



School Safety Tips

INTERVIEWS OF VALUE

Learn How to Protect Your Child from Sexual Predators

Heidi Nabert, Host and Producer
of Boo Boo Gone Podcast:
Safety Tips for Parents and Kids
www.BooBooGone.com
Interviews with Child-Safety Experts
Preston Jones and Joyce Jackson

SCHOOL SAFETY TIPS – Ages 4 to 7 years old

Heidi Nabert: Welcome. My name is Heidi Nabert and I'm the host and producer of the popular podcast called Boo Boo Gone Podcast - Safety Tips for Parents and Kids. You can find the podcast on iTunes and also on my website at www.BooBooGone.com. That's B-O-O-B-O-O-G-O-N-E-dot-com.

I'm a survivor of childhood sexual abuse and I have made it my personal mission to educate parents about the dangers, the signs and most importantly the safety tips and techniques that you can teach your child, so they'll know what to do if this happens to them.

My intense research has led me to two very special people, Preston Jones and Joyce Jackson, and their book and their incredible teaching tools. In fact, my podcast was inspired by their number one Amazon best-selling book called "How to Protect Your Child from Sexual Predators."

I have the great honor and pleasure of having Preston Jones and Joyce Jackson as my two guests for this series of back-to-school safety calls and in this call, we're going to be talking to both Preston and Joyce about preschoolers and kids that are just about to go into school and have been in school for a couple of years.

So, we're going to be talking about kids that are 4 to 7 years old and talking about safety tips for them and for those first timers who have never been to school before plus some tips to review with the children who are returning to school for Grade 1 or Grade 2. So, welcome to the call, Preston and Joyce.

Joyce Jackson: Thank you, Heidi.

Preston Jones: Thank you, Heidi.

Heidi Nabert: So, we're talking about kids now that in some cases have never been to school before and I wanted to just talk about a few really key safety tips. Now, these kids can be as young as 4 years old if we're talking about junior kindergarten and up to 7 years old.

Correct me if I'm wrong, both of you. I have to assume kids that are of that age don't really retain information. They have to be told and re-told, it best that safety is re-explained all the time. There's this need for repetition for these kids. Is that a fair statement?

Joyce Jackson: Yes, Heidi. First of all, young kids don't have the physical ability to retain information. They don't have the long-term memory developed at that age. Preston?

Preston Jones: Yeah. So, consequently, repetition is extremely important. Again, they're going into a totally new environment. Even if they're 7 years old, they're probably starting second grade, which their whole school experience is still really, really new to them, so they're going to be running into new situations everyday, so repetition is going to be really important to get important issues across.

Heidi Nabert: We all teach our children look both ways before you cross the street, and to cross at the crosswalk only when the light is green. Now, let's just look at a couple of scenarios that kids are going to be in when they're going to school. One of those is going to be actually walking to and from school or walking to the location where their parents are going to be picking them up or meeting them because most kids these days don't walk to and from school at that age. I think that's a fair statement, right?



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Joyce Jackson: Right.

Heidi Nabert: So, what are some safety tips that you can teach your child for the pickup and drop off? For example, what if somebody came up and said, "Oh, Johnny, your mom's not going to be coming to get you today. I'm here to pick you up." How do you teach a child that that's never going to happen?

Preston Jones: That gets back to the family environment. Everybody should sit down with their children prior to them going off to school and maybe setting up some guidelines or some family rules, if you will, about "if this happens, this is what I want you to do."

Some families use the password technique, say, "This is our secret family password if somebody comes up and they're a stranger to you," because a stranger to the child might not necessarily be a stranger to mom and dad. So, in case of an emergency, there may be an emergency where the mother and father might have to send a friend of theirs to go pick up their child, but to their child, this person could be a stranger.

So, if they have a family password, the stranger gives the family password and the child would feel that it would be okay to go with them. I have questions with that. I would rather the child stay on campus until a family member that they knew came to pick them up because that's going to make the child feel more comfortable.

Heidi Nabert: Right.

