

"Please stand by for realtime captions." >> For a few joining you have reached the right place. We will be starting in two minutes. >> Irene, are you on? >> For those of you joining, this is Sarah Kennedy. This is our HAVN monthly call. We will start in a few minutes. >> Hello, this is Sarah Kenny -- Kennedy. Who joined us? >> Hello, this is Sarah Kennedy with Hands and Voices National headquarters.

Hello .

This is Irene.

Hello Irene, welcome.

Thank you.

We will get people a few more minutes to gather. Then we will get started.

Okay.

Hello Sarah.

Denise ?

It is me, I am here . I will mute myself.

Okay, we expect most people will. >> Hello Sarah, this is Gwen in West Virginia. I will mute myself as well.

Okay thanks. I know Jen is on, she is on mute. >> It is good to be here.

Thank you for joining us. House the California weather today?

It is balmy. >> If my voice gets weird don't worry. You can't catch anything anyway. Just a little heads up. >> It is one minute after so we will start. Thank you all for taking time out of your day to join us for our monthly call. About our children's safety. For those of you new to the call, [indiscernible] efforts to help parents and professionals know now to help our kids in situations with red flags to understand abuse and neglect and our kids emotional safety. To not only respond that is the letter are, but how to respond quickly to promote health and resilience in our kids. I know the month of May is an especially busy time of year. With all that's familiar. With summer and the changes, working inside or outside the home and all the transition .

To let you know about the agenda today I will be introducing our guest speakers. She will be happy to take questions and comments and stories. You know how we appreciate stories around here. We will take a minute before we start to ask any of you on the call to text your affiliation and name. I have Gwen with West Virginia. Nadine it held quarters. Jen is on and anyone else I haven't mentioned?

This is Betty Morgan.

Poppy.

From Nashville.

And Therese from Oregon.

Buddy from Oregon.

-- Betty from Oregon .

Anyone else?

Cora from California .

What was the first name?

Cora .

Hello Cora. >> And we will have time at the end if you didn't get a chance to get yourself off of mute fast enough, or folks that join later, we will take a moment at the end to talk about our usual tradition at the end of the call.

I have the great pleasure of introducing.

Sorry Sarah. I will start the recording if you can wait. >> So everyone, there will be a slight pause while I get , begin the conference recording. >> [Your conference is being recorded]

This is Sarah Kennedy with the Hands and Voices monthly call. Today I have the pleasure of introducing you to the founder and powerhouse behind one of my favorite organizations. Irene [indiscernible] is the Executive Director and founder of MPower [indiscernible] international. Dedicated to providing and empowering positive communication and personal safety skills for all ages, abilities, beliefs and backgrounds. These skills help protect children, teens and adults, including those with special needs, from bullying , abuse, violence, prejudiced another maltreatment. To prepare them to develop safe and strong relationships to enrich their lives. She has been the director and founder since 1989. This has been around a long time. And has served over 4.4 million people from around the world, with workshops, training, professionals, parents, partnerships including the partnership with Hands and Voices . On a personal note, Colorado Hands and Voices works with kid power of Colorado for students in elementary who are deaf and hard of hearing . A great learning experience for all of us. I would encourage anyone who could to attend a power class. There is so much you learn even as an adult .

Irene has joined us before and she is fully aware that folks on the call are generally parents with hearing loss, but they also play critical roles and empowering new parents.

If you're just joining the call, help me welcome Irene. If you haven't muted your phone you may want to do that.

With that I will let Irene take away on the topic of protecting our kids during the summer .

Hello. I am so happy to be here. As I said earlier I do have a slight allergy. If my voice gets weird don't worry, it will come back. But you know, the summer is a wonderful time. There is vacations, camp, different activities that you get to do, time with family. And of course all of those same wonderful experiences are no longer so wonderful if someone gets sick, hurt, bullied or abused in any way. So we want to increase fun, reduced problems and increase the kids ability to take care and know what we as adults can do to protect them.

