

# **PERSONAL SAFETY AND SURVIVAL TRAINING**

**(Practical Tips)**



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# Contact

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# Dept of Justice

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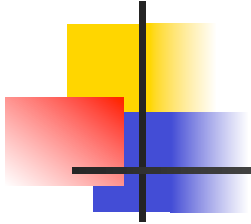
- 797,500 children younger than 18 were reported missing in a 1-year study
- 203,900 were victims of family abductions
- 58,200 were victims of nonfamily abductions
- 115 were victims of “stereotypical” kidnapping involving someone the child does not know who holds the child overnight, transports the child 50 miles or more, kills the child, demands ransom, or intends to keep the child permanently



## TWO KEY TIME CONSIDERATIONS

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- Event Threshold – when they get on your radar
- Event Horizon – when they attack you



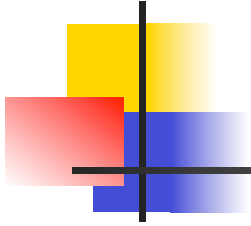
## GOALS

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Prevention

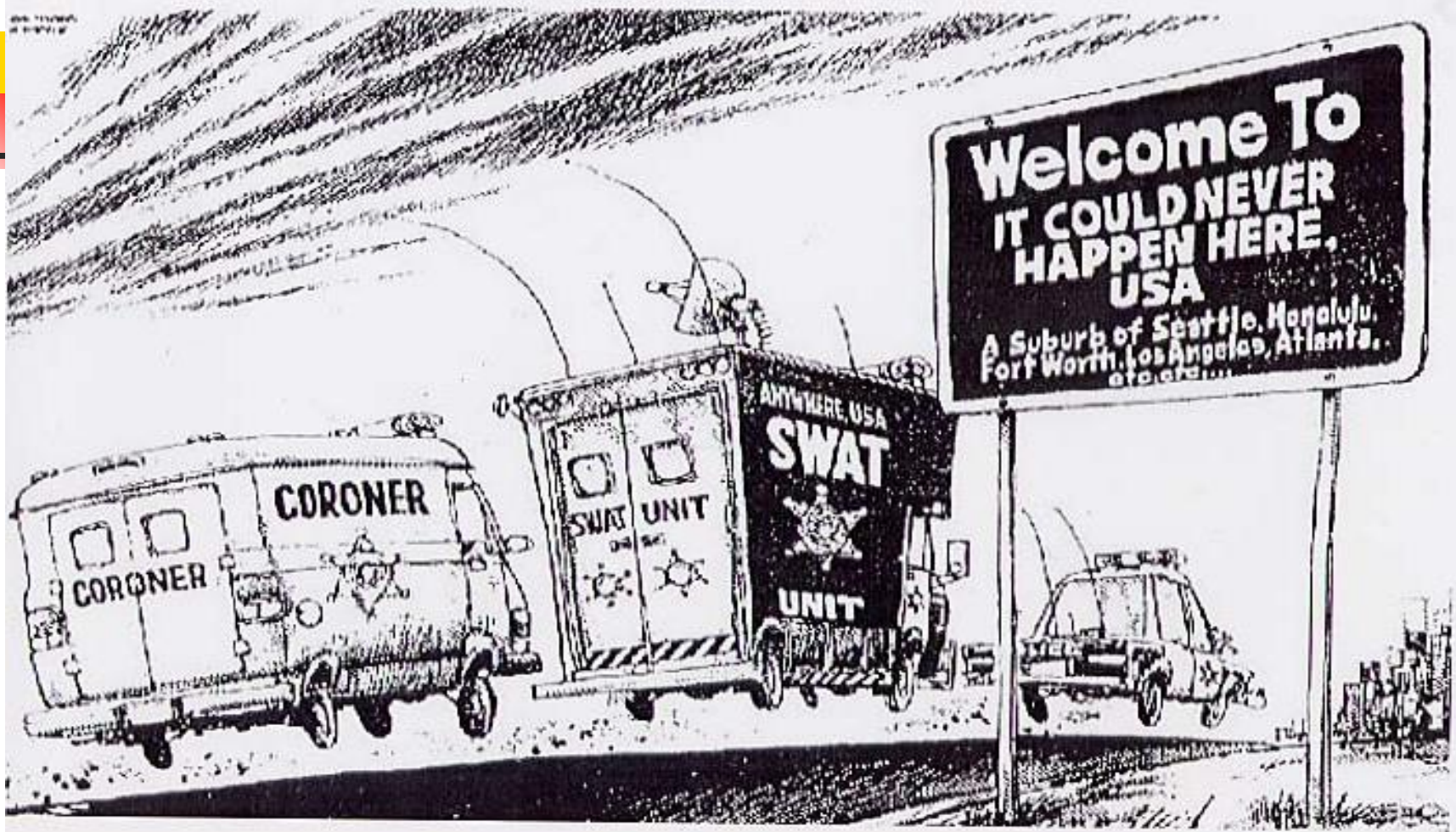
Interruption

Damage Control/Personal  
Survival

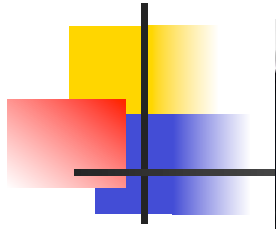


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# **BASIC CONSIDERATIONS IN DETECTING AND DISRUPTING THREATS & VIOLENCE**







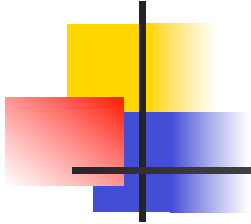




## **VICTIM SELECTION & CONSIDERATIONS**

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- Time & Opportunity
- Physical Vulnerability
- Psychological Vulnerability

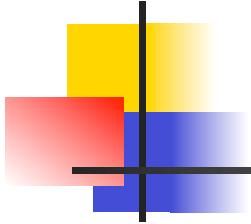


## ROLES

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OBSERVER/REINFORCER

