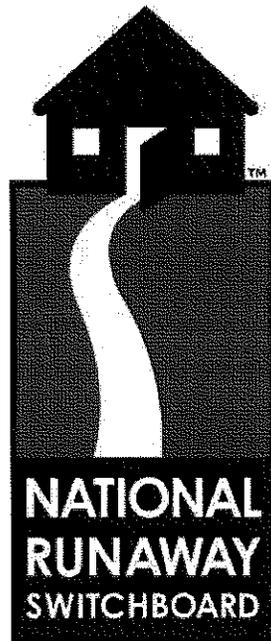


16086



RUNAWAY PREVENTION and EDUCATION
PRESENTATION MODULE 

17 September 2004

Dear Educator/Provider,

You know the statistics—you see them everyday among the youth you work with. The issues adolescents deal with are innumerable, not to mention the risks they encounter. We at the National Runaway Switchboard see these challenges, too, and hope to support you in your day-to-day work with youth and families in need.

The National Runaway Switchboard (NRS) is pleased to offer you the **NRS Prevention and Education Training Module** to share with your class or group of young people. Everything you will need to conduct this session (roughly 45 minutes) on youth in crisis, runaway issues, and NRS are provided in a user-friendly manner. We've also included ideas for additional resources to help you, the educator/provider, feel prepared for your class or group session.

Please use your knowledge of your students or clients to choose which activities they will best learn from. You might decide to choose one activity from each category, go into depth with one particular activity for an entire class, or dedicate two or three class or group sessions for this discussion. Please prepare yourself for self-disclosure from participating youth.

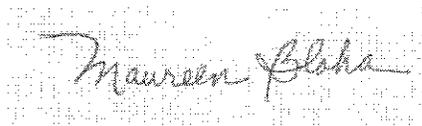
This module will address the following:

1. help define the issue of runaways
2. brainstorm what it means when youth run away (why a youth may run, where they might go, who might be affected)
3. explore the resources available to youth in need

The presentation materials arrive just in time for National Runaway Prevention Month, celebrated each year in November. However, we would encourage you to use the activities year-round with youth of different ages. It is a great way to supplement discussions on adolescence, healthy decision making, and resources for youth and families. As always, please consider making a **Kids Call** appointment to promote further learning for your group or class (http://www.1800runaway.org/educators_kidscall.asp)! During a **Kids Call**, your students will ask questions of an NRS staff member via speaker phone. Please visit our website for lots of other information as well.

We look forward to hearing your feedback on these activities!

Sincerely,



Maureen Blaha
Executive Director



Natalie D. Smith, MA
Training and Education Coordinator

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Educator/Service Provider To Do List ✍

- ① Consider how much time you can set aside for this presentation. Will this session last for one class period or group meeting? For two or three? We would encourage you to spend at least one full class/group discussion about youth in crisis and runaway issues, since there's so much that can be addressed!
- ② Review the Activities Pages for your class or group session, paying special attention to those activities that your students might best appreciate or enjoy. Please also note the special considerations and age recommendations in the right column.
- ③ Choose the number of activities that will fit best within your time constraints. Again, you might decide to choose one activity from each category, go into depth with one particular activity for an entire class or group session, or dedicate two or three class or group sessions for this discussion.
- ④ Consider how issues of confidentiality, personal disclosure, and students' comfort levels will be addressed during the activities. For instance, will a student be allowed to opt to "sit out" during an activity? Keep in mind that process-based therapeutic groups may choose to spend more time discussing personal experiences and how the youth manages them.
- ⑤ Please make use of the background information section to prepare yourself for discussion and questions that may arise.
- ⑥ Be certain to call in an order for NRS promotional materials ahead of time to allow for delivery. You can download materials from our website (www.1800runaway.org), order them online, or call our hotline at 1-800-RUNAWAY (1-800-786-2929).
- ⑦ Enjoy!

Activities Overview

Defining Issues

Activities are introductory components that set a foundation for the class or group session as a whole. They are designed to introduce students to the subject of youth in crisis and runaway youth. The session leader must highlight the concept of confidentiality and pay particular attention to the students' comfort levels.

Brainstorming Reasons

Activities allow students to understand the numerous and complex steps that lead a youth to certain decisions, including running away from home. The concepts of stress and crisis are explored through group brainstorming. The session leader must encourage respect among students as their peers share experiences they may or may not have had themselves.

Exploring Resources

Activities will explore the myriad resources and coping mechanisms available to young people and their families. The National Runaway Switchboard and its services are described and offered as one of the resources for those in crisis. The session leader should be prepared to offer resources available to youth both locally and nationally.

BACKGROUND

INFORMATION



Background Information for Educators and Service Providers

In this area, you will find information to help you, the educator or service provider, prepare for your upcoming class or group session on runaway and homeless youth and the National Runaway Switchboard (NRS).

The following information sheets are provided:

- ☆ Definitions of Runaway, Throwaway and Homeless youth (RHY)
- ☆ National Runaway Switchboard Information Sheet
- ☆ National Runaway Statistics and Sources

In addition, we would strongly encourage you to visit our website, at www.1800runaway.org and check out the following:

- ☆ NRS statistics for your region of the country
- ☆ the National Runaway Prevention Month community toolkit, offering suggestions of ways for you or your students to become involved in celebrating November, National Runaway Prevention Month
- ☆ information about Kids Call, an opportunity for you and your students to ask questions of an NRS staff person over speaker phone
- ☆ NRS promotional materials, which can be downloaded online or ordered for delivery

Of course, if you have further questions, please feel free to contact our 24-hour toll-free hotline, at 1-800-RUNAWAY.

Thank you, and good luck!

Runaway, Throwaway and Homeless Youth (RHY)

(These are federal government definitions. *)

Who is a runaway youth?

A runaway youth is anyone who meets any of the following criteria:

- A child who leaves home without permission and stays away overnight
- A child 14 years old or younger (or older and mentally incompetent) who is away from home who chooses not to come home when expected to and stays away overnight
- A child 15 years or older who is away from home and chooses not to come home and stays away two nights

Who is a throwaway youth?

A throwaway youth is anyone who meets any of the following criteria:

- A child who is asked or told to leave home by a parent or other household adult and no adequate alternative care is arranged for the child by a household adult, and the child is out of the household overnight
- A child who is away from home and is prevented from returning home by a parent or other household adult and no adequate alternative care is arranged for the child by a household adult, and the child is out of the household overnight

Who is a homeless youth?

A homeless youth is anyone who meets ALL of the following criteria:

- A youth who is not more than 21 years of age and not less than 16 years of age;
- A youth for whom it is not possible to live in a safe environment with a relative and who has no other safe alternative living arrangement.

Definitions from The Office of Juvenile Justice and Delinquency Prevention's NISMART-1 study and the Runaway and Homeless Youth Act (Title III of the Juvenile Justice and Delinquency Prevention Act of 1974), as amended by the Missing, Exploited, and Runaway Children Protection Act.

*The National Runaway Switchboard serves youth who may not fit within these definitions. For example, a runaway youth over the age of 15 who is away from home for less than two nights but left home without their guardian's permission.



National Runaway Switchboard Information Sheet

Portrait of a Runaway

Runaway teens, for the most part, are not “bad” kids. They are not running *to* something, but away *from* something. They believe their home situations to be so awful that living anywhere else is better; even if this means living on the streets. Their home situation usually involves many problems, not one isolated problem.