We did a summer safety call. We had quite a few, I think you were on the call Sarah. I can't remember , you've been on several of our calls. We have had quite a few people with kids, with all kinds of disabilities , including hearing loss, who are having, who have concerns that are also relevant for kids, without hearing loss. Because what happens when you have a grandmother for example taking care of the kids, that doesn't follow the same safety rules you do.@You advocate for your kid. [indiscernible] a free caregiver. Or what do we need to do on a play date to make sure it is safe and successful. By really being sure we are on the same page with the adults in charge of our kids, or with our spouse if the kids are coming to us. How do we help our kids when the going away to make friends and protect themselves from things like being. If you have specific questions. I can talk for an hour. But where I think people like it most is when we do have stories or specific questions. Please feel free to just jump in. We can't see each other so you cannot raise your hand. Just interrupt with an excuse me. I think when we get into specific examples, I will cover some skills , that you can practice with your kids as well as actions to take yourself. But I want to encourage you and invite you to speak up if you have a specific question or concern. Or a story about something that happened. Or an idea.

With that, I will just start.

So hello.

Sounds good, go ahead Irene.

So, the first part is realistic preparation. As we let our kids go to new places and do new things, we need to be realistic about what they are able to do, their skills, and also something called their life experience. I think the best example, I have heard of is that the teenage son at 13, one of our instructors, knew more about cars than I ever will. He knew exactly how they worked. He had the skills and the knowledge to drive a car. However, I wonder if any of us would want him on the freeway with us. I kind of doubt it .

So life experiences part of that. The way to develop life experience is to see safety is a process. Rather than something, okay today I'm

going to drive you to school, take you everywhere, and now I'm not. Because it doesn't work like that. We want to first be realistic about what our children can and can't do. And that is about can they speak up for themselves. Can they set boundaries. If not we need to teach them those skills. Do they know a safety plan, say for example if there going out into their neighborhood. To the neighborhood store. On their own. Would they be able to go into a store and asked for help in some form .

We have worked with kids who are profoundly deaf who carry assign with them. But they need to be able to interrupt the adult to hand them that. >> Do kids , they can if they practice, it is just hard. When adults are busy, then you know, you are taught not to interrupt. Then you have, you are stuck if you don't know when you want to buy something , you don't interrupt you wait in line. When you have a safety problem, then you do interrupt . if you are lost or someone is bothering you on the street, then you interrupt. You go to the front of the line and interrupt somebody. And you keep there, you don't go away. Because often adults will send kids away, especially as they get older. They will send them away because they don't want to get involved, because they don't understand , they think the kid is there to cause trouble. Rather than they actually need something.

So depending on the situation you make a safety plan for everywhere your child will be. About what kinds of problems they might encounter. Problems from other kids, problems from a place where they might be, they might be approached from someone wanting to give them a ride. Our counselor might be acting inappropriately. What kinds of problems might they have with people and also, , then you make a list of what their safety plan is.

What you want them to do. How to get help if they need it. And then you practice with them. Moving away from kids who are bullying then the best them. And going to an adult and asking for help. >> So you give kids the skills but you also work with the caregivers, and you interview camps. You talk to people there , make sure your child can always get in touch with you if they are unhappy. And they want to. That it's not against the camp rules. And you make sure, this isn't only about safety with people, it's about are they really following the safety rules. Say if they are taking a nature adventure. Some real tragedies have happened when overconfident counselors took kids into unsafe areas. And so you want to know what kind of supervision, what is the level of experience of the people who are going to be in charge of your kid if they are not with you. You want to know, anybody who is taking care of kids, you want to know has there been a background check. Or is it somebody you know really well like a neighbor, or maybe not. But if it's in any kind of institution, nowadays institutions should always have background checks on the staff, if they have it address of any concerns.

There is your preparation piece . And as a part of that, what you want to do with kids is to say, if there at a new activity, if they can speak or sign what is your name . Can I join you. What is the game. That is a way to help make friends and new places. One of self advocacy. And

knowing how to introduce yourself to people. Shake their hand, look them in the eyes, smile. And reach out, and then how to deal with rejection. >> So if somebody says hey what is your name. Maybe they don't speak in as clear a voice of someone's used to hearing, and they say what's wrong with you. Why are you doing that. Don't you talk. Can't you understand me. They need answers for that also. If they are in a place with inclusion, you should be, staff should be trained, how to make all kids of all abilities and backgrounds feel welcome.

But if they are not right there and your child needs to know what to say, or how to communicate, in a way that persist a little bit. And how to protect their heart while they do it.

