

The Erin's Law *Solution*

The Safe Way to Teach Sexual Abuse Awareness
to Students that Gives Social Workers, Teachers,
and Parents Peace of Mind



VICTOR PACINI

Erin's Law Solution

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Sexual Abuse Awareness to
Students that Gives Social
Workers, Teachers, and
Parents Peace of Mind...

Victor Pacini

Erin's Law Solution

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Introduction

Erin's Law is now required in schools in 35 States. It can be a scary topic to bring up with kids of all ages, and school districts may not have all the knowledge they need to take the law and break it down in a way so their faculty, social workers, parents, and students get full value from the program. There are a lot of missteps that can happen along the way.

As a sexual abuse survivor, my passion is to help educators teach students to have the courage to speak up. I want every student to feel safe when they are presented a topic like sexual abuse. I want them to learn proper body boundaries and learn the strategies in this book to stay safe. Every child should have a Trusted Hero®, with whom they can share their safe and unsafe secrets.

The program in this book is designed to present a challenging topic from a survivor's point of view. When I present this material to students across the country, I see myself in the audience as a little boy too scared to talk to anyone. The delivery of this topic deserves an approach which will engage students and teach valuable lessons in a non-threatening way. If we can do this right, we can make a difference for children and families by giving them the tools they need to stay safe.

Enjoy the Book!

I hope this book gives you the appropriate ways to teach Erin's Law by connecting with students and providing peace of mind for parents, teachers, and social workers.

To Your Success!

Victor Pacini

Why Aren't More Social Workers and Teachers Comfortable Teaching Erin's Law to Students?

Susan: Good afternoon. This is Susan Austin and I'm super excited to be here with Victor Pacini. Victor is going to be sharing with us his thoughts and ideas on the safe way to teach sexual abuse awareness to students that gives social workers, teachers and parents peace of mind. Welcome, Victor.

Victor: Hi, Susan. I'm excited to be here!

Susan: I think this topic is so important today.

Victor: Well, thank you. I do, too.

Susan: Why do you think more social workers and teachers aren't comfortable teaching Erin's Law to students?

Victor: First let's start out with what Erin's Law is. Erin's Law was passed in 2013 in Illinois. Erin is a young lady who was sexually abused and raped as a little girl. When she was older, she went to school to get a degree in social work and she realized that schools have fire drills, tornado drills, and lockdowns, but they don't teach kids how to stay safe from unsafe touch.

Erin made it her mission to get this law passed, and she succeeded. Since her first success in Illinois, the law has been passed in more than **30** states. And more and more states are working on bringing this law to their state as well. Her goal is to have Erin's Law in all 50 states and she won't stop until she does.

The law requires every public school, Pre-K to 12th grade, to teach sexual abuse prevention and awareness to those grades. Some states might have a slightly different law, but the overall idea is to introduce a curriculum to help students stay safe. That's the main objective of Erin's Law.

The bottom line is, Erin's Law is a sexual abuse awareness and prevention law. It's helping kids stay safe from unsafe touch. You may think, "Great! It's a law, therefore, schools should just follow it," but the truth is, sexual abuse is still considered a taboo topic in our society, so teachers and social workers are uncomfortable teaching this law to young children.

Erin's Law is new for a lot of states, and even in states where it's been around for a while, there are many school districts that have not embraced it or gotten on board because there is still a lot of fear at the district level: fear of lawsuits, fear of parents getting upset, fear of not doing it properly and scaring kids.

At every level, from the district to the social workers and teachers, everyone is uncomfortable with the topic because these are our children we're teaching this to.

There is fear around, "What if a child comes forward?" Social workers are trained to know what to do if a child discloses, but for a lot of teachers and the outside community, the whole idea of a child coming forward is very scary. It's almost like a "Let's bury our heads in the sand and not even worry about it" kind of a thing, which is so sad, but just the overall idea of a child coming up to their trusted adult who is their teacher is troubling. What does the teacher do? People would rather just not talk about it, and then it becomes a bigger problem.

Social workers are fearful of what program they should bring in to share with their students. Do they create a curriculum from scratch? Do they do all the research and create their own curriculum, which then takes them away from their daily routines of being with their students, which is their most important job or role at the school to then create something that they're going to have to take time away from their schedule to implement?