Anyone may run away from home when home or school situations become “unbearable” to them. And it is important to understand that a youth’s reason for leaving is unique to that individual. There is no such thing as a “typical” runaway. These kids come from every kind of neighborhood, rich or poor, suburban, rural, or urban. There is no differentiation between race or religion. **One out of seven children will run away sometime between the ages of 10 and 18.**

Many runaways leave home more than once. The first time they run, they typically stay within 300 miles of their home, usually with friends or relatives. As the length of time away from home increases, these youth often fall to urban areas where they can “blend in” with other kids and are therefore less likely to be noticed by authority figures. They tend to hang out at fast food restaurants, shopping malls, and video arcades. They live in abandoned buildings or underneath highway bridges. In warmer climates, they may spend their days and nights on the beach or in parks.

As bad as things may have been at home, runaways soon find life on the street even worse. Most leave home without understanding the daily problems they will encounter once they have run away: they only seek to escape the problems in their current situation. And it doesn’t help when television and movies romanticize life on the streets. Life on the streets is not a Tom Sawyer/river boat adventure as runaways find out all too soon.

Our Mission

To facilitate relationships that ensure youth and families have access to resources in their communities.

Our Purpose

The National Runaway Switchboard operates a toll-free, confidential, non-sectarian crisis intervention hotline 24 hours a day, 365 days a year for at-risk youth. Additional communication has been developed through a comprehensive, interactive web site (www.1800runaway.org) where visitors can access a predator-free, moderated chat room, a library of topical tips for teens and parents, post thoughts and questions on a message board, retrieve statistics, and download agency literature.

Our Service Approach

Our goals are supported through the following service approaches:

Intervention: Our dedicated ‘front line’ phone team includes volunteers and staff

member who complete at least 36 hours of extensive training prior to handling calls on their own. The training program helps future volunteers develop active listening skills and provides them with a solution-based crisis intervention model to support callers in crisis.

Prevention: We provide neutral channels of communication through which youth or parents can talk through their problems and develop their own plan of action.

Referral: NRS identifies resources for youth and their families in the communities from which they are calling. This is achieved through both our hotline and web site.

Home Free: We provide a way for qualifying youth to return home and reunite with their families through our partnership with Greyhound Lines, Inc.

The National Runaway Switchboard

3080 North Lincoln Avenue, Chicago, Illinois 60657

Fax: 773.929.5150

Crisis Hotline: 1-800-RUNAWAY (800.786.2929)

Website: www.1800runaway.org

Our History

Founded by a group of Chicago agencies and originally named Metro Help, the hotline was established in 1971 to fill a need for comprehensive crisis intervention for young people in Chicago. Recognized as the oldest hotline in the world, it was conceived as a centralized organization with 24-hour services, expertise in all youth-related issues and as an information clearinghouse of youth services.

In 1974, the National Runaway Switchboard received an eight-month federal demonstration grant to establish a national hotline. During this time, 11,000 calls were received demonstrating the need for this type of service. Since then, our capabilities and services have grown considerably. On average NRS handles more than 115,000 phone calls annually. The operations have grown to 18 paid, professional staff with the support of approximately 190 volunteers.

The National Runaway Switchboard services are provided through funding from and in partnership with the Washington DC-based Family and Youth Services Bureau in the Administration for Children, Youth and Families, US Department of Health and Human Services. Donation from foundations, corporations, and individuals help the National Runaway Switchboard to fulfill its mission and reach out to more youth and families.

Our Volunteers

As a non-profit organization, we depend heavily on volunteers. Our volunteers include "liners" in our Chicago office, who answer calls 24 hours a day, 365 days a year from youth and families in crisis, board/committee members, and student/community groups who assist us with filling promotional requests. Volunteers are of every age and socio-economic background and complete more than 36 hours of specialized training to provide telephone support to callers from across the country.

Statement of Need

The statistics tell the story of why we are in operation. In a time when so many children are in crisis, our services are needed even more urgently.

- 1.3-2.8 million runaway and homeless youth live on the streets of America. (Government Accounting Office Report, 1989, American Journal of Public Health, 1999)
- One out of every seven children will run away sometime between the ages of 10 and 18. (Research Triangle Institute, 1995)
- 46% of youth reported being physically abused before running away. (Westat, Inc., 1997)

Our Statistics—Reasons for Calls

Family Dynamics: <i>divorce, remarriage, problems with siblings, extended family</i>	37%
Peer/Social: <i>pressure from friends, gang issues, dating and relationships</i>	13%
Abuse: <i>neglect, emotional maltreatment, physical abuse, sexual abuse</i>	9%
Youth Services: <i>relationship with social worker, placement in alternative housing</i>	11%
School: <i>problems with teacher/administration, suspension, expulsion</i>	8%
Mental Health: <i>depression, suicide, counseling or therapy, concerns and referrals</i>	7%
Alcohol/Drug: <i>by youth, friend, parent, family member, treatment concerns</i>	4%
Transportation: <i>each year we reunite approximately 1,000 families through the Home Free program in partnership with Greyhound Lines, Inc.</i>	2%
Health: <i>physical ailment, pregnancy, STDs, including HIV/AIDS</i>	2%
Sexuality: <i>homosexuality, bisexuality, sexual concerns of self or others</i>	2%

2003 Calendar Year

Updated April 2004

National Runaway Statistics and Sources

- 1) **Between 1.3 and 2.8 million runaway and homeless youth live on the streets of America each year.**
- 2) **1 in 7 youth will run away from home before the age of 18.**
- 3) **1,234 youth run away from home every day.**
- 4) **Parental substance abuse is the largest predictor of runaway behavior in youth.**
- 5) **Runaway/homeless youth are 50% male and 50% female, though females are more likely to seek help through shelters and hotlines.**
- 6) **Prior to leaving home, nearly one-half (43%) of youth reported being beaten by a caretaker.**
- 7) **41% of youth who've run away had been abandoned by their parents or caretakers for at least 24 hours.**
- 8) **A little over a quarter of youth who've run from home have had parents or caretakers request sexual activity, and 32% have been forced to participate in sexual activity against their will.**
- 9) **41% of females seeking shelter report being pregnant.**
- 10) **75% of runaway and homeless youth have dropped out or will drop out of school.**
- 11) **26% of runaway and homeless youth stay in unsupervised and possibly unsafe places for one or more nights.**
- 12) **12% of runaway and homeless youth spend at least one night outside, in a park, on the street, under a bridge or overhang, or on a rooftop.**
- 13) **32% of runaway and homeless youth had attempted suicide at some point in their lives.**

Sources:

- 1) *Government Accounting Office 1989, GAO/HRD-90/45, Homeless Youth in Federally Funded Shelters and J. Greene et al., Prevalence and Correlates of Survival Sex Among Runaway and Homeless Youth. American Journal of Public Health, 1999.*
- 2) *J. Greene et al. Prevalence and Correlates of Survival Sex Among Runaway and Homeless Youth. American Journal of Public Health, 1999.*
- 3) *Children's Defense Fund, The State of America's Children, 1997.*
- 4) *Cohen & van Houten, 1991; NASW, 1998.*
- 5) *National Incidence Studies of Missing, Abducted, Runaway and Thrownaway Children, US Department of Justice, 2002, and Virginia Child Protection Newsletter, VA Department of Social Services, J. Grayson, ed., 2002.*
- 6) *Midwest Longitudinal Study of Homeless Adolescents, Whitbeck & Hoyt, University of Nebraska, Lincoln, 2002.*
- 7) *ibid.*
- 8) *ibid.*
- 9) *J. Greene et al., American Journal of Public Health, 1999 as reported in Virginia Child Protection Newsletter, VA Department of Social Services, J. Grayson, ed., 2002.*
- 10) *National Network for Runaway and Homeless Youth, as reported in the Virginia Child Protection Newsletter, VA Department of Social Services, J. Grayson, ed., 2002.*
- 11) *Westat, Inc. 1997. National Evaluation of Runaway and Homeless Youth. Washington, DC: U.S. Department of Health and Human Services, Administration on Children, Youth and Families.*
- 12) *ibid.*
- 13) *ibid.*