ENFORCER/RESCUER



**If They Broadcast It –  
Believe It!**



## **CATEGORIES OF VIOLENCE**

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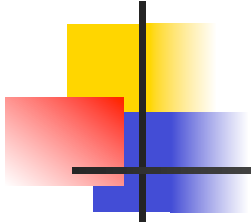
- Workplace / Avenger / Targeted Violence / School
- Predatory
- Bullying
- Entrepreneurs
- Rioting
- Domestic



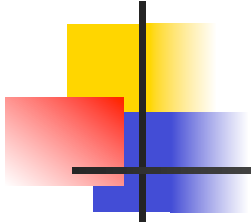
## **CATEGORIES OF VIOLENCE (con' t)**

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- Cyber Violence
- Stalking
- Terrorism
- Flash Mob
- ?



# **Threats come from two categories of perpetrators:**



# BASIC CATEGORIES

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- Insider
- Outsider





# TWO KEY TIME CONSIDERATIONS

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- Event Threshold
- Event Horizon



## **BEHAVIORAL CODING OPTIONS:**

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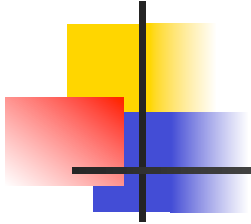
- **Normal Behaviors**
- **Boundary Probing Behaviors**
  - **Bumps**
  - **Grooming**
- **Attack Related Behaviors**
- **Attack Behaviors**



# NORMAL BEHAVIORS

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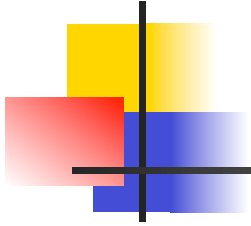
- Must be defined according to:
  - The specific environment
  - The individual
  - The event
- In reality, “normal behaviors” refer to behaviors that are accepted and tolerated.
- There cannot be any universal definition of “normal behaviors.”



## BOUNDARY PROBING

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- Involves pushing rules, regulations and tolerance levels.
- The purpose is to determine how much he/she can get away with.



