

SB 401 and Beyond:

GA mandate and best practice

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I'm Just a Bill (Schoolhouse Rock!)



<https://www.youtube.com/watch?v=tyeJ55o3EI0>

Presentation Objectives

By the end of this presentation, you will:

- Have a basic understanding of SB 401's language and intention.
- Understand the basic principles of prevention education.
- Be able to identify at least 6 child-focused sexual abuse prevention education programs that comply with GA mandate and meet standard principles of prevention education.
- Be able to identify resources to support implementation of annual, age appropriate child sexual abuse and awareness prevention education.

Revisions to: Quality Basic Education Act

(Article 6 of Chapter 2 of Title 20 of Official Code of Georgia Annotated)

SB 401 included revisions to other sections of the Quality Basic Education Act not related to sexual abuse prevention education, such as:

- The Office of Student Achievement shall collect and monitor enrollment and student record data;
- Guidance, advisement and counseling for high school students shall include career oriented aptitude and guidance.
- Authorization for Dept. of Education to evaluate school counselors role, provide report and recommendations for counselor improvements.
- Some other minor refinements to language.

SB 401 revisions to Sex Ed and Aids Prevention

Revision to Code Section 20-2-143, relating to sex education and AIDS prevention instruction requires:

- Annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grades 9;
- To provide that professional learning may include participating in or presenting at in-service training on sexual abuse and assault awareness and prevention (Code Section 20-2-200);
- In-service training programs on sexual abuse and assault awareness and prevention for professional personnel that will be providing instruction in annual age-appropriate sexual abuse and assault awareness and prevention education in K through grade 9 (Code Section 20-2-201).

Erin's Law – passed in 35 states

“Erin's Law” named after childhood sexual assault survivor and activist Erin Merryn.

- Requires that all public schools implement a prevention-oriented child sexual abuse program which teaches:
 - Students in Grades K-12 age appropriate techniques to recognize sexual abuse and tell a trusted adult.
 - School personnel about child sexual abuse.
 - Parents & guardians the warning signs and how to access information and referral services.
- <http://www.erinslaw.org/>

Revision to Code Section 20-2-143

- Annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grades 9;
 - What is age appropriate?
 - What should this cover for each grade?
 - How do you find or develop appropriate programs?
 - Where do they fit in the school day/year?
- Many questions! Most can be addressed by GA's Sexual Abuse & Exploitation Prevention Technical Assistance Resource Guide (TARG)

Code Section 20-2-200

To provide that professional learning may include participating in or presenting at in-service training on sexual abuse and assault awareness and prevention;

- Professional learning requirements for certification renewal for certified personnel and paraprofessionals.

May include:

- Updated Mandated Reporter Training
- RESA and DoE training at professional conferences, webinars, online
- Content Experts & Community Partners can provide training to/with educators. (Darkness to Light, Stewards of Children training for staff, faculty)

Code Section 20-2-201

In-service training programs on sexual abuse and assault awareness and prevention for professional personnel that will be providing instruction in annual age-appropriate sexual abuse and assault awareness and prevention education in K through grade 9.

- Addition to language of amendment by House Education Committee, before it crossed to Senate. (HB 762)
- Intent - to provide adequate preparation for teachers to feel comfortable presenting this topic to children in our schools.
- Practical application - to allow teachers to use school time and resources to become trained in new curricula they will deliver to students (ToT, online facilitator training, etc.).

FAQs

Law became effective July 1, 2018, but how and when it should be implemented remains unclear.

- Do we have to purchase and implement in school year 2018-2019?
- Does our sex ed course in grades 6-8 cover it?
- Does Stewards of Children training for faculty apply?
- If we already have Second Steps are we covered?
- How do we report up on what we have done?
- Who do we report to?
- What are the requirements?
- Is there any \$\$ to help buy new curricula?
- Who should teach it? Health educators? counselors? Teachers?

