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BALANCE

PETS

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PREPAREDNESS
AS A MISSION

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Welcome to *Parents with Preparedness Magazine*



Welcome to the 2nd edition of *Parents With Preparedness Magazine*, a resource to learn from, contribute to, and share the practical information it contains with others. There is no cost and we only ask that you use what you find helpful and recommend our magazine as a resource to others. Our goal remains the same: to educate, to inform, and to provide practical resources and a sense of normalcy in a world which is constantly changing.

While many cannot wait to see 2020 in the rearview mirror, it did teach us a great deal about preparedness and resiliency on an individual and on a societal level. With vaccines on the near horizon, we have witnessed an unparalleled scientific and technological collaboration on a global scale. While actual numbers can be put on economic losses, the toll on families is almost incalculable. Learning to navigate through grief will become a new form of resiliency, a valuable skill, although hard-won.

Through our work here, we listen to educators, parents, and kids, then capture their stories so we may retell them in ways that encourage active learning and participation. Seeing the world as others see it always provides value and opens our apertures a bit more.

Common themes often emerge as they did again with the contributions to this issue, which include a guest youth author and a graduate student, neither of which are having traditional or anticipated educational experiences. In a way, perhaps both are learning more from having to adapt and improvise. We learned that there is an unabashed need for understanding wellness and regaining a sense of balance during and following periods of high stress and isolation.

Moreover, we have learned that compassion is a key component of psychological first aid and that the reinforced values of respect and collaboration through athleticism will never expire. Our working lives do in fact need to be reimaged, understanding what impacts our family pets and animals in the wild will help keep both safe, and social media can be an asset or a challenge, depending on your optic!

The Resource Guide has been updated with new information and includes several new categories as a result of feedback from our readership. Please keep the ideas coming, all will make us better. My thanks to all of the contributing authors, an amazing Advisory Board and Creative Director. Stay Safe.

DR. KATHLEEN KIERNAN

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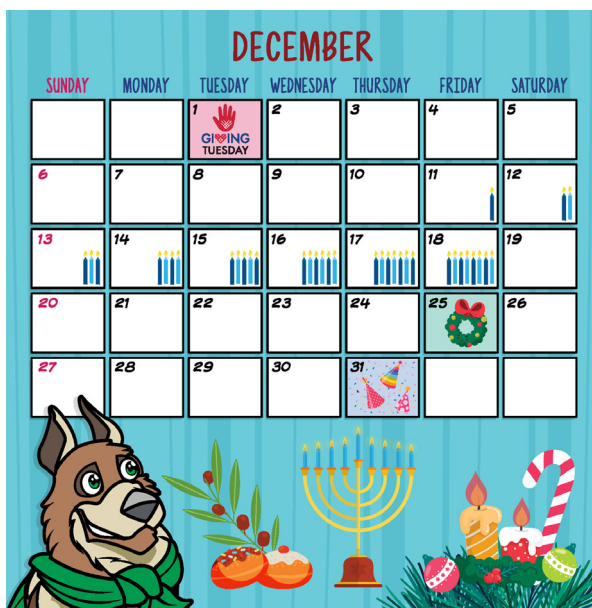
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CREATING BALANCE WHEN ADOLESCENCE DISRUPTS THE BALANCE

BY MELISSA CALLAHAN

Adolescence, in essence, means change. Have you experienced it with your child yet?

The moment you notice they are struggling they turn away. They may even exclaim to you, “You just don’t understand!”—cue door slam. Whether you’ve already endured this scene, or you are anticipating it when your child enters adolescence, it’s essential to arm yourself with what to expect. This developmental change does not only impact the individual. The ripple effects of change spread throughout the family system. Adolescence presents families with the challenge of creating a new balance of maintaining close bonds while supporting your teen’s exploration. Navigating the adolescent phase of the family life cycle with flexibility and receptive communication can minimize fights, decrease teen rebellion, and equip your teen for the transition into adulthood.

WHAT TO EXPECT

The individual changes you may see shift in your teen may include: advancement of reasoning skills, abstract thinking, a need to challenge authority, questioning systemic structures and standards, and verbalizing personal individual views. Behaviorally, this will look like pushing back on your boundaries and rules, discussing the political and social climate, and asserting a strong opinion on which groups they will associate with or reject. While this all sounds positive for one’s psychosocial development, it certainly can result in some family conflict. Let’s outline how you can come alongside your teen, while maintaining strong bonds with healthy boundaries within the home.

COMMUNICATION & CONFLICT

Let’s normalize conflict during this stage in your family. Your teen’s development requires them to challenge you and the world you’ve created around them. Expect them to push back. If you hold on to hope your teen will not pull away or challenge you, we may misconstrue disagreements as rejection. If you feel rejected, you may even perceive your teen does not see you as important in their world. This is not the case.

This perception will cause a shift in your interactions with your teen, likely creating rigid communication. Instead, let’s reframe conflict as an opportunity to grow and develop new patterns in your communication and relationship.



Research has shown teens will spend 20% less of their waking time with their family. This time away from home is allocated to seeking and formulating their independent identity. While this reduction in time may add to a parents’ sense of rejection, it is entirely healthy and appropriate. It is necessary to shift from caretaking and complete responsibility for your child so they may become more flexible with their boundaries and independence. This flexibility permits your adolescent to move in and out of the family system as healthy development requires. This adaptation shows how you can assist your teen by encouraging them to share their thoughts, develop their own ideas, reflect on their decisions, and set goals.

Parents’ ability to show sensitivity and support is critical. A teenager assumes no one understands their experience, contributing to a sense of isolation and potential abandonment. You can combat this false narrative by demonstrating emotional attentiveness, responsiveness,

and engagement. Encourage your teen to express themselves and to develop opinions and ideas while offering validation and empathy. This exploration will allow them to hear your perspective as you maintain appropriate boundaries. With a stance of curiosity, the goal of understanding can support a relatedness to exist between you and your teen during communication and conflict. This relatedness strengthens your connection. A helpful exercise for yourself can be tapping into your teen memories and distress. Allowing your teenage self to come forward in your mind will make it slightly easier to show empathy to your adolescent's experience. Even though the world we live in looks quite different, you will find common ground on the underlying experience of being a teenager.

THE NEW BALANCE

Your teen's healthy challenge will require a recalibration of your family system. Let's outline how to achieve this new balance in your family.

CONNECTEDNESS AND SEPARATENESS

In addition to maintaining a sense of relatedness, it is also essential to maintain connectedness. Despite your teen's resistance, scheduling a regular family time to connect without distraction or demands is important. This planned time together will create a lot of freedom in your teen's schedule to foster other relationships and engage in preferred activities. This set time will allow you to maintain flexibility with your teen's need for separateness because there is a time for planned connectedness.

BELONGING AND INDIVIDUATION

Supporting their individuation will strengthen their sense of belonging within the family. As healthy development tells us, adolescence is about discovering individual passions, while challenging the status quo. Find your way to support this exploration and search for an identity. Show interest in their choices, even if they contradict your personal values. If you protest their attempts to be an individual, it could result in a stronger push away from the family.

Expression of unconditional support, even after poor decision making, proves to your teen they can always find belonging within the family.

ACCOMMODATION AND AUTONOMY

Successful transition into adulthood is preceded by autonomous decision making and adequate guidance from healthy supports. As you move out of being the accommodator to your child and the supporter of autonomy, you allow the natural consequences of independent decisions to be felt by your teen. These experiences will contribute to the resilience of your adolescent. Resiliency is a marker of healthy coping for future challenges and difficult circumstances.

MAINTAINING STRUCTURE

Even though your teen will be bending boundaries and pushing limits, maintaining structure, and enforcing consequences when those boundaries have been broken are necessary. The structure should be enforced with nur-

ture and understanding. Families that navigate this stage in the family life cycle successfully, make the appropriate shifts in their communication and problem solving by demonstrating openness, attentiveness, and engagement. A balanced environment will provide your teen with the safety and security of the family, while engaging in the risk of exploration outside the home. Most importantly, ensure that you, as the parent, have a healthy support system in place. These supports through your partner, your friends, and family enable you to create a new balance when adolescence offsets your status quo in your family.

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ABOUT OUR CONTRIBUTOR MELISSA CALLAHAN



Melissa Callahan, is a Licensed Marriage and Family Therapist and Approved Clinical Supervisor. Melissa is currently the Director of Training and Residency at The Center for Connection, Healing, and Change in Fairfax, VA. Melissa has 10 years of experience working with families, couples, and individuals on their mental and relational needs. She holds a Master's Degree in Family Therapy from the University of Massachusetts - Boston. She has advanced training in empirically validated models such as Emotionally Focused Therapy. She is mentored by one of the founding fathers of the field, Dr. Harry Aponte, on the

Person of the Therapist Training Model. She specializes in working with couples, families, and individuals, repairing and restoring fractures within the self and relationships. Melissa has extensive experience in working with families across various cultures and backgrounds. She is incredibly passionate about working with adolescent families due to each individual family member's layered and unique needs while caring for the family system as a whole. She believes true healing comes from an empathic connection between the client and the therapist. Her stance offers her clients compassion, authenticity, and intentional therapy in a safe and nurturing space. Melissa can be reached at: melissacallahan.com



PREPAREDNESS WITH PETS

By Dr. Susan Skyles

A Little History

The coronavirus (SARS-CoV-2) that is causing the pandemic Covid-19 is actually just one of many corona viruses globally, the first being found in the 1960's. These corona viruses are carried in reservoir hosts. There are 4 main sub-groups of corona viruses, and seven of them can cause human disease including influenza (flu) and colds. Corona viruses have probably been in existence for about 10,000 years. Of the seven known corona viruses that infect humans, five of these viruses have bats as their reservoir and two have rodents as their reservoir. There then may be possible intermediate hosts that help transmit the diseases. (1)

Most emerging pathogens (organisms that cause disease by jumping to new species or involve a more significant number of existing hosts often due to environmental crowding) come from countries along the equator, as did Covid-19. This observation brings to the forefront the concept of ONE HEALTH. The Center for Disease Control (CDC) has an extensive definition. (2) It basically means that WE need to be looking at the interactions between HUMANS, ANIMALS, PLANTS, and their SHARED ENVIRONMENTS.

WHAT YOU REALLY CARE ABOUT NOW, YOU AND YOUR PETS!

The most current information is that dogs, multiple species of cats, including tigers, leopards, and lions, ferrets and mink, can catch Covid-19 from humans. Only in laboratory settings can hamsters, fruit bats, and tree shrews become infected as well and transmit the virus to their own species. As of Sept. 2020, "12 dogs and 10 cats in the US have been confirmed with SARS-CoV-2." (3) Cats may show respiratory symptoms like sneezing, mucous, runny eyes and can transmit Covid-19 to other cats in close contact. The Cornell Feline Health Center is an excellent resource for cat owners. (4)

Unlike cats, dogs do not support viral replication and transmission to other dogs and usually have not presented with respiratory symptoms. Ferrets can become infected but do not seem to transmit the virus, except in a laboratory setting. (5) Cats and dogs have not been shown to transmit Covid-19 to humans. Mink become ill, die, and are the only animal that are known to transmit this virus back to humans in close contact.

Continued on next page.

UNLIKE CATS,

it is recommended that if a human in your household has been infected or exposed to Covid-19, they should maintain separation from household animals as they would with other household members, and avoid direct contact with pets, including petting, snuggling, being kissed or licked, sleeping in the same location, and sharing food or bedding.

If possible, a household member should be designated to care for pets in the home and should follow standard handwashing practices before and after interacting with the household animal. If a person with Covid-19 must care for pets or other animals, they should ensure they wash their hands before and after caring for them. (6)



TESTING FOR ANIMALS IS VERY **PROBLEMATIC**

If you suspect that your pet (especially cats) has Covid-19, your veterinarian must eliminate all other possible problems or causes before the State Veterinarian (in your State) may then approve testing.

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Virus isolation is the most accurate but uncommon test when the actual virus itself is grown.

- PCR is a polymerase chain reaction which is done by a machine that multiplies an essential and important piece of the genetic material (RNA) from this virus. This amplification makes it easier to identify. It is the second most accurate test. It does not detect the live virus, only identifiable pieces of the Covid-19 virus. This is an antigen test (a test for the same part of the actual virus).
- Rapid tests that are done on-site look for specific protein fragments from the virus. This is also an antigen test.
- Antibody tests are blood tests that can only tell if you have been infected in the past. It takes a variable amount of time for antibodies to develop.
- Genetic testing occurs when researchers are trying to ascertain that two individuals have the exact same strain as the virus, so the viral RNA is directly compared.
- All of these tests vary in sensitivity (ability to detect even small amounts of viral proteins or genetic material) and specificity how often the test results are correctly negative or positive.

CLEANING CAN POISON YOUR PETS (AND YOU) SO BE CAREFUL!

The Pet Poison Hotline reports a doubling in calls about possible toxicity starting in March, 2020, regarding cleaning and disinfecting products. The ASPCA (America Society for the Prevention of Cruelty to Animals) Poison Control Center saw a 65% increase as well regarding household cleaning products.

Most of these were accidental exposures including “pets may drink out of mop buckets, lick their paws after placing them on cleaner-covered countertops, eat food-coated wipes out of trash, or drink from water bowls that were disinfected but not rinsed. “...some calls were about pets exposed to alcohol-based hand sanitizers, occasionally used directly on pets.” Also occurring were calls about “alcohol, marijuana, paint and bread dough and yeast...symptoms included stomach upset to severe corrosive injury to a pet’s mouth, esophagus and stomach.” (7) ◼

WHAT THE HECK ARE THESE TESTS?

