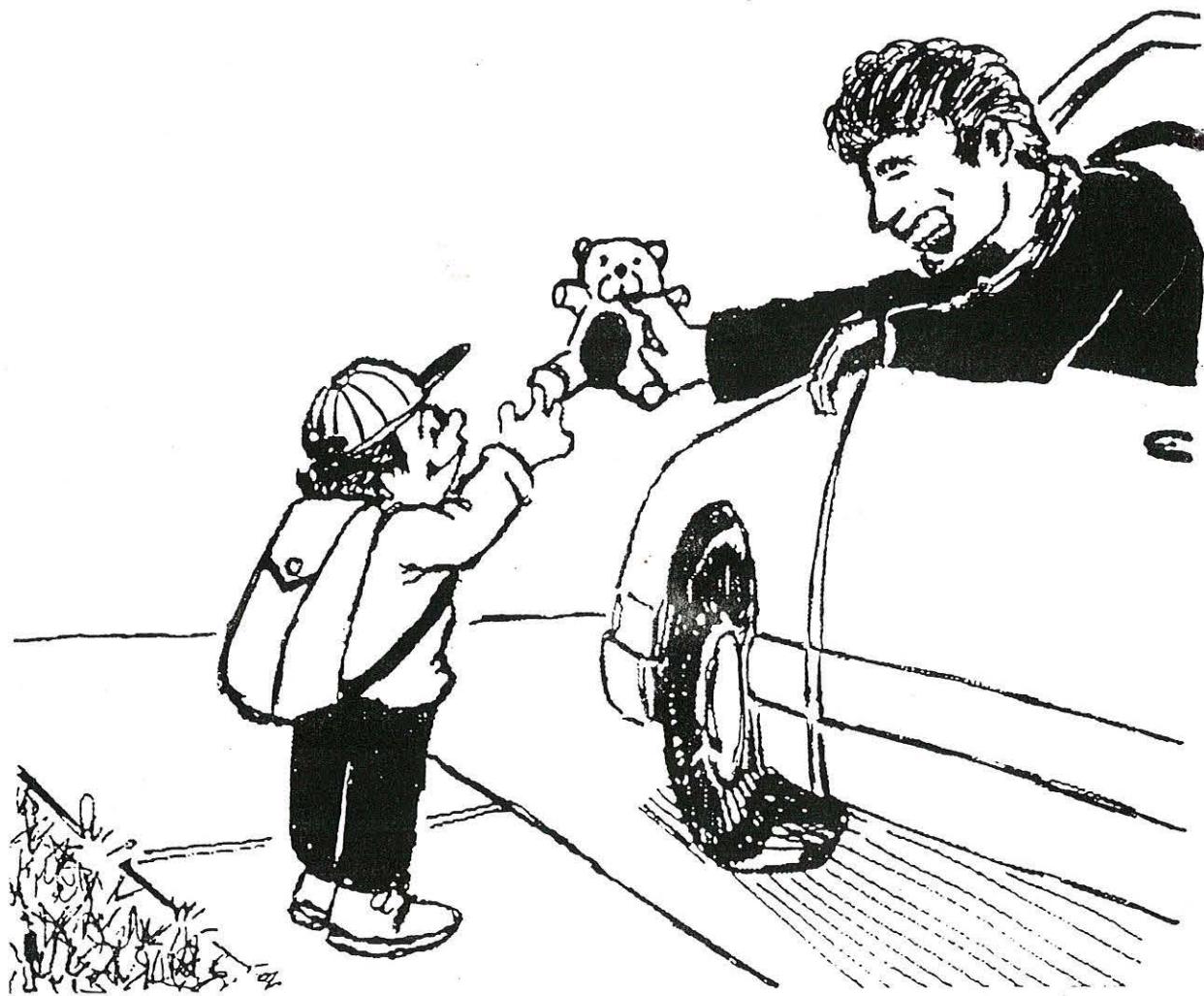


STREET SAFE KIDS

Protecting children from sexual predators – a street-proofing manual



"Street Safe Kids is one of the most comprehensive self-defense and street-proofing courses available. We strongly recommend that parents enroll their children in this 'hands-on' program."