Guiding Document

GA's Sexual Abuse & Exploitation Prevention Technical Assistance Resource Guide (TARG)

Includes:

- best practices
- principles of prevention
- resources for the classroom
- age-appropriate teaching suggestions (GA Health Education standards)
- how to develop a prevention plan
- detailed analysis of specific programs
- guidelines for program implementation and evaluation.

Definitions – Sexual Violence Continuum

- Sexual Violence is ‘any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or to otherwise directed against a person’s sexually using coercion, by any person regardless of their relationship to the victim, in any setting.’
- Examples of sexual violence include:
 - **child sexual abuse**
 - **rape**
 - sexual assault
 - internet based sexual crimes
 - **commercial sexual exploitation of children**
 - sexual bullying
 - statutory rape
 - **sex trafficking**
 - ritualistic sexual abuse

Why Prevention?



- Exposure to Adverse Childhood Experiences (ACEs) lead to depression, substance abuse, poor school performance and falling grades, inappropriate sexual behaviors, eating disorders, and poor interpersonal relationships.
- 325,000 children are at risk of becoming victims of commercial sexual exploitation each year.

Signs seen in Schools

Child Sexual Abuse is likely the most prevalent health problem children face with the most serious array of consequences. School systems are affected in a significant way, even if it is not always obvious. Physical signs are not common among children and teens who have been sexually abused. Emotional & behavioral signs and changes are more common; many observed in schools on a daily basis:



CHILD LABELED
AS "THE BAD
STUDENT"



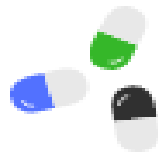
DEPRESSION,
ANXIETY, FEAR,
AGGRESSION



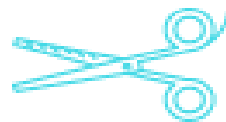
HYPERAROUSAL
AND DIFFICULTY
CONCENTRATING



SEXUAL BEHAVIOR
& NON AGE-
APPROPRIATE
LANGUAGE



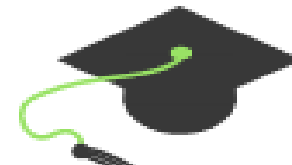
SUBSTANCE
AND ALCOHOL
ABUSE



SELF-INFLICTED
HARM & SUICIDE
IDEATION



RUNAWAY
BEHAVIOR



DECREASED
SCHOOL
PERFORMANCE
& DROP OUT

Best Practices for Sexual Violence Prevention

- Collaborative effort between schools/YSOs and allied community partners
- Familiarity with risk and protective factors and align strategies accordingly
- Efforts beyond individual level addressing all levels of the social-ecological model
- Implementing universal school-based programs intended to prevent violent behavior
- Incorporating elements addressing several points of view: that of the victim, bystander and perpetrator

Comprehensive Strategies for Primary Prevention

- Training for all adults who work with children and youth is essential.
- Youth-serving organizations should have appropriate screening, child protection policies to include a code of conduct and reporting procedures.
- Protecting children requires an environment where children understand body safety, healthy relationships, appropriate boundaries and how to identify and talk with safe adults.

Principles of Prevention

- Comprehensive
- Varied Teaching Methods
- Sufficient Dosage
- Theory Driven, Evidence-Based
- Positive Relationships
- Appropriately Timed
- Socio-Culturally Relevant
- Outcome Evaluation
- Well-Trained Staff
- Encourage Parental Involvement

(Source: Nation M., et al 2003, American Psychologist)

Age Appropriate Teaching Examples

Teach students:

- Proper names for all body parts (K-2)
- Setting and maintaining boundaries (3-4)
- Non-violent and non-verbal communications skills (5-6)
- Dynamics of healthy versus unhealthy relationships (7-8)
- Clear and accurate information about the concept of consent (9-12)

