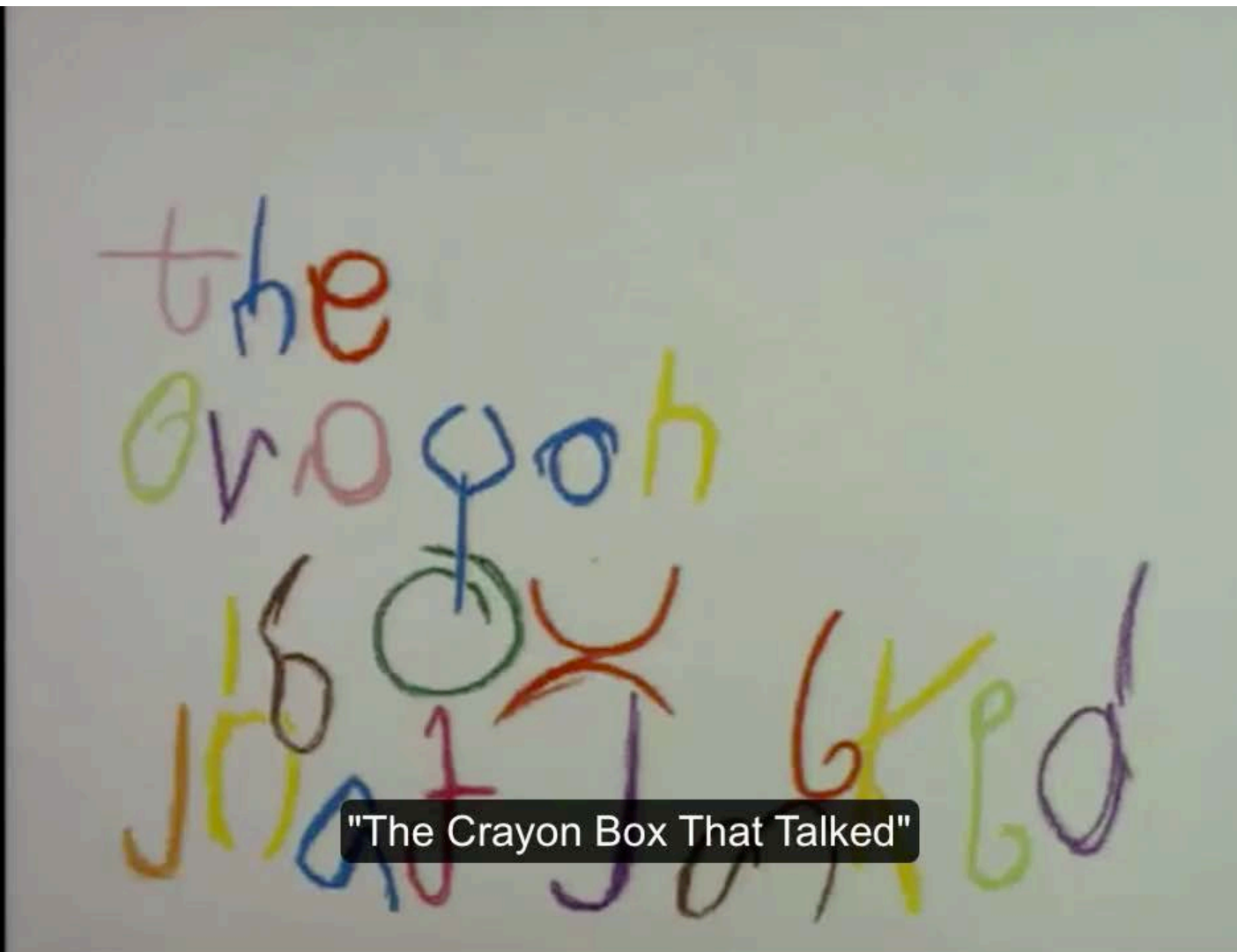**Scenarios**

Essential reviews and optional review games such as Tic-Tac-Toe, Safety Speed Write, and Are You Smarter than a 5th Grader?