PLEASE SEND PROMOTIONAL MATERIALS TO:

Name: _____
 Title: _____ Organization: _____
 Address: _____
 City: _____ State: _____ Zip: _____
 Phone: _____ Fax: _____ Website: _____ Email: _____

Are you already on our mailing list? Yes No Would you like to be added to our mailing list? Yes No

ITEM	MAXIMUM AVAILABLE QUANTITIES	ADDITIONAL QUANTITIES	MINIMUM ORDER PRICE (PER UNIT)	TOTAL ORDER QUANTITIES
A Listening Bar DVD: informational video a family talks candidly about a runaway episode.	One	One	\$3.00 each	
A Listening Bar VHS: informational video a family talks candidly about a runaway episode.	One	One	\$3.00 each	
Annual Report	One	Five	\$2.75/five	
Bookmarks <input type="checkbox"/> Youth <input type="checkbox"/> Parent <input type="checkbox"/> Stress	<input type="checkbox"/> Youth (100) <input type="checkbox"/> Parent (100) <input type="checkbox"/> Stress (100)	100 100 100	\$6.00/100 \$6.00/100 \$6.00/100	
Frontline: Newsletter of the National Runaway Switchboard	50	100	\$6.00/100	
General Brochure <input type="checkbox"/> English <input type="checkbox"/> Spanish**	<input type="checkbox"/> English (50) <input type="checkbox"/> Spanish (50)	100 500	\$8.00/100 \$35.00/500	
Kids Call Insert	50	100 500	\$8.00/100 \$35.00/500	
NRS Fact Sheet	50	100	\$10.00/100	
On The Street VHS: Informational video/a runaway re-enactment	One	One	\$3.00 each	
Parent Brochure <input type="checkbox"/> English <input type="checkbox"/> Spanish**	<input type="checkbox"/> English (50) <input type="checkbox"/> Spanish (50)	100 500	\$8.00/100 \$35.00/500	
Parent Chat Insert	50	100	\$4.00/100 \$17.00/500	
Pencils	100	100	\$6.00/100	
Posters	5	10	\$2.00/10	
Telephone Rolodex Cards	100	100	\$6.00/100	
Wallet/Calling Cards <input type="checkbox"/> English <input type="checkbox"/> Spanish**	<input type="checkbox"/> English (100) <input type="checkbox"/> Spanish (100)	100 500	\$6.00/100 \$27.00/500	
Youth Brochure <input type="checkbox"/> English <input type="checkbox"/> Spanish**	<input type="checkbox"/> English (50) <input type="checkbox"/> Spanish (50)	100 500	\$8.00/100 \$35.00/500	

BY MAIL: National Runaway Switchboard
 Order Fulfillment Department
 380 North Lincoln Avenue
 Chicago, IL 60657

BY FAX: 773-922-6150
 no cover page necessary
 BY PHONE: 800-821-4000 (toll free)

FREE DOWNLOADS:
www.nrs.org/online_order_forms.cfm
 Feel free to add the name of your child, agency or organization prior to taking these materials to your printer.

TO ORDER

PLEASE ALLOW 4 - 6 WEEKS FOR DELIVERY.

NATIONAL RUNAWAY SWITCHBOARD “BLURB”

To be shared with students/group at start of NRS discussion.

Explain to the students that you will now be talking about the National Runaway Switchboard (NRS). NRS has run a 24/7 hotline for over 30 years. NRS is confidential, non-judgmental, and non-directive. Our mission is to “facilitate relationships that ensure that youth and families have access to resources in their communities”. NRS can speak with anyone concerned about a youth in crisis.

Explain to the group that NRS “liners” are available to answer crisis calls 24/7. The majority of them are volunteers who give at least 2 hours a week to answering crisis calls. They must first successfully complete over 35 hours of training before taking calls. Volunteers can be as young as 16 years of age. If a caller needs translation services, we can accommodate this request.

Explain to students that NRS is a resource for them that is confidential and anonymous. We can talk about any issue and will do so in a way that does not judge how they are feeling or thinking. We will never tell someone what to do, but will instead discuss possible options for their particular situation.

Though all of our calls are confidential and most times anonymous, an NRS liner will need to ask a caller three things: the age of the youth in question, the caller’s city and state, and how the caller got our phone number. It’s up to the caller if they want to share this information with us.

ACTIVITIES

Activity	Description	Extras
<p data-bbox="240 275 472 338">DEFINING THE ISSUE</p> <p data-bbox="240 380 516 443">BRAINSTORMING REASONS</p> <p data-bbox="240 527 363 558">Sit down!</p>	<p data-bbox="537 275 1081 443">Explain to youth that they do not need to participate/answer a question if they are not comfortable. Also explain that what is revealed in this activity must stay within the classroom.</p> <p data-bbox="537 485 1081 800">Youth are standing. Ask class if anyone has run away before—have those that have sit down. Next, ask the class if anyone <i>knows</i> someone who ran away—have them sit down. Finally, ask the class if anyone has ever thought of running away—have them sit down.</p> <p data-bbox="537 842 1081 1157">The majority of students may well be sitting by the end of this activity. Ask the students what this activity shows? That youth leaving home, for whatever reason, is a serious and widespread issue that affects us all. Explain that, like any issue, they may not personally have run away but likely know someone who has or who has at least considered it.</p> <p data-bbox="537 1199 1081 1409">You might have students give a reason that a youth might run away from home from their seats. This does not mean that they <i>personally</i> are experiencing this issue, just that this could be a reason that any youth might leave home.</p> <p data-bbox="537 1451 1081 1871">Another question is where might a youth go if they run away from home? Or, what might STOP a youth from leaving home? IN other words, what reasons might they have for staying home? [In addition, you might ask the students to brainstorm who is affected by a youth running away (not only the family, but relatives, friends, teachers, fellow students, members of the youth’s religious community, co-workers, sports team mates, even pets!).]</p>	<p data-bbox="1104 275 1338 306">Allow 15 minutes</p> <p data-bbox="1104 348 1305 380">Prep time: none</p> <p data-bbox="1104 422 1305 453">Materials: none</p> <p data-bbox="1104 495 1338 590">Class size: any size, though best if above 10</p> <p data-bbox="1104 632 1354 873">Special considerations: if a participating youth is not mobile, you may have him/her raise a hand rather than standing.</p> <p data-bbox="1104 915 1354 1409">If confidentiality is an issue, you might ask students to instead close their eyes/put their heads on their desk and raise their hands in response to the questions. You can then report on the number of responses (“So, three of you have left home before.”).</p> <p data-bbox="1104 1451 1338 1808">*Because of confidentiality concerns, teachers in classrooms (rather than providers in therapeutic settings) may choose NOT to do this activity.</p>