*Mabyn Armstrong, director of prevention
The Missing Children's Network Canada*

George J. Manoli

29. SEEK PROFESSIONAL HELP

"The behaviors that children exhibit differ greatly according to the age of the child. It is therefore important to be aware of the particular age-related behaviors when assessing for sexual abuse." (Dr. L. Flaro, Father Jan School Counselor and Child Psychologist, St. Albert, Alberta, 1990)



1. General indications of sexual abuse

- a. Vague reference to being touched in a manner the child is not used to.
- b. Sudden changes in behavior, i.e., withdrawal or depression which does not seem to have a specific cause; loss of appetite; poor attendance at school, or desire to change school; lack of interest in usual recreational activities; or sudden avoidance of one parent, relative or family friend.
- c. Unexplained bruises or scratches.
- d. Phobias of being left alone, or of particular people or places which remind them of the assault. Insomnia and nightmares.
- e. Physical symptoms such as nausea, vomiting, bed wetting,

Preschool child behavior

- a. Unusual statements or remarks that make sense only in a sexual context.
- b. Attempting sexual behavior with other children, especially younger ones and particularly when done in an angry, aggressive, controlling way.
- c. Inserting any object in rectum or vagina.
- d. Frantic when diaper changing. Regression to an earlier stage of development.
- e. Regression, such as thumb-sucking, bed-wetting, baby talk, favorite cover, etc.
- f. Unusual or extreme fears of particular areas in the house or of particular members of the family - e.g., the bathroom, any room with closed door, a bed, etc. This may suggest the child is fearful of the scene of molestation.
- g. Extreme fear of being left alone with adult men or women.
- h. Shrinking away from physical contact. Changes in behavior, nightmares, terrors or screaming at night.
- i. Withdraws or goes rigid when examined, especially in genital area.
- j. Discrepant responses to mother's or father's visitors - e.g., very fearful of the sex of the offender.

29. Seek professional help

School age child behavior

- a. Child appears to be overly mature. The child may behave like a teenager.
- b. The bright child is often seductive in cute, adorable ways; if less bright, in overt, unacceptable ways, e.g., running outside without clothes, etc.
- c. Promiscuous behavior or behavior such as lying, stealing, running away.
- d. Sexualized or bizarre drawings, artwork or essays which show themes of sexually abusive behavior, e.g., child's concept of anatomy, maybe proportions are skewed.
- e. Child is fearful of going home after school.
- f. Frequent absences from school with parents' consent and without regard for child's school performance.
- g. Repeated attempts by child to run away when there is no other misbehavior problem, e.g., attempt to draw attention to oneself without "blowing the whistle" on the parent.
- h. Refusal to undress for physical education classes, extreme fear of the showers, bathrooms, or closed doors - this is where the molestation probably occurs.

Adolescent behavior

- a. Inability to relate in any age-appropriate way to their peers.
- b. Running away, stealing cars, using drugs, etc.
- c. Self-abusive behavior such as drug or alcohol abuse, suicide attempts and mutilation. Also, anorexia and over-eating. Depression.
- d. Promiscuity. Provocative or seductive dress or behavior.
- e. Detachment of child's cognitive functioning from his emotional functioning, e.g., body language, inability to discuss feelings, lack of appropriate effect in emotional circumstance.
- f. Sudden deterioration in school or home performance. Frequent absence from school. A model student, suddenly fades into the background.
- g. Hate or fear of the abuser.
- h. Unwillingness to be touched, to undress at gym or participate in physical education.

30. PRACTICE SELF-DEFENSE AT HOME

Verbal, passive and physical resistance training : Even though the various self-defense tactics we recommend are simple to perform, a little practice is always needed. We suggest that you make the training fun, challenging and age appropriate. Your child should perform between 10-15 repetitions per recommended exercise (this will vary according to the child's age and skill level). Increase the number and speed of exercises on a progressive basis. Together with your child, devote at least 15-60 minute time slots per session to some of the following exercises.

Verbal resistance : All your exercises should begin with an assertive, loud verbal defense (e.g., 'Leave me alone!', 'Don't touch me!', 'I said No!', 'Fire,' 'Police,' or anything else which will encourage your child to cause a commotion). Continue the verbal resistance either by walking away (always keeping an eye on the assailant), maintaining your position or by a surprising physical response if you feel it necessary. Remind your child that their voice is 70-90% of their total defense. If they are being dragged away from a public area they should scream 'This is not my father, Police, help me!' and dropping to the floor, biting, kicking, rolling, etc. For further details on verbal assertiveness tactics please consult the section #18 - Be a tough target, p. 75 - #22 - Resist, use a variety of resistance measures - p. 79 (talking when confronted).

Passive resistance : If executed properly, passive resistance can save a child from being abducted. Reminder - Fainting should be done when there are people around in order to draw their attention to the possible abduction. Please refer to the section on passive resistance in section #22 - Resist, use a variety of resistance measures - p. 87 (passive resistance).