"The Crayon Box That Talked"

Reinforcements for Students

Reinforcements for Schools

Reinforcements for Parents/Safe Adults
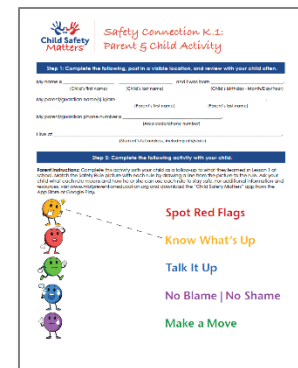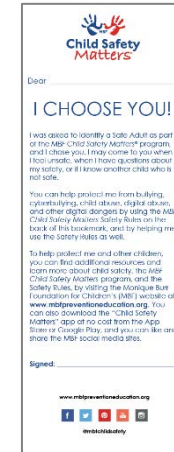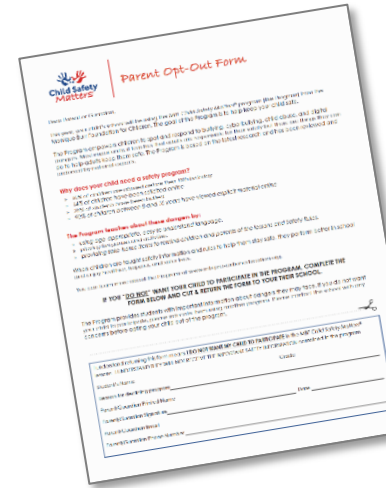
The 5 Safety Rules

Know What's Up
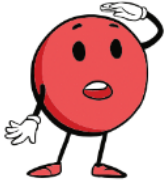
Spot Red Flags

Make a Move

Talk It Up

No Blame | No Shame

Ensures that children **Know What's Up** to be safe, know their personal information, how to get help in an emergency, and know general safety information.

The motion for children is to point their first fingers to their temples and then point their fingers into the air while saying, **"Know What's Up."**

Safety Rule #1
Know What's Up
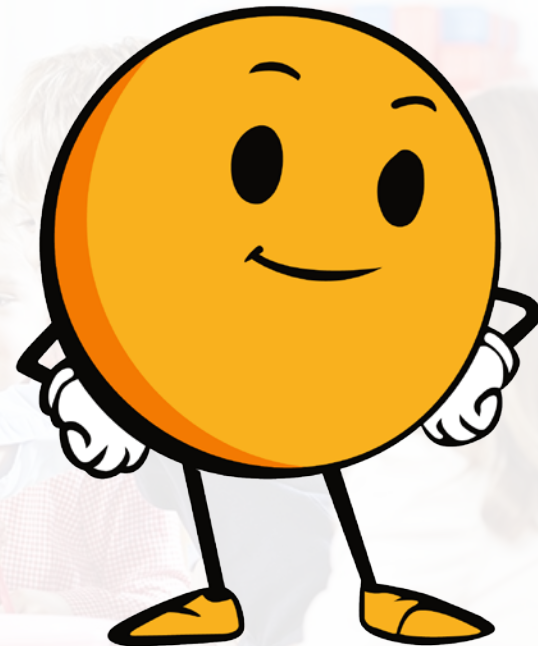
**Safety Rule #2
Spot Red Flags**
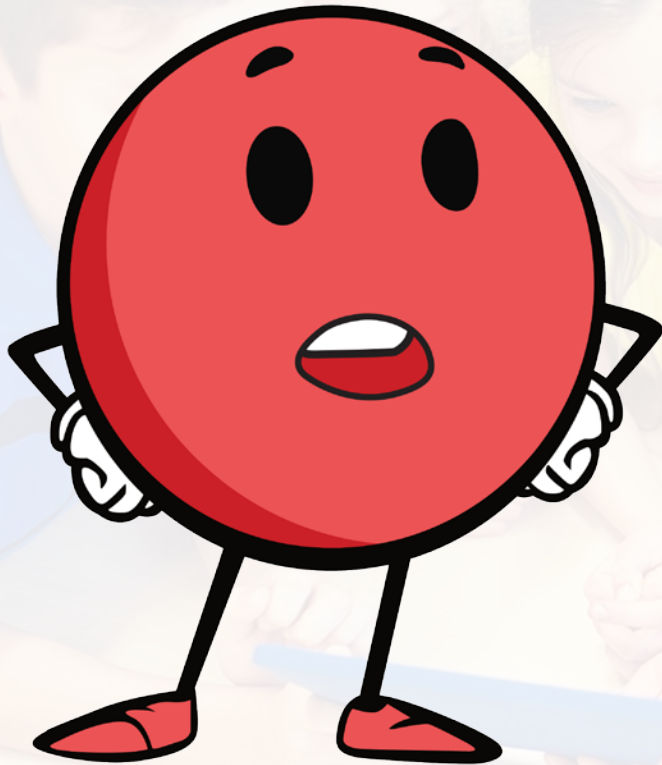
Teaches children how to **Spot Red Flags,** or signs of unsafe situations, potentially dangerous behavior, or abusive behavior, so they can use other Safety Rules to help them stay safe.