Preston Jones: But the first thing that I think that a child should do is feel confident enough to be able to talk and communicate with that. Again, number one, we've talked about this before, if the child is standing up and their head is looking around and they see this, but if somebody wants to take them, again, I would say wait for a family member. What do you think, Joyce? What would be your advice with that? You have younger children.

Joyce Jackson: Yes. Again, passwords. Passwords that are fun, Heidi.

Heidi Nabert: Yeah, I was going to ask actually. Obviously, the younger the child, it's got to be something that they would remember.

Joyce Jackson: That's right.

Heidi Nabert: And they also have to be told "This is special secret thing that's only between family and you can't tell your friends, you can't tell your teacher. This is a special password." But what could that password be that a child would remember? Don't give me your password, but what would be a password that you could remember?

Joyce Jackson: Pancakes.

Heidi Nabert: Ah.

Joyce Jackson: Bubble gum.

Heidi Nabert: Something the child likes.





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Joyce Jackson: Yes. Again, it's important to key into the child towards the child at that age can understand or understand things as something silly or fun, cotton candy, that magical thing they see once a year at the state fair.

Heidi Nabert: Sure, sure.

Joyce Jackson: Cotton candy. Preston told me about it – it's a word that is meant just for kids.

Heidi Nabert: Cotton candy.

Joyce Jackson: And it's fun to say.

Heidi Nabert: It is.

Joyce Jackson: And it evokes incredibly fun images, things like that.

Preston Jones: Also, something that is fun for kids that I like to turn them on to is like nonsense words like bubla-ubla. Okay? So, when you get a big stranger out there who just go bubla-ubla.

Heidi Nabert: Right.

Preston Jones: The kids are going to laugh. The adults are going to feel silly saying that, but if that is truly the password, then the child is going to pick up on that and they'll remember those nonsense words.

Heidi Nabert: I was going to say they'd definitely remember that.

Preston Jones: Certainly.

Heidi Nabert: Yeah, for sure. So, the password is one idea. Now, what if you're actually at the spot where you're normally picked up from school and someone is coming up and looking for some assistance, wanting to know, "Can you just come closer to the vehicle?"

I just wanted to know where the local library is or the local Corner Store." What should a child be told about doing something like that? About approaching another vehicle that they don't recognize?

Joyce Jackson: Well, Heidi, we teach children to keep what we call safe distance from strangers and that's typically 15 to 20 feet and it's something that we physically actively demonstrate to them what that distance really is.

Heidi Nabert: Well, let's face it. A 4-year-old wouldn't even know what a foot is, right?

Preston Jones: Right.

Joyce Jackson: They wouldn't. We as adults call it an expanded circle of safety, but we physically show them what the difference is between 5 feet, 8 to 10 feet, 12 feet, and 15 to 20 feet is and we do this exercise in our classes all the time. We literally set these distances and it's the distance that which a child can safely turn and run from a full-grown adult just a full-board blitz and yet it's the same distance that a child can still have a conversation with someone.





Heidi Nabert: Right. So, if someone was coming up to them either physically walking up to them where they're waiting for mom or dad to pick them up after school or they've driven up in a vehicle, that child has been then told, maybe you even go to that spot where they're going to be picked up and say, "Now, you see that tree over there? That's the distance that I want you to stay away from. Everybody that's going to come up and want to talk to you that you don't know..."

Preston Jones: That's a very important point, Heidi, in that especially when you're talking about children between the ages of 3 to 7 or 4 to 7 because the development of the brain, they really have no concept. If you're sitting in your house and explaining to them, "Okay, let's say that you're outside your school..." they can't really picture that because their brain is not developed enough to really put that together, so by taking them to that place where that situation will most likely occur, that is going to ensure that they're going to remember the lesson that you're teaching them, so that's a very good point.

Heidi Nabert: They have a better understanding then.

Preston Jones: Much better.

Heidi Nabert: By being there and maybe even play acting that particular situation. So, you may bring a friend with you and say, "Okay, this friend is going to pretend to be a stranger that you don't know and let's just do an exercise and just see how you do this time and we'll try it again." I mean would that be a method of the kind of repetition that would be helpful for a child to know and to do?

Preston Jones: Very important. That's what we do in our class and we call it role playing.

Heidi Nabert: Right.

