

## **KEEPING CHILDREN SAFE IN UNSAFE TIMES [5207]**

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### **Workshop Summary**

In the Houston Independent School District (ISD), the McKay Foundation implemented and assessed the McKay's Legacy School Safety Program (MLSSP), a program developed in a developmental and culturally sensitive manner. Preliminary analysis of the quantitative data revealed that the scores of Hispanic children in the treatment group were significantly higher (statistically) than those in the control group. Another finding was that the level of depression and anxiety went down for these children after being exposed to MLSSP.

This preliminary research was conducted in conjunction with the McKay Foundation, the Houston Independent School District, the Willis Independent School District, and Sam Houston State University.

More specific findings from this research were that (a) children did learn the knowledge from the control group's prevention program, but children who were Hispanic did not learn as much as African American and white non-Hispanic students did; (b) parents and counselors did not feel that students, especially Hispanic children, understood the difference between inappropriate and appropriate touches; and (c) parents differed in their perceptions about the safety of their children. Minority parents perceived that their children were safer at school than at home, but White non-Hispanic parents perceived that their children were safer at home than at school.

These findings became the basis for developing the MLSSP in a culturally and linguistically appropriate manner.

Keeping Children Safe in Unsafe Times is an interactive workshop. Its primary focus is to emphasize the need to have culturally sensitive and appropriate materials in order to demonstrate safety principles and maximize student understanding of those principles. The workshop is based on the McKay's Legacy School Safety Program (MLSSP)

### **Workshop Goals**

Participants will receive an overview of culturally sensitive child safety curricula, learn how gender and ethnicity affect children's retention of safety information, and engage in hands-on activities that may be used in their own schools.

### **Workshop Objectives**

1. To share information about child safety using lectures and media techniques
2. To let participants work through activities of the child safety curriculum
3. To screen and have participants use a DVD of the McKay's Legacy School Safety Program to identify and prioritize solutions to child safety problems

### **Workshop Activities**

- 5-minute introductory activity
- 10-minute presentation on the history of and need for the project
- 15-minute overview of the curriculum components

- 15-minute Internet safety activity
- 10-minute implementation model
- 15-minute presentation of research findings
- 10-minute preview of DVD
- 10-minute question-and-answer time

### **Assessment**

Participants will be given short 10-item pre- and post-quizzes on their knowledge of child safety. A comparative analysis of their responses, along with a review of each participant's active participation will be used to assess the successful achievement of the workshop's goals.

### **Resources and References**

National Center for Missing and Exploited Children. (1998).  
United States Department of Justice. (2003).  
Smith (reports), 2003  
No Child Left Behind Act of 2001  
White House Conference on Missing, Exploited, and Runaway Children (White House, 2002)  
Tutty, 2000  
Robert and Miltenberger (researchers)  
Bevill and Gast, 1998  
Carroll-Rowan and Miltenberger (1994)  
Telijohann and Everett, 1997  
Pohl and Hazard, 1990