

SCREAMIN' kids™



Be Heard, Be Seen, Be Safe ... Self-Protection Tips for Kids of All Ages

The Screamin' Kids Self-Protection E-book

A Parent's Approach to Educating Children about Self-Protection

by
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A word from our National Spokesperson

It is crucial to teach our kids and educate their parents on how to keep their kids safe. Screamin' Kids will do just that!

"I congratulate Terri Marshall for launching this important organization. I fully encourage every parent, aunt, uncle and grandparent to practice the skills taught at Screamin' Kids with their children. It could save a life."



Efen Ramirez, Actor

"Pedro" in Napoleon Dynamite

Screamin' Kids National Spokesperson

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Introduction

As parents, we have a responsibility to equip our kids with an understanding of self-defense. Unfortunately, there are those in this world who are driven to mistreat children and even sometimes take them places from which they may never return. The subjects of violation and abduction should not frighten us into passivity. On the contrary, it is time to become so offended by these actions that we stop allowing our children to fall subject to these horrific crimes because of a lack of knowledge.

Parents, we salute your efforts in rising to the needs of your children. We commend you for investigating this issue and teaching your children much-needed methods of self-protection. Within this e-book you will find concepts and skills to help prepare your children should they ever become a victim.

While we understand the need and importance of prevention, there are many organizations already specializing in teaching prevention; therefore, Screamin' Kids focuses upon escape and self-protection education. Keep in mind that as a result of taking these steps and teaching your children how to protect themselves, you are planting seeds that will allow them to protect their own children, too, when the time comes. That is, you are empowering many generations to follow. A life may be saved because of your initiative.



How to use this e-book

This book is meant to bring about awareness and preparedness within your family. The conceptual chapters ([Survival Mindset](#), [Being Resourceful](#) and [Fear](#)) should be studied by readers and relayed to their families. These are mindsets that must be ingrained into one's everyday routine. If you have a Survival mindset or a resourceful mind, it's not because you have learned every method of survival -- it's because you think like a Survivor.

The "Self Protection" chapter should be studied and practiced over and over. Be sure to comfort your children and let them know you are there to protect them. On the other hand, should they ever find themselves in a **dangerous** situation without you, they need to know how to protect themselves. As you and your family become familiar with the tips listed in this e-book, you will likely discover many more on your own. Practice them all. There is not any one skill that can guarantee absolute safety or workability. It is a good idea to teach your children that, they stand a better chance of survival by learning and practicing skills of protection, than if they have not.

Transferring these skills and concepts to your children will be a journey, as these ideas must be nurtured to remain a part of your thinking.

Remember, it's not a lecture ... it's a lifestyle!

Within this book you will see references to "Child, Children and Kids"; these references encompass grandchildren and/or children for which you have guardianship or appointed influence. You will also see usage of the word "parent" which also encompasses **both** grandparent and guardian. And we'll often use the generic "him" or "his" rather than filling our text with "him or her" and "his and hers".



The Survival Mindset

It ain't over 'til it's over... and it ain't over 'til you're safe

This e-book is filled with valuable concepts, but none so valuable as the development of the mind beyond these pages. This book has reached its potential only when it has engaged you and your family into a mindset of Survival.

This would mean that as you go through your daily routine, you and your children have a clear understanding of your surroundings and available resources, and that survival is the **only** option should you ever find yourselves in a life-threatening situation. It is a good idea to teach your children that, by learning and practicing skills of protection, they stand a better chance of survival than if they have not.

A second valuable tool is this: **believing** you will survive. Crucial to actual survival in life-threatening situations is believing you will survive. If you listen to survival stories, the survivor typically states that he was determined that survival was the only option he would allow himself. Truly, it ain't over 'til it's over. The survivors we read about understand this idea and persevere until the battle is won. It does not matter how long the ordeal or how grim the circumstances may appear, the victim must not live by what he sees; he must live by a survival mindset with a resourceful nature. Your child (or anyone) needs to think like a survivor in order to have a chance at becoming a survivor. It is up to you to direct your child towards this way of thinking. Then you must support this mindset by nurturing his resourceful mind, teaching skills and instilling both physical and mental perseverance.