One school district I'm aware of had a Sheriff's department come in to present the material. I think on paper this sounds like a good idea, but

in this particular case, it backfired on the district. I love the police. They do a wonderful job with what they do best, but they're not necessarily great communicators in the sense that they shared this topic with these students and the students walked away very withdrawn and scared and they ended up very closed down. The whole idea behind Erin's Law is to get students to open up, to talk. So you want your students to be comfortable sharing what's on their mind about what they just learned.

If students are walking away not talking about it, that's doing the opposite of what you want. You want those maybe one or two students in an audience who have been sexually abused or are currently being sexually abused to connect and want to do something about it. However, they're being taught in a way that is threatening to them or just scary to them. That is going to have the opposite effect and they will close down. The problem becomes, how do we bring in a sexual abuse program that presents the material properly which will allow the kids to not feel shut down?

What the Sheriff's department did was they showed a video that wasn't really age appropriate.

For a program to be done right, it cannot be a one-size-fits-all kind of a thing. It has to be designed in a way that is appropriate for the different age groups and school and the different grade levels.

Don't Focus On Sex Ed—Focus on Body Safety

Susan: I can see where if the teacher or social worker is uncomfortable at all, it'll come across, and here's a student that may be concerned or worried or doesn't know if they were a victim. That's just going actually repel them away from actually coming forward if they think the teacher is nervous about the topic.

Victor: Exactly. It's also important to note that a lot of parents, not so much social workers and teachers, but parents think, "Oh my gosh. This is a Sex Ed law!" This couldn't be further from the truth. This is very far from sex education. It's actually a body safety program, but the term "sexual abuse"—which is what Erin wanted to emphasize because that's what it is at the highest level—you have to bring it down to the level that you know works for say Kindergartners, which is to say it's a "body safety program". There's a big difference there.

Typically, at least in Illinois, Sex Ed starts in fifth grade and then continues into middle school and then, obviously, onto high school. For Kindergartners all the way up to fourth graders, you're not talking about sex at all. This has nothing to do with that, and that's another fear that people have, especially parents.

When staff members, social workers, and the districts themselves can bring a program in, whatever program that is, to safely teach this law, it's going to do a couple things for them. Number one, it's going to take the stress off of that social worker. It's going to take the stress off that teacher so that it will help the students be able to come forward and talk, whether it's just to open up and talk about it. Number two, maybe it's not a sexual abuse situation, but maybe it's a bullying situation that they're going through at school, which is still an unsafe touch or an unsafe situation. It gives them the courage to talk about it and it empowers them to talk about it.

Ultimately, though, it's taking the burden off the social worker and it's taking anxiety away so that they can do what they do best, which is monitor the students while this program is being presented so that they can see any red flags that are going up. If they're presenting the program themselves, they are not able to see all the red flags that are going up because they're in the middle of trying to express and trying to teach this material. Typically, social workers are in the room and they know their students, and they can see if any red flags go up. Then they can adjust accordingly and do what they have to do to get them help.

The 4 Things Every Erin's Law Program Needs to Address

Susan: Talk to us, Victor, about what social workers and teachers need to know to teach Erin's Law properly.

Victor: One of the fundamental goals for a program to be effective is you have to have a program that does not frighten the students. In fact, even bigger than that, the program has to connect to the students on a personal level in the sense that all we're here to do today is to talk about how to keep your body safe. Do remember that while most children are not sexually abused, statistics show one in four girls and one in six boys are sexually abused before the age of 18. And of those, 93% of children know their abuser. This is straight from the The U.S. Department of Justice. When you're talking about this and you're leading into the sensitive topic, you just want to connect to the students to say, "We're here today to talk about keeping your body safe." That's really, really important.

Age-Appropriate Curriculum

A successful program needs to be presented appropriately. It needs to be age appropriate and broken down. For example, in my program, I break it down like this: For Pre-K, Kindergarten, first, and second grade, we only discuss safe touches and unsafe touches. The term **“sexual abuse” is never in the program.** You’re getting the kids to understand that a **safe touch is a high five**, for example, or **being hugged** by someone you care about, and **unsafe touch** is being **pushed or kicked or tripped**. This is personal because these kids have experienced these things at school and at home.