Preston Jones: And role playing is such a wonderful teaching technique, especially for children. It's almost imperative that you use this because, again, children learn by having fun and when you role play, you create that scenario and be sure that you create a fun role playing scenario and not something that "ooh, here comes that bad guy and if this bad guy gets in there, they're going to take you away and you'll never see your family again." You want to try to avoid that and just create a situation where it's going to be fun for the child.

Heidi Nabert: Well, I need to just get more clarification on how you would do that though, Preston. I would think as an adult, I would want to say, "Look, this could be really dangerous," kind of like showing if you go out on the street, you throw an orange or something out on the street and let a car drive over it, you can say, "Well, if that had been you, that's what you're going to look like." Right?

Preston Jones: Yeah.

Heidi Nabert: But you don't want to go that extreme because that's kind of a scary thing for a young child. How do you turn it into a fun thing and just say, "Look, I want you to just be safe." What do you tell them?

Preston Jones: It's all in the preparation. You can take the orange and throw it under a tire and say, "Now, look, that could have been you." They're like, "Oh, my God!" Or you could throw an orange under the tire and then when it's squeezed, you go, "Oh, my God! Look, you squeezed all the juice out of me! Oh, what am I going to do?"



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Now, the kids are laughing and stuff and then here's a traumatic situation, but just by being goofy and by being silly, they understand that that could have been them, but yet they're laughing about it and they're not traumatized by it. So, the same thing when you're role playing, "Here's a person, they're going to come pick you up and I want to see you can make the best decision possible because I know you know you can make the decisions.

So, I'm going to give you the opportunity to make a great decision here. So, let's see how well you do and if you do it really good, we'll stop and get some ice cream on the way home. What do you think of that?" You know? So, now it's like "Oh, yeah sure."

Heidi Nabert: Aren't they going to ask, "But mom," or dad, "why are we doing this?" Or are they too young to ask those questions?

Preston Jones: You know what? They may be too young to ask those questions. That's a great point. You don't want to give them more information than what they really need. If they ask, only give them what they want. "You know what? The reason that we're doing this is because sometimes there are just some bad people out there. So, we just have to be careful. So, we're just going to have to learn to be careful. Is that okay with you?" "Oh okay." That's it.

Heidi Nabert: Right.

Preston Jones: Just drop it at that and then go on with the role playing activity.

Heidi Nabert: Okay. Okay. Well, I want to go on to another scenario that kids would obviously in some cases experience and again in a school environment and that is they may have a coach or an assistant teacher, a temp teacher, someone that they would maybe not see on a regular basis and in some cases if it's a coach, they're going to see them in a concentrated number of days or weeks because they're going to be in a game that's coming up or they're training for something, even at those ages, they may have T-Ball or some other games that they're playing.

Well, if there's something not quite right going on with that particular person at school, what should those kids know about that or how do you even approach that if there's a possibility that there's a predator within a school system that nobody knows about?

Joyce Jackson: I can see you're going to let me float with this one, Preston.

Preston Jones: You betcha. That goes with a bell and saying "ah."

Joyce Jackson: You know, Heidi, what moms and dads have to assume today is that this is a real possibility because that is what the information is telling us. So, what we're telling mom and dad is first of all 1) mom and dad, just be prepared; 2) it's not about paranoia and fear, it's about information because, again, what the FBI is telling us is this is a real possibility for your child. So, here's what we do. We again teach the child to listen to their native instincts. They are never wrong.

It doesn't matter who the child is, what their confidence level is, where they are at, whom they are with. When something inappropriate whether it's as simple as a conversation or as complex as touching occurs, that child's natural innate instincts, what we teach them is their gut reaction, their belly brain will go off like a giant alarm. It always says, "You know what? Sally," or Tom, "it's okay, you're right and listen to it."



Heidi Nabert: Listen to your belly brain.

Joyce Jackson: That's right and "here's what you do." That simple.

Heidi Nabert: Now, we don't want to ever think that this goes on and I'm not here to say that it does, but you always want to be sure that those children that are there without your supervision that your kids know that if they do get a funny feeling that something is not right that they know what to do.