I encourage you to begin nurturing the survival mindset within your children as soon as possible. This survival mindset will contribute to carrying them not only in the battlefield, but in life itself. This mindset will cultivate aspects of a driven nature in oneself such as sense of purpose, a sense of assignment, perseverance against all odds and victory!

This is a positive mindset and when it is planted into the minds of children, negative ideas will starve off, giving way for strong positive qualities, ideas and concepts to flourish.



Fear

Some organizations promoting child safety warn against instilling fear in your child. Screamin' Kids does not promote creating *unnecessary* fear in children; however, we do believe that there is merit and benefit to our instinct of fear, and that parents need to guide their children in being aware of the value of this instinct.

Consider the response of being frightened. The bodily response to "fright or fear" is the engaging of a chain of responses within the body that are designed to prepare us for urgent and precise reaction to a situation, thus providing evidence that fear is a valuable instinct. As we gain size and resources with age, some fears can be disregarded. Other justified intuitive fears that remain throughout our lives, are indications of situations where we should proceed with caution or avoid. We need to be able to discern the between these justified fears that we should submit to, and those fears that should be confronted and overcome. For instance, a fear of walking down a deserted alley in a bad section of town would be a situation where the engagement of your instinct of fear would be justified. On the other hand, being fearful of public speaking may be more indicative of inexperience, sense of self-worth, etc. rather than a valid fear of danger. So while we teach our children to be bold, courageous and to know the value of who they are, let us not deny them the use of their instincts. Their instinct of fear should be a tool for them, not a repressive trait controlling them.

As you move through this book, be sure to keep the concept of fear in the context that we have discussed here. Make sure that, as you teach your children about safety, you also remind them of the instinct to discern danger and act appropriately when their instincts are warning them.

You might want to role-play situations with them and let them discern what fears would be appropriate to consider as justified warnings to submit to, and what fears need to be confronted and overcome. For instance, the feeling of fear before speaking in front of classmates versus the fear they would experience in standing on the edge of a tall building. They should obviously submit to the fear of standing on the edge of the tall building but, on the other hand, they should be strong in who they are and have or develop the courage to face their apprehension of speaking in front of their classmates. Rather than just telling your child he should never be fearful, using these types of scenarios may help him to use the fear instinct as a tool for safety and a supporting factor in discerning dangerous situations.

Two books written by Gavin De Becker, "The Gift of Fear" and "Protecting the Gift," teach about survival signals that protect us from violence and keeping children and teenagers safe. If you are looking for more information on intuition and survival instincts, these are two books that Screamin' Kids highly recommends.



Teaching Kids to be resourceful and to make plans

It's not a lecture ... it's a lifestyle!

While traveling in Russia, I spent some time visiting an orphanage where my soon-to-be daughter was living. While visiting with the children, I witnessed a group of boys fixing an outdated video hand control. By the looks of the hand control, it had been fixed many times before. Where had these boys acquired such resourcefulness and technical skill? It then occurred to me that perhaps it was a resourceful instinctive skill that had been nurtured due to necessity.

Resourcefulness had been lost with the children I had always been around prior to visiting such desperate living conditions. And why not disregard such a skill, as the typical child I knew had no real reason to be so resourceful. Even if the chance of getting a new hand control wasn't an option, it didn't matter because there were always other toys, other bikes and television to replace the old and broken. This resourceful mind that perhaps children were born with had become lost within the world of privilege.

So here we are with our children, facing the fact that in this world they may encounter possible life-threatening situations without the skill of a resourceful mind. Therefore, we now have the responsibility to reintroduce these skills to our children. Where and how do we begin? How can we create desperation in order to ignite resourcefulness? We can role-play. In role-play, we give our children the opportunity to assess situations that force inspiration and resourcefulness and create a mind working under the pressure of urgency, therefore empowering our children with a mode of operation that may someday save their lives.