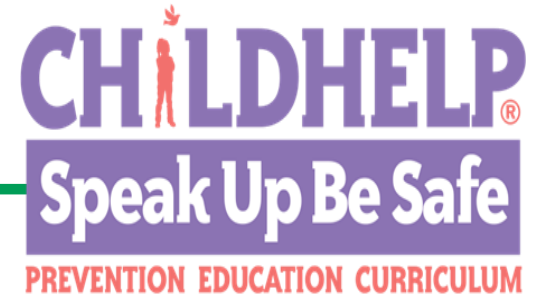
Program Analysis: “At a Glance”

- Identified and reviewed 25 programs:
 - K – 5 (elementary school)
 - 6 – 8 (middle school)
 - 9-12 (high school)
- Ten programs rose to the top based upon the principles of prevention
- Conducted an in-depth review of top programs including in-person observations of program delivery in the classroom setting.

Child-focused Programs Highlighted

- Speak Up Be Safe: Child Help USA
- Child Safety Matters: Monique Burr Foundation
- Second Step, Child Protection Unit: Committee For Children
- Healthy Relationship Project: Prevent Child Abuse Vermont
- Think First & Stay Safe: Child Lures Prevention
- Teen Lures TV News Cast School Program: Teen Lures Prevention
- Not A #Number: Love 146

Speak Up Be Safe



- Organization: Child Help USA
- Target Audience: K-6 (now has 7-12 and athletics, *not reviewed*)

Summary

- 5 Safety Rules
- Updated version of Good Touch, Bad Touch
- Excellent Resources for Teachers, Administrators, Parents
- Resources and interactive web support for teachers via online platform with on-demand facilitator training and support
- Builds on skill set each year; developmentally appropriate
- Covers overall safety from all forms of abuse, bullying and internet safety.



MY 5 SAFETY RULES

1. It's MY body!
2. Ask an adult if I am safe.
3. I have choices.
4. Tell someone.
5. It's NEVER my fault!



Navigation bar with icons and labels:

- Childhelp Campus (Icon: Building)
- Curriculum Hall (Icon: Whiteboard)
- Resource Center (Icon: Chair)
- Founders' Office (Icon: People)
- Map (Icon: Location pin)
- Attendees (Icon: People)
- Chat (Icon: Speech bubble)
- Briefcase (Icon: Briefcase)

← K-6

7-12 →

- Pre-K & K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6

Welcome
to the
Curriculum Hall

- Grade 7-8
- Grade 9-10
- Grade 11-12
- Athletic Curriculum

I'm interested in
purchasing the
curriculum!



I'm interested in
purchasing the
curriculum!



Childhelp Campus Curriculum Hall Resource Center Founders' Office Map Attendees Chat Briefcase





CHILDHELP
Speak Up Be Safe
PROFESSIONAL EDUCATION CURRICULUM

It's my body
I have choices
No one should hurt me

www.MHFC.com/GenABeSafe
1 (800) 44-CHILD



GRADE 4 Curriculum

NOTICE: By accessing this curriculum, you acknowledge all materials, supporting documents, and intellectual property contained herein are the sole property of Childhelp under the protection of all applicable copyright laws.

CALL IF YOU NEED HELP.
No one has the right to hurt you.

Childhelp National Child Abuse Hotline
1-800-4-A-CHILD
(1-800-422-4453)

WINGS

I'm interested in purchasing the curriculum!



Childhelp Campus | Curriculum Hall | Resource Center | Founders' Office | Map | Attendees | Chat | Briefcase

Child Safety Matters



Powered by
Monique Burr Foundation for Children

- Organization: Monique Burr Foundation for Children
- Target Audience: K-5 Child Safety Matters (6-8 Teen Safety Matters, Athletes edition, *not reviewed*)

Summary

- Developmentally appropriate
- Very interactive and engaging for kids (videos, rap, poetry, games)
- 2 modules per grade level, builds on concepts each year
- Tools for parents, teachers
- In-person training of trainers
- Updated each year
- There's an app for that (for parents)

MBF Child Safety Matters Safety Rules



Know What's Up



Spot Red Flags



Make a Move



Talk It Up



No Blame / No Shame

Bookmarks for Safe Adults

I CHOOSE YOU!