Once they experience those things, then I say to them, “How does a safe touch make you feel?”

“Well, it makes me feel good. It makes me feel happy. It makes me feel safe.”

Then we talk about, “How do unsafe touches make you feel?” The kids will reply, “Well, they make me feel sad, frightened and unsafe.” You break it down like that.

When you move to third and fourth grade, you go up a couple levels, and you start introducing the terms, **“inappropriate touch”** as it pertains to **your private body parts**.

Now we're building upon safe touch, unsafe touch, but now we're talking about inappropriate touch specifically to your private body parts, which is, in essence, what Erin's Law is all about. You're coming from what is inappropriate touching and it works. The term "sexual abuse" is never brought in.

Once you get into fifth grade, sixth grade, seventh, eighth grade, high school, you're calling it what it is. At this age, we call it "**sexual abuse**". We're defining it in a simple way that kids can understand. You don't want to stay on it too long. You want to get to the point and then really go off into strategies that can help keep their bodies safe.

The Program Must Engage Students

Although you wouldn't think so at first glance, I feel a sexual abuse program needs to be "fun", and I put that in quotations because I think it's so hard to get people to understand that. "You mean a sexual abuse awareness program can be fun?" Yes, because that's how children learn best. That's how they're going to get the information and have it stick. If it's that Sheriff's department coming in and they're not presenting it properly and they're just standing up there reading material from a PowerPoint or their notes, the child is going to be disengaged from the beginning and it's going to be a waste of time, ultimately.

Proper Parent Component

A successful program also must have what I think is vital to its success, and that is a **parent component prior to the actual presentation with the students**. This is a game changer because, guess what? Parents are scared, too. Parents are nervous, too. If there is a program at their school and it's an Erin's Law presentation, at the end of the day, the child goes home, if the parent didn't know about it, guess who has to talk to them when they get home and the parent is surprised about this topic.

What is important is to bring the parents in for a presentation to talk about the law. You need to talk specifically about the presentation and what really differentiates it from just someone coming in and talking about the law and saying, "This is the law now and this is what we're going to be talking to your students about." The key to a successful parent component is to actually do the program for the parents as if there were students sitting in that audience. You tell your parents, "You're here tonight for two reasons, and I'm going to ask you to wear two hats."

"Number one is to wear the hat of a parent because you own it and you're here because you're a concerned parent. Number two; wear the hat of a child, as if your child were sitting in this audience.

The presentation will be brought to you as if you are children because when a question is asked to a child, a child has no expectations. They have no fear. They're going to answer the question. So when a question is asked this evening, I want you to talk and answer it as if you were a child, not as if you're a concerned and nervous parent, because the answers are going to be different."

This way, the parents can see the program verbatim. They can see the images up on the screen. They can see the vocabulary that's used and the thought behind it and the specifics of what we are trying to achieve and then they can walk away with peace of mind.

Four Communications a Year

I really believe that the law as I understand it, the way I have studied it, is that it requires up to four communications a year to be brought to the students. You don't have four presentations a year because that takes up a lot of curriculum time, so what you do is you break it down. You have your core presentation, and then throughout the year, you intersperse some short follow-up lessons which reinforce some of the messages that were given in the core presentation. This way, it's like when you learn math, you're not learning the subject in one afternoon. You're learning it over and over again. It's called repetition, which is the mother of skill.

The kids get this message once, but then it's repeated in a very short, simple way throughout the year. They'll retain the information so much better this way, and they're going to get more comfortable around the topic. This law is yearly, so when the next year rolls around, they're more comfortable with being presented this information, which makes the learning even better and much greater.

For example, in fourth grade, you might be talking about grooming. I don't even like the term, but abusers use "**grooming**" strategies on children.

This means maybe buying presents for them on their birthday, saying nice things to them, watching their favorite movies, playing their favorite video games. That's called grooming. I've coined the term "**tricked into trust**". I think that's a much better term. They may learn about that in fourth grade. They learn something new every year until they get into high school, and then it might go off into more cyber types of things like internet safety with high school students, using their phone, knowing that whatever you put on a phone and you put it out there, it goes out to the world, all that kind of thing.