Often we have kids put their hands over their heart. At least one hand over your heart right now because any time people don't treat your child well, it hurts our heart. So heart power, protecting your heart from hurtful things. It is putting good things into your heart and also using your heart to be compassionate and kind to others. The idea of heart power is a skill can help a child who then says this person, there are people around in the world and kids know this. But maybe, we would like to believe the world is a kind and wonderful place for everyone. But that is not true for anyone. Unfortunately. And so there is always some difference kids can be picked on for. So, kids need to know if they can, if there are people, there are people that won't understand about hearing loss. They can be ambassadors. In New Zealand they have a team now of disability ambassadors, people with intellectual disabilities. But it is the same idea. I worked on the ambassador idea with a physical therapist and advocate here who will work with a kid with hearing loss as well as other disabilities. About this being an opportunity to educate people. If you can do it by yourself, great. But if you can't, you can get help from the adults in charge. If they don't know how to do it of course, then your kids need to get help from you as their parent and their advocate. [indiscernible] if your talk the world is a safe kind of place and no one will be mean to you, the first time you encounter unkindness or prejudice, I call that kind of behavior prejudice when people are treating someone as less than because of their differences

And preparing kids to persevere in the face of prejudice. And not be devastated by it because they are prepared and they have a plan of action. It is so much better than not saying anything at all. >> So that you can prepare kids with answers. And I bet you all have better answers than I can do in the moment of the phone call. But if you tell me things people say, we will come up with answers. I can remember one girl,

with an intellectual disability. And her teacher saying, they said kids are calling her the slowest in school. I tried to stop them but I cannot be everywhere at every minute. What can she say, we teach kids to catch herding words and put a hand on their hip and take it into a trashcan and throw the words away. They are grabbing air. And throwing it into a trashcan. So I tell them throw those words away. [indiscernible] maybe the answer for this girl was, when you go slow, you see a lot. She loved it.

She said that over and over with the teacher and other kids. Then she added her own variation that I thought was grand. And if you go too fast you can miss everything.

I love it.

So you throw away the herding words and you find good answers to put into your heart.

And I communicate differently. That can be a wonderful way of explaining. And here is how. Can be away of being a disability ambassador. Just thinking of this, hands and voices for kids with hearing loss, I bet you could come up with and I would be thrilled to help you do this, come up with a few simple drawings our cards, cartoons. That help explain hearing loss to other kids. >> They are being ambassadors then for their ways of communicating. They are persevering in making connections that become cool to be their friend. Instead of risky.

It takes practice and confidence. And sometimes it's the mean looks. Sometimes done out of discomfort or ignorance. But sometimes there are kids that have an intention to bully and they will pick on a child with any difference. Any perceived weakness. So knowing how to advocate for yourself and what to say, what to do and how to speak up, are all things that they can do. >> And then if it doesn't work, you have plan B. You leave. Knowing how to move away from trouble. Kids are continuing to be mean, or speaking up are communicating doesn't help, to them. Being an ambassador doesn't help.

Then you want to protect your heart with your heart power. And tell yourself I will find a different friend. We use things like go away, I don't like you, to practice. Throwing words away. You can ask a child what are some of the things that kids say that you have learned kids save. -- They. Or that they might say. Practice throwing those away, putting their hand on their heart and saying something good to themselves. Then leaving with an attitude of confidence. And approaching kids with an attitude of confidence. We practice confidence as a skill. If you can change it on the outside, it is amazing that it changes on the inside.

I once had a teacher who worked in a very rough neighborhood. And I had all the teachers practice walking across the floor. Standing tall. Looking around and looking back at me to see what I was doing. Is skill, it's a game. A confidence game. If you don't know how to practice skills we have a lot on our website. A huge online library, you can always email me.@Kid power.org we answer questions all the time.

Away, we have safety comments that are fun and easy to use and cover the skills I'm talking about.

That kids can, you can do it on the phone, close your body down. Realize when your body is closed down, looking down, scrunched, it makes you feel less safe and it also makes you look like an easier person to pick on or ignore.