Dear _____

I was asked to identify a Safe Adult as part of the MBF Child Safety Matters™ program and I chose you. I may come to you when I feel unsafe, I have questions about safety or if I know another child who is unsafe.

You can help keep me safe from bullying, cyberbullying, digital abuse, and child abuse by using the MBF Child Safety Matters Safety Rules on the back of this bookmark and by helping me use the Safety Rules as well.

To learn more about bullying, cyberbullying, digital safety, child abuse and exploitation, to find additional tools and resources to help you talk to me and other children, and to learn more about the MBF Child Safety Matters Safety Rules visit www.mbfchildsafetymatters.org

Help protect all children, tell others about the MBF Child Safety Matters program, share the Safety Rules, the website, and like and share our social media sites.



Use the Five Safety Rules to Help Keep Children Safe



Know What's Up

Talk to children, listen to them, ask them questions about their activities and people they spend time with. Learn about the technology and devices they are using (or have access to).



Spot Red Flies

Teach children safety concepts such as personal space and boundaries, to respect themselves and others, secrets and ticks, and online safety. Educate them about the dangers present in society. How to spot red fly behaviors to identify unsafe situations, and how to seek help to minimize their risk of being victimized.



Make a Move

When you suspect a child is being harmed, hurt yourself and act. If a child tells you about abuse or bullying that has happened, praise them for telling you and take action right away. Call a professional who can act in the best interests of the child. Report bullying to the school or law enforcement. Report abuse to the Florida Abuse Hotline at 1-800-96-ABUSE.

(Some Florida Children's Advocates Centers)



Talk It Up

Talk to children and other adults about safety, unsafe situations, and the Safety Rules. Let them know they can talk to you about safety when the need arises because Child Safety Matters to you.



No Blame / No Shame

Pencil for you

www.mbfchildsafetymatters.org

www.mbfchildsafetymatters.org

Safety Connection - Information Sheets for Parent/Guardian

Safety Connection: 4.1 Parent Information Sheet

Child Safety Matters

What Your Child Learned:

- All those who help protect about red flies and how people try to hurt children like teachers, kids, parents, police, firefighters, and other people.
- Ask if people who hurt kids adults can and what they are doing to help kids like the MBF Child Safety Matters "Talk It Up Bookmarks". If needed, adults can help kids learn about what to do about unsafe situations.
- Children can understand about what to do about unsafe situations and know they understand the important concepts to help keep them safe.
- Children that help in helping, not talking, but participating like role playing, come to the child and will learn and respect them.
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How You Can Reinforce Your Child's Learning:

- All those who help protect about red flies and how people try to hurt children like teachers, kids, parents, police, firefighters, and other people.
- Ask if people who hurt kids adults can and what they are doing to help kids like the MBF Child Safety Matters "Talk It Up Bookmarks". If needed, adults can help kids learn about what to do about unsafe situations.
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MBF Child Safety Matters Safety Rules

- Know What's Up
- Spot Red Flies
- Make a Move
- Talk It Up
- No Blame / No Shame

Every Child Deserves to Be Safe!

Safety Connection: 4.1 Parent Information Sheet

Child Safety Matters

Read Instructions: As you complete the crossword puzzle together, talk with your child about the words and what you learned about it. About the MBF Child Safety Matters Safety Rules, and what your child learned in lesson 1 and how they can help adults keep them safe. For additional help visit www.mbfchildsafetymatters.org

What Your Child Learned:

Physical, emotional, and sexual are three types of _____.

In some situations you can't do anything to help you, but you should be able to _____ or have confidence in your Safe Adult.

It's always right to report to someone and others, being kind and polite, and always _____ such as listening, looking, and watching.