(MORE THAN YOU WANTED TO KNOW)



A good video for safe cleaning recommendations by Dr. Brutlag at the Pet Poison Helpline is available at [CLICK HERE](#)

If you would enjoy further information, there is an excellent YouTube video by Dr. Jenifer Chatfield, DVM, titled “What you need to know about COVID-19.” [CLICK HERE](#)

ABOUT DR. SKYLER



Dr. Susan Skyler is currently retired after 37 years of working as a veterinarian in a busy small animal practice in Austin, Texas. However, retired is a relative term, as she still does relief work as needed and for the past six years has been the primary volunteer veterinarian for Austin Wildlife Rescue, a non-profit that takes in about 8,000 native Texas animals yearly.

Born and raised in Albuquerque, New Mexico with a father who would pick up black widow spiders barehanded to show them the hourglass on their abdomen, raising tadpoles to frogs, pet dogs and cats, showing quarter-horses and blue jean pockets with the occasional snake for her mother the stage was set for a future with animals.

After receiving a BS in Biology from the University of New Mexico, a MA in Biochemical Endocrinology from the University of Texas at Austin and finally a DVM from Texas A&M College of Veterinary Medicine she continues to live in Austin, Texas.

While in small animal practice and volunteering at Austin Wildlife Rescue one of her major goals was to empower the staff and pet owners with the knowledge and insight to understand and meet the needs of the animals and when they needed to reach out for help. The transition to wildlife medicine was a jump into the great unknown to gather the knowledge needed for the handling and care of many different species. There was the occasional turtle bite, owl or hawk talon through the glove or elsewhere, skunk spray and porcupine quills.

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In addition to veterinary medicine Dr. Skyler enjoys road bicycling with friends including bicycle trips to Europe, Canada and many states across the United States. She enjoys reading and has treasured being with the same book group for over 25 years. She has been fortunate to share 21 years with a gentle and loving partner and for many years she cared for her beautiful son who was severely disabled and who deeply enriched her life. He taught her many lessons including how to be a more understanding and caring veterinarian.



RESILIENCY

By Alexander White

THE MISSION OF PREPAREDNESS

Across all the intersections of who we are, each day's demands are unique, personal, and frequently, unplannable. If you really think about it, life is both impossible and ridiculous, and more often than not, impossibly ridiculous.

My name is Alexander White. I am a proud Husband and Father, as well as a learned and learning Son, Brother, Uncle, Nephew, and Cousin. With each of those very personal responsibilities, I bridge professional disciplines such as Combat Veteran, Risk Manager, Cyber Security Practitioner, Corporate Executive, Community Activist, and a Forever Student. It doesn't end there, though, because between the jagged intersections and unavoidable overlaps of our

personal and professional worlds lives the non-permanent glue and loose hinges of physical, mental, and spiritual endurance. As I get older, I realize that the organization of how we label our positions, run our lives, and manage our tasks is artificial without a clear understanding of the fact that all open spaces don't need to be organized, just staged with deliberate preparation and that all messes don't need to be cleaned, just endured with healthy resiliency.

In combat, I learned very quickly that you don't get to choose when an engagement happens. That through all the intelligence, technologies, and briefings, the enemy does what the enemy wants when they want to. Oh yeah, the weather does that too, proving that sometimes, the bad

guy can be an environmental factor, a setting, a location more than a directly opposing force. The enemy isn't just about conflict; it is about disruption, fixing, and diversion. Suppose the situation disrupts you so critically that you don't have the resources, time, or capability to accomplish the mission. In that case, that's a win for the other side. Suppose you are fixed in an unplanned position with unexpected consequences and unanticipated limitations that keep you away from mission targeting. In that case, that's a win for the other side. If you are diverted off course from your absolute final end state and mission focus, then that's a win for the other side. Stress, violence, frustration, and anxiety are just as significant as an injury or casualty. All paralyze, induce fear, and invalidate the mission.

THE BEST MISSION

preparation always involves a relentless focus on resiliency. You can't have preparedness without resiliency because they are both the fundamental pump and beat of the engine that drives success; the force push and flow cadence of what survivors and heroes are made of, going beyond regular success into that deep, blue, impossible, and ridiculous success—the fulfilling type.

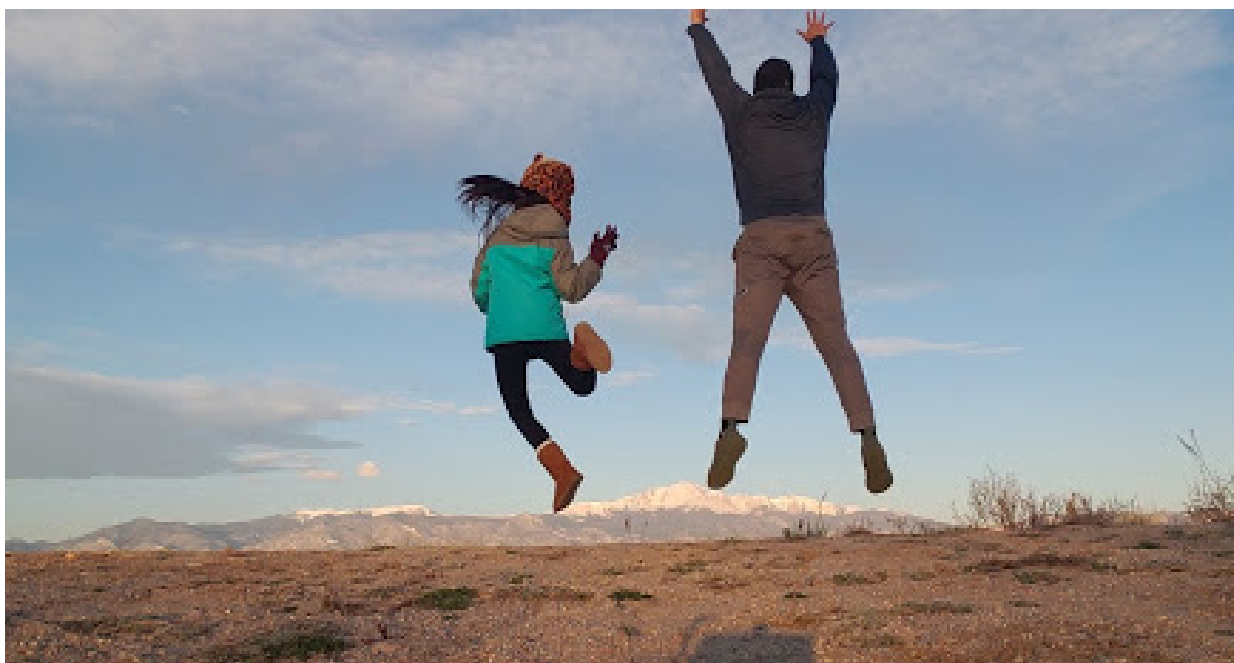
How do we prepare effectively? We rehearse not just what right and perfect looks like, but what wrong and crisis feel like, so failure doesn't disrupt, fix, or divert us. We practice, visualize, and run as-real-as-it-can-get simulations to build endurance to the adrenaline, sore muscles, sweat-blurred sight pictures looking down the rails of our rifles. Anybody can load a weapon, but a survivor understands how to transition to secondary to create time, space, and ability to adjust when that weapon jams, breaks or is destroyed from an unplanned event. That is resilience, and resilience is in the DNA of every hero you've ever read about. Their plans failed, protocols went to chaos, and their bodies were riddled with wounds and injury. Still, the engine kicked on to drive beyond just the preparation.

In a world riddled with prejudice across the intersections of race and gender, I have the undaunting challenge of teaching next generation preparation and resilience to my Half Black Half Korean American children, let alone 2 young women that will have to continually fight for, earn, and validate their self-awareness, self-respect, and self-determination. How do you teach that as a parent? I can answer honestly that "I do not know." How do you accomplish the impossibly ridiculous? You weld, forge, and catalog tools from your lessons learned as an armory of weapons and shields that your children know they have in their vault, are

confident in knowing how to use them, but can also weather the storm without them because they're armed with problem-solving resilience as their most valuable asset.

My wife and I spend nights talking through the scenarios we experienced in the past and with our children. We inventory them during these spare and rare moments of peace because it is the most important thing we can do as parents. We often wait for an incident or event to spring into action, not realizing we haven't prepared for the action, or more significantly, ready to be resilient to our preparations failing. We write down what we could have done differently, and then we role play. How could I have supported her in her experience?





What could I have said during her disciplining of our daughter? Of our praising of our son, of our tutoring of them all, of our teaching of values? We walk and talk through deliberate rehearsals until we get it right. Our nighttime study sessions are imperative to our ability to have a repository of phrases, mantras, tools, prepositions, answers, examples, and explanations. We challenge each other in these scenarios so that the first time we see the hardest ones, we're not caught off guard; we're ready and confident to engage. My wife and I manage, calibrate, and siphon scenarios and situations that allow them to experience setbacks and failures.

When children learn resilience, they can never be considered spoiled, nor will they ever display spoiled tendencies. We even have a challenge in our family and reply every day, where we say, "Always what?" and they reply, "Appreciation before Expectation."

A great example I've personally leveraged is "Stop. Look. Listen. Smell" or "SLLS." I learned this in the Special Forces Q-Course. When you get to a point or objective, you do SLLS, EVERY TIME. Take in ambient sounds, smells, colors, all while deliberately quieting your mind, body, and emotions.

Let me explain. Before an SLLS action, the critical fact is that you've all arrived, as a TEAM, to the same point, forward of

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"Most importantly, they are responsible for serving as sentinels and leaders to share those principles and abilities with those they encounter, not by teaching seminars and workshops, but by living an example.

That's how I teach them honor."





your start, but still short of your objective. But you're tired, your mind is running, you're emotionally invested in getting to your end state, fast, quick, and in a hurry. This is the most important time to take a tactical pause. Index your assets, inventory your emotions and plan your readiness. Preparation without resilience yields only a plan. Resilience without preparation yields only toughness. Preparation with resilience yields readiness, but you can only effectively do both when you first train yourself to quiet your sensory inputs, internalizing the method and rhythm of battle and movement because it is in the nature of success to be challenged but maintain forward progress, but to also enjoy the benchmarks and progressive wins along the way to mission accomplishment.

This is SLLS.

I taught my oldest Daughter to shoot to protect herself, learn

"All of my children will learn martial arts on their 4th birthday. Yes, all the same analogy, just different battlefields, because life is combat."



respect for the system (gun) and weapon (shooter), and engage a target. To be effective, she cannot be scared of the sounds and feel of an unnatural device, not organic. She has to find peace in a tactical pause, focus in an in-between breath, and lock on a downrange target. To do this, she has to Stop, Look, Listen, Smell. Then pull the trigger. I'm learning these lessons are more of an analogy to prepare her for life - to breathe in information, exhale intelligence; to think deeply first, pioneer her own decisions, commit decisively, & reset.

Did I mention, I also teach her Taekwondo, and we compete together? All of my children will learn martial arts on their 4th birthday. Yes, all the same analogy, just different battlefields, because life is combat. The most important thing I can teach my children is to lead, survive, reset, and lead again. It's unnatural to humans to get hit, but natural in life to get knocked down. Some people call that crazy, others call it extreme; I call it passionate, and as a Dad, there's nothing I'm more okay with being fanatical about than raising my two daughters and one son to be armed and ready with the knowledge, ability, and decisiveness to live their own lives, blaze their own trails, and build their own worlds. More importantly, they are responsible for serving as sentinels and leaders to share those principles and abilities with those they encounter, not by teaching seminars and workshops, but by living an example.

That's how I teach them honor.

I've built a mantra with my children that "Winners inspire themselves; Champions inspire others; Leaders inspire themselves and others." We strive to be Leaders in every personal and professional role, we have the honor of living and contributing as leaders. This edict lives and is rhythmized into our every day, perhaps sometimes too much in the fashion of the hearts and minds training I've become incredibly adept at, but nonetheless more critical now than ever before.

They have to be leaders of their own lives and worlds, in control of their own hearts and minds, prepared for anything, resilient to catastrophe; winners, champions, and leaders, all the same, all the time.

If my wife and I do that, I'd be pretty good with declaring "Mission Complete" *for now.* ■

ABOUT ALEX WHITE

A leading corporate strategist, executive, and advisor, Alexander White's impressive service and leadership path began with the United States Army. He is a recipient of the Bronze Star Medal, awarded for heroic or meritorious achievement or service. From 2001–2011 he served as an Officer and Combat Operations Commander with battlefield units throughout the Middle East, leading 25 direct and 100+ supporting troops in several foreign internal defenses, immediate action, and unconventional warfare missions. His distinguished achievements include securing the first free, democratic election in Iraq, leading the drawdown and transition of allied forces in Iraq and Afghanistan, and developing special operations counterinsurgency warfighting capability within the conventional foreign military and coalition forces throughout EMEA (Europe, Middle East, and Africa) and Asia.