Anyway with these features, I have the practice and then the teacher, one of the teachers contacted me. They were very dubious about practicing walking, that will make a difference. One of the teachers wrote me about two weeks after that she had been weight -- working late at school and there was a gang of boys, older, in the parking lot on her way to the car. They were making harassing comments. She said suddenly I realized my head was down. So I straightened my body and looked right towards them the way you said to do. The way we practice. Not only did they stop harassing me but it changed completely how I felt inside.

That is the feeling we want our kids to have. I am walking away with awareness, calm and confidence. We also teach them to do that respectfully. We don't want them staring kids down because that will lead to a fight. We want them [indiscernible] don't just stare at them. Glanced towards them again.

If they're leaving are moving through the world and approaching others with an attitude of positive confidence. And awareness, then we want them again to know how to interrupt. Camp counselor, family member, a storekeeper. And say there is a problem and communicate about what the problem is. >> So that they are able to get help when they need it. If you're going on vacation, it is really important, we assume we will be with our kids every minute of the time. I can remember being in Venice traveling with my teenager. My daughter hopping onto a boat. And my husband and I, and a younger brother, the boat left before we could hop on. There is my daughter going off into Venice without us. With no cell phone or nothing. Hollering to her to wait at the next stop. Have a plan for in case you get separated, what are you going to do. And how are they going to do it. And if your child is unable to follow a plan, then the one plan you can work on his stick like glue. Stay together.

And you have to always use your awareness because kids can separate from you in a store or on a trip. >> So telling them if you do get separated, wait at the next place where we got separated. Don't wander around. Like in nature, you teach a kid to hug a tree. Unless it is unsafe to be where you are. And you teach them that although we have stranger safety rules, if they're having a kind of emergency where they cannot come to you, or to a storekeeper for help, then they can still get help from a rescue crew. A rescue crew will be calling their name. If they can't hear, a rescue crew might be wearing a vest. And if they are lost, remember most people are good. They want to be looking around. They want to state put so you can retrace your steps and find them. If it's my daughter if there going away from you, wait at the next stop.

If you have a plan with kids and you practice the plan, imagine we get separated, what will you do. Hug a tree. Just wait there. We while -- it may be a while but we will find you.

There have been tragedies in nature where kids hid from strangers, rescue parties, because they were strangers and they had been taught never to go anywhere with a stranger no matter what. So we want them to know

if the having an emergency they might need to go to somebody they don't know to get help. And you can have them waive their arms in the air to get help. There's many ways to communicate if you need help. Make a plan, specific to your child.

And another safety rule, check first. That you can practice, before changing the plan about who you are with, what you are doing and where you are going. So suppose you are at the park and the kid is saying, waving to you, say let's go to this area. Kids need to ask in whatever way they ask, can I go down to the swing. If you are in an area, by the sandbox, you want your child to let you know or their caregiver no before they go. If they are checking first with the adult in charge. It might be somebody they know well. It might be somebody they just met like a teacher or a camp counselor. They checked before they say, if there on a field trip, say before going to the bathroom. Are going back for a lost jacket. You want to say check before you go. You let adults know before you change the plan.

And have kids communicate, I need to check first. And again, say a friend comes to pick up a child. Because a grown-up got a flat tire. If you are going to pick them up and you got a flat tire, their job is to check first with whoever the adult in charges before they go with anyone.

Those are some of the core skills we practice with kids. That we adapt for their specific situation.

And boundaries, we want kids to know. I'm thinking about babysitters. I just got approached by a school here where a former student, a young man around 19 or 20. He was trusted as a member of the school community to do babysitting. And he started, he made pornographic videos of the kids. Some of the kids in the school district.

Kids want to be liked, they have to know what the safety rules are about private areas. And I can send this to you. I would be happy to send follow up on some of the things I've been saying. Sometimes people tell me they are writing frantically. You have the recording which is great.

But the safety rule is, first of all teaching kids not to keep secrets. Touch should not be a secret. Any kind of touch should not be a secret. A present someone gives you should not be a secret. That helps with the literal child who says but what about [indiscernible].

That is fine.

Everybody will know about it soon enough. A surprise. But if someone gives you a present, that should not be a secret. Videos or pictures about people and their private, any kind of touch. I will get a private areas in a minute. Any kind of touch. Any kind of game, any kind of video or picture should not be a secret. Friendship should not be a secret that we can apply this to online activities. They should not be secret. We can do a whole sequence on online safety. You want to home pilot with your kids on the Internet or the use of technology. The

same way you would copilot with learning how to cross the street. In a public area, even more so.