_____ is a secret that is good, and usually short term, such as a birthday party.

In when a child doesn't get the food, medical care, or other things they need and healthy _____.

_____ is usually long term and bad, it's in short term and good it may be a surprise.

In when you don't know well and don't know if they are trustworthy that is legally responsible for taking care of a child, other than a parent, is a _____ because you have power to make a child do something, they are using _____.

Every Child Deserves to Be Safe!

Second Step – Child Protection Unit



- Organization: Committee For Children
- Target Audience: K-5th grade

Summary

- CPU is an additional unit for schools already implementing the Second Step safety and social skills curriculum
- Teaches students how to recognize, report, and refuse unsafe situations and touches
- Include a robust training for administrators and program leaders – online training module
- Six lessons including lesson plans, talking points, family materials, interactive activities and classroom displays
- Includes take home activities for student to do with caregiver



What is My Child Learning?

Your child is learning that safe touches are positive and caring, unsafe touches hurt your body, and how to assertively say no to unwanted touches, safe or unsafe.

Why is It Important?

Students need to know that unsafe touches are not okay, and that they can refuse any touch they don't want, even if it's safe. This can help protect them from sexual abuse.

Ask your child: What is the difference between a safe and unsafe touch?

Read Together

People touch each other every day. Some touches make you feel happy or loved and are good for your body. These are safe touches. Hugs, holding hands, and pats on the back are examples of safe touches.

Other touches hurt. These are called unsafe touches. Pushing, kicking, hitting, and pinching are examples of unsafe touches. If you don't want a touch, even if it is a safe touch, it's okay to say no to the person touching you.

Practice Together

For this activity, you and your child will create lists of safe and unsafe touches:

1. Separately write lists of safe and unsafe touches.
2. Share lists and explain why you picked the touches you did.
3. Work together to create your family's definition of what safe and unsafe touches are.

Child's Touches

Adult's Touches

Child's Touches		Adult's Touches	
Safe	Unsafe	Safe	Unsafe

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)