Got Plans? The role of role-playing

To engage your child into being resourceful, you can role-play various scenarios. These scenarios should help your child discover plans for survival, escape, self-defense and self-protection and, in the case of sexual offense, self-preservation and identification of the perpetrator. As you role-play, you may want to interrupt your child's solution to the threatening situation with obstacles that will prevent him from continuing forward with his plan -- causing him to resort to other plans and alternatives. Role-play should consist of verbally and physically acting out scenarios. To help him understand that he must persevere in the face of failure, he should be familiar with the idea of: **It ain't over 'til it's over ... and it ain't over 'til you're safe!**

Your complacent or shy child: If your child is reluctant to role-play, you may begin with verbal role-play and slowly introduce your child to acting out physically. Just keep in mind that if he is reluctant to pretend with you, in an actual event, he may never be able to be assertive. To ease into the idea of role-play, have your complacent or shy child observe role-play between you and another partner (e.g., another adult or child in your home). Your child will be learning as he observes your role-play with others, but I strongly urge you to continue to gently work with him, supporting and encouraging him to participate. Be patient with him and as you see him disengage, be sure to move on to other activities and return another time refreshed and motivated. This process may be slow and require patience from you. With this in mind, you don't want to inadvertently turn your child off to the idea of self-protection by forcing his physical participation before he is ready. This doesn't mean you need to wait too long but it does mean that you need to understand your child's maturity level and proceed with encouragement and support as he learns to feel secure in the act of role-play.



Self Protection

Concepts parents should consider

- Tell your children that you will search for them forever if they ever become lost or taken from you. Keep in mind that abductors may try and convince them otherwise.
- Tell your children that not only would you be searching for them but that you would have search teams looking, too. There have been cases where missing children have seen and heard the search teams but were afraid of getting in trouble or just did not understand who the search teams were. Teach your children about search teams, and let them know that if they get lost or are missing that you would have told the search team who they are looking for, so it is safe for your child to respond to them.
- Don't encourage your kids to keep secrets. Sexual predators and abductors want your child to keep their secret. As your children get older, you can teach them what would be an acceptable or appropriate secret to keep.
- Teach your child that if he is kidnapped, the abductor may try to manipulate your child by telling him that he will hurt you or the family if your child attempts to escape. Explain to your child how you feel about this type of threat and make sure he understands that his return is the main priority. You can also explain to him how you and the family will handle these threats. This tactic of manipulation may also come from sex offenders. Be sure your child is mentally prepared should he or she encounter this type of situation.
- Get acquainted with your children's friends and their parents. This is especially important if you ever plan to leave your child in their care.
- If at all possible, consider an alarm for your home.
- Your children can learn by your example. Start checking the back area of your car before getting in. As you drive into a parking lot, begin looking for any suspicious behavior and stay clear. Once you get into your car to leave, don't sit and organize things, get in and go. If you are going to be out and about, be sure your cell phone is well charged in case of emergency. Become aware of your surroundings and resources as you go through your day. Run through these things out loud so your children are aware that you are continually prepared to react to adverse situations.
- Your adapting the lifestyle of preparedness can be of great influence to your children and will carry over into many areas of their lives.

Concepts every child should know

- That their parents love them no matter what anyone tells them. Abductors and sexual offenders may use the tactic of convincing your child that you don't really love them.
- You would never want your child to live somewhere without you and that you would always want them to return home if they were taken away. Abductors and sexual offenders may use the tactic of convincing your child that you wanted them to go live somewhere with the perpetrator.
- That if your child is kidnapped or lost, you and also a search team will be looking for them.
- It is safe to respond to search teams when a child is lost or has been kidnapped. It is crucial, even if the child is in the presence of the abductor, that the child respond to the search team.
- If a child has been abducted, he needs to know that if he is taken into a public place, he needs to run **immediately** to an employee and tell the employee that he has been kidnapped. If the abductor is physically holding him, then he needs to start screaming and being very insistent that he is helped and that police are called. This may be the only chance of escape, so it is crucial that your child understand that his life may depend on him responding this way if he is ever in this situation. The same is true if the child is taken anywhere in public as they can make it known to any bystander that he is being or has been abducted. Again, this may be the only window for survival.
- The abductor is a liar.
- The sexual offender is a liar.
- Kids should know the difference between a friend and an acquaintance. Abductors are often acquaintances of their victims, thus making the victim easily accessible.
- Adults should never ask kids to keep secrets. If they do, the child should in turn tell a trusted adult. (Make sure your children know whom you consider as trusted adults.)
- Children should watch out for adults, other than their parents, who approach them for help or directions. Grownups that need help should not ask children; they should ask other adults.
- Children are never to get into anyone's car without their parents' approval. Should the potential abductor be insistent that the child approach or get into a car, your child may need to become physically aggressive towards the perpetrator in order to prevent the abduction. Your child needs to know that this aggression towards the abductor is allowed and is mandatory behavior for this situation.
- Kids should not approach someone to pet their dog (or any other animal) without a parent's approval. Child predators may use pets to gain trust and access to your child. I have an agreement with my children that since we have plenty of friends that have animals, we never pet animals that belong to other people. Be sure and adapt your rule to your child's personality and maturity level.