Activity	Description	Extras
<p data-bbox="253 275 483 338">DEFINING THE ISSUE</p> <p data-bbox="253 380 321 411">Quiz</p>	<p data-bbox="553 275 1084 447">Have students fill out the NRS quiz on their own or in small groups (2-3 students in each). Assure them that they are not being graded on the quiz and should choose the answer that seems best.</p> <p data-bbox="553 489 1084 661">Go over the answers as a class (including extra information on the Answer Key) and have students grade themselves. Award a prize to the student/group that answered the most questions correctly.</p> <p data-bbox="553 703 1084 875">OR: To make this activity less test-like, you might choose to print out 5 signs, lettered A, B, C, D, and E in big, bold font. Before class, hang these signs in different areas of the room.</p> <p data-bbox="553 917 1084 1127">During the class, read the NRS quiz aloud to students, including the multiple choice answers, and ask them to stand beneath the sign that represents the answer they have chosen. This will get students on their feet and moving around during class time.</p> <p data-bbox="553 1169 1084 1308">You may choose to ask only a fraction of the questions, rather than all ten. Please allow more time for this form of the activity (20-30 minutes).</p>	<p data-bbox="1117 275 1349 447">10-15 minutes (5 minutes to fill out the quiz, at least 5 minutes to discuss the answers)</p> <p data-bbox="1117 489 1365 842">Prep time: 30 minutes (10 minutes to print out quizzes, 20 minutes to familiarize self with questions and answers, including the extra information on the Answer Key)</p> <p data-bbox="1117 884 1328 984">Materials: plain paper for quiz, prizes</p> <p data-bbox="1117 1026 1317 1058">Class size: any</p>

National Runaway Switchboard Prevention and Education Presentation Quiz

How much do you know about runaways? Take our quiz and find out!

1. One in ___ youth will run away from home by the age of 18.
 - A. 7
 - B. 70
 - C. 700
 - D. 7,000
 - E. 70,000
2. The number one reason youth call the NRS is:
 - A. Pregnancy
 - B. School problems
 - C. Peer Pressure
 - D. Family Dynamics
 - E. Abuse
3. What is the average age of a runaway caller to the NRS?
 - A. 13
 - B. 14
 - C. 15
 - D. 16
 - E. 17
4. Who calls the NRS for help?
 - A. Any youth
 - B. Runaways
 - C. Parents of runaways
 - D. Police Officers
 - E. All of the above
5. Who calls the NRS more often?
 - A. Males
 - B. Females
6. How do most NRS callers find our number?
 - A. Friends
 - B. School
 - C. Phonebook
 - D. Ads
 - E. Internet
7. Approximately, what percentage of runaway callers have run away before?
 - A. 10%
 - B. 25%
 - C. 35%
 - D. 50%
 - E. 80%
8. What is the average length of time that a youth is on the run before calling the NRS?
 - A. 0-3 days
 - B. 4-7 days
 - C. 1-4 weeks
 - D. 1-2 months
 - E. 2-6 months
9. According to NRS statistics, what's the most cited way in which youth report supporting themselves once on the streets?
 - A. Stay with family/friends
 - B. Prostitution
 - C. Steal
 - D. Sell drugs
 - E. Shelters
10. Approximately how many runaway shelters exist nationally?
 - A. 600
 - B. 750
 - C. 430
 - D. 1000
 - E. 2500



Runaway Quiz Answers

1. (A) One in seven youth will run away before the age of 19.
2. (D) **Family dynamics** account for approximately 37% of all calls to the National runaway Switchboard. This category includes divorce, remarriage, problems with siblings, and conflicts with family rules.
3. (E) The average age of a runaway caller to the National Runaway Switchboard is **17**.
4. (E) **Anyone** who cares about runaway youth can call the National Runaway Switchboard for help. In fact, our calls consist of almost equal numbers of youth and concerned adults (47% youth callers, 49% guardian/relative/adult callers).
5. (B) **Females** outnumber male callers 3:1. This ratio includes youth, adults, and professionals (police officers, social workers). However, statistics show that males and females run away from home equally as often. So, why do you think it is that 75% of our callers are female?
6. (C) Most callers report getting our number from the **phonebook** or directory assistance.
7. (C) **34%** of National Runaway Switchboard's runaway callers report that they have previously run away at least once before.
8. (A) More than **40%** of runaway youth who call the National runaway Switchboard do so within 0-3 days of leaving home. 22% call within 4-7 days. 16% call within 1-4 weeks. 19% call in 1-6 months, and 5% call after being away for over 6 months.
9. (A) Over 47% of NRS callers report surviving with help from **friends and relatives** while on the run.
10. (B) There are approximately **750** runaway and homeless youth (RHY) shelters in the United States. Yet, estimates are that anywhere from 1.3 million to 2.8 million youth run away each year.

Need someone to talk to? Call the National Runaway Switchboard.

1-800-RUNAWAY

www.1800RUNAWAY.org

Activity	Description	Extras
<p data-bbox="240 289 521 352">BRAINSTORMING REASONS</p> <p data-bbox="240 394 431 457">What Causes a Crisis?</p>	<p data-bbox="540 289 1083 394"><i>It will be helpful for the educator/group leader to review the completed grid before leading a class discussion.</i></p> <p data-bbox="540 426 1052 499">Lead the class in a discussion of this grid and write their answers on the board.</p> <p data-bbox="540 531 1060 678">Explain to the class that their responses should be kept in confidence and that a classmate's response does not necessarily mean s/he is experiencing this problem.</p> <p data-bbox="540 709 1076 1003">Define each column heading before gathering the students brainstorms. Point out to the group that responses may end up in a few columns. For example, depression may be a stressor for one youth (a hardship that they've learned to deal with) and a crisis for another (something this youth simply cannot tolerate).</p> <p data-bbox="540 1035 1081 1329">Column One: TEENS: Ask students what are MOST youth going through because they have reached this age group? (NRS considers a youth to be anyone under age 21). Another way to think of this column is what are some possible <i>firsts</i> that youth are going through at this time (driving, job, date, puberty)?</p> <p data-bbox="540 1360 1081 1717">Column Two: STRESS: Ask students what are some stressors that SOME youth are going through? Stress might be thought of as something that could lead to a crisis if not properly handled (with resources and coping skills). Another way of thinking of this is that not ALL youth experience this, but some might experience more than one (divorce, abuse, victim of crime, STD/HIV)?</p> <p data-bbox="540 1749 1081 1896">Column Three: RESOURCES: Ask students what are some resources available to youth whether or not they a) know about them and b) make use of them or know</p>	<p data-bbox="1105 289 1287 321">20-30 minutes</p> <p data-bbox="1105 394 1352 646">Prep time: 20 minutes (10 minutes to print out grid, 10 minutes to familiarize self with completed grid)</p> <p data-bbox="1105 720 1320 930">Materials: plain paper for grid, blackboard/dry erase board to capture students' responses</p> <p data-bbox="1105 1003 1304 1035">Class size: any</p>

how to access them? Students may also wish to include coping mechanisms that they use themselves (including journaling, listening to music, exercising, etc.). List all responses and prepare to discuss which resources are positive and which may be negative.

Column Four: CRISIS: what are some crises that might come up when a teen is going through “typical teen” things (column one), experiences some stress (column two) and cannot find resources or does not know how to access them (column three)?

Explain that NRS receives calls from each of these columns and that we treat all calls the same. We define a crisis as any situation a person finds intolerable or unmanageable. This may range from a youth that is annoyed because her father won't let her go out on a school night to a youth who is feeling suicidal. A liner at NRS would treat each caller equally and allow as much time as the caller might need to talk through his/her situation.

Possible discussion question: Let students know that the Chinese character for “crisis” is a combination of the characters for danger and opportunity. Why might this be? How can a crisis be seen as both?