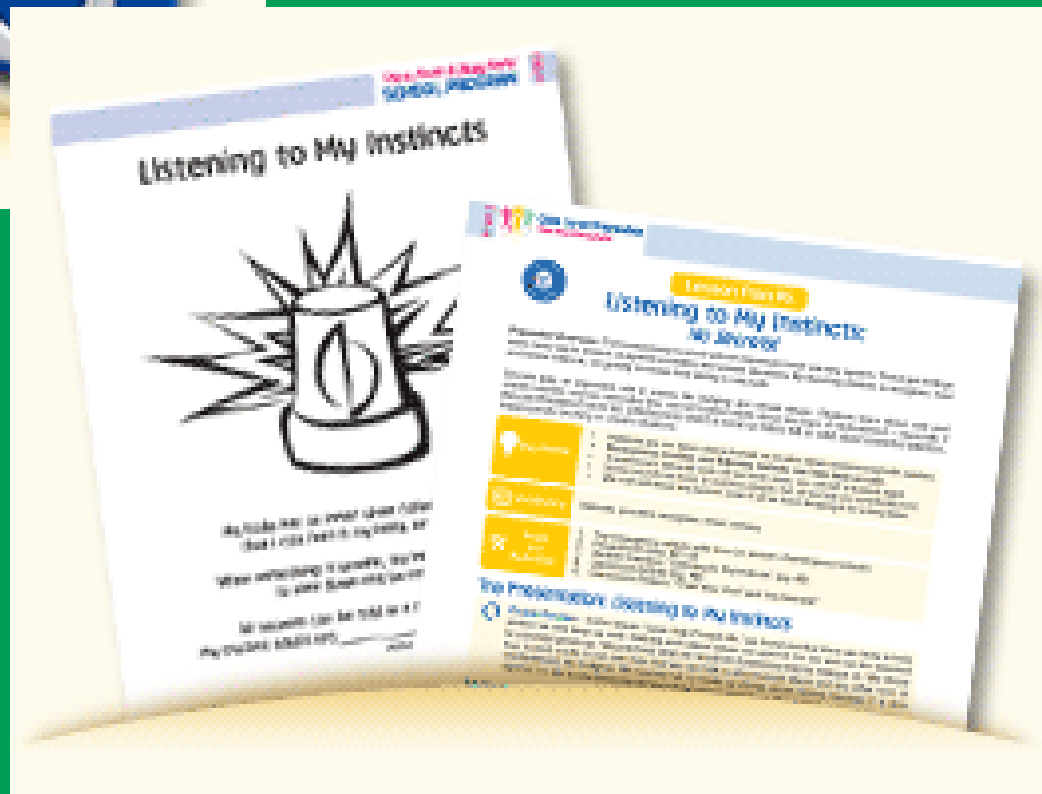
Think First & Stay Safe



- Organization: Child Lures Prevention
- Target Audience: Pre-K – 6th Grade

Summary

- Built upon identifying and nurturing healthy social relationships
- Pre-K - Grade 2 curriculum – 7 interactive lessons
- Grades 3-6 curriculum – 4 interactive lessons
- Builds on skills/information each year to reinforce
- Covers all forms of abuse and bullying



There's No Lost Puppy!



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Pets can be used as Lures.

If asked to help find a lost pet,
quickly get to safety and
tell a Trusted Adult.

Grades K-4
Classroom Poster

National Child Abuse Hotline: 1-800-422-4453
www.childluresprevention.com/hotlinks/index.asp



Healthy Relationships Project

- Organization: Prevent Child Abuse Vermont
- Target Audience: PreK – 8th Grade



Summary

- Care for Kids – PreK - 2
 - 6 units: asking for help, feelings, bodies, babies, asking for permission, wrap-up - Delivered via a circle time, a book, an activity or craft
- We Care Elementary – Grades 3-6
 - 6 lessons at each grade level, focusing on different topics related to healthy relationships
- Sexual Abuse Free Environment for Teens (SAFE-T) – Grades 7-8
 - 10 lessons: includes healthy relationships, sexual harassment, sexually abusive behaviors

Care for Kids Program Objectives

Victim and victimizer prevention are included in **protective and risk factors** for children. In order to meet these objectives, early care and education providers/teachers and others implementing the program are assumed to have received training by an authorized Care for Kids Trainer.

Session	Objectives
Bodies	<ul style="list-style-type: none"> Identify private parts Understand the difference between public and private body parts Celebrate the body Create a story with the body Develop and practice self-care skills Recognize and celebrate the body
Babies	<ul style="list-style-type: none"> Experience the difference between babies and children Identify the difference between babies and children Control of baby's body Celebrate the baby's body
Feelings	<ul style="list-style-type: none"> Identify facial expressions Learn how to express feelings

Session	Objectives	Protective Factors	Risk Factors
		<ul style="list-style-type: none"> Social and emotional competence 	<ul style="list-style-type: none"> Abilities High emotional distress
Bedtime	<ul style="list-style-type: none"> Understand that children may need help washing and/or wiping private parts. Understand that adults and other children do not need help with their private parts from children. Explore a variety of common and healthy bath and bedtime routines. Identify and celebrate the tasks associated with self-care that each child has mastered. 	<ul style="list-style-type: none"> Balance between help seeking and autonomy Secure attachments; positive and warm parent-child relationship Positive self-esteem Independence appropriate to age 	<ul style="list-style-type: none"> Delayed speech and language development Isolation Insecure attachments Self-doubt High emotional distress
Touching	<ul style="list-style-type: none"> Explore personal preferences for touching. Practice asking for permission to hug or touch. Practice accepting "no" for an answer respectfully. 	<ul style="list-style-type: none"> Active coping style Positive social orientation Internal locus of control – emotional regulation Communication skills Empathy 	<ul style="list-style-type: none"> Aggressive behaviours Lack of trust Poor impulse control Delayed speech and language development Antisocial beliefs and attitudes
Asking for Help	<ul style="list-style-type: none"> Recognize that asking an adult for help is an option in all situations. Identify accessible grown-ups who could be asked for help. Practice asking for help 	<ul style="list-style-type: none"> Balance between help seeking and autonomy Secure attachment to caregivers Communication skills Active coping styles Concrete support in times of need 	<ul style="list-style-type: none"> Delayed social and emotional developmental Isolation Delayed speech and language development Inhibitions