Preston Jones: Exactly. The power that these individuals have over our children, Heidi, is probably more than moms and dads are even aware of. Coaches, teachers, those people, they're authoritarian figures. These are people that these children almost idolize.

Heidi Nabert: Yeah, they look up to them.

Preston Jones: They certainly do.

Heidi Nabert: Sure.



Preston Jones: I know that in my class, it's more than looking up to them. Some children literally idolize their coaches, their teachers, their instructors and that's such a tremendous responsibility and a predator, if any one of those people is a child predator, they will capitalize on that feeling and use it to their advantage. So, again, we have to educate our children to listen to that belly brain as Joyce had explained and that "we know that your coach is great, but you know what? They're just people, so please come home and talk to me about anything that you feel uncomfortable with at all."

Heidi Nabert: Right. I mean we're here talking about worst-case scenario and by no means suggesting that schools are unsafe.

Preston Jones: Exactly.

Heidi Nabert: We're talking about a very, very small percentage, but, again, if your child is educated on these things -- because let's face it. There are also after-school programs that take place in community centers and there's also private coaching that goes on. So, it's not just in the school system.

Preston Jones: Certainly.

Heidi Nabert: The one thing that we have learned from all the research about predators is if they're looking for children, what better place but to work in an environment where there are children.

Preston Jones: Yes.

Heidi Nabert: And to become certified as a trainer or an educator or someone that works with children in some capacity. We often see these people that have been arrested that have been workers at daycare centers or other types of environments where there are children. I mean it's a logical place for them to work so they can find their victims.

Preston Jones: Certainly. One of the things that I do as a parent, Heidi, is that I will take the opportunity to meet my children's coaches and teachers and let them know who I am and let them know who my children are.



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Heidi Nabert: That's a really excellent point.

Preston Jones: I'm just not going to drop my children off some place and put them with a stranger that I don't know at all, so I have that responsibility as a parent and an adult and then I can assess for myself. I can tune in to my own belly brain as to how I feel about this individual.

Heidi Nabert: And the whole idea of the belly brain, I mean it's such a funny word and I could see a 4- to 7-year-old really getting kind of a big laugh out of that, but it's a really important point to teach them, "Go with that feeling that you're feeling. Don't disregard that. If it doesn't feel right, get yourself out of that situation."

The last thing I wanted to talk about, now this may or may not apply so much with children of this age, but I still want to talk about it and that's if they're in a mall or maybe in a theater, I'm just thinking about the McDonald's place that has the little play centers or any place where you would have kids and there are maybe a few moments here and there where mom and dad are off to get popcorn.

My God, if you're in the mall and all of a sudden you're separated and you're lost, what do you do? Obviously, you always want to keep an eye out for your child. You can't predict what to do if you do get separated in a crowd. What do you teach a child that that's young to do?

Preston Jones: Well, what we teach our children in the classroom, the first thing that we do is we ask them "what would you do in this event?" and then we get feedback from them. So, they actually start the scenario and so this gives us an idea of what is kind of realistic for them.

We'll take some of their suggestions and ideas and then we'll build on that and feed it back to them creating a more realistic scenario. So, what we end up telling the kids is that if they are ever lost that they never run after looking for their family member. They should stop right where they're at, go to the closest store if you will if they're in a mall or if they're in a theater, and literally go behind the counter where the person with the cash register is at and tell them that they've lost their family member. Again, children of this age, they're so "un-tall" (short) that they could stand in front of the counter and not be seen.

Heidi Nabert: Right.

Preston Jones: But if they go behind that counter, they're going to be immediately recognized and someone is going to address their needs right away.

Heidi Nabert: I have to assume, Joyce, you could confirm this with me, if a child has run into a store, the person behind the cash register is going to be somebody of a mature enough age to know "Okay, we need to contact lost and found in the mall." This is someone that likely could be trusted, a trusted adult that a child could speak to.

Joyce Jackson: That's right, Heidi. Again, when we analyze this, I want our listeners to understand while everything we present is so simple and easy, there's an incredible amount of thought and analysis and years of expertise put behind it. So, we're not just talking off-the-cuff. The idea is what are the best chances for the child and yes, the answer to your question is one would be a store clerk who is trusted with money, with responsibility of making sure that customers are happy.