The motion is to be on the lookout for **Red Flags** by holding their hands over their eyes like they are searching for clues while saying, **"Spot Red Flags."**

Safety Rule #3
Make A Move
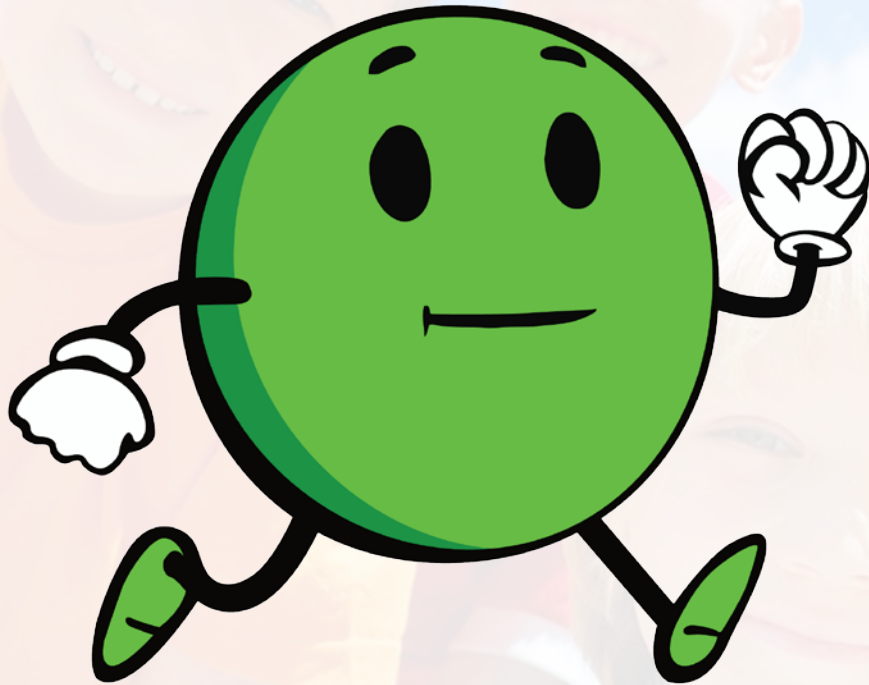
Teaches children how to **Make a Move** toward safety or away from unsafe situations when they **Spot Red Flags** or think they are not safe. It gives them concrete actions such as, GET AWAY and STAY AWAY, to help them to safety.

The motion for children is to **Make a Move** of their choice (such as running in place or dancing) while staying in their place and saying, **"Make A Move."**

*Teaches children to use a strong or assertive voice to say "NO" to unwanted touches, behaviors, or other **Red Flags**. It also teaches them to seek out Safe Adults to ask for help, and to report unsafe situations or harm they've suffered; finally it is a call to action for them to be Upstanders and **Talk It Up** if they see others being victimized or harmed.*

*The motion for children is to make a megaphone with their hands around their mouth and say, **"Talk It Up."***

**Safety Rule #4
Talk It Up**

Tells children if they are ever hurt, there is **No Blame | No Shame** for them because adults are responsible for their safety. This rule also tells them they can still tell a Safe Adult even if it happened in the past and they didn't tell.

The motion for children is to make a thumbs up with their left thumb while saying **"No Blame"** and then make a thumbs up with their right thumb while saying, **"No Shame."**