After leaving the Army, Alex held senior positions with various government services and cybersecurity firms, gaining extensive experience architecting proactive and predictive programs for enterprise risk, technology governance, and data protection; developing enterprise-wide cyber risk management strategies. He currently leads cyber advisory services for consulting firm Prescient. Alex built world-class programs for commercial organizations with leading cyber organizations, firms, research labs, and think tanks and held senior positions with a variety of government services. In key leadership roles with the Department of Defense, he served as Chief Risk Officer in the Defense Logistics Agency's Office of the CISO and as Chief Strategy Officer in the

Enterprise Technology Management division. From mid-sized companies and enterprise organizations to family offices and executive concierge clients, Alex has led transformational efforts with several Fortune 100 and Global 100 clients. Serving as an external CEO, COO, CIO, and CISO trusted advisor to Boards and C-Suite leadership teams, and executive consultant supporting experienced capital investment firm merger and acquisition projects, his extensive experience provides the agility for organizations to maneuver in the digital era to mitigate critical risk points and take advantage of emerging opportunities.

He has architected successful corporate, business operations, technology optimization, and privacy risk programs for global manufacturing, healthcare, insurance, and financial services organizations, pioneering traditional and innovative practices of addressing the ever-changing signature of cyber risk. His true passion lies in self-activation activism, a philosophy for leveraging independent research of art, math, knowledge, data, and fitness to power innovation that solves world problems critical to people and their communities.

His activism work has led to service and breakthroughs in veterans' and families' PTSD support, warfighter skills and transition assistance, pandemic poverty-homelessness resolutions, progressive education initiatives, business community engine efforts, and diversity solutions worldwide.

Alex is a graduate of the United States Air Force Academy and is an Olympic Taekwondo competitor, currently ranked fourth in the United States to compete in the 2020/2021 Olympic Games in Tokyo, Japan as the Heavyweight fighter and member of the USA Taekwondo National Team.



EXPERIENCE CAN BE *THE BEST TEACHER*

By Heather Issvoran

You have no idea what or who influences your children throughout the day. One day, my always curious and somewhat mischievous then 12-year-old daughter, Lauren, looked up at me and said, "Mom, did you know Cheeto's can be used as a match in an emergency?" I asked, "Where did you learn that from?" Lauren replied, "Wendy taught us that in case of emergency, we should make sure we have Cheetos at all times!" My daughter whipped out a Cheeto and proceeded to light it from the gas burner on the stove. To my surprise, it lit up like a torch and stayed lit with a flame before burning out. I have never looked at a Cheeto the same way again. Thanks, Wendy! Wendy Walsh, a prominent homeland security educator, watched my kids for one hour and influenced them for the rest of their lives with a survival tool I hope they never have to use. My daughter is now 25 years old and has referred to that and many other lessons she learned from my first responder friends over the years.



In another instance, my son, Alex, and I were home together when the dryer caught on fire. Seriously, there were visible flames! At ten years old, he fetched the fire extinguisher from under the kitchen sink and discharged it throughout the house until he got to the dryer and then, in a big finish, dumped the rest of it to put out the fire. OK, he learned that one from watching television. The foam was everywhere, dripping down the walls in the

hallway and pooling on the floors. It sure was a giant mess, but Alex was the hero of the day! After the adrenaline subsided a bit, we both hugged and laughed about it. It was a tragedy for the burned-out dryer but it was an irreplaceable bonding experience for us.

As a parent, I always wanted to be the one to teach my children the incredible lessons they needed to learn to excel in life. The reality is that I raised three kids while working in a warp-speed environment and often was too busy to be the great teacher I had hoped to be. I traveled frequently and missed out on the occasional birthdays, open houses, and some Oscar worthy school performances. I know that parents teach by example, through words, and deeds, as well as work ethic. I know many women colleagues who work full-time while raising children often feel the same personal tension of failing to be present in their children's life all the time.

I also know that resilience and adaptability are natural to our children, and while I missed out on being a homeroom mother, my children remember the

"My daughter whipped out a Cheeto and proceeded to light it from the gas burner on the stove."





adventure of having truly memorable babysitters like Wendy. The lesson here is that children are naturally resilient and will gravitate to new experiences and learning even if parents worry about how the changes will impact them. There is no "right" way to do it; just try to give them as many interesting and creative experiences as possible, without providing all the answers.

Parenting is not for the weak of heart or of mind. Everyone is just doing the best that they can. Today's complex world is sometimes scary for all of us, especially our children. A friend who has to make life and death choices in his job once told me, "Seeing challenges as opportunities give me a much better perspective on life and keep me off blood pressure medicine." I try to remember AND practice that every day.

So let's take advantage of those opportunities to practice, to teach, and to influence. Let's call it living the preparedness lifestyle. One activity that was fun for us at Christmas time was to go to the dollar store as a family and assemble car preparedness kits as gifts for neighbors and friends. My kids absolutely loved the idea of building gifts and we had so many interesting conversations about flashlights, emergency flares, and bandaids that I find myself smiling every single time I recall the memory.

For more ideas, check out FEMA's Ready.GOV website for activities to make it fun and easy. [CLICK HERE](#) 

"I also know that resilience and adaptability are natural to our children."

ABOUT HEATHER ISSVORAN

For two decades, Heather Issvoran has been the bridge between federal, state, local, and tribal homeland security practitioners and officials with global thought leaders on resilience, homeland security, and emergency management. As the Director, Strategic Communications, Center for Homeland Defense and Security at the Naval Postgraduate School, Ms. Issvoran scours the country, ensuring the Center enrolls the very best candidates for its executive and graduate programs. Her responsibilities include contract support for strategic communications, agency outreach, student and alumni relations, recruitment, and public affairs. She supervises and coordinates Center communications on the national level for print, broadcast, and web-based media, working closely with both the Naval Postgraduate School and the U.S. Department of Homeland Security leadership on these endeavors.

Ms. Issvoran leads a strategic communications operation and department that shares, shapes, and demonstrates the impact and success stories of CHDS students, faculty, staff, and alumni and reaches out to a national audience of academics and practitioners. In her previous position in contract support for the Center as the Director of Program Operations, Ms. Issvoran enhanced and streamlined program operations while working with government partners to accommodate additional programmatic goals. Ms. Issvoran provided logistical planning, coordination, and execution of the Center's master's degree programs, executive leaders programs, conferences, and workshops. Ms. Issvoran has a background in the fields of education and marketing, in addition to her operations experience. She holds a Bachelor of Arts degree in Communication Studies from Westmont College in Santa Barbara, California. Specialties: Marketing, operations, public relations, advertising, human resources, public speaking, business development, team-building, service training, alumni relations, strategic communications, executive recruitment (public and private sectors), and event planning.



RIDING THE BIG WAVES OF PARENTING

By Brenden Newton



When my wife and I found out she was pregnant, I instantly adored my kid. I'm an "all-in" kind of parent with a deep-felt love for both of my kids. As an adventure seeker, I have also lived a very extreme life, full of risk and joy.

I hated watching parents fumble clunky strollers into the trunk of the car on hot days - I vowed to never be one of them. I wanted to 'freestyle' my parenting. No clunkiness. You know, be free with my kids. So I found this plastic car and dragged my 1-year old around in it for a few years. We even had my board tied to the back as we went to and from the beach.

Bit silly, isn't it?

I've always loved taking risks. It's not

an attempt to be irresponsible. I believe that our worth and destiny carry far more value than our finite mind's fleeting decisions. My perspective is that if we trust in our innate value as miraculous and connected human beings, we have

very little to fear. Our behavior becomes merely a way of playing with the concepts and circumstances of life. I view parenting through the same lens. *Not a hair falls from our head without God knowing such* is what ancient scripture says, and I tend



to agree. When we are liberated of the heavy burden of moral parenting or the fear of making the right decisions for our kids, I think we actually make better decisions on behalf of our family.

My dad recalls a time when I charged down the hallway as a one-year-old, launching myself headfirst off the steps. At the age of 11, I was knocked off my bicycle by a 4wd. I hitchhiked to the beach at the age of 15 and lost my passport when I was alone in Hawaii at age 16. I almost drowned a few times, and I have terrible OCD, for which I still seek treatment. I may not be the perfect case study for safe parenting or the risk-averse romantic partner; however, I have learned that life is beautiful. Life always has a way of restoring hope, joy, and goodness every single day.

Waves paint a similar story. That's why I like the beach. So dangerous, yet so forgiving and poetic. The beach is where I took my daughter before and after work for the first few years of her life. It is a place to play and discover ourselves, our limitations, and learn through failure, accidents, and exposure. I think it's worked well. I'm also blessed to have a wife who beautifully complements these quirks. She often provides an alternative perspective and a more measured response to our kids' needs and our lives in general. Like all good relationships and families, there's a synergy of personal characteristics, for which I am genuinely grateful.

These differences and often contrasting parenting styles are not without their challenges. Arguments and disagreements are inevitable. No matter how you grow personally or as a family, conflicts never cease to sting. I have been married to my gorgeous wife now for 13 years. I find it



painful whenever we argue, mostly since I derive much of my personal value from her opinion of me. I am certainly aware that is one of the more precarious nuances of my marriage. I feel acknowledging the extra pressure and complexity children add to our love relationships is not only smart but imperative. Parenting is the single most significant shift I've experienced in my marriage. I think it's worth acknowledging so we can make space for preventative relational techniques. If we don't explore such, we really do expose the family ecosystem to more drama. By extension, the kids start to experience this heat, which is ok, but not always a good thing. I believe there is one technique I've learned worth sharing. It emerged when I was on work travel for 3 months. When I returned home, I was met with a declaration from my wife, who stated she felt "emotionally ignored." This scared me, and I took it very seriously. Over a series

of serendipitous discussions and a desire to address the issue, we landed on what is probably the most useful technique we've adopted throughout our 15 years together. We call it our 'how are you's?' and it goes like this:

Each night, when the kids are in bed, regardless of our independent moods or levels of fatigue, we simply ask each other, one at a time, 'How are you?' And the rules are that the other is to simply ask the question, actively listen to the response, and NOT provide answers or suggestions. They simply give a reassuring nod letting the other know that their current mental state and personal circumstances are acknowledged. Then we switch. It's that simple. It takes 10 minutes maximum and has provided a spaciousness in our family life that I don't believe we've ever experienced before. With 2 kids under 5, that spaciousness is like oxygen.

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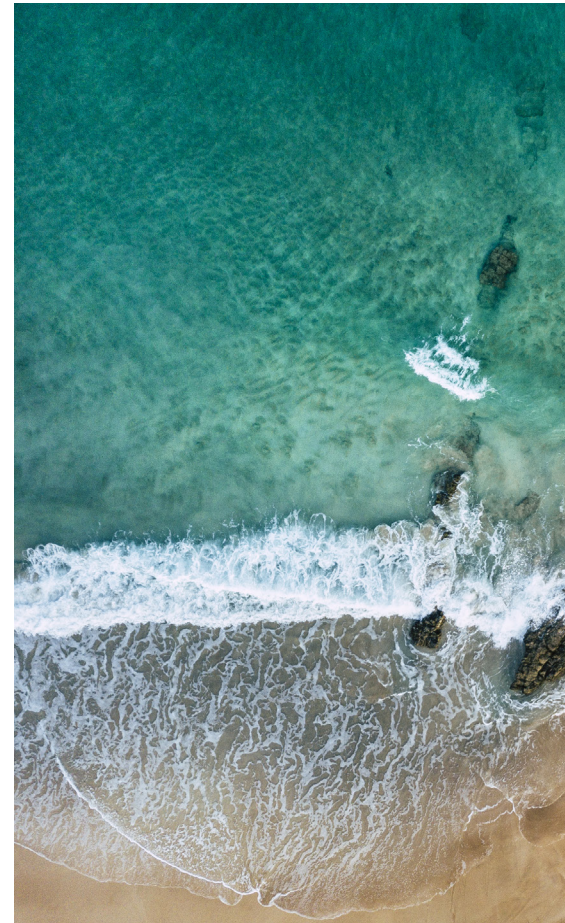
THERE IS A CALMNESS NOW, BUT IT CAME UNEXPECTEDLY

My professional journey is one of alienation and then of deep belonging.