Physical resistance : In order to get your child to strike through the target, use playground balls, rolled up pillows, exercise mats and sleeping bags, sofa cushions, etc. You can mark the eyes, nose, mouth and chin area on the ball or pillow with a soluble marker. If possible, keep a written diary on techniques practiced and quantities of repetitions performed. Surprise and speed of delivery are the essential elements in physical resistance. Please refer to section #22 - Resist, use a variety of resistance measures - p. 82 (physical resistance).

30. Practice self defense at home - bullying exercises

Bullying exercise



1. Bully approaches child requesting lunch money or personal item.
 - Approach from the front, beside or behind the child.
 - Approach from different distances: close, arms length, beside, etc.
 - Grab child and place them in odd positions - against wall, over couch, etc.
 - Start some assaults with a verbal confrontation prior to getting physical.
 - Start some assaults with a blitz attack - no talking, direct physical attack.
2. Ready position: Child places one leg ahead of the other (time permitting) and faces the bully, both open hands come up for protection in ready position.
3. Verbal response: Child uses an assertive verbal response to tell the offender to back off.
 - 'Leave me alone!', 'Don't touch me!'
 - 'I said No!', 'Fire,' 'Police.'
 - Cause a commotion.
 - Say anything that comes to mind: clear, loud and direct.
4. Physical response: Child executes one of the following while screaming 'No!':

Physical response to a frontal and side attack :

- a. 2 X heel of hand strikes to assailant's nose (using the same hand).
- b. 2 X heel of hand strikes to assailant's nose, followed by 2 knee kicks.
- c. 2 X heel of hand strikes to the nose, followed by an eye gouge or face scratch.
- d. 2 X heel of hand strikes to the nose, followed by repetitive open-hand strikes to assailant's groin area (testicle crush).
- e. 2 X heel of hand strikes, followed by 2 snap kicks to assailant's shins.
- f. 2 X frontal elbow strike, followed by repetitive open hand strikes to groin.
- g. Clawing and scratching assailant's face, followed by a frontal head butt.
- h. Clawing and scratching assailant's face, followed by repetitive open hand strikes to groin area (testicle crush).
- i. Child can mix up or combine any of the above suggestions.

30. Practice self defense at home - physical responses

Physical response to an attack from behind :

- a. 2 X rear elbow strike, followed by repetitive open-hand strikes to groin area (testicle crush).
 - b. 2 X backwards head butt, followed by repetitive open-hand strikes to groin.
 - c. If grabbed, repetitive foot stomps, head butts, open-hand strikes to groin.
 - d. If grabbed, dropping to the ground, biting the hand that is grabbing, rolling and continuously kicking the assailant.
5. Escape: Child runs away screaming, seeking a safe haven, a trusted adult or a place to hide.

Activities that make practicing self-defense fun

Vary your child's training method in order to make the activity fun and rewarding. Prior to initiating the practice sessions, instruct your child to initially use assertive verbal response, then scream, strike through the target screaming (speed and surprise are crucial), run away screaming, seeking a safe haven or a place to hide. Here are some suggestions you can use when practicing together, either from a standing or lying down position.

- a. ***Speed drill*** - How many times can the child strike the cushion in 30 seconds. Select a technique(s) your child feels comfortable with (from a standing or lying down position) and see how many times your child can solidly strike the cushion. Speed of delivery is crucial.
- b. ***The call out game*** - Select a striking technique(s) your child feels comfortable with. Child assumes the ready position (either standing or lying down). The person holding the cushion calls out the striking area they want the child to strike using the selected technique(s). Call out the vulnerable area(s) progressively faster. Vary targets and number of cushions used.
- c. ***Touch the shoulder game*** - Child assumes a standing or lying down position. The person holding the pillow(s) is a moving target trying to touch the child's shoulder at any time. Child tries to strike the pillow(s) while avoiding getting their shoulders touched. Dodge and strike.

30. Practice self defense at home - fun self-defense activities

- d. Fast as lightning game** - Select a striking technique(s) which child feels comfortable with. From a standing or lying down position, child tries to strike the cushion (target) while the person holding the cushion(s) tries to touch or grab the child after child has struck the target.
- e. Tennis ball throwing game** - The objective of this game is to teach children how to deter aggressive individuals who might threaten them by throwing readily available objects accurately. Material required: 3-6 tennis balls and paper plates per participant; masking tape; hallway with a closed door at the end or wall.

Exercise : Tape two paper plates on the wall or door; (one) waist high to your child, (second) head level to your child. Tape a third and fourth paper plate (a little to the left or right) on the wall or door waist high and head level to you.