- Kids should understand that anything goes when it comes to drawing attention in the face of danger. My children understand that I will pay for broken windows, car repairs, etc., when it comes to their having to resort to drastic measures to get the attention of others in a crisis situation like abduction. You will need to adapt this idea to the maturity level of your child. While I may give my child permission to break a window, you may need to simply instruct your child to pull a fire alarm or set off a car alarm. You need to know what your child can discern as danger before instructing him on how far to go in order to gain attention for help.
- It is wrong for anyone to touch the private areas of a child's body. You can teach your young children that the private areas are the areas that are covered by a bathing suit. This rule excludes a doctor with a parent present or a parent with a specific reason such as bathroom assistance, getting dressed, etc. Even in these scenarios, the child should begin to be able to discern appropriate and non-appropriate touching. This teaching should be geared to the child's understanding and maturity level.

As the understanding develops with this scenario, an understanding of typical luring techniques used by sexual offenders should also be a point of discussion. Luring techniques can be threatening words, physical aggression or verbal and physical control of the child. Sometimes luring can be simply verbal lies of love and deception from the offender. Discussion of how the child should react to such a violation should be approached according to the age of the child. For instance, a young child may learn to say no and/or to simply report the act to another trusted adult. Older children may also react with the same measures as the younger child but their reaction may include physical aggression to get away as well. Older children can also be told that if possible, urinating or vomiting on the offender could be a means of deterring the offender. Everyone should know that aggression is acceptable and expected behavior when trying to escape from a sexual offender or kidnapper.

- Permission only counts when the parent has given it directly to the child. Teach your children that you would never give permission for someone to take them anywhere or do anything with them without the child knowing firsthand from you. They must not believe someone telling them that you have given that someone permission to take them anywhere.

Skills for children to practice

Screaming on purpose

Children scream all the time; however, you must teach your child to scream **on purpose**. Your child needs to understand that screaming will draw attention to him or her and assist in getting help. This is their alarm! They need to practice screaming on purpose until they are no longer uncomfortable or embarrassed and until this action is an instant reaction. *Screaming should go along with all other skills of protection.*

Kids should not be afraid to run

For some of you, this may seem obvious but, again, many kids run all day but for whatever reason will not run when faced with danger. They need to understand that they should run if someone is intruding into their space, luring them close and/or attempting to take them away. This applies to people they know and don't know. You can always walk them back to the person if you feel it is a safe situation, but the initial reaction should be for your child to get away.

Don't let go of that bike!

If someone is trying to take your child by force and your child is on a bike or other large toy, he should not, no matter what, let go of that toy. It is difficult to abduct a child that is hanging on to a bike! Or large toy!

Run to the workers

If your child has been abducted and the abductor then takes him into a business (restaurant, store, gas station, etc.), he should know to run behind the counter, into the kitchen, behind the bar or wherever he can to get near the workers and away from the abductor. He should know to tell the workers that he's been kidnapped and should insist that the police are called. If the abductor is physically holding him, he should begin kicking, screaming and using other physical means to alert and announce that he has been kidnapped. This may be the only window for escape and survival. In order for your child to do this, he must be confident that this action overrides the fact that the abductor may have told him that he will hurt him or his family if he runs -- and that this is what you want him to do because you want him home despite what the abductor may have told him. The abductor is a liar! He must know this.

Hitting, kicking, scratching, poking eyes, grabbing, pulling ears, etc.

These are all acceptable and mandatory behaviors for children when someone is trying to take them without permission. Make sure your child knows this.

Building skills for escape

Escaping from the trunk of a car

With you and your child **standing outside** the vehicle, you should explore the trunk of a car. Your kids should know where to find tools inside of a trunk. Sometimes they are in hidden pockets in the side panels, or underneath the carpet and wood panel on the floor with the spare tire. Your child should be able to locate the tools in order to gain access to and break out taillight covers.