The core of Erin's Law is just to keep reinforcing these messages so that A) each year they get more comfortable with the material, and B) they are learning new material each and every year so they can just expand their awareness about what sexual abuse is, because eventually, when they get to fifth grade, that's when it's introduced as that.

The Common Mistakes Districts Make When Teaching Erin's Law?

Susan: What are some of the mistakes you see districts make when trying to incorporate a program or teaching Erin's Law?

Victor: One of the things that I have experienced is that, from the parental perspective, districts sometimes don't make it very clear that you don't need permission from parents to partake in this presentation. All kids come to this presentation. They are mandated to, unless you opt your child out, which is a big difference. If your school has 500 students, instead of getting 500 permission slips back, you might get one, two or three opt-out letters. That's a huge difference, and it really saves a lot of time. Most parents are going to allow their students to partake in the message. That's one mistake I see districts make. The communication isn't always the best in letting the parents know about it, which then causes more stress and anxiety than there needs to be.

Not designing the curriculum so it's appropriate for the ages involved, so the material goes over the child's head and they're disengaged from the beginning, is a big mistake that is made. This one is really important, and I've experienced this, where the community feels as if, "Listen, we live in a bubble.

This kind of stuff doesn't happen in our area, so we aren't even going to implement the law," because, again, they're afraid. They may not say that, but they just feel like, "It's not happening here, so why should we do it?"

It is probably happening there, and it's really sad to say, but it's just because no one's talking about it and you haven't given the children the empowerment to be able to speak up, the voice to speak up. That's really, really important. I was at a parent night one night and I had a mom raise her hand, stand up and say, "I don't know why you're here tonight, because our children live in a bubble here in this town and it doesn't happen," and then the next week when I presented the program to the children by the end of the week, three children came forward. It happens everywhere. No town or school is safe from abuse.

Another mistake I see is to not get the message across that Erin's Law is *not* a sex education law. It's a body safety program at its simplest level. That's important.

Another mistake, I think, that happens sometimes is that we need to teach adults to know that children, most of the time, are not abused by strangers.

Most children who are sexually abused are abused by someone they know and trust, and that's really, really important.

Not properly preparing the parents is a big problem. Parents need to be educated so that when Johnny sees the Erin's Law program and goes home, he's going to have questions for Mom and Dad, and Mom and Dad have to be prepared.

Another mistake is to just teach the material and not have any follow-up material for the parents. The child goes home and the parents, again, are nervous. Maybe they didn't come to the parent component, the parent night, and they don't know what to talk about. They don't know what to say, so it becomes a very uncomfortable situation.

Erin's Law Solution Saves Emotional Lives

Susan: Can you share with us some stories of students that you've taught your material to that has made an impact?

Victor: I have gone to many schools where I've had many children come forward and disclose, not only to me directly, but to one of their **Trusted Heroes®**. That's the word I use for my program, "Trusted Heroes®". It's pretty powerful and the kids can relate to it. One thing I love about my program is I have created that bridge for the parent/child communication once they get home, that connection. Every student gets a bookmark from me that I've created which has some powerful messages on it, and when you turn it over, it gives them an opportunity to download a book that I wrote called, *Be Seen and Heard*, which is the title of my program.

In fact, before I tell you about a fifth grader who went through my program, I want to tell you about a little boy who loved to play baseball. A little boy who loved to sing and his favorite color was blue, but the little boy had this secret, and this secret was an "**unsafe secret**", and this secret was growing in his mind as big as a dinosaur.

His secret isn't a dinosaur, but the secret is as big as a dinosaur, which means he's in math class and he's trying to study math, but he can't focus on math because he keeps thinking about his secret. Or he's in gym class and he can't focus. It looks like he's having fun, and he is having fun, except he can't stop thinking about his secret. Then as time goes on, as he gets older, he realizes that he is carrying around something that is really, really painful.

That little boy who was carrying around an unsafe secret was my inspiration for writing this book and creating the Erin's Law Solution. You know why? Because that little boy is me. This book is not just a little short story about a boy. It's about all boys who have been abused. It's about all girls who have been abused. The ones who don't feel like they can speak up, who are afraid to say anything.