Setting your kids loose and a lot of different places when you give them technology. One is more likely to have less supervision for instance in the summer. Kids tend to override the parental controls. They need to know what the rules are.

So the rules are, all these things are not a secret. And then to a private areas, the parts of your body that can be covered by a bathing suit or private area. Foreplay, other people should not try to touch or look at your private areas. Nor should they try to touch or look at or take pictures of, getting you to do that with their private area. We have to say it both ways because kids are literal.

If you say to someone don't let somebody touch your breast or for China but China. [indiscernible] a lot of things happen when they get kids to touch them. For instance in Colorado, his daughter was the volunteer of the year at school in Colorado.

It was a grandpa standing in a classroom, a big picture book. Kids on his lap. In full site of the adults, parents, teachers, he was putting the kids hand between his legs. It took a couple of years before he was caught. He is now in jail and as part of the sentence the judge made him pay for kid power training for every kid in the school. Kind of a one and only time that's happened but I was glad we were able to do something to help. We would much rather have it caught sooner. But for clarity, touching is in either direction. >> In pictures or videos about people and their private areas are against the safety rule. Touch for health or safety is not always a choice, but it is never a secret.

When you give kids that kind of information, you are helping them to recognize an unsafe situation. So that they can say stop. No pictures, I don't take off my clothes for pictures. Or no. And they can let you know. Because they recognize that was not safe. >> Having kids know how to set boundaries, with people they know. That is also an essential part of this. And they can do it with words, gestures. That it is saying stop, that's against my safety rules. Or stop, I don't like that. Often people who abuse kids will start with lower-level intrusion. Like fiddling with their hair, nonsexual intrusion. And then go on to test their boundaries. And basically lower the boundaries until the kids are vulnerable to becoming abused. So teaching kids how to set boundaries about any kind of unwanted play, teasing or affection, is critical to there being able to set boundaries around sexual types of behavior.

A lot of times people test the safety rules, the kids ability to keep secrets. In this really terrifying and interesting, my work of conversations with the pedophile. And interviewing a man who was in jail for having molested 1000 boys, through church groups. Where parents loved him because he was so wonderful with the kids. We need to remember that people who abuse kids can look like anybody. And that they will often spend time winning the trust of a family or a church, a school, a youth group, before they do anything. Inappropriate. Anyway, this man would find kids by saying, by swearing. He would say a

swearword and then say oh I said a bad word, please don't tell your parents. They wouldn't let me play with you anymore. And then the kids didn't say anything. >> So not keeping things a secret, saying I don't keep secrets can be a great protection tool for kids.

I have been talking nonstop. I can keep going but I feel like I should pause for any questions or stories. Specific situations people would like advice about. >> This is Sarah. I will jump in with a question about sleepovers. That is in area that can be difficult for families to navigate. On one hand we are we are excited for the kids, on the other hand had we prepare for a whole different family, with customs and how they do things, to give our kids a safety net.

That is a great question. So first of all, if you're wanting to cover the basic skills. That a kid can set boundaries and say I am not comfortable and insist on calling you and getting a hold of you. But also knowing how to tell the adults in charge. I never let my kids go to a sleepover or play date if I don't know the family. And so get to know. People would send their kids to me all the time. A perfectly fine place to send your kids but it floored me that they would. >> From our side we get to know the family, we make sure that they are comfortable with our child's way of communicating. >> And we have a plan, if things get stuck in any way. And that they will provide supervision that they are not leaving the kids with older siblings for example, and going out. That they are not letting the kids like go down to the park unless they go also. Unless you feel comfortable with your child doing that. Leaving kids for just a moment with older siblings is where we see a lot of trouble happened. Because it's often not just a minute an older siblings friends, often themselves, can cause a problem and not the other child themselves. Being really clear on what your expectations are. Getting a commitment because, we suggest you ask questions like is there a gun in the home. And if so, how is it kept away from kids. Is it locked up and stored safely. A question of automatically if there's a gun in their home that you don't let your child there, but you at least want to know. So that again, you are on the same page about what is going to happen there. That is the preparation piece with the family.