For example, in one of the cars we explored, the only way to access the taillight cover was to rip down the carpet and pull out some cords that were secured in a hole leading to the taillights. We could then put the straight end of one of the tools through that small hole and break the tail light cover. At that point, if it had been an emergency, we could have waved the tool through the broken taillight to get attention. Children should know that, if possible, they should attempt to wave their hands out of the taillight hole once they have broken through the outside cover.

In the case of the car being parked, we could have yelled through the hole as well.

You should also explore with your children how to gain access, if possible, to the cables that may release the trunk lock. Some newly manufactured cars have emergency release cables inside the trunk -- and some of those emergency releases glow in the dark. In older cars, the cables can sometimes be found by reaching between the inside and outside wall. You will have to pull down the carpet or cover to get to them and there may be a few cables but if they continue to pull at them they may find the release.

If they cannot get the trunk to release they will need to break out the taillight covers. It is a sensitive subject but be sure that your child understands that if someone puts them in a trunk, they are usually planning to never return them home or most likely to end their life. Having this understood will help your child to comprehend that he must act with a sense of urgency in getting out. I do not recommend fully walking through this training -- however, you can fully explore options with your child present, standing outside the vehicle with the trunk open. **Do not climb into the trunk** as you risk it closing and no one knowing where to find you and this **would be** life threatening.

Escaping Tape and Ties

Teach your children that tape may be loosened over one's mouth by licking or spitting on it from the inside the mouth.

Give your child a piece of rope, fabric, strong wide tape -- anything they could potentially be bound with -- and have him find things outside that he can use to cut them (rubbing on cement or asphalt, up against bricks or rocks, etc.). Through this exercise, he needs to see that it may take awhile to cut through but that he can continue and possibly set himself free should he ever be bound in such a way. Your child also needs to understand that the item he is trying to cut may be binding his hands **behind** his back, so he needs to take into consideration that he may be working from that perspective.

Escape from a room

Show your children what a wall is made of and that, if they had something to utilize as a tool, they could very well break through drywall to another room. Of course they can always break out of windows if they are not barred. I took my kids into our bathroom and had them look for things that they could use to aid them in an escape if someone put them into a room without many resources such as the bathroom. Without much in there,

we still discovered that they could use the lid to the toilet tank to break out our decorative window (that does not have any other way to open), and lay some towels over the glass to climb out. You can show your children that some doors can be busted straight through with a heavy object, allowing access out. You need to show them the types of doors throughout a home, as some are hollow and plastic or thin wood panels which make them easy to break through with a heavy object. Then there are doors that are solid or metal that they may not be able to get out of.

Again, just as in our conceptual chapter of becoming resourceful, the key here is not necessarily to teach every mode of escape (*this would be impossible to do*). Instead, your focus should be on teaching your kids to be resourceful in any circumstance of being held against their will.

Engaging in Role-Play

Read the section regarding [Fear](#) prior to engaging in Role-play; also the [Got Plans](#) section under [Teaching Kids to be Resourceful](#).

Role-play is the act of acting out a scenario.

Ensure in your role-play that you are creating scenarios that will engage your child into creative thinking and problem solving modes. These modes will help to build confidence and self-esteem that will support your child in developing an assertive approach to all areas of life, including our prime focus here -- learning how to handle himself in possible encounters with abductors and sexual offenders.

Choose your timing wisely

You do not want to interrupt your child's favorite activity to engage in role-play (although I must tell you that role-playing has become my youngest child's first choice in activities). If for whatever reason your child does not enjoy the role-play, I would then make it a more mandatory activity, but I have never known this to be the case. With regard to verbal role-play, it can be done in the car, doctor's waiting area, while grocery shopping etc. ... and serves as a great introduction to role-playing.

Play the opposition

While role-playing, be sure to play the part of the opposition. Create scenarios where your child will need to problem-solve in order to escape. As you and your children begin to get comfortable with the process of role-play, you can also begin interjecting obstacles into their escape/self-protection plans in order to force them into adapting and making alternative plans. This experience in problem solving will carry into many areas of their lives, giving them success where others may give up.