Another thing we teach kids is if they can't distinguish, if they're too young, or if they can't find a clerk that they think would listen to them is to go look for -- what's the next thing, Heidi? Simple and logical, a mom with children.



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Preston Jones: Yeah.

Joyce Jackson: They're the most likely individuals to offer a child help.

Heidi Nabert: Somebody with a stroller.

Preston Jones: Certainly.

Joyce Jackson: Somebody with kids, Heidi.

Heidi Nabert: Okay. Actually, that's quite logical because, of course, they would be immediately concerned. I mean that's something that makes them feel an urgency to get the authorities involved right away and that adult would perhaps try and comfort the child and get that child to interact with their own children while they get on their cell phone to call the authorities or in the case of a mall find a way to get this on the PA system to announce that there's a lost child.

Joyce Jackson: That's right and I'm the first one to stand up and say this is not anything against dads, stay-at-home dads, which my husband is one of them. He is an incredibly great stay-at-home dad, but our social culture has it such that moms with kids are a safe haven. You know what? We're going to play into that because it matters in the child safety. So, if your child is lost in a store or a mall or in a situation, they don't know what to do, we do. We talk to them about looking for another mom with kids.

Heidi Nabert: I wanted to ask both of you would it also be appropriate to teach the children to look for someone in a uniform, something like a security guard or a police officer. Would these children be old enough to understand the difference and understand what a uniform would look like versus, say, a suit that someone would be wearing or would that not be appropriate?

Joyce Jackson: Preston, I will put you on the spot with that one.

Preston Jones: Yeah. Our hesitation with that is that, again, predators out there are cunning individuals and anybody can go rent any type of uniform.

Heidi Nabert: That's true.

Preston Jones: Most security officers and stuff, I don't know in some states, here in California, they're supposed to pass a background check.

Heidi Nabert: Sure.

Preston Jones: But the reality of that is that once that background check is submitted, it's usually six to eight months before the results come back on that and these people are working in these environments.

Heidi Nabert: They get the jobs before they get clearance?

Preston Jones: They get their jobs before the background check the results even come back.

Heidi Nabert: Wow.





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Preston Jones: Yeah. So, again, it's one of those -- if that's the only person around, then yeah, but we really love the scenario of mom with children and if you're out in an environment with your child, the chances of you being in an environment where there are other families out there with moms with kids is probably 98%.

Heidi Nabert: Yeah, you're right.

Preston Jones: So, that would be the best.

Heidi Nabert: I think it would probably be confusing then and then again what type of uniform are we talking about I suppose.

Preston Jones: Exactly.

Heidi Nabert: See, that would be sort of a logical thing that I would think from my perspective, but, again, I'm not 5 years old.

Preston Jones: Right, right, and like you said it would be confusing, so many different types of uniforms from the person that works at the store that wears a uniform to the security officer to the janitor all wearing uniform.

Heidi Nabert: Well, there's one last question I have in respect to getting lost. Is this something you should talk about before you go to a mall? If you think you're going to be in an environment where there's going to be a lot of people, like for example, the famous shopping day in America is the day after Thanksgiving and we know the malls are jam-packed that day.

Now why you would go in with your kids is another question, but if you did, would it be a good idea to say, "Listen, we're going to go in this store right now. If you get lost in the store or if I lose track of seeing you or if you're stuck looking at that one toy and I keep telling you to come," whatever the scenario is, "you see that sign over there? I want you to wait underneath that sign and I'm going to come get you there." Would that be a good idea?

Preston Jones: Certainly, certainly. I mean anything that you talk to your child about beforehand would be great and then going to the facility where you were at and stop and saying, "Okay, let's look here. If we get separated, this is where I want to meet up." That would be okay for an older child.

A younger child I think would be really, really frightened and they're going to need some comfort straight away and a child that's standing underneath the place where you said that it was okay to wait for them, while they're standing there, they're going to look scared, they're going to look frightened, they're going to be presenting the image to a child predator of a victim.

Heidi Nabert: Right.

