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**The Assessment of a School-Based Intervention
for the Prevention of Child Sexual Abuse**

by

Anthony Daniel Alexander

A thesis submitted in conformity with the requirements
for the degree of Doctor of Education
Department of Adult Education, Community Development, & Counselling Psychology
Ontario Institute for Studies in Education of the
University of Toronto

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The Assessment of a School-Based Intervention for the Prevention of Child Sexual Abuse by Anthony Daniel Alexander. A thesis submitted in conformity with the requirements for the Doctor of Education Degree, Department of Adult Education, Community Development, and Counselling Psychology, University of Toronto, 1998.

Abstract

Schools across the nation have invested heavily into delivering Child Sexual Abuse Prevention (CSAP) Programs to literally millions of children. One such program, the Child Abuse Research and Education (C.A.R.E.) program, has gained acceptance in most Newfoundland schools. The benefits of this program have not been firmly established. Whether children should receive short term or longer term exposure to the programs is unclear ; nor has it been established that the C.A.R.E. program is more able to equip children with primary prevention versus secondary prevention skills. A growing list of critics question whether there is any real benefit to these programs and indeed, whether they may be causing any undue harm.

Two groups of children receiving either a shorter or longer term CSAP (C.A.R.E.) intervention were matched for similarity on several socio-economic and educational variables. After program completion the groups were compared on rates of knowledge of CSAP concepts, prevention skills acquisition, and disclosure rates of abuse.

Results indicated no significant differences were found between the two groups respective to the level of knowledge of CSAP concepts or prevention skills. A trend (not quite significant) was found toward more disclosures of abuse from the group of children who had received a longer term CSAP program. An unexpected finding was that of a group of remedial students showing a significantly reduced rate of knowledge and skill acquisition, regardless of the length of CSAP program received. Furthermore, this same group showed a significant overgeneralization of protective strategies to previously coded safe scenarios.

Future directions and recommendations for program usage are provided based on the results of these findings.

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CHAPTER 1

INTRODUCTION

“When a child graduates from a safety education program we have essentially said to the child and to the adults who care for and love the child - this kid is protected. I think the risk is that the kid is not actually protected because initial learning may not be maintained or the child never had learned in the first place.”(John Conte, 1987, p. 3).

Since the 1980's there has been a growing international focus on the identification, treatment, and prevention of child sexual abuse (CSA). Studies conducted in the United States and Canada indicate approximately 20 - 30 % of females and 10 - 18% of males will be abused before they reach 18 years of age (Conte, 1990; Finkelhor, Hotaling, Lewis, & Smith, 1990; Peters, Wyatt, & Finkelhor, 1986; Russell, 1986; and Badgely, 1984). Experts further argue that estimates of children who have been abused are lower than the actual prevalence, for several reasons: children and adults tend to not report abuse out of fear and stigmatization; related factors of repression, dissociation, and denial exclude legitimate victims; and conducting research in such a sensitive area is very difficult (Geffner, Rosenbaum, & Hughes, 1988).

That CSA has potentially serious initial and short term effects has received little argument. Some of the effects which have been documented include: sleep disturbances, regressive behavior, acting out behaviors, low self esteem, depression,

inappropriate sexual play, and fear (Friedrich, 1988; Finkelhor, 1990; Kolko, Moser, and Weldy, 1988). Additionally, "sleeper effects" are possible which may not be evident during childhood, but emerge later in adult life. A review of the literature by Beitchman, Zucker, Hood, DaCosta, Akman, and Cassavia (1994) reached the following conclusions regarding long term sequelae associated with child sexual abuse: there were higher rates of sexual disturbance or dysfunction; increased depression and revictimization were evident; and more reports of anxieties, fears, and suicidal behavior were noted.

The response to this very serious social problem has been varied. One focus has been directed toward the treatment of sex offenders in order to decrease the likelihood of their re-abusing. However, as Geffner (1992) and Berrick and Gilbert (1991) indicate, this has met with limited success. A preferred option would be to treat individuals before they actually commit the offense but reliable efforts to pinpoint potential CSA offenders have not been developed, thereby preventing program offerings to individuals before they inflict harm on children (Finkelhor, 1986).

Increased efforts have been placed on the early detection of sexual abuse in children . Training designed to alert adults on the indicators of CSA have been directed at social workers, RCMP, medical personnel, and educators. Likewise a rise in the number of television programs, videos, and articles directed at the general public on the topic has been evident. Finally, supportive counselling offered to survivors of CSA to lessen the traumatic effects of abuse, and prevent further victimization, has also been encouraging.