Use yourself as an example to start the initial role-playing

You might say: if I were sitting here and someone approached me and wanted me to walk somewhere with him or go with him somewhere in his car, here is what I would do:

- I would tell him no (actually show them how assertively you would say no).
- If he continued to talk to me, I would walk quickly to a nearby crowded area.
- If there were no crowds or the perpetrator continued to bother me, I would take out my phone and call 911.
- If it were my purse that they wanted, I would drop my purse and run.

There can be many solutions. Ensure in your role-play that you give yourself plenty of options, showing your children that you need to be resourceful and try many ways to get away. (See "[Ideas for Role-Play](#)" below.)

Let your child make up a scenario to get out of or escape from

If your child is hesitant to put himself in the picture, have him make up a scenario with you as the victim and let him tell you how to escape.

Create scenarios for your child and let *him* tell you how he would escape

After listening to your child's solution, repeat the same scenario with **your** answer for how he can escape.

Remember: situations have many variables and there can be several different plans for the same situation. The main focus for role-play is to get your child used to finding many solutions for many different situations. With this, you are teaching your child how to adapt and be resourceful.

Frequency of Role-Play: Remember, role-playing a situation once or even twice will not be enough. You need to role-play scenarios many times over with many different plans of escape/survival. Should your children ever really encounter a situation of abduction or sexual offense, their resourcefulness and plan recall will need to happen as second nature. One way to engrain such skills, as we are teaching, is to replay them over and over again. Consider the military and how much repetition they have over years and years of time. They know that, in the battlefield, such skills must be second nature. It would behoove us to adapt this idea into our approach of teaching our children survival skills.

As mentioned before, there can be many different plans of escape for the same scenario. The key is not having to teach every scenario but having your child learn to be resourceful. We can never predict every situation that may occur but, by acting out scenarios and discovering different plans of escape and survival, your child will begin to understand that there are always other options. If one plan is not working, then try another, and so on and so on. Remember:

It ain't over 'til it's over... and it ain't over 'til you're safe

Screamin' Kids encourages you to begin talking and thinking about plans of defense and survival. Ask yourself and your children the "What would I do if..." question throughout the day. You and your children will begin to enjoy the empowerment of planning. Let this program engage your whole family. Be sure to share your escape and protection plans with your children and be sure you are listening to theirs as well. Understanding how your child thinks in these scenarios may also assist you in your search if he ever becomes lost or missing.

Ideas for Role-Play

Listed here are samples of role-play. Be sure to let your children come up with ideas for role-play as well -- it can be very fun for the kids and also very empowering. Let them be creative. As with many of the concepts in this book, the resourcefulness, creative thinking and problem solving that role-playing cultivates can be useful in many areas of your child's life.

- Have your children practice screaming on purpose. They must be able to do this without being embarrassed. Practice, practice, practice. Reassure them that if they have made a mistake and cause a scene from misjudgment, that it is okay. Screaming on purpose is a skill even your toddler can master.
- Have your child get on his bike while you try and get him off. He'll need to hang on with his arms and legs while you try to separate him from the bike. Remind them that it would be hard for an abductor to get him into a car while he is hanging on to the bike, and the fight alone could be the deterrent needed to discourage the perpetrator. Don't let go of that bike!!!
- Pretend your home is a restaurant, gas station or store. Have a make-believe counter and kitchen. Act as if you are the abductor and you have kidnapped your child and walked into a place of business. Tell your child that he is not allowed to leave your side. To the contrary, your child needs to know that as soon as possible, he needs to run behind the counter or into the kitchen, and he should also know what to say to the employees. You should also play the part of the unbelieving employee and try to talk the child into returning to the abductor. At this point, your child needs to understand that it is okay to **demand** that someone help them and call the police, causing a scene if necessary.
- Try getting your child into the car and let him resist you. Your child should know that he should never get into a car with anyone without your permission.
- Have your child get comfortable making a collect call from a pay phone and house phone. Be sure to have another party involved on the receiving phone and let your child actually make the call.
- Children need to rehearse saying their phone number and address.
- As you are out and about in different situations throughout your day, ask your children, in each specific situation, how they would draw attention to themselves if they were being pursued.
- Play the part of the potential abductor and try to talk your child into walking somewhere with you, getting into your car, going for ice cream or to come with you to play video games. Always try to be very convincing to the child just as a perpetrator would be.
- Play the part of the potential abductor and try to talk your child into helping you find your lost puppy or kitten -- again, always trying to be very persistent in your attempts to lure your child into your possession as the abductor.