## IMPORTANT ISSUE

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**If you or the children allow a boundary probe to occur without a disrupter, then by default that behavior becomes normal.**



## **ATTACK RELATED BEHAVIORS**

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- **Threatening Verbalizations**
- **Threatening Behaviors**
- **Personal Space Violations**
- **Inappropriate Touching**



# ATTACK BEHAVIORS

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- **People**
- **Property**

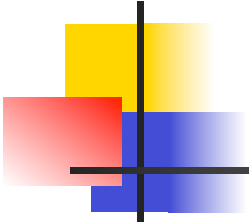




# ACTIVATION OF COUNTERMEASURES

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**Always Interrupt / Disrupt  
the Behavior**



**BOUNDARY PROBING AND  
ATTACK RELATED BEHAVIORS  
INCREASE WHEN THERE ARE  
NO TREES (DETERRENTS)**



# PERSONAL SAFETY AND SURVIVAL COMPONENTS

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## DETECTION/AWARENESS

SIGNS/SIGNALS

PRACTICE SESSIONS

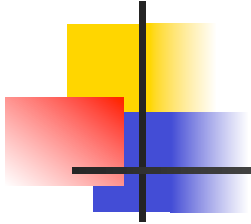
## RESPONSE OPTIONS

STRATEGIC AND PRE-ESTABLISHED

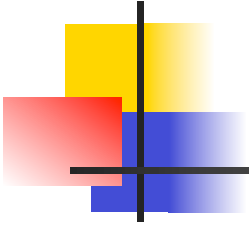
## PERMISSION TO RESPOND AND PROTECT

EXTERNAL

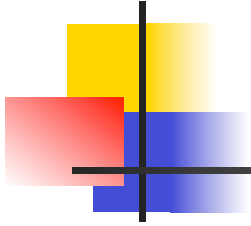
INTERNAL



**DON' T WORRY ALONE**  
**or**  
**MAKE UNILATERAL**  
**RISK ASSESSMENTS**



**If You See / Hear  
Something  
Say Something!**



# **Always Proactively Respond to an Event Horizon**



# STRATEGIC RESPONSES: PERSONAL SURVIVAL STRATEGIES

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- When Violence is Occurring
  - **Scream – Create Distractions**
  - **Get Out – Get Away**
  - **Proceed to Safe Zones**
  - **Hide**
  - **Become Dead Weight**
  - **Engage in Active Resistance**