I was abused by a family friend when I was eight years old, and this person threatened me and said, "Don't tell your parents. They're going to be angry at you if you do." I'm eight years old and I don't know what to do, and so I believed him. I don't want my parents being mad at me. I went home every day and would say to my father, who was not the easiest dad to live with, "Dad, can I tell you about my day?"

"Nope, I don't have time."

“Dad, let me tell you about what happened at recess.”

“I don’t have time right now.”

He always said he didn’t have time, and he always would say things to me like this, “Victor, you should be seen and not heard.” What I realized as I got older was that he wanted me to be around. He wanted me to come home after school. He loved me enough to want to see me, but he didn’t want me to talk because I was just a child.

At that moment, I realized that my father gave me permission not to talk, and then between that and my abuser threatening me, it kept me voiceless for 11 years of my life. This is where I get really, really serious with the students and I say, “Listen,” and I get on my knee and I look at them face to face on their level and I say, “**Don’t be voiceless.** Don’t be like me for 11 years. Please don’t. If anything is bothering you, if you’re connecting to my story, if you’re connecting to your story, whatever that is, please go, leave here today and privately go talk to somebody. It’s so, so important.”

Now back to the fifth grader who went through my program and got one of my bookmarks, like all the fifth graders do.

She goes home and gets the website off the bookmark and goes to the website and she finds my e-mail. She then proceeds to write me, which takes great courage and says, "Victor, thank you for being my **Trusted Hero**®. I have to go tell my parents that I've been sexually abused. Please write back."

This is so important because I realize that this program I've created is not just fulfilling the mandate, but it is speaking directly into the hearts of children, and it's empowering children and it's **saving emotional lives**. When that happened, I immediately took that e-mail, sent it to the district office because it's not for me to move forward on my own. I'm not allowed to do that. I send the e-mail off to the district so they can do what they have to do. They got the police involved. In Illinois, it's called DCFS, Department of Children and Family Services, and they took the proper action. I reached out to the district and said, "Hey, listen, this girl, this beautiful girl had the courage to reach out to me, so I owe it to her to respond."

They said, "Please do respond, just keep it short." I did. I said, "You're a courageous little girl. Thank you for sharing." It's just amazing. That's one success story to come out of my program.

I keep repeating, "Don't be like me in this situation. **Don't be like me.**" It just happened

recently where I was at a school and they were leaving after the program and I always high five the kids as they're leaving, and a boy comes up to me and he says, "Victor." I said, "Yes?" He's like, "I promise." I go, "Promise what?" He continues, "**I promise I'll never be like you.**" At first, I was like, "What are you talking about?" Then I got it. He got the message. I told him, "Don't stay silent like me for 11 years." This program, the law, Erin's Law, is all about giving a voice to the voiceless, no matter what situation you are in.

Susan: Wow! Very powerful Victor!

Victor: Yeah. It's why I do what I do. I want every child to feel safe and have a voice. The Safe Way to Teach Sexual Abuse Awareness to Students that Gives Social Workers, Teachers, and Parents Peace of Mind.

Susan: If a school district is interested in implementing Erin's Law and they have questions or they would like to use your program, can you describe your program?

Victor: There are three ways of implementing my program, *Be Seen and Heard*, to your students and staff. Number one is a livestream experience. This is where students watch the live program via the internet. They can view it from their desks with the option of asking questions. Number two is the live option, which is where I

or my trained *Be Seen and Heard* presenters would come to your school district. They, too, are survivors, and they have a story of their own, but they use my material the way I designed it pretty much verbatim, and they present the program. The third way is the online option. I've taken all my presentations, broken them down properly and put them down in a video format that can be licensed to your school district for one school year at a time.

What's great about this is the facilitators will get a username and password. They can go in and watch the modules at their convenience and structure it. Like with me, I come in and I'm there one day at your school on a specific date. With the online, you can show maybe the Kindergarten, first and second grade program on one day, and then two weeks later show the third and fourth grade program. There's a lot of flexibility there.