What Causes a Crisis

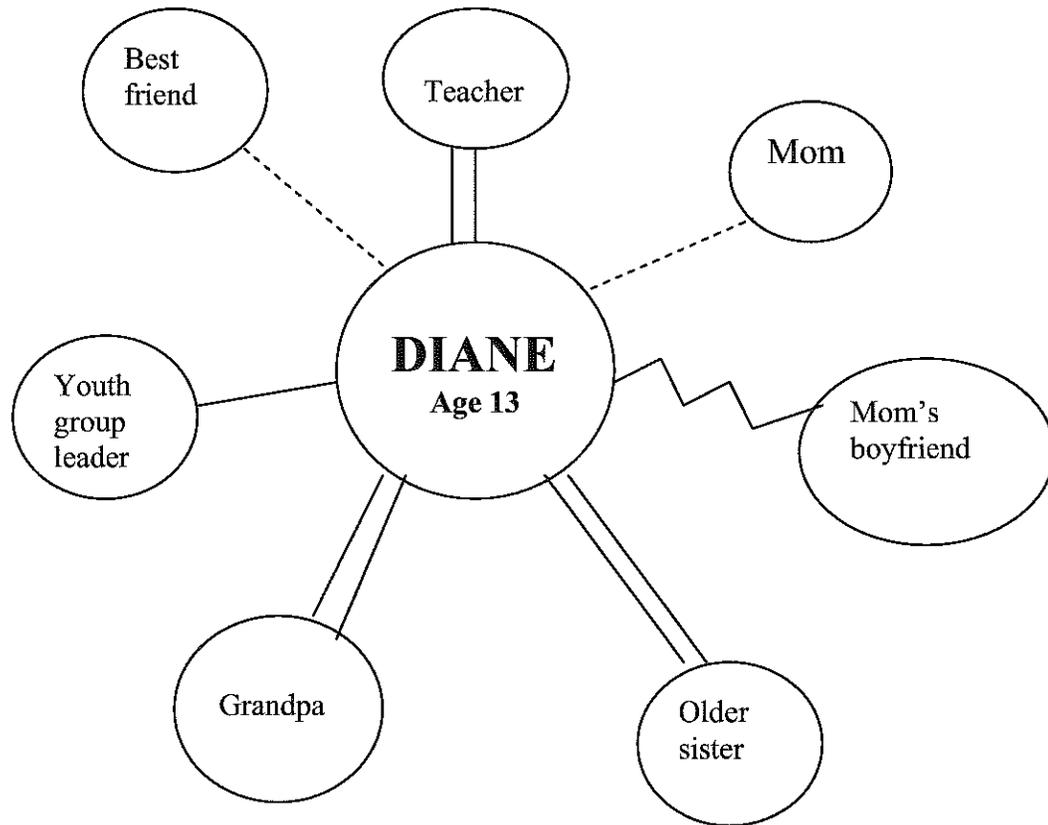
Teens	x	Stress	+ or - Resources	=	Crisis
Independence		Divorce	Parents		Runaway
Experimentation		Step family	Siblings		Drug use
Drugs		Abuse/Neglect	Extended Family		Move out
Sex		Alcoholism/Substance Abuse	School (coach, teacher, guidance counselor, social worker)		Kicked out
Peer Group		Poverty	Friends		Foster Care
Identity		Relocation	Clergy		Suicide
Boundaries		Depression	Neighbor		Eating Disorder
Social Development		Domestic Violence	Social Worker		Violence – Self
Dating		Pregnancy	Boss		Violence – Other
Learn to Drive		Sexual identity/orientation	Self		Addiction
Grades		Abortion/Adoption	Significant Other		Depression
First Job		Teen Parenting	Hotlines		Drop-out
Parents		Death of relative/friend	Media (?)		Homelessness
College/Careers		Illness			Family relationship strains
		Mental Illness			High risk behaviors
		STD/HIV			
		Gang Issues			
		Immigrant (language, culture)			
		Prison			



Activity	Description	Extras
<p data-bbox="240 285 431 348">EXPLORING RESOURCES</p> <p data-bbox="240 394 472 457">Support Network/Eco-map</p>	<p data-bbox="537 285 1036 390"><i>It will be helpful for the educator/group leader to review the example of an Eco-map before leading this activity.</i></p> <p data-bbox="537 428 1068 569">Let students know that they will not share the following activity with anyone unless they want to. Therefore, they should be as honest with themselves as possible.</p> <p data-bbox="537 606 1062 779">Have students brainstorm who/where they would turn to in a crisis. Ask them to remember a time that they wish they had someone who would keep an open mind while listening to them.</p> <p data-bbox="537 821 1068 890">First have them draw a circle in the middle of their paper and put their name in it.</p> <p data-bbox="537 928 1057 1100">Next, have them draw circles surrounding their circle and write the names of people/groups that are in their lives (family, friends, religious groups, sports teams, relatives, etc.).</p> <p data-bbox="537 1142 1057 1283">Finally have them connect these surrounding circles to their circle with the lines used to describe different relationships (see Eco-map example).</p> <p data-bbox="537 1325 1068 1465">After students have had some time to work on their personal eco-map, ask them if there was anything that was surprising about what they created.</p> <p data-bbox="537 1507 1068 1640">Ask if they would trust certain people with certain issues/problems more than others. How do they know they can trust someone?</p> <p data-bbox="537 1682 1062 1887">Ask if the eco-map looks similar to how it might have looked 5 years ago if they'd done this activity? 5 years from now? (For some youth, 5 years ago they were quite young. This is OK. Who have they gained/lost in their lives as far as support</p>	<p data-bbox="1101 285 1243 317">20 minutes</p> <p data-bbox="1101 394 1300 499">Prep time: 5 minutes to print example</p> <p data-bbox="1101 569 1308 638">Materials: plain paper for class</p> <p data-bbox="1101 716 1295 747">Class size: any</p>

	<p>and listening is concerned?)</p> <p>Explain to students that NRS is a resource for them that is confidential and anonymous. We can talk about any issue and will do so in a way that does not judge how they are feeling or thinking. We will never tell someone what to do, but will instead discuss possible options for their particular situation.</p>	
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ECOMAP EXAMPLE



Average _____

Distant - - - - -

Close = = = = =

Problematic /\/\/\/\/\/\/\

This eco-map indicates that Diane gets along well with her older sister, grandpa, and teacher, but not quite as well with her youth group leader. Her relationships with her mother and best friend are rather distant. And she does not get along with her mother's boyfriend.

Depending on the crisis, Diane might turn to her sister, grandpa, or teacher first. If they are not available, the next best option for Diane might be her youth group leader. To turn to her mother, best friend, or mother's boyfriend with a crisis would likely mean building a relationship where there was none and may take more time than is available.