**Safety Rule #5
No Blame | No Shame**
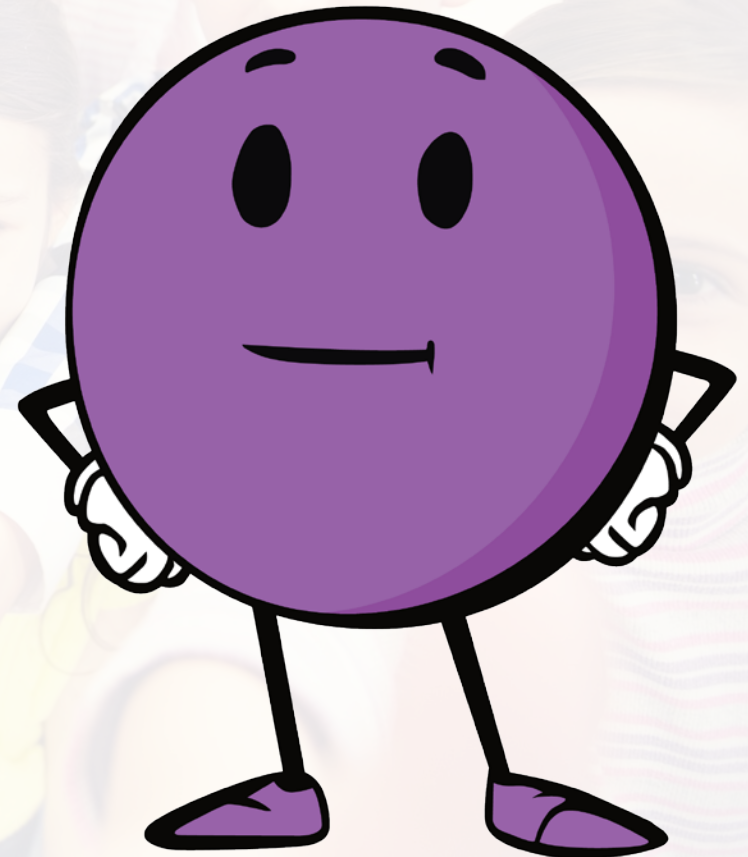
Every child deserves to be safe!

We want parents to be educated about the topics covered in the MBF Child Safety Matters program.

To continue those conversations and reinforce the Safety Rules to better protect children and teens.

CHILD ABUSE

WHAT WE TEACH STUDENTS

Students learn strategies to help SAFE ADULTS keep them safe.

*To recognize
safe vs. unsafe situations*

*Who abuses children—both adults
and other children*

The types of abuse

*How to use the Safety Rules to help adults
keep them safe from abuse*

*How to identify and talk to Safe Adults
when they recognize an unsafe situation
or have been hurt*

Red Flags (grooming behaviors and tactics)

Private body parts

How to report

1

2

3

What abuse is and how it is defined by state statute.

Children can be abused or neglected by parents, other family members, school personnel, or other caregivers, and by other children.

It is important for all adults to know how to recognize indicators of abuse and neglect, to respond to a disclosure of abuse, and how to report suspected or disclosed abuse.

Child Abuse is defined by law.

"Abuse" is legally defined as any willful act, or threatened act, that results in any physical, mental, or sexual injury or harm that causes, or is likely to cause, the child's physical, mental, or emotional health to be significantly impaired.

Find a listing of state statutes at:

https://www.childwelfare.gov/topics/system wide/laws-policies/state/

Physical abuse causes harm to a child's health or welfare and includes injuries such as sprains, burns, fractures, cuts; includes inappropriate or excessively harsh discipline that is likely to result in injury.

Neglect is a child not receiving necessary care to keep them safe and healthy; may be deprived of necessary food, clothing, shelter or medical treatment, or be in an environment that causes the child's physical, mental, or emotional health to be impaired.

Sexual abuse includes the use of a child for sexual arousal and includes touching and non-touching offenses; does not require skin to skin contact.

Emotional abuse is harm to child causing mental or emotional injury.

- ☑ Malnourished/Hungry
- ☑ Tired/Lethargic
- ☑ Chronic injuries
- ☑ Bruises
- ☑ Human bite marks

- ☑ Untreated injuries
- ☑ Head injuries
- ☑ Non-accidental burns
- ☑ Poor relations with peers

- ☑ Poor academic performance
- ☑ Changes in behavior or attitude
- ☑ Disruptive, impulsive, aggressive behavior
- ☑ Passive, depressed, withdrawn behavior

Many children delay or never disclose abuse.

24% — *Less than ¼ disclose immediately.*
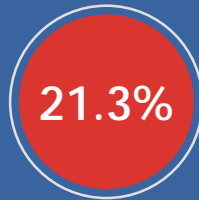
21.3% — *Less than ¼ may disclose from 1 month to 5 years after abuse occurs.*
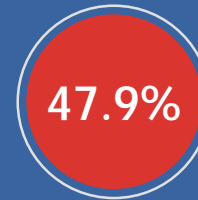
47.9% — *Almost ½ may wait more than 5 years after abuse occurs to disclose, if at all.*

Disclosure is often a process, not a one-time event!