Basically, it's a one-year school license and not only do you get the online video presentation, but you get all the follow-up material as well. You get a PDF of the bookmark that you can share with the families. You get a sample of the opt-out letter, and then you can tweak it to your specifications for your district, which is very important.

An opt-out letter is a letter that all schools need to send to their parents to say, “Hey, listen, we are presenting Erin’s Law on this date. Here’s what the program will have.

It’s about this, this and this, all the points, safe touch, unsafe touch. If you wish to opt your child out, please write your name and send it back to school with your student.” You don’t need permission to have the program. You just need to opt your child out. If a student doesn’t come back to school with an opt-out letter, they go to the program.

You get access to all of the PDF forms with the online licensing program as well as the live presentation option.

I’m very much in favor of the parent component. It’s so important. When I’m live at a school district, they can either opt to have me come in live to do the parent night prior to the student presentations, or I have a link to a parent information video I created. They would just send the link to their parents, and their parents can watch it at their own convenience. It’s available online and live as well, which is really, really important.

Also important are some protocols for reporting sexual abuse. It’s a form for teachers and social workers. This is a very important distinction. If a

student comes to a teacher to report, a lot of times teachers will then go right to the social worker, and then the social worker makes the call to the agency. That's not proper protocol. What a teacher should do is be near the social worker for support.

If a student says, "I was touched by so and so in this place," the teacher is supposed to repeat it verbatim and not just say, "This person was abused," because the agency wants to document everything that's said. If you're a teacher and you're telling the principal and then you're telling the social worker, the story could get muddled down.

Another important element to the online program and the live program is the four communications. You have my program as the first communication, and then you'll have three more video modules that you can show your kids that are very brief, very short, like two minute modules which have me on the screen saying, "Hey, I want to just reiterate, I want to repeat, I want to reinforce this, which is really, really important." That really, really helps the social workers continue the message throughout the year, which is pretty cool.

Some school districts will bring me in to do a staff training, which will talk about mandated reporting, which is their duty that they have to

report if someone discloses. I give them some signs to look for if a child is suspicious of holding something in about being abused, but also what it does is it gets them on board with the Erin's Law program. It says, "Hey, I need your help to move this through, so when I'm done and I leave, I'm out of sight, out of mind. I want you to follow up as best as you can with the follow-up questions and all the activities that we create for you."

Then the biggest thing I teach teachers when I'm with them is, "Listen, I know you're going to be afraid and nervous if a student comes up to disclose to you, but just keep thinking about the story of a stranger going up to a dog." I always think of this because I was attacked by a dog when I was a kid because I was scared of the dog when I went up to it and it attacked me, so I always think about that. If a student senses that you are nervous when that student is disclosing and they can tell, they're going to shut down. They're going to say, "No, I don't want to talk about it," and they're going to walk away. You really want to just be as supportive as possible. You're not there to not believe them. You're there to support them and say, "You are very courageous. I will do everything I can to help you", and move forward with that. Here is a breakdown of the forms that are included:

- ☐ *The Curriculum Roadmap* for teachers and staff to learn about the appropriate language that is used.
- ☐ Trusted Hero® Promise
- ☐ Trusted Hero® Poster
- ☐ Other Motivational Posters
- ☐ The 4 Rules To Staying Safe
- ☐ The Opt Out Letter (template that can be customized for your district and specific state)
- ☐ Protocols for Reporting Sexual Abuse form for teachers
- ☐ Teacher Commitment form for teachers
- ☐ *Keeping My Family Safe Guide*—Courtesy of the Chicago Children’s Advocacy Center

You can have a free test drive of the online program, which will allow you a half day (they can pick the day that works best for them) and go through and preview any of the modules. If you are interested in this, you can send an email to: **testdrive@ErinsLawSolution.com** to schedule your free test drive.

Susan: That’s very comprehensive Victor. What would you say to a district that may be thinking about creating the program themselves? What are the advantages of using a “done for you” system, like you’ve put together here?

Victor: One of the advantages of using an outside program versus doing it from scratch is—and

I've heard this from school districts after they brought me in—a lot of times students are very comfortable with the people they know, and so they may not take it as seriously, so when you bring someone from the outside, they look to be like an authority figure on the topic and it comes across in a way that they can relate to more and they learn better that way.