Progressing with admirable academic and athletic achievements in high school led me to a Bachelor of Medical Science in the hope of becoming a doctor or a physiotherapist by the age of 25. However, it seems destiny, or whatever you may call it, had different outcomes in mind. I was glued to VHS bodyboard movies throughout my teenage years, watching my heroes riding monster barrels in Tahiti. This prospect excited me as a natural risk-taker and having spent years competing as a bodyboarder. At 19, I decided to book a mid-year trip to Tahiti on my own to ride the same waves I was mesmerized by on TV. My impulse to jump on a plane to Tahiti was probably fuelled by restlessness provoked by long, boring medical science lectures. I rode a miraculous 12-foot swell cork-screwing down a famous point about a mile out to sea while I was there. This point break was deemed the most dangerous and outrageously exciting surf break on earth, making this experience feel so much richer. Sometimes 5 tons of water would sharply pitch over your

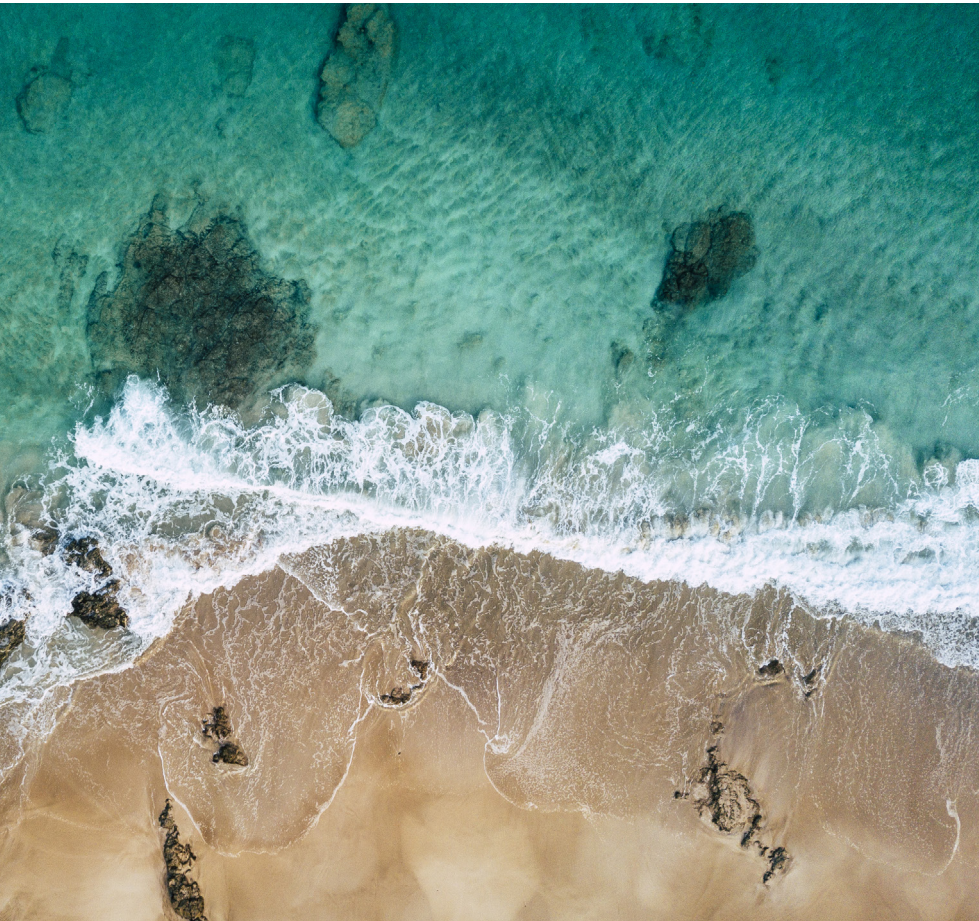
body and land on 1 meter of depth as you positioned your board and gripped the wave-face.

On the last day of my trip, I was surfing alone before returning to “normal” life. I had plans to jump into a taxi, making my way to the airport to return home to Australia. Back to 2-hour chemistry lectures. I was in the middle of the ocean, about to go back to shore when three people paddled up to me. They took a moment to pray with me after asking permission, of course. They then told me I would be a professional surfer and would do radical things. Unbeknownst to me, I went on to make three internationally recognized bodyboarding documentaries. I paddled into the most dangerous wave ever ridden in human history. My drive and focus soon warped into a debilitating mental condition known as Obsessive-Compulsive Disorder (OCD). Stifled by the structure and risk-averse nature of the tertiary system, I was breaking every rule I could get away with. I found reprieve sitting with Aboriginal kids, spending time on their land, and feeling their



unconditional acceptance. Through a chain of unexpected events, I was invited to tell my story of surfing, mental illness, and techniques for dealing with fear, to a room full of Indigenous Australian kids, with a program called AIME. What I experienced in that room was probably the





richest 'educational experience' I'd ever had, including my 12 years at primary and high school and 4 years of training as a teacher. At that point, I decided I was going to work for AIME. AIME is the most cutting edge example of giving marginalized kids a prominent global voice. AIME, a modern-day Robin Hood of sorts, has hustled 100 million AUS (73 million USD) over the last decade to rip 20,000 kids out of educational inequality. Eventually, I quit surfing and obtained a 4-year degree, a definite career ender in many people's eyes. I didn't even attend my interview to become a teacher. However, as soon as I did graduate, I went



straight to AIME. Over the last 7 years with AIME as a local New South Wales Centre Manager initially and now as the Recruiter, I've immersed myself in some of the deepest interpersonal connections imaginable to me. Along with a determined team, we've recruited, trained, and mobilized 10,000 volunteer mentors and mentored 25,000 marginalized kids across 6 countries. With imagination, mentoring, and a few core principles of organizing change, we provided 1.17 billion dollars of net economic benefit to society annually (KPMG). 📍

VIDEO LINKS

Here's a video of us mentoring on the ground: [CLICK HERE](#)

Here's a video of me training others on how to recruit volunteer mentors: [CLICK HERE](#)

And here's a video of us recruiting 200 young leaders in the US to fly them from LA to Sydney on a chartered flight for the world's first Festival of Mentoring: The Hooded Hustle [CLICK HERE](#)

And here's what the festival looked like [CLICK HERE](#)

And we've just launched a university, to change the world. IMAGINATION{University}. And here's what it's all about: [CLICK HERE](#)

ABOUT BRENDEN



Having rode the most dangerous waves in human history in 2006, Brenden Newton has since trained as a high school health education teacher, yet traditional classrooms didn't quite light his fire like death-defying ocean adventures. With the empathy and grit resulting from years of wrestling diagnosed obsessive compulsive disorder Brenden has spent the last 7 years leading AIME Mentoring's global mentor recruitment campaign, mobilising minority citizens to lead dramatic global change via mentoring and forming strong, unlikely alliances.

Having mentored 25 000 marginalised young people into educational parity, AIME is now in 6 different countries and recently launched IMAGINATION{university} to build a fairer world. Brenden's 14 years married to his beautiful wife and has 2 gorgeous kids that keep him on his toes. Brenden believes anything is possible, especially global equality.

By Angi English **DECENTRALIZED AND NETWORKED PSYCHOLOGICAL FIRST AID FOR SOCIAL RESILIENCE**

Last year, I enjoyed watching the documentary of Apollo 11 at my local movie theater and was really taken with the dynamics of the lunar “sphere of influence,” or gravitational pull of the moon.



When Apollo 11 was a certain distance from the moon, the lunar sphere of influence changed the dynamics of its flight.

The concept piqued my curiosity of how a “social sphere of influence” or social pull could help effect change in the number of people in a community willing to have a positive impact during disasters. How could all of us, pulling together socially influence each other for good? And, how could a bottom-up strategy of goodwill for each other make us all more resilient? So, I wondered could our social influence for good include the idea of non-professionals providing much needed immediate psychological first aid in environments of significant trauma?

What is Psychological First Aid?

Psychological First Aid (PFA) may be simply defined as a supportive and compassionate presence designed to stabilize

and mitigate acute distress, as well as facilitate access to continued care. George Everly and Jeffrey Lating wrote the most frequently cited text regarding PFA entitled “The Johns Hopkins Guide to Psychological First Aid.” At its core, PFA is designed to reduce the initial distress caused by traumatic events. Since a large-scale emergency will initially overwhelm existing mental health response resources, psychological first aid — the provision of basic psychological care in the short-term aftermath of a traumatic event — is an invaluable resource and skill set to possess.

The term “psychological first aid” first appeared, of all places, in a 1944 curriculum developed by the Merchant Marine, and the first scientific study of “the trajectory of the grief process” came out that same year in the wake of the devastating 1942 fire at Boston’s Cocoanut Grove nightclub. In less than 15 minutes, 492 people perished and another 166 were injured, making the blaze the deadliest

nightclub fire in U.S. history. This study and subsequent studies identified that mental health “casualties” far exceeded those who suffered physical harm during such catastrophic incidents.

The studies found that individuals experience a wide range of mental health problems during and long after emergencies and will be more likely to recover if they feel safe, connected, calm and hopeful; have access to social, physical and emotional support; and find ways to help themselves. Since then, the field of disaster mental health has developed gradually over the decades, and finally entered into the national dialogue in the aftermath of the 9/11 attacks.

PFA is not psychotherapy, nor is it a substitute for psychotherapy. It does not entail diagnosis or treatment. PFA can be an effective public health intervention especially well-suited for areas wherein health care resources are scarce, situations where access to emergent care is limited,



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Recent reports note that in 2018, the United States experienced some of its most devastating weather conditions in history.
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or as a means of significantly increasing surge capacity in the wake of organizational or community adversity including disasters and/or workplace community violence. Psychological First Aid is also not meant to replace licensed mental health professionals. It is beneficial to those with little or no previous mental health training, and can fill a wide shortage of available disaster mental health professionals until the crisis has subsided.

Crisis intervention should not be considered treatment but, rather, as a means of fostering resilience, that is, helping people to rebound from adversity. Options to mainstream the training could include collaboration by city, state and local governments with local universities as part of a curriculum development tailored to a wide variety of learning styles. As the complexity of challenges continues to grow so must the capacity to widen the sphere of influence to include others in the community willing to lend a hand at lessening the traumatic mental health effects of disasters.

Recent reports note that in 2018, the United States experienced some of its most devastating weather conditions in history. From raging wildfires to damaging street flooding and record-breaking hurricanes, extreme weather ravaged neighborhoods and cities nationwide. With climate change predicted to be increasingly significant, such extreme weather conditions are expected to continue for the foreseeable future. These conditions bring not only mass destruction and chaos, but also overwhelming societal and economic costs. According to a recent Christian Aid report, 2018's

top three most expensive climate-driven events worldwide all occurred in the United States. Most recently, COVID 19 is proving to be a long term, slow moving trauma, producing anxiety and depression globally. The implications of quarantine, uncertainty about timing for access to a vaccine protocol and the lack of consistent access to even basic services for some will have cascading negative impacts on levels of society.

A recalibration of our plans for post

disaster mental health is now required, and the really great news is we do not have to recalibrate from scratch. Traditionally, disaster mental health in the form of psychological first aid has been provided by mental health professionals, physicians, nurses and the clergy. However, given the pace of natural and man-made disasters, I think it is time to expand our — “sphere of influence,” to include non-professional providers of PFA.

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LEARNING FROM OTHERS IN CHRONIC DISASTERS

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Andrea Ucini, writing for the economist, tells the following story. At Jabal Amman mental health clinic, perched atop a hill in the old town of Jordan's capital, Walaa Etawi, the manager, and her colleagues list the countries from where they see refugees — and what ails them. The ethnic mix includes Iraqis, many with post-traumatic stress, Syrians with depression, Sudanese with anxiety, and at least ten other nationalities. By local estimates, 1.4 million people have poured into Jordan from Syria's civil war alone.

Disaster-relief groups such as the International Medical Corps (IMC), which run the Jabal Amman clinic, came to help. In the past two decades, care for mental distress in such emergencies, whether wrought by conflict or natural calamity,

has become an immediate priority — on a par with shelter and food. What has been learned from this type of disaster has inspired new, pared-down mental-health care models that can be deployed quickly to help lots of people. In parts of Indonesia, Sri Lanka, the Philippines and elsewhere these models have become part of rebuilt health-care systems." Communities suffering chronic disasters know that the scale of mental health problems and the shortage of specialists to treat people post-disaster is a complex problem.

As disaster-relief experts wondered how to quickly train local people to provide mental health care, they realized that, for the most part, non-specialists might be able to do the job. The answer was literally hidden in plain sight.

"We used to assume that people need professional counseling," says Julian Eaton of the London School of Hygiene and Tropical Medicine, a veteran in post-disaster care. But it turned out this was not so. Rates of mental health problems usually doubled after a calamity. But few people needed a psychiatrist. Most got better with simple, appropriate help that anyone could provide. Known as "psychological first aid", it is something that can be taught in a matter of hours. This training is now standard fare in the first days after a disaster. Teachers, pastors, barbers and taxi-drivers are taught to notice people in distress, to provide the right kind of emotional support, and to avoid common mistakes such as pressing sufferers to recount stressful events.



SEEKING UNPROFESSIONAL HELP

Disaster relief has taught that non-specialists can be trained to treat mild-to-moderate depression and anxiety, which affect 15–20% of people in any given year. The idea, known in the jargon as "task-shifting", was "born out of necessity", says Peter Ventevogel of UNHCR, the United Nations refugee agency. The United States should examine the feasibility of broadening the sphere of influence to include non-professionals that have been trained and/or certified in psychological first aid to barbers, hairdressers, bartenders, taxi drivers, teachers, barista's, pharmacists, veterinarians, charity organizations, childcare facilities, volunteer first responder organizations and others who provide daily services to citizens on an ongoing basis.

Resource materials have already been generated and could be tailored to the environment. In addition to the John's Hopkins Guide to Psychological First Aid, the World Health Organization has produced its own readily accessible handbook.

TALKING WITH CHILDREN

As adults, and as parents, we have the experience to understand and think critically about the interconnectedness of issues in a way that children have not. Having conversations about all types of emergencies in a developmentally appropriate way which engages kids and reduces their natural fear of the unknown will contribute to both a family and community sense of resilience.

Children often learn how to react to the unknown by watching trusted adults around them and listening to adult conversations, even when they do not appear to be interested. In this context, adults have an opportunity to model the behavior and have informed conversations that will empower our children. ■





ABOUT ANGI ENGLISH

English has an impressive career as a strategic thought leader, leading strategic initiatives in homeland security and emergency management including various risk management projects for and with state and federal task forces. In 2010, appointed by Secretary Janet Napolitano, English worked with 35 other task force members representing local, State, Tribal and Territorial governments to collaboratively take stock of national preparedness and provide recommendations to Congress. The task force worked collaboratively with all stakeholders over a full year to produce a report for Congress, “Perspectives on Preparedness: Taking Stock Since 9/11.” Additionally, English provided advisory services in the development of the Presidential Policy Directive 8, the directive aimed at strengthening the security and resilience of the United States through systematic preparation for the threats that pose the greatest risk to the security of the Nation, including acts of terrorism, cyber-attacks, pandemics, and catastrophic natural disasters. Additionally, the taskforce facilitated the overhaul of the Threat and Hazard Identification Risk Assessment (THIRA) and the National Disaster Response Framework.