# **BASIC INTERVENTION PROCEDURE**

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**ASSESS**

**INITIATE AN ACTION**

**EVALUATE RESULTS**

**READJUST**

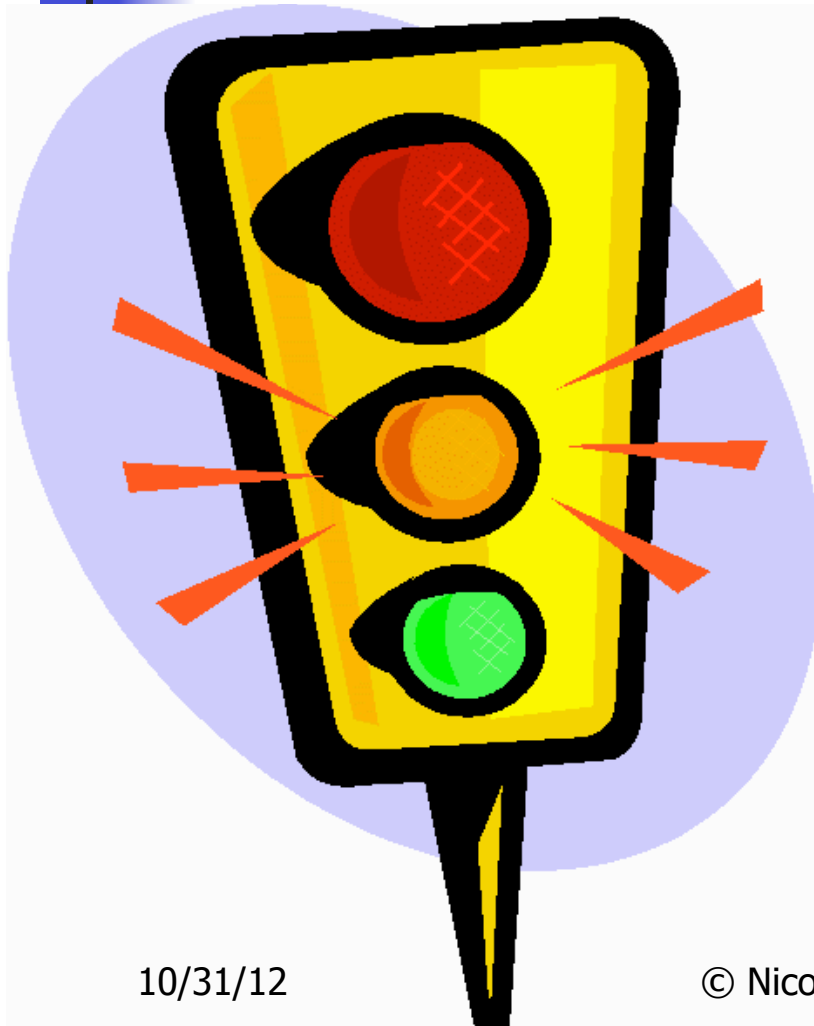


# General Guidelines

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- Strategic (pipeline of violence prevention awareness & skills)
- Developing new habits for safety
- Modeling & Practice
- Education without fear (no media zone)
- Behavior-based

# Safety Zones & Boundaries



- Zones & people
- Personal space
- Information
- Feelings

Pre-establish boundaries



# What-If Thinking & Permission

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“Would it be OK if I left the playground?”

- Personal permission
- Parental Permission
- Organizational Permission

Pre-establish permission



# Safety Training For Kids

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- PK – 3
  - Upper Elementary
  - MS
  - HS (young adult)  
(Emotional & developmental levels trump age)
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- 1. Awareness
  - 2. Detection
  - 3. Response



# PK - 3

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- Awareness (zones, people, vitals)
- Detection (behaviors) (private parts)
- Countermeasures
  - Code Rabbit (how and where)
  - Code Chameleon (how and where)
  - Code Howler Monkey (what to yell)
  - Code Parrot (soliciting help from adults)
  - Code Tiger (defense & escape)



# Upper Elementary

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- Awareness & Detection (zones & behaviors)
  - Build upon prior skills, decision-making awareness
  - Expand “What-if” scenarios to be relevant to their experiences (group activities, sports, clubs, etc).
  - Internet safety (transparency & control)  
(facebook)
- Countermeasures
  - Codes + more options and scenarios (vital targets, car escapes, bully-proofing)



# Middle School

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- Awareness & Detection (zones & behaviors)
  - Build in social awareness (peer-to-peer relations)
  - Expand “What-if” scenarios to be relevant to their experiences (dating, cars, drugs)
  - Internet safety (transparency & control)
- Countermeasures
  - Graduate from codes
  - Reframe skills (Scan-with-a-plan, 4-No’ s, escape)





# High School

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- Awareness & Detection (zones & behaviors)
  - Continue social awareness
  - Expand “What-if” scenarios to be relevant to their experiences (increasing psychological independence)
  - Internet safety (transparency & control)
- Countermeasures
  - Scan-with-a-plan, 4-No’ s, Escape
  - Realistic training



# Parents, Teachers & Schools

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- Coordinate to be congruent
- Mutually reinforce safety habits
- Top down (parents)
- Bottom up (school policies)



# Resoucrres

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- National Center for missing and Exploited Children ([missingkids.com](http://missingkids.com))
- Violence Goes to School (Nicoletti)(book)
- Protecting the Gift (DeBecker) (book)
- On the SafeSide Kids Video ([thesafeside.com](http://thesafeside.com))