Here's someone they've never met, and it's something new for them, and they're more attentive that way. That's one advantage of having me come to your district live or online. Another one is my program is unique in the sense that I come from a survivor's perspective. Most social workers and anyone who's educating the students don't have that background.

I'm very, very conservative with the way I present the program because I feel as if every time I present, I visualize myself in that audience, and there could be someone like me in that audience, so I want to be very, very careful and very respectful. The advantage of having my program is that it's coming from my experience of going through this trauma. What it's doing, Susan, is teaching the kids, especially the older kids, because the younger kids have no clue that it's me, but the older kids are like, "Here's Victor, who fell down, who had all these obstacles in his life and he's standing here today and he's presenting this message in a confident way."

Wow. I'd like to be like that. I don't want to be the Victor that kept silent for 11 years, but I want to know that if I fall down I can get back up." I've also found a way to make it unique in the sense that I don't make it uncomfortable. I know for a fact that this law can be taught in a very comfortable way. When people say it's an uncomfortable topic, yes, it's an uncomfortable topic, but you can present it in a very comfortable way, and it's a very positive way. It's in a fun, light, engaging way that is just awesome.

Susan: If they have questions, how can they get in touch with you?

Victor: They can get in touch with me through the website, which is **www.ErinsLawSolution.com**. They can reach out by calling my number at **888-667-2370**. They can also e-mail at **support@ErinsLawSolution.com**.

Susan: I want to thank you for this, Victor, I think this message every child, literally on the planet should have access to this material because even if the student themselves isn't necessarily the one who's being abused, they may recognize, after going through your training, some of the signs or they may see something or they may overhear something. But without the training, they may not know what it is or that it's

even wrong, so thank you for sharing this with us.

Victor: Oh, thank you. I couldn't agree more. The Erin's Law Solution I created is the best way I know to properly teach children how to keep safe from unsafe touch. If we can do that, we all win.

The Safe Way to Teach Sexual Abuse Awareness to Students that Gives Social Workers, Teachers, and Parents Peace of Mind

You already know that you have to implement Erin's Law in your school district. The difficult part is educating differently aged students on a sensitive topic that can be scary to kids and is very taboo to talk about.

That's where we come in. We help teach you and your staff how to properly and safely teach the law to students in an appropriate way so that everyone, including the parents has peace of mind.

Step 1: Go to **www.ErinsLawSolution.com** and you can have access 1 school year at a time to the appropriately tailored program that will fulfill the mandate yearly. We provide both an in person and online version of the program, depending on your needs.

Step 2: You can take the program for a free ½ day test drive by sending an email to: **TestDrive@ErinsLawSolution.com**. You can see firsthand the video modules, forms and curriculum that the program consists of.

Step 3: We provide for you and simplify the 4 communications that you are mandated to give your students throughout the year. No more worrying about whether you are in compliance.

Most districts are uncertain on how to go about implementing Erin's Law. They worry it will cause administrative headaches and upset parents and possibly be damaging to students.

Now you can properly and safely teach Erin's law to students in an appropriate way so that everyone, including the parents, has peace of mind.

If you'd like us to help, simply send an email to: **Support@ErinsLawSolution.com** and we'll take it from there.

What People Are Saying About The Erin's Law Solution, Be Seen and Heard...

"The online format was great. The kids interacted with it. When we did refreshers with the students on a few key points we noticed that the information is sticking with them. It is great to have the online resources available when we are ready to talk about it with each grade level."

--Social Worker, Rosemont, IL

"The presenter, Victor Pacini, adapted his presentation to a wide range of age groups. Based on the responses/feedback from a group of 4th grade students, he adjusted his presentation to include more information in the middle of the session very skillfully."

--Teacher, Northbrook, IL

"This presentation was so well done. Given how sensitive the topic, Victor addressed things directly while still keeping the kids comfortable and receptive. The book will hopefully help guide some quality discussions at home."

--Social Worker, Deerfield, IL

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Step 2: You can take the program for a free 1/2 day test drive by sending an email to: **TestDrive@ErinsLawSolution.com**. You can see firsthand the video modules, forms and curriculum this program consists of.

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