Teen Lures TV News Cast



- Organization: Child Lures Prevention
- Target Audience: 7-12th Grade

Summary

- The goal is to bring about peer to peer conversations regarding sexual crime against teens.
- Provides an opportunity for middle and high school students to actively participate in prevention efforts.
- Consists of ten video News Clips
- Newscasts can be augmented with corresponding lesson plans
- Lesson Plans include: Authority Lure, Assistance Lure, Ego/Fame Lure, e-Lure, Name Lure, Games Lure, Emergency Lure, Affection Lure, Trafficking Lure and Pet Lure
- Supplemental Support Materials: “Let’s Talk Teens Handbook” for parents, pre/post tests, and access to program support coordinators to assist with implementation and evaluation.



Not A #Number

NOT A #NUMBER

A CHILD TRAFFICKING AND EXPLOITATION

PREVENTION CURRICULUM FROM

LOVE146

- Organization: Love 146
- Target Audience: Youth ages 12 – 18

Summary

- Interactive and reflective five-lesson human trafficking and commercial sexual exploitation of children (CSEC) prevention curriculum
- Guides youth to explore their own vulnerabilities, considers how a trafficker might use those vulnerabilities to exploit them (recruitment tactics), develops skills to navigate potential and existing exploitative situations
- Focuses on respect, empathy, individual strengths, and the relationship between personal and societal pressures that increase vulnerabilities
- Youth also identify healthy support systems, and learn how to access community resources when exploitive situations occur
- Can be used in schools, child welfare and juvenile justice agencies, or other youth serving organizations either independently or integrated in the context of current prevention efforts.

TAKE NOTE

Don't forget to reword questions, comments, and thoughts to protect the anonymity of a participant who chose to write their name, a specific disclosure, or information that might cause other participants to guess the writer's identity.

STEP 2: Review selected index cards from the previous module and answer them as appropriate. If relevant, begin to introduce available resources.

STEP 3: Explain that the following activity will involve discussing sensitive topics. Let them know that if the activity brings up difficult emotions, they can just sit and listen. However, if they feel overwhelmed or upset, encourage them to find you after the session, reach out to an adult that can help, or indicate in their comment cards if they need support.

PART 2 YOU ARE #MORE ⌚ 25 MINUTES

STEP 1: Ask participants if they have ever heard the phrase: "Sticks and stones may break my bones, but words will never hurt me." Ask if they think it's true that words don't hurt. Then ask participants to remember a time in their own past when they were called a name and it really hurt their feelings, even though they might not have shown anyone that it hurt.

STEP 2: Introduce the "You Are #More" video by explaining that they will be watching a video where youth involved in Love146 programs shared real experiences about how words have been used to hurt them. Encourage participants to remember the team agreements and to show support for everyone in the group, as this activity could be particularly difficult for some of them.

STEP 3: Play the "You Are #More" video.



"YOU ARE #MORE" VIDEO 📺 4-A

The "You are #More" activity, partially shown below, creates a space for youth to explore how language can impact them and others, and how negative language has the potential to harm a person's well-being and increase their vulnerability. The curriculum provides extensive direction on important questions and things to keep in mind that the facilitator may employ during the discussion.

STEP 4: Ask participants to share their response after watching the video. Field 2-3 comments.