Activity	Description	Extras
<p>EXPLORING RESOURCES</p> <p>NRS Services</p>	<p>Before the session, print out the numbered service descriptions onto separate colored pieces of paper and cut out each numbered statement so that it is on a different slip. (Example, message service is pink, and you'll have 5 pink slips, conference call is blue and you'll have 5 blue slips)</p> <p>Next, mix the slips up in a hat/bowl. Have each student pick one slip of paper without looking.</p> <p>Explain to the students that you will now be talking about the National Runaway Switchboard (NRS). NRS has run a 24/7 hotline for over 30 years. NRS is confidential, non-judgmental, and non-directive. Our mission is to "facilitate relationships that ensure that youth and families have access to resources in their communities". NRS can speak with anyone concerned about a youth in crisis.</p> <p>(See NRS "blurb" for additional information to be shared with the students)</p> <p>At the front of the classroom, announce one of NRS services from the master list, including the color paper that service is listed on ("First we'll talk about the message service, on pink paper). All students with that color paper head to the front of the classroom, get themselves in order by number, and read out the description of the service. Frequently asked questions will be available to the educator, who can try to answer any questions about the services. You are encouraged to write down any questions the youth have that you do not know the answer to. You may decide to use Kids Call to have the class ask an NRS staff person the question at a later date.</p>	<p>30 minutes</p> <p>Prep time: 30 minutes to print out numbered service sheets, cut them</p> <p>Materials: 6 sheets colored paper, paper cutter, hat or bowl</p> <p>Class size: any size will do, but there are about 28 separate service descriptions (so students may need to double up on slips of paper)</p> <p>Special considerations: if a student is not mobile, their group (determined by the color of paper they've chosen) may remain in their seats to read aloud the service description.</p> <p>Age: may work best with younger groups</p>

Message Service

- 1. Indirect way for youth to contact a family member without letting them know where they are.**
- 2. Parents can also write messages to their youth but the only way their youth will get their message is for the child to call NRS and ask for a message. Parents should tell all of their child's friends that there is a message waiting for them at NRS.**
- 3. The message service is confidential in that whoever takes the message cannot deliver it and NRS cannot give information about who has or has not called.**
- 4. The message should be written in first person ("Mom, I'm ok."), the message should be constructive (honest but not negative), and the message should not contain any surprises ("Mom, I'm pregnant).**
- 5. If a youth is under 18, the message can only be delivered to a parent or guardian.**

Conference Call

- 1. NRS, with the youth, can call a social service agency, advocate for the youth, and help the youth develop a plan of action.**
- 2. NRS, with the youth, can call the youth's legal guardian.**
- 3. The purpose of a conference call is to mediate conflict between the youth and the guardian. NRS does not take sides and makes sure that both the youth and guardian are heard.**
- 4. Confidentiality is ensured in that the youth's conversation with NRS will not be shared with the guardian.**

Home Free

- 1. NRS helps reunite runaway youth with their families, with the help of Greyhound Lines.**
- 2. The program is available to youth between the ages of 12 to 20.**
- 3. Home Free must be youth initiated to ensure that the youth really wants to go home.**
- 4. Youth under the age of 18 can only return to their legal guardian, while youth 18-20 in specific situations can return to a primary caretaker or an independent living program. A conference call between the youth and guardian/ILP is required in all Home Frees.**
- 5. A runaway report is required in most circumstances.**

Crisis Intervention

- 1. Steps: establish rapport, explore facts and feelings, focus on main issues, explore options, establish a plan of action, closure**
- 2. Non-judgmental: looking at callers' issues, actions and plans without bias. NRS will not judge a youth's decisions.**
- 3. Non-directive: avoiding statements such as "I think" or "You should"**
- 4. Non-sectarian: no affiliation with any religion**
- 5. Empowerment: NRS hopes to assist a youth or family member with their current situation and help them to make decisions they feel comfortable with.**
- 6. 24 hour CONFIDENTIAL crisis line: NRS won't share your conversation with anyone!**

NRS Website

- 1. Bulletin boards: frequently asked questions, share some advice, concerns, post thoughts anonymously**
- 2. Chatroom for parents, Tuesday nights from 8:00-10:00pm CST**
- 3. Crisis email service if you'd rather write than call**
- 4. Order materials free of charge**
- 5. Prevention Curriculum that can be downloaded and used in classes and groups**
- 6. News and Research on issues affecting adolescents and runaways**
- 7. Statistics and information for reports and papers**

Information and Referral

- 1. NRS has a database of over 17,000 resource agencies and a bookshelf of 200,000 resources all over the U.S.**
- 2. Such services include counseling and therapy, support groups, legal services, referrals for lesbian, gay, and bisexual youth, health care, alcohol and drug assistance, alternative housing, employment, and traveler's aid**
- 3. NRS can conference a call to an agency with any youth and will stay on the line to mediate, advocate, and articulate for the youth.**

Activity	Description	Extras
<p data-bbox="248 249 440 317">EXPLORING RESOURCES</p> <p data-bbox="248 394 493 457">Putting the services to use</p>	<p data-bbox="544 249 1086 495">Because the class is already in groups from the Service Activity (by color and service), give each group a scenario and have them brainstorm how that service may help the youth in the scenario. Groups may report back to the class as a whole and read their scenario and responses aloud.</p>	<p data-bbox="1109 249 1333 386">As a follow up to the NRS Services activity. 20-30 minutes.</p> <p data-bbox="1109 428 1312 531">Prep time: 10 minutes to print scenarios</p> <p data-bbox="1109 573 1317 642">Materials: plain paper</p> <p data-bbox="1109 684 1344 787">Class size: groups from previous activity</p>

Activity	Description	Extras
<p data-bbox="253 243 448 306">EXPLORING RESOURCES</p> <p data-bbox="253 386 435 449">Experts and Brainstormers</p>	<p data-bbox="553 243 1065 453">Divide class into 2 groups, “experts” and “brainstormers”. Experts are given the separate sheets listing NRS services (depending on group size, more than one student may have the same service/ explanation).</p> <p data-bbox="553 495 1040 663">All students are read a scenario by the educator. The brainstormer group will then brainstorm aloud to the class what might work best for the youth in the scenario.</p> <p data-bbox="553 705 1089 957">The experts will then consult the NRS service sheets and explain how NRS would help this youth if s/he called the hotline. Please consult the additional NRS information in the background information and within these activities in order to answer the students’ further questions.</p>	<p data-bbox="1117 243 1260 275">30 minutes</p> <p data-bbox="1117 317 1365 411">Prep time: 10 minutes to print out materials</p> <p data-bbox="1117 453 1357 600">Materials: plain paper for NRS services, plain paper for scenarios</p> <p data-bbox="1117 642 1325 705">Class size: less than 20 students</p> <p data-bbox="1117 747 1357 1346">Special considerations: if you are working with a very small group, you may choose to have all students be both “brainstormers” and “experts”, first thinking of what a youth in the particular situation might do and then consulting the NRS service sheets to determine what NRS could do.</p>

Scenarios

Keith is calling for a friend. His friend is 13 and lives with his mother. When his mom gets angry with him, she hits Keith's friend with anything she can find lying around. Sometimes it happens for the smallest reason, like the time his friend forgot to set the table for dinner. At times, Keith's friend doesn't know when to expect it, and he's beginning to feel really unsafe in his own home. His friend doesn't have any other family in the area, and he recently changed schools and doesn't know anyone there yet.

What might Keith's friend do?

Possible class responses: (shelter, counselor, report it)
NRS: [resources, conference call, CIM]

Erica is 15 and her at-home pregnancy test came back positive. She flipped out when she realized she was pregnant because she thought her folks would kill her. So she took off. She's a town and a half away from home right now and has been walking forever. It's getting dark and she's beginning to feel unsafe out here alone on the country roads. Erica realizes that she may have overreacted a bit; she wants to tell her parents and wants to go home, but she wants help so that they stay calm.

Where can Erica turn?

Possible class responses: (shelter, counselor, friend/relative, Planned Parenthood, doctor)
NRS: [resources, options, conference call]

Lori is 14 and ran away 3 weeks ago after her dad grounded her for a month when he found out she likes girls and has a girlfriend she's been seeing behind his back. She's in Nevada, and he's in Missouri. Lori thinks that's a ridiculous reason to be grounded and was upset that her father disagrees with her sexuality. Now she wants to go home because she ran out of money and the people on the streets have been trying to take advantage of her; home might not be accepting, but at least they're not out to harm her. Her dad doesn't have much money, though, since he lost his job 4 months ago.