In her 30 years working in homeland security, emergency management, mental health, risk management and disability advocacy communities, she is a recognized award-winning leader. In 2012, she graduated from the Executive Leadership Program at the Naval Postgraduate School and in 2014, graduated “With Distinction,” with a Master’s Degree in Security Studies from the Naval Postgraduate School. She was named the Naval Postgraduate School Center for Homeland Defense and Security Curtis H. Butch Straub Achievement Award winner for exemplary leadership and vision. In addition to this honor, she became a Founding Scholar for Innovation at the 18-month think tank called HSx, “Advanced Thinking in Homeland Security” through the Naval

Postgraduate School where she created an award-winning grand challenge project, “One Health Alert System: Complexity Oriented Model for Rapid Detection for Disease Outbreaks.”

As Chief of Staff at the New Mexico Department of Homeland Security and Emergency Management, English is a strategic thought leader providing oversight of all agency strategic initiatives and successful execution with the collaboration of senior leadership and is a key advisor to the Secretary and Deputy Secretary.

She is a featured writer for *Homeland Security: A Platform* by the Center for Homeland Defense and Security For Radical Homeland Security Experimentation with over 30 publications, many focused on navigating “sensemaking in conditions of uncertainty,” and a featured author in the Wiley Publishers text “Foundations of Homeland Security: Law and Policy, 2nd Edition” with a chapter on “Metacognition and Errors in Judgement Related to Decision-Making in Homeland Security.” The chapter explores how the brain and its subsequent thinking processes are influenced by the organic mechanisms of the brain, the social dynamics of groups, and the social construction of reality by people in general.

When she’s not solving tough problems, she is out flying her drones as a FAA Certified Part 107 Drone Pilot or behind the lens of her camera, photographing landscapes in remote areas of the world. Combining her interests for drones and public safety, she was an instrumental advisor in the creation of New Mexico’s Fusion Center’s drone program, a half-million-dollar effort.

She volunteers her time with various hunger initiatives such as the Austin Empty Bowl Project or with Austin Wildlife Rescue where at times she has served as a “possum anesthesiologist,” and as a volunteer drone pilot for local search and rescue efforts. Hopelessly in love with her wiener dog, “Harper Lee,” she and her veterinarian spouse care and rehab various kinds of animals in the ecosystem.

// *In her 30 years working in homeland security, emergency management, mental health, risk management and disability advocacy communities, she is a recognized award-winning leader.*



THE FUTURE (AND POSSIBILITIES) OF WORK?

By Tom Langer

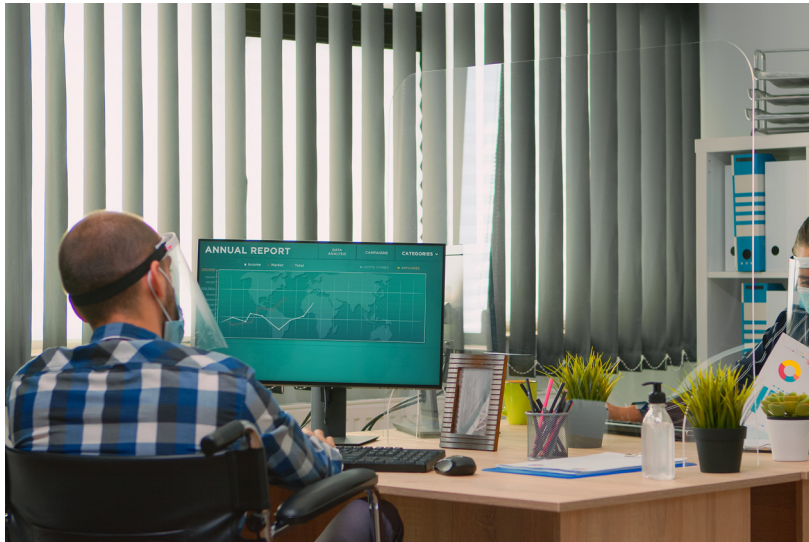
The impact on the country's workforce due to the COVID pandemic has been substantial.

With telework, furloughs, the collapse of the 'gig economy' and layoffs, the current employment model landscape in the U.S. is forever changed. After almost every great recession, depression, or downturn, the nature of work is reimagined and reshaped. Frequently automation replaces workers, yet we find ourselves surprised by the permanence of the job loss. Often our political leaders frantically react to find a scapegoat. The pandemic and our collective fight against it still have a way to go for sure. However, these last (long) months did tell us something about the future and work possibilities.

Many of us have stories of how we managed to stay connected during the pandemic and how so many of us had to partition our homes to accommodate for our children's academics as well as our own workspaces. It could be argued that children are more adaptive than parents in this situation and have seen the future of work and schooling in ways many adults have not. More than likely they will carry that model forward into their careers. Companies, real estate firms, and higher education are rethinking what is genuinely necessary for floor space. In contrast, cybersecurity firms and high-speed internet providers forecast new business models taking into account

threats, vulnerabilities, and the need for increased bandwidth and speed. Of course, first responders, patient-facing medical personnel, manufacturing, construction, farming, and similar career fields will still require a place to perform that work. Still, other support roles in those fields will remain agnostic to a building. Likely the answer to the 'new normal' will be somewhere between the best - or worst - case scenario (depending on your perspective) and the old normal - but change, it will. So, to that end, have we also seen the opening to new opportunities for those of us who have been historically excluded from the workforce?





According to the Centers for Disease Control and Prevention (CDC), 26% (1 in 4) of all adults in the U.S. have a disability, with 13.7% of those having severe mobility issues. A separate 5.9% have a severe hearing issue, and 4.6% have a severe vision issue. In many cases, the opportunities for fulfilling employment opportunities for these adults are limited. Many employers embrace diversity and inclusion wholeheartedly and make the required reasonable accommodations to facilitate a worker with a disability. That said, has the workplace dynamics from this pandemic shattered a paradigm when it comes to employing the disabled? As we have seen, there are new ways of thinking about the development and networking of teams, just as we have seen in the explosive growth of online learning.

Thinking about the possibility for a more diverse and inclusive workforce in

the future means rethinking what onboarding actually means. Can we develop a workplace environment where the focus is on bringing the work to the employee, regardless of location, using high-speed connectivity and capital outlay to create a workspace in the home? Companies could use technology to foster the same sense of collaboration and teamwork in a virtual world by tapping into an underutilized pool of educated workers eager to contribute and be part of a larger purpose despite limited mobility or other disabilities. This will mean rethinking the workforce's management with supervisors and HR personnel disbursed regionally to accommodate employees to focus on the vital role of being the adhesive that keeps the team together.

Of course, this paradigm shift will require the support of our elected leaders. Many fellow citizens who are disabled

are supported by our federal and state governments via programs that have severe consequences if full or part-time employment is accepted. We have to create a safety net for all of those currently supported by these programs while seeing if this new remote work environment works for eligible workers. Clearly, some reasonable timeframe would allow a beneficiary to retain benefits – or the right to benefits – while accepting this new work model. The tradeoff to helping someone find that new role and sense of fulfillment is well worth the cost. We need to advocate at the highest levels in the U.S. and state governments for offering incentives and retraining in emerging markets where workers can be reengaged.

Slowly but surely, we have pushed aside the old managerial stereotype of “if I can't see you working, you can't be working.” If anything, family and friends have told me they are working harder and longer from home through some kind of perverse guilt that working in sweatpants causes you to feel. We have made it work through proprietary corporate tools and free apps and designed the new order of things on the fly. But now is the time to formalize what we are learning and apply it to new opportunities by tapping into ready workers and rethinking our vision of the workforce of the future.

If change is the only constant in life, let's make a change in our workforce's diversity a priority and capitalize on the experiment we were all forced into this year. ☑



ABOUT TOM LANGER

Tom Langer is the Principal of Atlantic Security Advisors, LLC, a consultancy in the broad spectrum of industrial security, risk mitigation, and leadership development. Specific areas of expertise are insider threat, crisis and incident management, security training, and security assessments across diverse business areas.

Tom was the Vice President of Security for BAE Systems, Inc., headquartered in Arlington, VA., until his retirement in July 2019. BAE Systems, Inc. is the U.S.-based arm of BAE Systems plc, headquartered in London, England. During his 40-year career with the company, he held site, program, and leadership roles in all aspects of security operations. Before BAE Systems, Tom was a sworn officer of the Manchester, NH Police Department. Tom received his Bachelor of Science degree in Criminal Justice from St. Anselm College in Manchester, New Hampshire.

Tom served as a member of the Board of Directors and President of ASIS International and was previously chairperson of the Aerospace Industries Association's Industrial Security Committee and a member of the National Industrial Security Program Policy Advisory Committee Information Security Oversight Office within the National Archives. Tom was one of the four-panel members of Secretary Gates' 2008 Defense Security Service Future Study Group that recommended modernization to the agency's structure, landscape and mission.

AS IF BEING A TEEN WASN'T *STRESSFUL* ENOUGH

by Guest Youth Author Connor (16)



When I was in middle school, going to school didn't seem very stressful at all. It didn't seem like there was nearly as much work to do. I didn't have a problem going to and from all of my classes, I had lunch in the middle of the day, and then I'd go home. Once I got home, I'd do my chores and homework, if I had any. Even though it was only two years ago, it seems like forever. I was doing pretty good in most of my classes. So much so that they put me in accelerated courses. I remember enjoying my science class a lot. I even got 100% in my science class and got a medal for it. Going from middle school to high school was pretty cool. It was fun.

The first half of my 9th-grade year was super easy, but then it got much harder. In the second half of 9th grade, the teachers started getting tired of the kids. You could tell because they were a lot more moody and short-tempered. This is where things started to go downhill since I have ADHD, and I have been known to talk

a lot in class and annoy teachers. This is also about the same time COVID-19 hit. That was just weird. It was all strange and different for everyone; school was a mess.

Even though the schools were not making kids do much work because they were trying to figure out what to do since they were shut down, my parents were still making me do assignments. "You have to keep developing your brain!" I didn't see this as being fair, but... (let's face it, there is no but). When summer came, it was a relief. I never felt like I could meet my teachers' expectations, so enjoying life on the lake was a welcomed break. I spend every summer in Texas with my dad on Lake Texoma. My parents divorced when I was 3. When I came back home to start the 10th grade, we learned that school would be 100% online. At first, this sounded great! Unfortunately, I struggled to get work done, mainly because everything was new, and the amount of work had doubled. Some teachers are so frustrated with COVID-19 that they are now taking their frustrations out on us. Some good face-to-face teachers don't

know how to teach online, which makes learning anything a struggle. I was also issued a computer that is continuously crashing. Our school district's network still messes up, even though we're almost halfway through the year. These things combined make for a very stressful situation, especially for a kid who already suffers from anxiety issues.

"The first half of my 9th-grade year was super easy, but then it got much harder."

Having to wear a mask or wash my hands all the time didn't seem so bad.

The worst thing about this COVID-19 experience has got to be the school thing and the fact that it is all online. Having to stay still and being in the same room every day is so repetitive. Also, not being able to see my friends is messed up. If it wasn't for Instagram, TikTok, or Snapchat, I literally wouldn't have a social life anymore. Before COVID-19 hit, my electronics were what my parents used to take away from me to "get me to focus." We are a generation that grew up with electronics in our hands. Now more than ever, our phones and devices help keep us sane. They are our only way of being able to hang out or socialize. My house has a lot of rules for using social media and electronics. My mom has actually helped me out a couple of times when things could have gone wrong because she monitors my accounts.

A few months into COVID, some friends and I decided we would break the rules and hang out with each other because we were bored out of our minds. Come to find out, one of the girls that we hung out with tested positive for COVID. My buddies and I were freaked out at first. I think our parents were more freaked out than us. We each showed up at the nearest testing site separately, one by one anxiously awaiting to see if we contracted this disease that was killing a bunch of people. My parents were super nervous because of my asthma. In the end, we all tested negative, but in the meantime, we had to cancel my Spring break that I usually spend with my dad in Texas. I was pretty upset. Since

then, most of my buddies and I use social media much more than usual to connect. We still hang out in person, but not near as much as before the pandemic. My mom had walked into my room a couple of times when I had a friend on Facetime, and she didn't understand why we weren't talking to each other. I had to explain to her that it was the closest we could get to being in the same room and that just because you're in the same room with someone doesn't mean you have to be talking all the time.

I guess my main point is that being a teen is already stressful. Hanging out with our friends is a massive part of who we are and not doing that is really one of the hardest things I've struggled with. The COVID-19 pandemic, and not to mention all of the other crazy things that have happened in 2020, make it really difficult to focus, get good grades, "make good choices" (as my mom always says), or just keep adults happy. My mom talks to me a lot about empathy, so a little empathy from parents can go a long way. After all, isn't that what parents are trying to teach us kids, empathy?

If I could offer some advice to parents:

1. Try to be more understanding of our situation. We are going to school during a pandemic... while being taught online... with failing technology.
2. Social media is not the root cause of all evil. It has actually helped many of us get through this weirdness.
3. Trust goes both ways. Don't assume we're always going to do something wrong on social media and try to "catch" us. Most of us just want to hang out and laugh and be kids. 🍷

ABOUT CONNOR



Connor is a sophomore in high school studying to enter into business administration. He has played baseball since he was five, enjoys playing basketball with his friends, and watching football.