The following questions may assist in the discussion:

QUESTION	COMMON ANSWERS FROM YOUTH	THINGS TO KEEP IN MIND
WHAT DID YOU THINK ABOUT THE VIDEO?	<ul style="list-style-type: none"> • It was true • It is a good video • Are those real people? Do you know them? • Where are they from? • What do the tags mean? 	<ul style="list-style-type: none"> • The voices and the stories in the video are from real youth who have participated in Love146 programs • Love146 recorded their voices in Connecticut and Texas, and used actors from California to represent the individual voices • The tags represent labels • When people are called names, some of those words become like price tags or labels that they carry around and are difficult to get rid of • Sometimes they are not even true but that is what people see
HAVE YOU HAD SIMILAR EXPERIENCES OR BEEN CALLED SIMILAR THINGS? WERE YOU ABLE TO RELATE?	<ul style="list-style-type: none"> • Yes • Yeah, but I don't care • Yeah, people always talk and sometimes it's hard and just so unfair • They don't even know what they are talking about and they wouldn't like it if someone was calling them those things • Maybe some of the things that people are called are because of things that they did; so maybe they deserve that a little bit 	<ul style="list-style-type: none"> • Everyone at some point has been called something that made them uncomfortable or that was intended to hurt and bring them down • Not everything people say to us has the same impact (and we are all different), but for some individuals, what has been said to them is serious and painful and has the potential to harm their well-being • Regardless of what someone has done, disrespect, bullying, rejection, and isolation are things that no one deserves and are never okay • A lot of times when people judge and assume things about others, there is a back story that they don't know

Online Safety Guide for Youth

- <https://love146.org/action/online-safety/omg-the-internet/>
 - Safety rules & Red Flag Words
 - Sexting and pornography
 - What to do if...

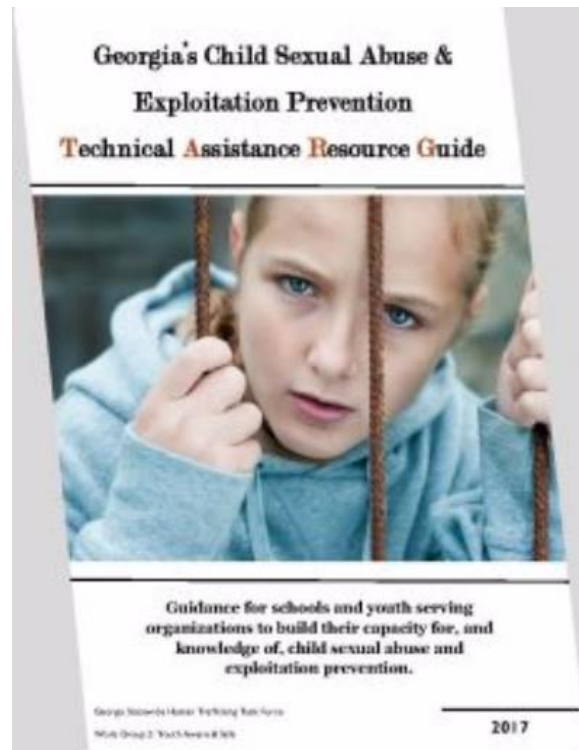


Programs under review 2018-2019*

- Play It Safe
- Safer, Smarter Schools
- iEmpathize
- Youth Alert!
- Kids Safe Foundation
- Others – not all information collected for review at this time.

*not yet scored against rubric, principles of prevention and/or observed in classroom setting

Georgia's Child Sexual Abuse and Exploitation Prevention Technical Assistance Resource Guide



<http://georgiacenterforchildadvocacy.org/learn-more/resources/child-sexual-abuse-and-exploitation-prevention-resource-guide.html>

Call to Action

- Advocate for \$ from state legislature to help schools implement programs, training
- Advocate for quality programs, better policies, codes of conduct
- Partner with local schools for training, community conversations
- Get parents involved; host training for parents at school
- Support local CACs and rape crisis centers

Question and Answer



Your Presenters:

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