With your child, it is that this is going to be the plan for your sleepover. You will stay in the house, you do not sneak out of the middle of the night. We give them peer review skills. Like one specific to hey let's go out, everybody is asleep, or let's watch a pornographic movie. Talk to them about sneaking out. The same thing, let's do this. What are you a baby or something. Resisting the emotional pressure. And then changing the subject saying that's against our safety rules, let's do something else, stay here and play a game instead.

In giving kids a set, there's a book that somebody, that Sharon, Scott, gave us permission to use the peer pressure reversal. How to say no and keep your friend.

I like the book. Personally it's a little preachy for some kids. But I really like it. If you have permission to include these in the safety comics, in the classes, ways to say no. Practicing. Practicing how to

change the subject. How to have a better idea. How to just ignore and keep what you are doing going. The bottom line is you don't change the plan. The plan was to stay here. Or to go in the afternoon to the park with the parents. You don't change the plan without checking with you first. That is the safety net. Check with the adult in charge. If it's different than the plan, in a way that you know will make you uncomfortable. That they let you know. Not that you will take them away but to clarify with the adult in charge what the expectations are, so they can stay and be safe and have a great time. >> The mean kids test that happens, sometimes things start as a joke. And then become hurtful. So them knowing how to tell friends, to communicate, we talk about making a bridge. Saying I know you want to joke and have a good time, and I feel uncomfortable when you start to pressure me to watch a video, that is about sexual stuff. And make fun of me for not wanting to do it, please stop. Or I feel uncomfortable when you start teasing me about how I look. Or how I talk. Would you please stop. >> And because people often have a negative reaction to this any type of boundary. People listening,

when I say people, how many of you don't like being told what to do? Everybody raises their hand. Or how many if you don't like being told you did something wrong? We all don't like that. So being able to persist in setting your boundaries. When there is a negative response. So you are prepared for it. That if somebody says, you're not a good friend. Then you persist and say I want to be your friend, and I'm not going to break my safety rules because I am so excited about being able to be here with you and have an overnight. >> Oh you are no fun, you throw those words away and find a different way to have fun.

So you rehearse. Like little social stories. Dramas. That kids get to rehearse so they have the skills when they need them. >> And then you say, you can wake up the adult in charge even in the middle of the night. One of our books, we have a kids story, we try not to make it so explicit they put ideas in the kids minds that shouldn't be there. So we had cousins. They liked to jump and they were sleeping in the same bed together. And one cousin, he is rolling over in his sleep and squashes the other boy out of bed. Somewhat less than what the story came from which was him trying to molest the other boy did but you don't have to go that far with a social story. Just someone is making you uncomfortable. And then he walks through the middle of the night to the adult in charge and says I am not comfortable. Can I have another place to sleep.

So knowing how to wake adults up in the middle of the night, the adults that are there, and knowing what to do his part of the plan. Does that answer the question?

Absolutely. We would like to open the floor to anyone else that might have a question or comment. Or a story. >> [indiscernible- static]

This is Christine. I just wanted to make a quick comment. Your story about slow as an aunt resonated with me. When it comes to being able to refrain that, reframe that and provide more of a strength-based comment, or skill set. I know in an early intervention that's what we

focus on is that strength-based. I just wanted to comment that we need to keep that mindset. Even when our kids [indiscernible]

That is a great comment. And coming up with, if you give me a list, I often will have people show me the problem. Kids or adults also. Show me what it is your mother says about, that you want to stop. So they play their mother first. With boundary setting and then we switch roles. Because I know how to be that person. If we have a list of comments, negative messages that we give to ourselves. Or that others give to us, or to our kids. Often one for parents, either you are not doing enough for you are doing too much. We get it either way. Or you're not doing the right thing. But if you have some of those, I would be interested in your answers. And we can also come up with some of the answers we have found.

Thank you .

Thank you.