He is an avid bike rider, riding anywhere from 5-10 miles a day with his buddies. Connor enjoys collecting fossils, crystals, and other artifacts and hopes to go on an archeological dig one day.

Connor is originally from Texas but now lives on the East Coast. He gets to visit Texas every summer where he is dubbed the unofficial "President of Lake Texoma", where he takes the waterways in his Sea-Doo watercraft.

A LETTER TO MOM AND DAD

By Lindsey Hedrick
Graduate Student, Marymount University

Hi Mom and Dad,

Before I begin, I want to thank you for all the support and encouragement that you have given me this past year. This pandemic has brought many challenges and hurdles to my peers and I; often leaving us feeling even more stressed and anxious about our futures. With your support, I have been able to recognize that this period in our lives is only temporary and to use this time to grow professionally, learn new skills (like how to actually feel proficient at Microsoft Excel), and embrace all opportunities (even if they are remote).

While online graduate school was never something that I anticipated I would be doing to complete my master's degree; I am thankful for professors that have still challenged my peers and I. Navigating an online world (that was supposed to be completely in person) has presented challenges at times, many of which I have overcome by advancing my technological capabilities through various video meeting platforms (especially Zoom). There are also many positives about online school; I have met many animal friends that sneak into the sides of the screen, making a special appearance for the whole class to see. I have even shown my own little animal Kiwi (a female hedgehog) to my classes on a couple different occasions, something we would never experience in an in-person lecture. Our professors have taught us more than conventional lessons.

They have taught us about patience, fortitude, grace under pressure and resiliency. Their demonstration of a positive attitude regardless of circumstance and their flexibility on deadlines has decreased our stress considerably and I think opened our aperture on learning and our understanding about how to balance risk.

An unanticipated consequence of the global pandemic, in addition to moving to an online learning environment, has been the cancellation or delay of graduate internships, which are not only a course requirement but also an opportunity to earn professional experience as part of our course of study. The restrictions imposed by the global pandemic in many cases obviated the amount and variety of available public and private sector internships which could have downstream consequences of what is anticipated to be a very competitive job market post-graduation. I will personally always be thankful to Kiernan Group Holdings (KGH) for providing a remote internship opportunity and upon completion, part-time work-also remote. I know that makes you happy as well! While we may not physically work in the same room, the opportunity to work with mentors like Dr. Kiernan and many others in the law enforcement and Intelligence Community has broadened my experience and increased my competencies. There is no substitute for practical application of theory and knowledge as a graduate student.

Another challenge has been to establish a normal day-to-day routine while going to school online and working from home. After many months of doing the same things every week, burnout and depression has been an issue impacting students. I have challenged myself to increase my exercise and sleep routines as well as to eat healthy by finding new recipes and experimenting more than I ever would if I was attending class on campus. I can now make several delicious low-carb vegetarian meals (my personal favorite is spaghetti squash casserole). I've learned that getting enough sleep, staying active, and eating a healthy diet has improved my productivity and helped me maintain a positive attitude.

Living through this ever-changing environment has forced my peers and I to become more flexible and adaptable and to find ways to increase our collaboration and inclusiveness. The CDC guidelines, local and state mandates, and school guidance are constantly evolving, which means we must too, there is no room for complacency. Currently many universities are partnering with their state health departments to create a plan for campus-wide vaccination. These vaccination efforts will help campuses, communities and our nation get back to some form of normalcy. I look forward to a day where I can gather with my peers and professors safely in a post-COVID world.

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"Living through this ever-changing environment has forced my peers and I to become more flexible and adaptable and to find ways to increase our collaboration and inclusiveness."

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"Again, Mom and Dad I thank you for all of the support you have always given me and especially throughout this pandemic."



The pandemic has taught me that preparedness is the key to safety. For me, being prepared means staying up to date on the latest guidance put in place by the CDC and the State of Virginia. Being prepared also means wearing my mask everywhere I go when leaving the confines of home. Hand sanitizer and soap are essential things that I make sure I have plenty of at all times. Preparedness also means listening to and learning from empirical data and not listening to hype or denial. I am also forever grateful for the selfless dedication of the medical and First Responder communities and all of

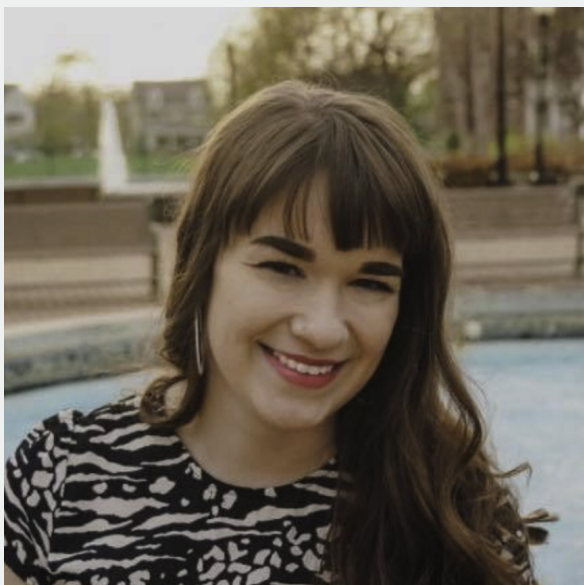
the essential workers who keep us safe. It is another life lesson that I may not have learned in school that I am grateful for it.

Again, Mom and Dad, I thank you for all of the support you have always given me especially throughout this pandemic. The anxiety and worry that graduate students are enduring is not easy, but it is important to recognize that this pandemic is only temporary, and our resilience will become a lifelong skill. Thank you for all the pep talks over Facetime and care packages that you've sent my way. I look forward to the next visit when we can gather together safely. ■

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"While online graduate school was never something that I anticipated I would be doing to complete my master's degree; I am thankful for professors that have still challenged my peers and I."

ABOUT LINDSEY HEDRICK



Lindsey Hedrick is an Intelligence Research Analyst for Kiernan Group Holdings. She assists with the analysis and exploitation of open source data for various threat vectors, and researches state of practice content for curriculum development and training. She graduated Cum Laude with her Bachelor of Arts degree in Psychology and Criminology with a minor in Law and Society from Drury University in Springfield, Missouri.

Born and raised in the Midwest, she moved to Arlington, Virginia to pursue her Master of Arts degree in Forensic and Legal Psychology with a concentration in intelligence studies. She is expected to graduate in May 2021. She has previously interned at the National Center for Missing and Exploited Children in the case management analytical divisions.

Her areas of interest include threats of a pandemic on school and university operations and active shooter preparedness training and education to schools and universities.

SOCIAL MEDIA CANCELLED...

PARENTING IN PROGRESS

By Jamie Derkosrofian



March 13, 2020, the day our family's world started feeling the effects of the pandemic. In hindsight, it makes sense due to the fact March 13th was, in fact, a Friday the 13th. Here I was,

a full-time employee, Mom of 13-year-old triplets, and a wife of a first responder. Honestly, I wasn't worried initially. The schools implemented remote learning for two weeks as precautions, and I was able to work from home. My husband was a differ-

ent story. First responders faithfully report for duty regardless of the day, the crisis, or a pandemic. At first, it felt like an extended holiday. Had I attended a summer camp growing up, it, perhaps, might have felt like that. Day by day, the Governor would hold a news conference and talk numbers, restrictions, and the virus's reality. Suddenly, "summer camp" felt less kumbaya and more like a harsh cold rain soaking the sleeping bags in the middle of the night.

As the world shut down, stay at home orders were enacted, masks were the new accessory, and schools went completely remote, my heart sank. Obviously, I needed to develop a plan to keep the kids safe and reassure them that everything was okay. I spent many days scouring parenting articles and how to protect my family from the hysteria of the virus. Here's the thing, I already was parenting my way through tough times long before COVID-19 seeped into our lives.



Being married to a first responder allows you to have a front-row, VIP pass to all society's ills. It's eye-opening, scary, and filled with heart-wrenching sadness. You instinctively avoid anything that leads down these paths, which today seems to be available on social media 24x7. Here is a secret...my children at 14 years old do not have social media. TikTok, Instagram, Facebook, snap chat and all the other platforms are not on their phones. I am not saying evil resides in social media. Still, I am allowed to be a voice in my children's heads without their entire world being consumed with outside opinions with the absence of it. I do not want them to get their news from social media sites but rather from reliable resources that we can openly discuss together.

Even as an adult, it's hard not to get drawn into the false statements, posts, and narratives. I find I am at my peak of stress when I spend time watching the news, reading posts, and spending more time than I should on Facebook. I can find myself angry, upset, or consumed with tears of weariness over others' posting. If I cannot make a choice to walk away so quickly and put those feelings aside, how are my children supposed to? It becomes too easy to just download apps for young minds to access life via images and not real words. I recall living (felt like surviving) through my teen years in the early '90s when key influences were in TV commercials, tv shows interactions with classmates. Some of them could make you feel like you were not quite good



enough, smart enough, attractive enough, or cool enough. Then, insults and slights were delivered in person; now, kids have access to social media, which can provide negativity and exclusion with a finger's tap and often, without consequences to the initiator. Kids can get trapped into how many "likes" they have and who communicate with them rather than understand

what information is valid or is designed to influence them in some way without parental or adult oversight. This is certainly made more comfortable with all of the increased screen time requirements of remote learning.

Aside from all that influence, our children now hear about other children, parents, and families that have lost a

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"I can find myself angry, upset, or consumed with tears of weariness over others' posting. If I cannot make a choice to walk away so quickly and put those feelings aside, how are my children supposed to?"

"However, I am a realist in my parenting style and know that I can't restrict all the platforms they can access. I believe kids need to be exposed to the real world to better navigate and problem solve as they get older."

loved one to the pandemic, and the rules of living our lives seem to change almost daily. Without my three to immediately open an app, I am now given the parenting wand to provide accurate information that I feel they can handle.

I can see their expressions, eyes, and demeanor when we have these difficult conversations and answer their questions. That opportunity is lost the minute they read the falsehoods found on social media. Scared eyes give me the chance to ask questions, to really listen to their concerns, and to wipe their tears when the fear overwhelms them. Reading a

post, seeing a video, or a picture does not allow us as parents to stop their world and have conversations because, most likely, we weren't around when they saw/read it.

However, I am a realist in my parenting style and know that I can't restrict all the platforms they can access. I believe kids need to be exposed to the real world to better navigate and problem solve as they get older. I know I will need to adapt to teaching them about the responsible use of social media platforms sooner rather than later. I know this responsible use can also help them with their education and career choices. The extra time we have

learned together without social media has helped us grow closer. My three world changers have developed self-confidence, self-reliance, and gratitude, skills they will need in a complex world.

My three have learned who they are and what is important to them. Times are scary, and uncertainty lies ahead for us. Our children need a fighter in their corner, which is us. Fight hard!

As for me, I parent on; I pray for the safety of First Responders everywhere, I juggle our family and jobs and socially distant sports activities madly, grateful every minute of every day. 🍀

ABOUT JAMIE DERKOSROFIAN



Jamie DerKosrofian is a lifelong New Englander. She obtained a degree in Criminal Justice from Mount Wachusett Community College and a certificate in Paralegal Studies from the University of Massachusetts, (UMass). She is a Senior Paralegal/Manager for an injury law firm.

She is the proud wife of a first responder, a mother to 13 year old triplets and Vinny Meatball, a pleasantly plump Pug. Jaime is active in her church where she has taught Sunday school for over 10 years to various grade levels. Often found cheering from the sidelines of various sports for her children, she also enjoys daily workouts.

Jamie's favorite place is in her kitchen where you will hear great music, see some dancing all while she bakes and cooks to the delight of her favorite taste tester, her husband.

LEARNING FROM HOSTAGES

By Rachel Briggs

It feels like a cliché to call 2020 a difficult year – “difficult” doesn’t even come close.

It’s been a once in a century global health catastrophe that has closed economies, deprived so many of the ability to provide for their families, taken the lives of over a quarter of a million Americans (at the time of writing), and left so many of us feeling isolated and anxious.

Thankfully, we enter the holidays with the positive news of a viable vaccine – pretty much the best holiday present any of us could have asked for. Finally, some light at the end of the tunnel.

At this time of year traditional for reflection, I’ve been thinking about the lessons I’ve learned over the years from the hundreds of former hostages I’ve gotten to know through my work with Hostage US, the non-profit I co-founded and led until

a few months ago when I stepped down to return home to the UK.

You might be surprised to learn that around 200 Americans are kidnapped overseas each year – by terrorists in places like the Middle East and Afghanistan, criminals in Mexico or Latin America and by rogue states like Iran and North Korea.

Some were journalists bringing news into our homes, some were humanitarian workers ministering to those in need, others still were engineers like my uncle who was kidnapped on his way to work in Colombia almost 25 years ago, thankfully released unharmed several months later.

We’ve heard a lot of talk these past months about “resilience”; let me share the seven secrets of resilience I’ve learned from the former hostages I’ve had the

privilege to help through their recovery.

ROUTINE IS KEY

Every hostage I know that has survived captivity well, established and maintained a routine from day one. This can be difficult in captivity, where you can’t dictate when the lights will be on or off, whether you will be able to go to the bathroom that day, or whether you will be moved to another location at a moment’s notice. A simple and easily adaptable routine is critical for mental health and allows you to take control when you seem to have none, just as so many of us have felt this year.



KEEP MOVING

Not easy if you are a hostage, but even in captivity, physical exercise is possible. Some hostages walk around their cell, others do simple exercises on the spot if they are chained up. Being sedentary for long periods brings all manner of health problems, and we know that your fitness level influences your chances of surviving COVID-19. If hostages can do it, so can we.