Preston Jones: So, that would be one to be careful with I would think.

Heidi Nabert: Best case scenario, keep an eye on your kids. Don't lose them.

Joyce Jackson: Heidi, this is a big tenet of our program. We can sit here and we can talk about child safety and things that you empower your child to do, but what it really comes down to and this is where we lose a lot of families in our program. Mom and dad, you know what? We can be with you and your child one day a week for 45 minutes for 10 weeks.



Bottom line is, mom and dad, you are responsible for making sure your child is safe in this world. You are responsible for teaching them these things and reinforcing it at home. You may not like this, mom and dad, but your child's safety primarily depends on you. We take a lot of flak for that, but you know what, Heidi? We stand behind it.

Heidi Nabert: Well, I think it's a really important point. We bring these children into the world and I know that all parents at the beginning have such great ambitions and hopes for their children and most parents want nothing, but the best for their kids and in fact they want more than the best. They want it to be better than it was for them. That's their goal.

Yeah, sometimes we get caught up in the day-to-day stresses of our lives and we kind of forget that we are such an important part of our children's lives and we are actually probably the biggest influence on what will eventually mold them into who they become as people when they grow up.

Preston Jones: True.

Heidi Nabert: So, we have a tremendous responsibility to empower them and guide them in the right direction and that is part of being a parent. It's so important.

Joyce Jackson: That's right and most parents, Heidi, again, are so incredibly well intentioned.

Heidi Nabert: Sure.

Joyce Jackson: I think what we do is just highlight that today's world just takes different level of focus and awareness.

Heidi Nabert: Yeah. Well, listen. I want to thank both of you so much. Just in closing, we've been talking about kids that are from the age of 4 to 7. I want to just ask you one question. How do you explain to a young child like that that's still relatively new to the school system that their teacher actually is a stranger?

How do you approach that? How do you tell them that the teacher is a stranger, but they're a good stranger? They're somebody that you're going to get to know over the year. They're going to teach you things.

Preston Jones: We don't even set that up, Heidi, by telling them that they're a good stranger because we don't know that.

Heidi Nabert: Oh okay.

Preston Jones: So, when my child goes to school, I don't know that she or he is indeed a good stranger, but they are indeed a stranger. So, we just make a generalization of what a stranger is and then we say "your teacher at school is a stranger also, so would you get in the car with your teacher and let them drive you home?"

"Oh no." "Well, how come?" "Because you don't know them very well." "Does that mean you need to be afraid of your teacher?" "No, of course not." "Okay. Does that mean that it's okay for you to trust your teacher?" "Yeah." As long as you're with a lot of other people, everything will be okay and then you just kind of drop it at that.



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Heidi Nabert: Right. So, it's a matter of trying to describe to them what a stranger is even though here's a stranger that they're actually going to see five days a week.

Preston Jones: Exactly, but if I tell them "your teacher is a good teacher" and then your teacher turns out not to be a good stranger and they say, "Come on, let me give you a ride home after school" "Well, my mommy said that she's a good stranger so I guess it's okay." We just need to be careful.

Heidi Nabert: Okay. Well, Preston and Joyce, I want to thank you again for this in-depth look at the young kids that are about to go back into the schools and in some cases to school for the first time. I do want to thank you both for being on this call and educating the parents as to what's important and what they need to know to keep their kids safe. So, thanks so much for joining us.

Be sure to listen to the other calls that we'll be having. We will be focusing on children that are in the middle school age from 8 to 13 and also high school kids. So, if you do have children of that age group, be sure to listen to those segments as well and if you haven't listened to the first segment, we go into depth on several of the safety tip quiz that Preston and Joyce have produced.

Again, I want to thank both of you so much for taking the time with us today and I want to thank you, our listeners, for joining us and taking the time to make your family safer. I'm Heidi Nabert from BooBooGone.com and my guests have been Joyce Jackson and Preston Jones from ProtectYourChildToday.com, KeepingKidsSafeToday.com and PYCbook.com.

Signing off, thanks so much Preston and Joyce for joining us.

Preston Jones: Thanks for the opportunity, Heidi.

Joyce Jackson: Thank you, Heidi, this has been great.



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