Where can Lori turn?

Possible class responses: (agencies, friends/relatives)
NRS: [Home Free]

Jose's parents have been fighting so much that he just took off from home. If they'd just get a divorce, everyone would be much better off! He feels bad for leaving his little sister, who is 7, but he just couldn't take it anymore. He's not far—just at a friend's house about 5 minutes away—but he's not ready to go back yet. But, on the other hand, he wants his mom to know that he's safe. He knows that she's a worry-wart and doesn't want her to be even more upset. However, his family has caller-ID and he doesn't want them to know where he's at!

What can Jose do?

Possible class responses: (friends/relatives, write letter)
NRS: [message service, conference call]

Stefan's family keeps close tabs on him when he's at home. They don't allow him to use the phone very much, and he wouldn't want to anyway, since their apartment is so small that anyone can hear what he's saying. But he's got some questions about legal rights for youth and he's not sure where to turn. If he left home and stayed at a friend's house, could that friend's parents get in trouble for "harboring a runaway"?

Where might Stefan find this information?

Possible class responses: (friends/relatives, school, library, online)
NRS: [website]

Carrie often feels depressed. She already sees a counselor and is already on medication. She lives in a small town, so there's not much to do and she can't seem to make new friends. She's not really sure she'd like to find any more resources, but she sure wishes she could find someone to talk to when she's feeling down.

What might Carrie need?

Possible class response: (friends/relatives, activities)
NRS: [crisis intervention]

Activity	Description	Extras
<p>DEFINING ISSUES</p> <p>BRAINSTORMING REASONS</p> <p>EXPLORING RESOURCES</p> <p>Role Plays</p>	<p><i>It will be helpful for the educator/group leader to review the pre-written role plays before leading this activity.</i></p> <p>Ask for volunteers to act out the youth and the NRS crisis “liner”. Have these volunteers sit back to back, rather than facing each other. Explain to the group that this is because the two parties involved in a crisis call cannot see each other and depend on body language.</p> <p>Explain to the group that NRS “liners” are available to answer crisis calls 24/7. The majority of them are volunteers who give at least 2 hours a week to answering crisis calls. They must first successfully complete over 35 hours of training before taking calls. Volunteers can be as young as 16 years of age. If a caller needs translation services, we can accommodate this request.</p> <p>Though all of our calls are confidential and most times anonymous, an NRS liner will need to ask a caller three things: the age of the youth in question, the caller’s city and state, and how the caller got our phone number. It’s up to the caller if they want to share this information with us, but why do you think that we need to know? (for statistics, for funding, for advertising, and to make sure we know the population we’re serving)</p> <p>After the role play has been read aloud, ask students why someone might choose to talk to a hotline rather than someone face to face?</p>	<p>Each role play will take approximately 15 minutes to complete, including discussion</p> <p>Prep time: 10 minutes to print out role plays</p> <p>Materials: plain paper for the role plays</p> <p>Class Size: any, but would work best with small-mid size groups</p> <p>Age: may work best with older youth-</p>

Role Play Script #1

Ring, ring...

Liner: Hello, this is the National Runaway Switchboard.

Caller: Hi. Um, I need someone to talk to. Is this being traced?

Liner: Hi. You can talk to me. And we don't trace calls here. We're confidential, so this is just between you and me.

Caller: OK, so this won't get back to my dad or anything?

Liner: No, we don't give out any information about anyone who's called us. Are you feeling safe right now?

Caller: Oh, yeh, yeh. I'm at home. No one's here. For now, at least.

Liner: That's good. If you feel like you need to go for any reason, you can always call us back, ok? We're here 24 hours a day.

Caller: OK.

Liner: So, what's going on? What made you decide to call us?

Caller: Well...I think I want to run away. My dad is really unfair and he won't let me do anything I want to do. But, I'm *14*! Like, he just told me that I can't go out for the next 3 weekends all because I was late getting back last weekend. That's *not* fair! I was only a half hour late! And I'm not usually late. And I was just out with friends anyway. I don't know what he thinks I'm doing when I'm not here.

Liner: You sound really upset at your father for grounding you.

Caller: Well, yeh. I've got to be in earlier than anyone else I know, even on weekends. It's like he doesn't trust me, but he always says, "It's not you I don't trust, it's everyone else."

Liner: So, your dad has grounded you for the next 3 weeks and you don't think that's fair. What does it mean when he grounds you?

Caller: Well, he means that I can't go out with my friends and I have to come back right after school. I can't even go to the first football game!

Liner: How does that make you feel? To be grounded?

Caller: Well, pissed off! I can't stand when he does this. Makes really tough rules...

Liner: You've been grounded before then?

Caller: Well, not really. Usually everything's fine. But just recently he's been getting stricter and stricter.

Liner: So, he hasn't always been this tough on you? What was it like before?

Caller: Before he was fine. Let me go out with my friends. Let me decide what to do and what not to do. Didn't have to know where I was all the time. Didn't mind if I was a little late.

Liner: OK. So, things were different before, he was easier on you. Can you think of a reason why this has changed recently?

Caller: Not really...I mean, I'm the same person I was last year!

Liner: Have there been any other changes?

Caller: Um, not a lot. I mean, my sister moved out, but she's 18! That's what happens when you're 18.

Liner: So is it just you and your dad at home now?

Caller: Yeh. Carlie moved out a few months ago.

Liner: OK. How is it at home with just you and dad?

Caller: It's usually OK. When he's not on a power trip like he was last weekend. We get along OK. He minds his business, I mind mine.

Liner: Do you ever spend time together?

Caller: At dinner, usually. And sometimes we're at home together on the weekends. Guess we'll be home more together now...

Liner: Yeh, for three weeks, it sounds like. And how is it when you spend time together?

Caller: It's usually OK. Like I said, he minds his business, I mind mine. We watch sports together on tv.

Liner: So it sounds like things are generally OK, when he's not being strict. Is that the case?

Caller: For the most part, yeh. It's not too bad. I just don't feel like staying inside for the next 3 weeks!

Liner: Yeh, it sounds like that will be hard for you, to not be able to see friends. Are they allowed to come over to *your* place, if you're not allowed to go there?

Caller: Hmm, I don't know. He didn't say anything about that. I'm not sure. But I don't know if I feel like sticking around to find out.

Liner: So, part of you still wants to leave home?

Caller: Yeh. I mean, I've got friends that would keep me there and he wouldn't even know it! I can't deal with how tough he's become. All because Carlie went and got herself pregnant. Like I'm going to do the same thing.

Liner: So, your sister moved out because she was pregnant?

Caller: No, he KICKED her out because she was pregnant. You should've heard the stuff he called her. I would leave to! So, she went to her boyfriend's house and left me and dad here alone.

Liner: Is your mom around at all?

Caller: Nope. Not since I was 5. She left too.

Liner: It sounds like there's been some drama in your house over the past few months. Some tough things to deal with.

Caller: Yeh, I guess so.

Liner: How do you think your dad might feel if you were to leave home?

Caller: I don't know. He'd probably be better off so he wouldn't have to worry about me.

Liner: You don't think he'd worry about you?

Caller: Well, he might, I guess, but...well, it doesn't matter. If I'm going to do it, I'm going to do it.

Liner: That's true. Are you leaning more towards leaving or staying home?

Caller: I'm not sure. If I go, could he make me come back home?

Liner: Well, if you do leave home, your father most likely would file a runaway report with the police. If the police find you, they would have to contact your dad to bring you back home.