LIVE IN THE MOMENT

Living with uncertainty can be debilitating; for months now, we have been on edge and unsure what the future will bring; will we lose our job and our health insurance? Become sick? Need to care for a loved one? Will our kids be sent home from school? It’s been overwhelming. Hostages, who never know what’s coming

from one minute to the next, talk about the importance of focusing on now. Some who have endured solitary confinement go further and describe the joy of developing their inner life. None of this stops the future being uncertain or bad, but it makes coping in the here and now so much easier.

CHIN UP

One of the most important lessons I’ve learned from former hostages is perspective. When I’m having a bad day, I often think to myself, “well, if this is the worst that’s going to happen to me today, I’m doing well”. So many talk about the simple power of hope; things are bad, but they could be worse, and they can get better again. Human beings are remarkable animals pre-programmed to survive. We will get through this.

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STAY CONNECTED

For hostages, this isn't straightforward; it's true that some receive letters from their families, but most are entirely separated. So often, they find creative ways to connect – through their memories, through imagined conversations; one hostage told me he mentally drove the route to his daughter's house every morning during captivity to feel connected to her. We are lucky to have phones, email, FaceTime, social media – it's vital we make the effort to stay connected. We are social beings and isolation is one of the biggest causes of depression.

SEE THE OPPORTUNITY

Undoubtedly, life is really tough for a lot of Americans right now. As far as possible, we must seek out opportunities within our adversities. So many hostages I know chose growth over collapse, hope over despair; it didn't stop them struggling or erase their problems, but a growth mindset sets us up to recover quicker and better.

Can't concentrate on reading? Watch a movie. Can't afford your gym member-



ship? Take a walk. Money tight for groceries? Focus on home cooking.

2020 is a year none of us will forget, and we can't predict the extent of its impact yet; so many people are suffering. As you sit down for dinner over the holidays and notice those empty chairs around your table normally occupied by relatives who can't travel to be with you this year, spare a thought for the families missing their loved one who is held hostage overseas. If hostages can survive and thrive after captivity, we can get through this. 🍷





ABOUT RACHEL BRIGGS

Rachel Briggs OBE was Founding Executive Director of Hostage US, an independent non-profit that supports American hostages and their families. She was also Founding Director of Hostage UK (now Hostage International), the world's first support organization for returning hostages and their families.

She has two decades experience, working at the highest levels with governments, multinational corporations and non-profits on issues of community safety, security, terrorism, foreign policy and national security. she has directly influenced policy at the national and international levels, changing security and risk practices in the private sector and is known as a highly effective non-profit leader who forges collaborations with non-profits in the same sector.

She was driven to this career by her own family's experience of hostage taking; her uncle was kidnapped in Colombia in 1996 when she was studying at university. She saw the impact of his captivity on her family and his and experienced firsthand the challenges hostages face when they return home. These experiences led her to work on security issues and, ultimately, to found two victims' organizations to ensure other families and hostages would not have to go through this lonely and terrifying experience alone and without specialist help.

She is a regular commentator on these issues; her work and its impact has been covered extensively, including a 2017 personal profile in The New York Times, and publications in The Washington Post; The New Yorker; Financial Times; Guardian; NPR; CNN; Fox News; Sky News; BBC News. A prolific writer, Rachel has authored dozens of reports, academic and journal articles and book chapters. She also speaks publicly to share her experiences.

She is Chair of the Board of Directors of the Global Center on Cooperative Security, an Associate Fellow of Chatham House, and a Member of Jim's Legacy Advisory Council for The James W Foley Legacy Foundation.

Rachel was awarded an OBE by Her Majesty The Queen in 2014 for services to hostage families and kidnap victims overseas.

For more information about Hostage US, please visit www.hostageus.org

For more information about Hostage International, please visit www.hostageinternational.org

To read more from Rachel, visit her blog www.rachelbriggs.org

INTRODUCING LUCKY®



MEET LUCKY®

Lucky® the Preparedness Dog serves as Kiernan Group Holdings' mascot. When we found Lucky® in the animal shelter, he didn't have a name. We were *lucky* to find him, and now he has a new mission!

Lucky® enjoys working in his community and helping others. He serves. He protects. He teaches. Lucky® will help kids learn a variety of safety tips and teach you how to listen and be prepared for any situation.

PWP® has created a variety of educational programs centered around Lucky®. Security education begins at home. Lucky® will teach kids about Superpowers that they may need to activate when an ordinary day becomes extraordinary.

CLICK ON THE IMAGES BELOW TO CHECKOUT LUCKY'S HELPFUL RESOURCES

Lucky®

A lot of kids have moms and dads that have to work during the pandemic. Some of those parents may be Police Officers, Firefighters, Emergency Medical Technicians, Nurses, Doctors, and other people whose jobs are to help people, like other families and kids.

Remember to tell them they are your HERO, and everyone else's too!

Lucky®

It is important that everyone knows how to properly wash their hands! The Center for Disease Control (CDC) has given us five steps for washing hands the right way.

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Sing the ABC's!
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.

Remember, washing hands is the best way to help prevent the spread of the virus.

Preparedness Without Paranoia®

Lucky®

Lucky® the Preparedness Dog says, "Although all over the country have been closed because of the virus. This means kids everywhere will be attending school from home. It is super important to use your Super Attention and Super Listening skills as you can achieve Super Learning!"

You can use Super Learning every day! Whether you are learning about math, or learning how to tie your shoe, or learning how to be safe during these scary times.

Many websites have free resources to teach all kids about staying safe and healthy. Here are some resources we found just for kids!

The ultimate kids' guide to the new coronavirus

- <https://www.livescience.com/coronavirus-kids-guide.html>

Coronavirus: What Kids Can Do

- https://atoh.net/it.org/en/kids/coronavirus-kids.html?utm_source=twitter

Just For Kids: A Comic Exploring The New Coronavirus

- <https://www.npr.org/sections/goatsanddoas/2020/02/28/8095804530/just-for-kids-a-comic-exploring-the-new-coronavirus>

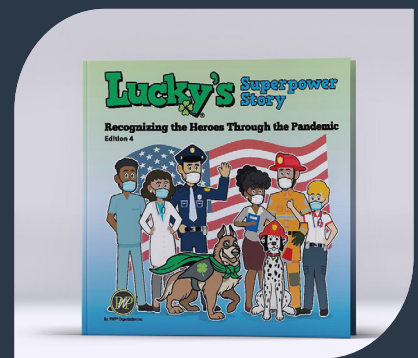
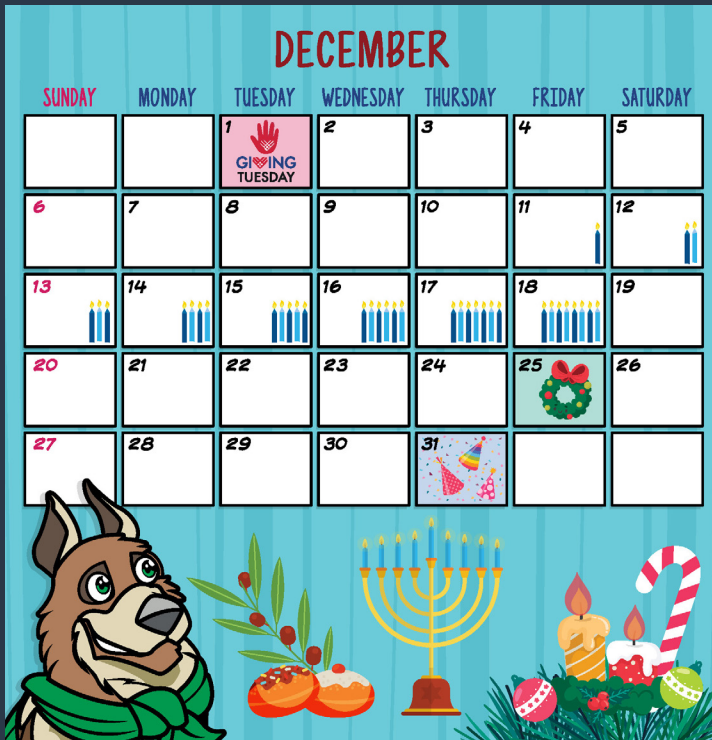
LUCKY'S LATEST BOOKS

LUCKY®

THE PREPAREDNESS DOG!



LUCKY BOOK #4
RECOGNIZING THE
HEROES THROUGH THE
PANDEMIC



»» GET IT ON AMAZON
[CLICK HERE TO ORDER THE BOOK](#)

03

LUCKY'S® SUPERPOW-
ER STORY:
NEW ADVENTURES,
SAME RULES



»» GET IT ON AMZON
[CLICK HERE TO ORDER THE BOOK](#)

01

LUCKY'S® SUPERPOW-
ER STORY:
LEARNING NEW
SKILLS TO ADAPT TO
COVID-19



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02

LUCKY'S® SUPERPOW-
ER STORY:
SUPER LEARNING
DURING THE PAN-
DEMIC



»» GET IT ON AMAZON
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Until Next Time



As we enter into the new year with our typical optimistic views of what the future holds, let us not forget the lessons we have learned over the last twelve months of uncertainty, chaos, social distress, and confusion. Many of those lessons are found within ourselves, as we have discovered our resiliency of adapting to new norms. Teleworking while ensuring our brood of children are logged into their Zoom classes on time is nothing short of a miraculous act in multitasking.

We have learned that sometimes we become irrational as we make panic purchases of toilet paper and milk because we're all grappling with the same ambiguities of COVID-19. Hopefully, those behaviors have subsided a bit. Many of us are still trying to navigate the grieving process because a loved one could not receive the proper send-off once they passed away.

The holiday season might feel a little less festive, but there's more desire for human connection, something I think has been deteriorating.

Creative and innovative ways of having safe and healthy family gatherings are being reimagined, and families are now reconnected in ways like never before.

These are all life-long lessons that, as a society, we never imagined facing to this degree. But we are doing it! We are learning. We are overcoming. And we are preparing for what may come in the future. The world does not stop turning simply because another year ticks by. Being prepared is about adapting to lived experiences and knowing what to do when faced with something if and when it happens again.

Preparedness makes us stronger and can unite us as a nation as we empower everyone we know, our friends, family, co-workers, and community members, to prepare for the new year and our future generations.

Thank you for supporting Parents with Preparedness and thank you for supporting our mission of empowering parents and children to invest in their own safety and security through education and community engagement.

DR. DEANEE' JOHNSON

Advisory Board Chairwoman

PWPORG.ORG

RESOURCE GUIDE



PARENTS WITH PREPAREDNESS

Helpful
RESOURCES
ON AWARENESS
AND PREPAREDNESS

**SPECIALLY
CURATED**
For Parents
BY PARENTS



The Parents With Preparedness Resource Guide

INTRODUCTION

The following resource guide has been specially curated for you and your family. It is full of useful links to help you stay informed, safe, and prepared.

Pandemic Precautions

8 Things to Know about the U.S. COVID-19
Vaccination Program

[LEARN MORE HERE](#)

Keeping Children Healthy: Ways to Promote
Children's Wellbeing

[LEARN MORE HERE](#)

Coronavirus (COVID-19) parenting tips

[LEARN MORE HERE](#)

Coping in Hard Times: Fact Sheet for Parents

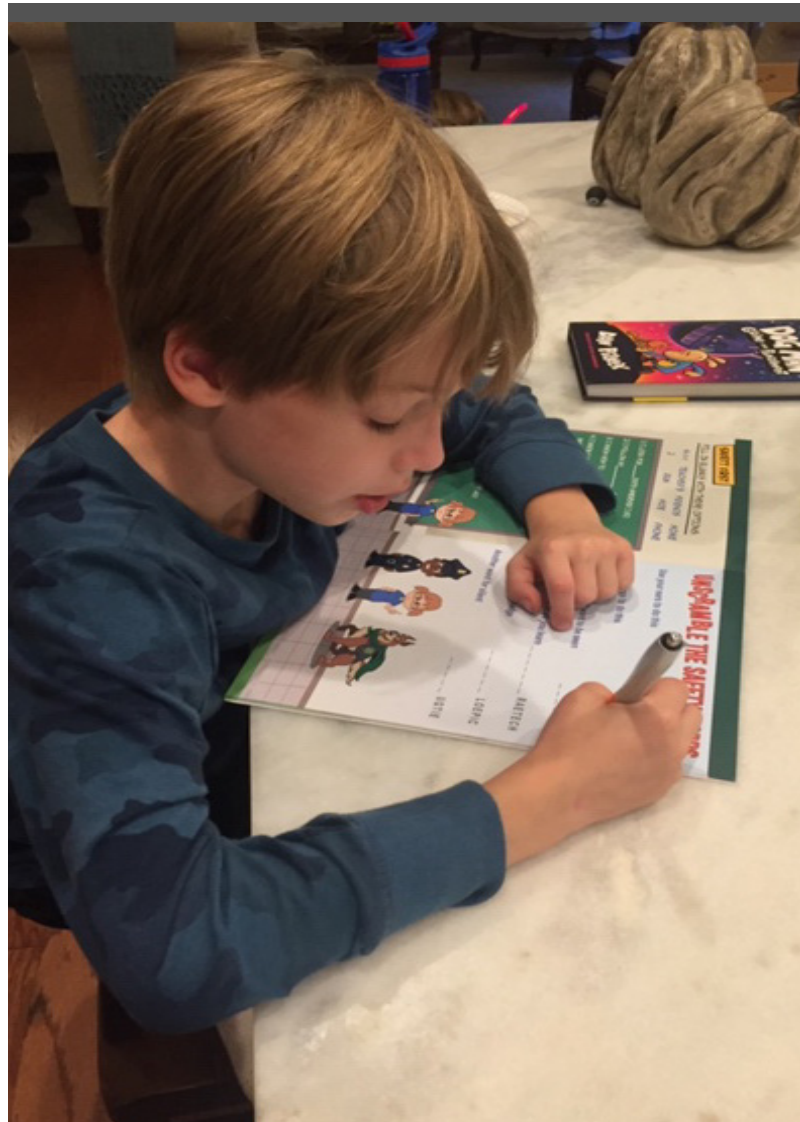
[LEARN MORE HERE](#)