This is Janet. I have a comment. I really liked Irene in the building -- the beginning talking about being prepared for the response. That we have taught them to do in a situation. I think often, we just take the first step and say here is what you do. But if they are not prepared for the possible responses, like going to a adult that is busy, and not following through. That is resonating with me. And I wanted to tell one story about the thing about slumber parties. I know for us one thing we mentioned when our kids were teams, one night we had kind of done all the things in terms of feeling secure about who our doubter -- our daughter was with. She must've texted me and she was in a car and they were heading to another friends house. Sorry. And that's when I realized we hadn't anticipated what might happen after what we had already went over . So we went and picked her up . I think they were going to spend the night someplace else. That's when we said no. We are heading over to pick you up now. She was really angry and upset. But we have not figured out what that was going to be in the next stop. That was just one story. After that we learned she was somewhere and going to go someplace else, they needed to let us know ahead of time and discuss it before it was already in process.

So she didn't know? Or she got emotionally coerced in some way? >> She was just up for the fun of the group, a group decision by teenagers. Let's not spend the night here let's go over and spend the night at this other house.

They just made a group decision together. But because we didn't know who they were heading to are going. That was the thing. We solved it by saying anytime moving forward, if she was going to do a change in venue that we needed to discuss it and she would call and talk to us first to see how we felt about it before she went on.

That is great.

Yes.

I'm sure that was a heart stopping moment.

It was. >> Are there any other stories or questions, comments? >>
This is Sarah. Often we get comments after the call.

I will let you know Irene if we hear of anything.

The realistic preparations. And going deeper into the role-playing. Predicting what people will do. I had a conversation with all of my kids a couple of weeks ago in preparation for the call. They all said we learned some things, like they knew you would want us to do this. Like watching a scary movie. They all said that is something that could have used more practice with. How to respond if someone ask you to do something you really don't want to do. That was great to share those practical ideas to

Good, again, you can go to our website. Kid power.com .org .

Or email me at Irene@kidpower.org. >>

And our safety comics, a lot of people have found them so useful. Because they illustrate skills and they are funny. So it is a good tool for any kids. And then, if it's just a request, if there are specific situations not addressed for kids with hearing loss that we would appreciate knowing so we can make sure that the materials we provide are as inclusive as possible.

Great. >> That sounds like an awesome thing for someone to sign up for on the next part of our call. The next month I will. This summer, I will. This is a part of the call where we talk about something we will pledge to do in order to learn more about the safety project for their own knowledge. Maybe for the chapters as well. And I will , I will start with , I will get with our core team over the summer and start planning the monthly phone calls for next fall, which will start up again in October. After the leadership conference in Illinois in September.

Does anyone else care to take a stab at something you would like to do over the summer?

This is Janet. I will make sure all of the reporting of the guest speakers this year are put in order and visible on the website , under the projects page. >> This is Crestline. You never know because I mute when I call him but I also push mute on my phone. Anyway. I might negate them by double muting. I will continue to work on the virtual book club project, for developing literacy and safety for children. And I will participate in any other organizations I can.

And the book club meets the first Monday of the men the the month .

Typically one O'clock p.m. mountain time.

And maybe the how to say no to your friends book .

I wrote that down. How to say no and keep your friends. And another book I wrote down as well.

Anyone else care to share? >> This is Quinton West Virginia. I'm going to call , to share this information with our chapter and put it on our Facebook page to share with other agencies for families before the summer, like this month.

Great Gwen. That is not a small thing. To even share in conversation with someone. Or paste on a Facebook page. Anyone else?

This is Christina. I will explore ways that we can infuse our info in our upcoming guide by your side training in June. I also wanted to get back to Irene about the things we say to ourselves or one another, to try to reframe those so that we do have some templated information. Sometimes those are hard to come up with. That's what I would like to work on.

Wonderful.

Anyone else? >> Okay. In honor of our time I will close, I just wanted to share I asked the camp our kids have gone to every summer, it's been a while since I have asked them, what do you do to keep our kids safe. I asked again and had a great conversation with the new camp direct. They were so thrilled to be able to share the wonderful things they are doing to make sure our kids are safe. Some of the things you would think like kids are never left alone. There is quite a bit of training with college age students on the staff as well as existing adult staff who are there from year-to-year. Including how to keep kids safe, staff that is in charge of keeping their eyes on kids. Five of them that are in charge of ensuring their safety. Some good discussion about that. So don't be afraid to bring the topic up. With that we close for the summer. We will see you back in October. Thank you so much everyone. Thank you Irene.

My pleasure, thank you.

Thank you Irene, always such a pleasure .

Goodbye guys, thank you. >>[Event concluded]