- Let your child pretend he has gotten lost in the wilderness. You (the parent) play the part of the search team. Have your child go through the motions of hearing, seeing and reacting to you. Make sure that he is staying in one spot as he waits for the “search team” to arrive.
- As you go through your day with your kids, you can always verbally role-play using the “What would you do if” question:

What would you do if:

- Someone approached you in the store while my back was turned?
- Someone approached you and asked for help finding their lost puppy?
- **Someone we know** wants you to come with him or her to get some ice cream?
- The real nice woman down the street has some video games and wants to show them to you in her house?
- Someone we know **or** a stranger has some candy, so they call you over to their car to share?

As with all role-play be sure to use scenarios that include people you know and don't know as the perpetrators.



About Terri Marshall

Screamin' Kids LLC was founded on the passion of a mother of three who found herself with a feeling of helplessness during yet another "special news" bulletin of yet another abducted child.

I am that Mom. My name is Terri Marshall. Shortly after that news bulletin, I realized that we don't have to remain helpless, that we not only need to rise above our fears but that we have a responsibility to do so -- and to empower our children with tools for protection. These tools would need to be taught with a simple approach, including skills and a survival mindset.

I thank you for taking part in our crusade to educate and empower our children to help themselves in times of trouble.

Best regards,

Terri Marshall

Screamin' Kids LLC

<http://screaminkids.com>



Helpful Links

From this point forward, we encourage you to have a plan in the event that your child ever becomes lost or missing. Be sure to look into the links provided here to websites of organizations also devoted to providing assistance in helping parents and children stay safe and providing support in recovering the lost and missing.

Who to contact if your child is missing

If you think your child has been abducted, call 911 immediately. There is no waiting period before a report can be made and the first 3 hours following the abduction are the most critical. Most children who are murdered are murdered within the first 3 hours.

- **When Your Child is Missing - A Family Survival Guide** (2.6 MB, PDF format) http://www.missingkids.com/en_US/publications/fam_surv.pdf
This U.S. Department of Justice publication can help you to organize a plan of action should your child or someone you know go missing. We recommend that you read it now rather waiting until faced with an emergency.
- **Amber Alert** (<http://www.amberalert.gov/>)
Information regarding the history of Amber Alert, the criteria for issuing an Amber Alert and your statewide Amber Alert coordinating office phone numbers.
- **FBI Field Offices** (<http://www.fbi.gov/contact/fo/focities.htm>)
Lists individual FBI Field Offices, which serve as primary points of contact for persons requesting FBI assistance. For further information about FBI services or to request assistance, ask for a Crimes Against Children Coordinator.

PublicData.com (<http://publicdata.com/>) -- Do you know who lives in your neighborhood? This site offers free sex offender searches by zip code and or individual names.

SexOffender.com (<http://sexoffender.com/>) -- offers a host of informational services, including Violent Criminal background checks, a sex offender State Database, Code Amber Child DNA Kits, etc.

ChildWatch.org (<http://childwatch.org/>) -- Child Watch of North America is a 501 C (3) charity dedicated to finding missing and abducted children throughout the United States. This site offers very valuable services for families of missing and abducted children.

ReadyOrg.com (<http://readyorg.com/>) -- safety products for you and your family

Dog Search and Rescue -- use search engines to search for an assortment of phrases such as "Dog search and rescue team". You will find some state listings of teams and organized affiliations. If you have a missing or lost child, you can also discuss the possibility of using a Dog search team with your local law enforcement.

Internet Safety / SafetyNet (<http://www.atg.wa.gov/safetynet/kids.shtml>) -- Washington State Attorney General website has helpful Internet safety tips specifically for children.

Missing Children Homicide Report (State of Washington Attorney General) (http://www.atg.wa.gov/homicide_report/sum_facts.html)



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Practice Safely -- it's your responsibility! Our tips are intended to be considered and practiced safely and with common sense, with adults present. Your consideration and/or practice of our tips is your responsibility. Be safe.

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