Supporting Children During Coronavirus
(COVID19)

[LEARN MORE HERE](#)

Select NCTSN Resources Related to the COV-
ID-19 Pandemic

[LEARN MORE HERE](#)



Remote Teaching and Learning

Checklists for Going Back to School

[LEARN MORE HERE](#)

Getting Children Ready to Learn: Tips for Educators and Families

[LEARN MORE HERE](#)

Remote Learning Resources

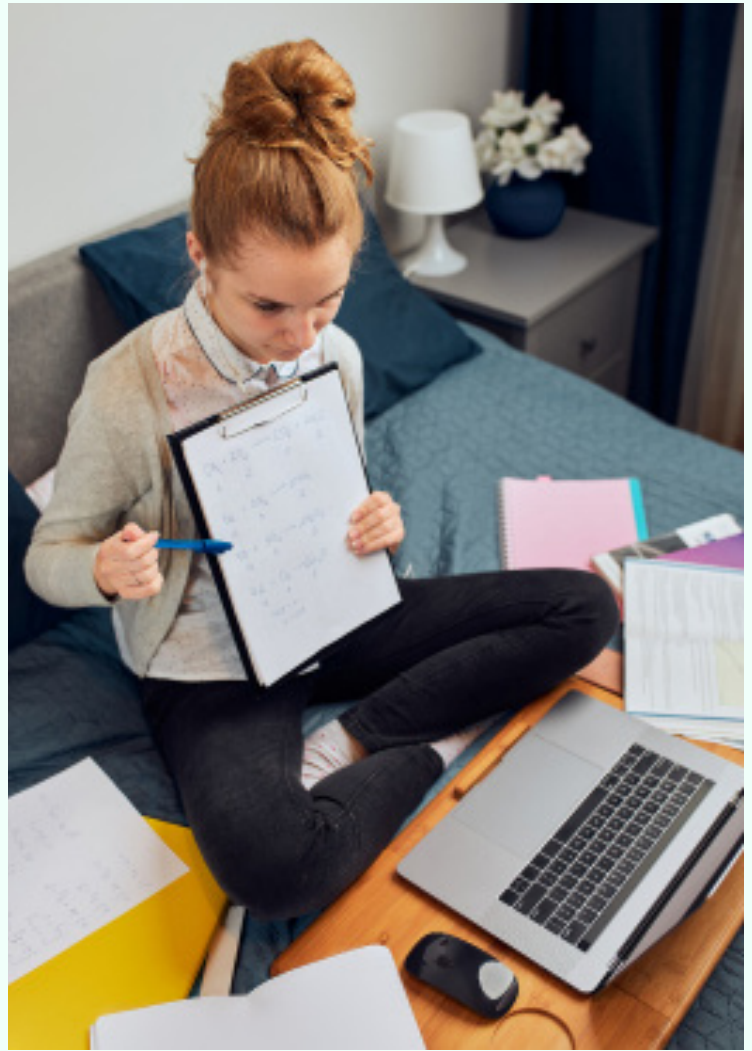
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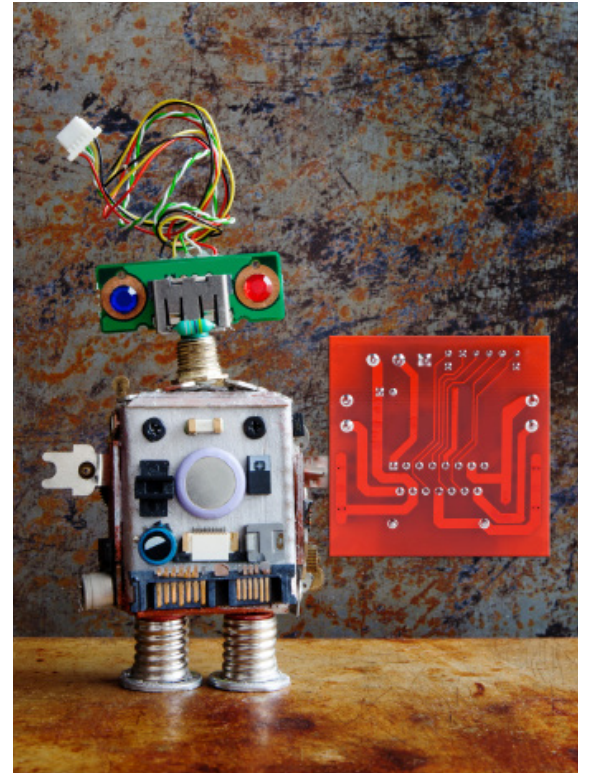
Remote Teaching and Learning Resources

[LEARN MORE HERE](#)

PBS Learning Collection

[LEARN MORE HERE](#)





CYBER SAFETY

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center – Cyber Safety Quick Links for Protecting Youth

[LEARN MORE HERE](#)

STOP.THINK.CONNECT. Student Resources

[LEARN MORE HERE](#)

STOP.THINK.CONNECT. Parent and Educator Resources

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Internet Safety for Kids – Resources

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NetSmartz - Internet Safety Resources for children, teens, and parents

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Hygiene **HOW-TOS**

Everything you need to know about washing your hands to protect against coronavirus (COVID-19)

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Personal Hygiene for Children

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Hand-washing and Coronavirus Prevention for Children: Infographic

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Coronavirus disease (COVID-19) advice for the public

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Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.

6 ft
Stay at least 6 feet (about 2 arms' length) from other people.

Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.

When in public, wear a mask over your nose and mouth.

Do not touch your eyes, nose, and mouth.

Clean and disinfect frequently touched objects and surfaces.

Stay home when you are sick, except to get medical care.

Wash your hands often with soap and water for at least 20 seconds.

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

HANDWASHING

is your superpower!

FIGHT OFF GERMS!

WASH YOUR HANDS!

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

Wash YOUR HANDS!

Wet

Get Soap

Scrub

Rinse

Dry

Hands that look clean can still have tiny germs!

STOP THE SPREAD OF GERMS
[DOWNLOAD HERE](#)

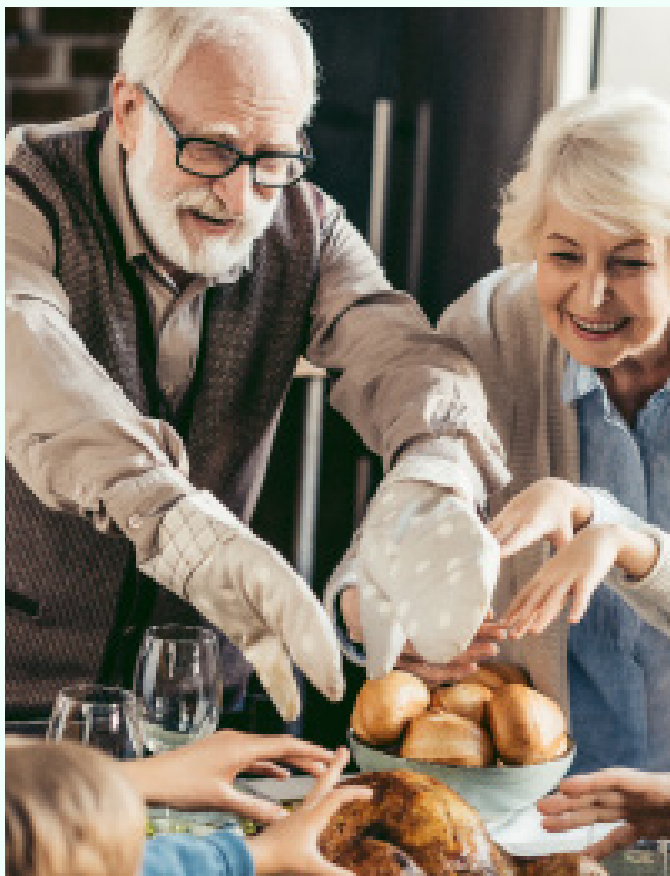
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Holiday Preparedness



Holiday Preparedness Resources

Holiday Safety Social Media Toolkit
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Enjoy a Safe Holiday Season
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Holiday Fire Safety Tips
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Holiday Safety Tips
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Holiday Celebrations and Small Gatherings
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Safely Navigate the Holidays During a Pandemic
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For Our Military Families

What Military Families Need to Know About Covid-19
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Preparing Your Family For Emergencies
[LEARN MORE HERE](#)

Covid-19 Resources
[LEARN MORE HERE](#)

Covid-19 Resource PDF for Military Families
[LEARN MORE HERE](#)

Coronavirus Updates
[LEARN MORE HERE](#)



FOR OUR VETERANS



Resources for Our Veterans

Coronavirus FAQs: What Veterans need to know
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Take Care of Your Mental Health
[LEARN MORE HERE](#)

Covid-19 Resources for Veterans
[LEARN MORE HERE](#)

Novel Coronavirus Disease and the VA
[LEARN MORE HERE](#)





Tribal Resources

Indian Affairs Documents (Coronavirus)

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Tribal Communities (Plan, Prepare, Respond)

[LEARN MORE HERE](#)

CDC Tribal Communities PDF

[LEARN MORE HERE](#)

COVID-19 Resources for Tribes

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COVID-19 Fact Sheets for Tribes and Urban Indian Communities

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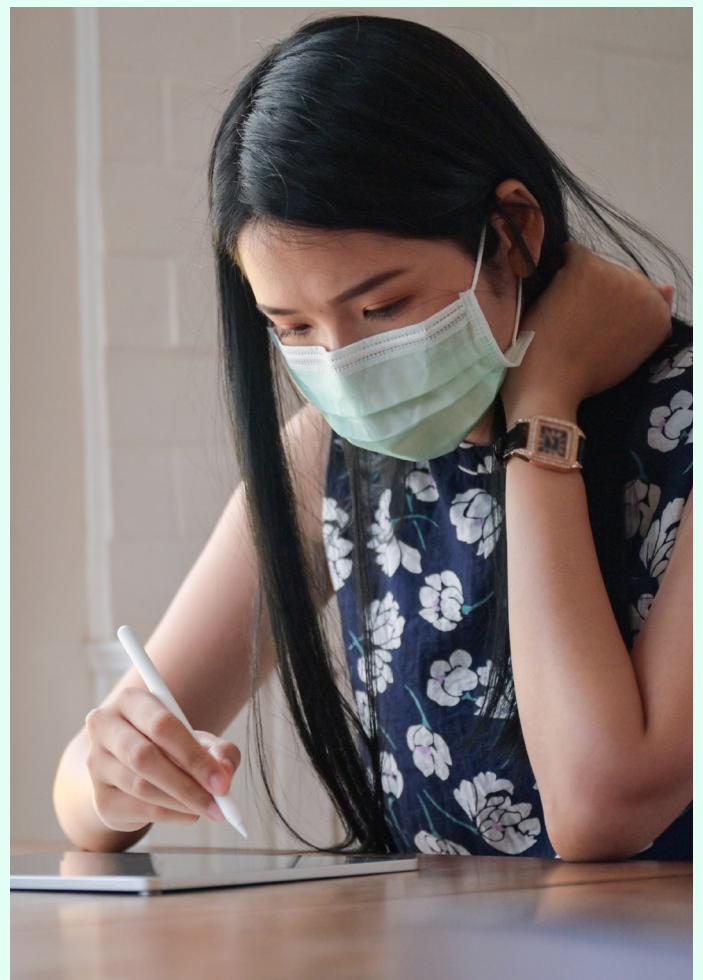
For Parents and Students

How to Talk to Your Student About Coronavirus

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COVID-19: Resources for Parents and Teens

[LEARN MORE HERE](#)



Access and Functional Needs Pandemic Resources

National Governor's Memorandum PDF

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FEMA Functional Needs in Disaster Operations

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Emergency Preparedness Resources

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Covid-19 Information for People with Disabilities

[LEARN MORE HERE](#)



Emergency Preparedness and Response

[LEARN MORE HERE](#)

Coronavirus Disease 2019 (COVID-19)

[LEARN MORE HERE](#)

Covid-19 Related Resources

[LEARN MORE HERE](#)



FINANCIAL

Financial Resources

Financial Health During Covid-19

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Avoiding Financial Fraud

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6 Tips for Parents Looking to Improve Financial Literacy for Kids

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Financial Fraud Checklist

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A photograph of three people in a professional setting. On the left, a Black woman with her hair in a high ponytail, wearing a light-colored blazer and hoop earrings, is looking towards the center. In the middle, a young woman with blonde hair, wearing a tan blazer over a black top, has her hands clasped near her chin, looking down. On the right, a man with reddish hair and a beard, wearing a blue shirt, is looking at a laptop screen with his hand to his chin. The background shows a white shelf with various items, including a red book and a blue folder. The overall scene suggests a collaborative meeting or discussion.

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And Make
a Difference

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