Caller: Oh. What about shelters? Would they call the police?

Liner: Well, most shelters have to either notify or get permission from your guardian. So, they would be the ones contacting your dad. We could find a shelter with you in our database if you'd like to tell me what city and state you're in?

Caller: Oh. No, I'd rather not. I guess I couldn't go there.

Liner: Well, what are you hoping to have happen between you and your father?

Caller: Well, I'm HOPING that he'll just ignore this punishment and get over it! It's not like I've ever done this before. And it's not like I'm Carlie or something.

Liner: What do you think Carlie has to do with it?

Caller: I think he's being strict on me because Carlie was out all the time and now she's pregnant. And he doesn't agree with that, with her being pregnant.

Liner: Oh, that makes sense. Can you see your father's point of view?

Caller: A little. But I'm not Carlie.

Liner: Well, what if he says that there's no changing the grounding? That it has to stick for 3 weeks. What would you do then?

Caller: I don't know. Maybe go to a friend's?

Liner: Do you have a friend in mind? Is there a friend that would take you in?

Caller: Yeh, I've got some people.

Liner: What if you run away and your dad extends your punishment? Makes it a month? Or longer?

Caller: Well, I don't think he would do that. I mean, he'd just be glad if and when I came home, you know?

Liner: You think?

Caller: Well, I don't know! It's not like I've had to do this before!

Liner: Well, it sounds as though you've considered asking your dad to get rid of the punishment. You've also thought about leaving home to go to a friend's. Is there anything else you think you might want to try?

Caller: Not right now, really.

Liner: Which option do you think you might try?

Caller: Well, I'm not sure. I'm so upset now. I'm not even sure it's worth talking to him about it. He probably won't budge. Maybe I'll just go to my friend's house.

Liner: How long do you think you would stay with your friend?

Caller: Not sure. At least overnight for now. I just need to get away before he gets home.

Liner: Would you go over now, then?

Caller: Probably. Once I pack my bag. I should go do that...

Liner: Well, keep in mind that if you decide to try talking things out with your dad, you can always call us from your friend's house. We've got a message service so that we can take a message from you for your dad; it's a way for you to get a message to him without directly speaking to him. Or, we could conference a call to him if you'd like someone on the line to talk with the two of you.

Caller: You could do that? That might be good, because he probably won't want to listen to me.

Liner: Yes, we could do that at any time. We have to stay neutral, though, so we would let you and your dad do the talking.

Caller: OK. Well, I'm going to go. Thanks for listening to me. I'll talk to you later?

Liner: Well, when you call, you might speak with someone other than me, but we've all been trained in the same way. By the way, how did you get our number?

Caller: Oh, from something they gave us in school, I think. Oh well, thanks. See ya'.

Liner: Thanks for calling, and good luck.

The Runaway Prevention/Education Presentation Module
was developed by
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NRS thanks

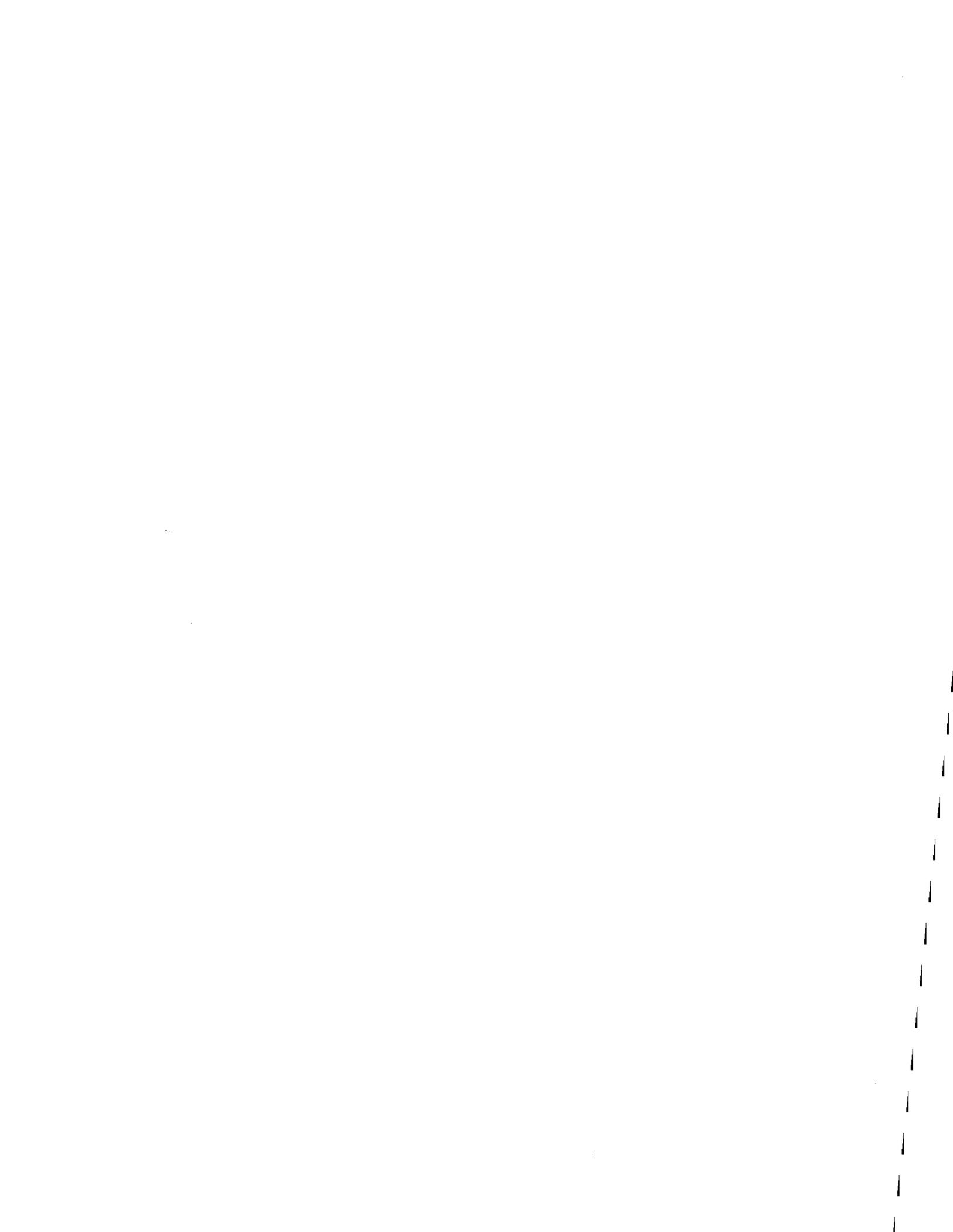
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Abstract: This 44-page training module provides the materials needed to conduct a session on youth in crisis, runaway issues, and the National Runaway Switchboard (NRS). Designed for use with a class or group of young people, the session takes about 45 minutes to complete. The information and activities help students define the issue of runaways, explore the factors that might lead a youth to run away from home, and learn about the resources available to young people in crisis. The first part of the training manual contains an educator "to-do" list and background information, including definitions of runaway, homeless, and throwaway youth; an overview of the NRS; and national runaway statistics. The second part contains descriptions of the activities with material lists, estimated preparation and instruction times, and reproducible pages such as a quiz and answer key, brainstorming chart, and script for role playing.
Availability: National Runaway Switchboard, 3080 N. Lincoln Ave., Chicago, IL 60657; Telephone: (773) 880-9860,,Fax: (773) 929-5150, Web site: www.1800RUNAWAY.org
Notes: Publication available on the Internet