Place child 5-10 feet from the paper plate targets. holding onto 3 balls at a time and using a gentle throw, participant(s) try to hit the plates placed at their waist level (remind them not to pick up the tennis balls as they return to them). Adults supervising should call out if the waist level plates were hit or not. Once the participant(s) can hit the waist level plates three times successfully, have them aim at the head level plates. To make the game more challenging have the participants move backwards (2 steps) if they succeed in striking the plates three times in a row and 2 steps forwards if they miss.

Variations : (a) Throw two balls quickly either at waist or head level, yelling 'Stop, or No!' and holding the last ball ready to throw while backing up. (b) Vary the articles thrown (size and weight) by participants: e.g., cushions, shoes, baseball gloves, etc.

Try some of the following variations in your training sessions

- Vary the distance from the cushion.
- Vary the cushion (smaller item forces your child to be more precise).
- Vary the striking angle and speed.
- Vary the targeted area - face, groin, knee, neck, etc.
- Vary the number of cushions they should strike.
- Vary techniques performed. Start with a single technique, progress to combinations.
- Vary the child's position - place child against wall, on uneven ground, etc.
- If you have protective equipment for the face, body and groin, have the child practice striking you (or throwing things at you, as you approach in an aggressive manner).

Luring exercise

Test your child's ability to disconnect themselves from an engaging stranger. Entice your child with a variety of luring lines which might bait them to respond. Have them show you how they would 'stop the dialogue' and get out of there, seeking help. Switch roles. Get your child to lure you instead. By having the child assume both roles, they get a better understanding of the luring motives, the nature of the danger and what they should or could do when faced with such questionable situations (by seeing mom's or dad's role playing suggestions).

The 15 categories of lures are mentioned below. Use the section in this manual called 'How they lure our children' (pg. 25) to guide you. Remember to make your luring suggestions age appropriate.

Reminders for luring exercises:

- Maintain your distance, look at who you are dealing with if possible;
- Avoid any conversation - cut the dialogue;
- Move away, keeping an eye on the person;
- Scream or cause a commotion if you have to;
- If the person tries to drag you away, drop to the floor screaming;
- Resist, do whatever it takes to get away screaming;
- Seek a safe haven, a trusted adult or a hiding place.



Category of lures :

- | | |
|----------------------------|--------------------------------|
| 1. Affection and attention | 9. Jobs |
| 2. Assistance | 10. Threats, fear, blackmail |
| 3. Authority | 11. Playmates - other children |
| 4. Bribery & rewards | 12. Heroes |
| 5. Emergency | 13. Magic and rituals |
| 6. Fun and games | 14. Pornography |
| 7. Ego / Fame | 15. Drugs and alcohol |
| 8. Name recognition | |



30. Practice self defense at home - passive resistance



Passive resistance exercises:

Reminder : Our main objective is to never leave the public area we are in when confronted. Fainting attracts attention. Passive resistance makes life difficult for the assailant. Rather than bringing you along, he now has to pick you up and get you inside the car or van, which looks odd, takes time and energy. Fainting is easy to perform and doesn't need to be regularly practiced.

How to properly faint or act ill : (a) Cooperate with the assailant. (b) Inform the assailant that you are not well (ill, recovering from a serious illness, etc.). (c) As you are telling him you are not well, your voice should fade as you speak your last words before losing consciousness and going off to never-never land. (d) Roll your eyes up to the back of your head, grab your chest and collapse to the floor.

How to properly act crazy : If you decide to act crazy, do not follow a set pattern of thinking. Instead, get your mind going all over the place. Start by yelling out to several imaginary people all around you (giving them hell or requesting something loudly), then panicking, pat your body down killing the imaginary bugs that are crawling all over you (or putting out the fire that suddenly ignited on your chest), followed by dropping to the ground pulling handfuls of grass or snow and eating it, barking and moving on all fours wildly.

Fainting, acting ill or acting crazy exercises :

1. Place cushions on the floor. Start by practicing fainting on the cushions with your child (progressively move to carpeted and hard wood floors). The intended victim should crumble to the floor, like someone sitting on an imaginary chair behind them. Once you faint do not look up to see where the assailant is.
2. The parent should forcefully try to abduct the child from a public location. Keep the procedure simple and quick. Fainting, acting extremely ill or crazy and dropping to the ground must be done prior to getting into the kidnapper's car. The idea is to attract attention and disrupt the assailants plan.
3. Add a verbal lure to your simulations prior to forcefully abducting the child.
4. Have the assailant threaten the child with a toy weapon prior and during the forceful abduction.
5. If the child faints - have the assailant try to reanimate the child by slapping their cheeks gently. If the child acts extremely ill - have the assailant verbally/physically threaten the child to stop fooling around. If the child acts crazy - have the assailant scream at them while trying to lift them up.