Hinted Disclosure

"A neighbor is messing with me."

Questioned Disclosure

"What would happen if somebody was hurting a kid and they told someone about it?"

Conditional Disclosure

"I need to tell you something, but if I do, you have to promise not to tell."

DO

Support, believe,
and reassure the child

Understand your limits,
you are not an investigator

Provide a quiet, safe environment

When you are done talking
to the child, write down
the child's exact words

Ask limited, open-ended questions

Respect the child's right to privacy

Seek help and advice

Report any suspicions of
abuse/neglect

DON'T

Make assumptions
or promises

Put words in
the child's mouth

Show shock
or other emotions

Be judgmental about the
abuser; it is often someone
the child loves/trusts

Interrogate
or investigate

Assume someone else
will report abuse

It is important that facilitators, school staff, and parents be educated regarding disclosure and reporting when using the programs.

Student Disclosures of Abuse:

41%

*of schools that implemented the program (and submitted feedback data) reported one or more disclosures of **abuse** within 4 weeks after implementing the program.*

Student Reports of Bullying:

51%

*of schools that implemented the program (and submitted feedback data) reported one or more disclosures of **bullying** within 4 weeks after implementing the program.*

Every adult should report SUSPICIONS of abuse or neglect.

Mandatory reporters may consist of professionals, or in some states, any person, who knows or has reasonable cause to suspect that a child is abused, abandoned, or neglected.

Whether you are a mandatory reporter or not, you should immediately report any suspicion or disclosure of abuse or neglect to your state's child welfare agency.

A list of agencies can be found at: www.childwelfare.org/organizations.

Child Protective Services works on a priority basis, while law enforcement works on a response basis; you can call law enforcement if CPS response is not fast enough.

BULLYING & CYBERBULLYING

Students learn strategies to help SAFE ADULTS keep them safe.

What bullying/cyberbullying is and is not

How to report;
that telling is not tattling

Behaviors that can prevent
bullying/cyberbullying

How to use Safety Rules
to prevent, recognize,
and respond to
bullying/cyberbullying

The difference between
bullying and drama

How to identify and talk to their
Safe Adults when they see
bullying/cyberbullying, or if they are
being bullied/cyberbullied

Being a Bystander vs. Upstander

Victims often suffer academically and from long-term psychological effects.

60% of bullies in grades 6–9 have a criminal conviction by age 24.

Both victims and bullies may later become depressed or even suicidal or may seek revenge.

Parents and school staff need to know what bullying/cyberbullying is and what the indicators are, because students often do not report they are being bullied/cyberbullied.

Bullying is **repeated** *acts of hostility or aggression where there is a real or perceived* **imbalance of power** *and the victim* **cannot defend** *himself or herself.*

Types of bullying:

Physical

Verbal

Social/Isolation

Digital

Physical Indicators

- *Frequent cuts/bruises or injuries without good explanation*
- *Voices frequent physical complaints*
- *Changes in sleeping/eating patterns*
- *Ripped/torn clothing upon return from school*

Behavioral Indicators

- *Suddenly reluctant to go to school*
- *Decreased academic performance*
- *Frequently loses lunch money or other possessions*
- *Frequently spends time alone*
- *Seems sad or depressed; may become suicidal*

Cyberbullying *is* **repeated** *threatening or harassing behavior that occurs online via the Internet or cellphone and can include:*

Sending harassing messages

Posting false information

Posting private pictures

Gaining someone's trust to impersonate them and post their private information online

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Spends large amounts of time online, especially at night or when alone

Receives an excessive amount of email or text messages

Quickly exits computer or cell phone when parent or caregiver approaches

Has become withdrawn or depressed

Doesn't want to go to school

REPORTING

REPORTING

Most schools/districts have a bullying policy that:

Prohibits and defines bullying, harassment, and cyberbullying.

Describes expected behavior and consequences of bullying.

Details procedures for reporting (including anonymously), investigation procedures, and responsibilities.

Details procedures for disciplinary action, parent notification, counseling referral, and law enforcement referral.

DIGITAL SAFETY &
DIGITAL CITIZENSHIP

Dangers from digital technology

*Grooming methods used
by predators*

*Good digital citizenship
and the importance of creating
a good digital reputation*

*How to use Safety Rules to avoid
digital dangers and how to be
safe using digital technology*

*How to identify and talk
to Safe Adults when they need
help using digital technology*

*Students are taught strategies to become smart **digital citizens** to help them be safe online.*

1 in 3 *teens considers the Internet as important as air, water, food and shelter.*

63% *of kids are hiding what they do online from their parents.*

55% *of kids are online when their parents think they are sleeping.*

1 in 3 *teen girls has met people offline after becoming online friends.*

Hyperconnectivity, predators, peer abuse, etc. are all dangers. Adults must be informed about risks and educate children.

Adults must manage children's technology use, including using controls/filters, taking technology when needed, and monitoring online activity.
To protect children, communication and supervision are essential.

Adults must be good role models. 92% of toddlers have an online presence that is the beginning of their digital reputation.

If we are giving kids a new world with new technology, we must equip them with new skills to be safe and smart online—teach them "public and permanent."

We must teach kids empathy and help them develop critical skills for making kind, smart, and safe decisions about online behavior.

Digital abuse *is the victimization of children using any electronic or digital device.*

Computer

Phone

Gaming systems

Social media/Apps

Digital citizenship *is the respectful, responsible, and safe use of technology.*

Everything kids do online is creating their DIGITAL REPUTATION!

According to the Cyberbullying Research Center, EVERY SECOND:

- 4,000 pictures are uploaded to Facebook
- 700 pictures are uploaded to Instagram
- 4,600 "snaps" are sent
- 5,700 "tweets" are posted
- 66,000 people search using Google
- 60 users pin to Pinterest
- 100 minutes of video is uploaded to YouTube
- 5 ½ gigabytes of data are uploaded to Facebook

*Girls post and tag twice as many photos as Boys.

What are the implications of this?

IDK	BRB
Code 9	GNOC
NSAS	Kicker
F2F	KPC
LMIRL	NAZ
GYPO	GKY

OTHER DIGITAL DANGERS

Gaming

- *According to Netsmartz.org, 97% of kids ages 12-17 play computer, online, portable, or console games.*

- *Of those, 27% play with strangers they meet online.*

Sexting

- *Sending or receiving nude/revealing photos or texts on cell phones.*

- *Females are more likely to send than males.*

- *Reasons kids are sexting vary according to studies and include to be fun, flirtatious, to show off, to be funny or because of boredom.*

Apps

- *Millions of apps, many cater to children.*

- *Need to know realities of using apps, dangers of agreeing to app policies, access to personal content, etc.*

Virtual Reality Sites

- *Also dangerous and we need to understand them.*

- *A lot of sexual innuendo even among young kids, and cyberbullying takes place on these sites.*

If a child is cyberbullied or exploited online, or encounters inappropriate images online, report it immediately.

Even if it happens off-campus, if it is impacting the learning environment, report cyberbullying to the school.

Report images or online exploitation to the National Center for Missing and Exploited Children **"Cybertipline"** *at 800-843-5678.*

You can also report cyberbullying, digital abuse, and sexual exploitation to your local law enforcement agency.
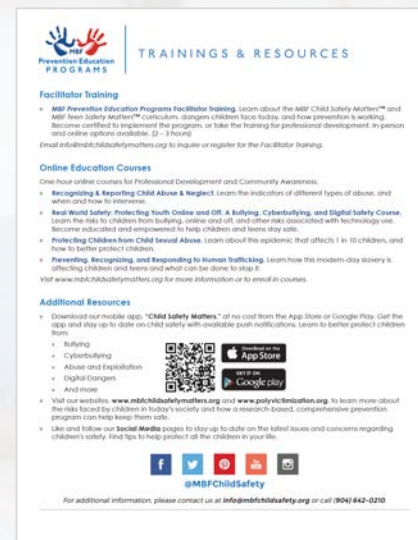
Bullying and cyberbullying will not stop without intervention.

It is important to

REPORT

it to get help!

Additional Resources – www.mbfpreventioneducation.org

- ✓ *Recognizing & Reporting Child Abuse*
- ✓ *Real World Safety – Protecting Youth Online and Off*
- ✓ *Protecting Children from Sexual Abuse*
- ✓ *Preventing, Recognizing, and Responding to Human Trafficking*

Questions?

Remember, although the topics discussed in the MBF Child Safety Matters program are serious and important, they are taught to students in a fun, engaging, and developmentally-appropriate way. Thank you for helping us provide this critical safety program to children! Because, every child deserves to be safe!

CONTACT US

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