For some what seemed like an attractive option was to teach children information so they could, in theory, protect themselves from abuse. Perhaps the greatest responsibility for this method of preventing CSA has fallen on the shoulders of educational institutions. Secondary schools across North America have invested heavily into offering Child Sexual Abuse Prevention (CSAP) programs to millions of students from preschool to elementary (Kohl, 1993). Indeed, as Plummer (1986) and Tharinger, Krivacksa, Laye-McDonough, Jamison, Vincent, and Hedlund (1988) note, there are in existence literally hundreds of such programs. The primary goal of such programs is typically to empower children so they can prevent their own sexual victimization. A secondary goal has been to provide an opportunity for disclosures to identify children who have already suffered abuse. Some of the concepts typically covered in such programs, as identified by Conte, Rosen, Saperstein, and Shermack (1985), include the following:

1. Body Ownership - that the child's body belongs to him or her.
2. Touch Continuum - various touches received from others can be categorized as feeling good, bad, or confused (uncomfortable) and these feelings can serve as a clue to the threat of CSA .
3. Secrecy - it is important for the child to tell a trusted adult of secrets which involve inappropriate touching, etc.
4. Feelings - that children have a sense of what is appropriate or inappropriate touch, and should trust such feelings.

5. Preventative Action - children can be taught to, and should respond in abusive situations, by saying NO and attempting to get away.
6. Support Systems - there are people available whom children can tell if they receive touches which make them feel bad or uncomfortable, and children should keep on telling if not successful in their first attempt to get help.
7. Blame - that the child is never to blame for abuse.

1.1 Critical Response to CSAP Programs

After the initial wholehearted embracement of CSAP programs there has been a growing list of critics who question the merits and risks in teaching children prevention strategies. Repucci and Haugaard (1989) argue the programs are based on several untested assumptions, the first being whether we really know what types of skills will make a child less susceptible to sexual abuse. They cite evidence (Haugaard & Repucci, 1988) that abuse comes in many different forms and such calls for a range of prevention skills to be learned. Conte and Fogarthy (1990) also speak to the complexity of CSA, the sophistication of coercive strategies used by offenders, and the resultant need for complex decision-making to ward off such threats of interference.

Repucci and Haugaard (1989) further point out that we still do not know if children will transfer knowledge gained from prevention programs into effective action when needed in real life situations. Conte, Rosen, Saperstein, and Shermack (1985), Melton (1992), and Kraizer, Fryer, and Miller (1988) have also echoed this concern. Obviously it would not be ethical to subject children to perceived threatening situations

in order to determine the potential program benefits. However Repucci and Haugaard feel we cannot conclude there are no negative effects of CSAP programs; rather, more sensitive measures to determine whether there is increased fearfulness or disruption in children's lives would be warranted.

Krivaksca (1994) expounds on the criticisms raised by Repucci and Haugaard (1989), providing arguments that there are further untested assumptions regarding these programs. Firstly, he asks whether children really can be empowered to prevent CSA without feeling guilty for failure to prevent the abuse from occurring? Previously, Gilbert, et. al. (1989) and Tharinger et. al. (1988) raised the same issue.

Secondly Krivaksca (1994) questions whether we should assume children can really understand abstract concepts such as rights and body ownership. The prevailing theories of cognitive and moral development in children do not support the claim of child competence in these areas. Another question he raises is the ability of adults to teach children about sexual abuse in the absence of discussion of healthy sex and sexuality. Calling on research into sexual development (Money, 1986; Feierman, 1990), Krivaksca states concern with the potential of CSAP programs to promote sexual deviancy. In the absence of what is normal, children may be given a message of unhealthy sexual behavior. Finally, Krivaksca (1994) questions the disclosure process and whether children should be expected to overcome feelings of love, bonding, and dependence to report sexual abuse by someone close to them - yet still feel not guilty.

Garneau (1991) calls for a moratorium on all CSAP programs due to potential misunderstanding and generalization of information taught; possibly resulting in false accusations toward family members. Previously, Wald and Cohen (1986) raised concerns that CSAP programs may create a false sense of security in adults and thereby encourage less vigilance toward protecting children.

A recent analysis by Radford (1996) has been directed toward the misconception of CSAP programs being able to empower children to effectively react to advances from perpetrators. Her research has indicated children's experiences of social power in real life are misleading. Everyday experiences of children appear to point to their difficulty in interpreting the intentions of adults, refusing powerful adults, and in relying on adults for protection. She concludes "Children's lack of power to refuse the decisions and actions of powerful adults is a root cause of children's vulnerability for abuse, and no amount of classroom taught assertiveness training or role-playing can overcome the social power lessons being taught." (pp 202).

1.2 Rationale for the Study

There is no doubt a growing list of arguments which are critical of the efficacy of CSAP efforts, and a corresponding shift in focus regarding the prevention of child sexual abuse. A move away from making children the key preventers of abuse to that of adults accepting total responsibility is being forwarded by several (Repucci & Haugaard, 1989; Stermac, Piran, & Sheridan, 1993; Krivaksca, 1994). Yet there are still unanswered questions surrounding the efficacy of CSAP programs and some survivors of abuse continue to call for more education on sexuality, and what is

appropriate or inappropriate touching. Indeed, recent community research with adult survivors revealed they could have disclosed earlier if “as children they had understood what was happening to them, that they were not responsible for the activity in which they were engaged and that they were not the only persons to whom abuse had happened” (It’s Hard to Tell - Community Services Council, 1996, p.34). Before proceeding to the abandonment of school-based CSAP programs, it therefore seems prudent to assure ourselves such programs are truly of little or no value.

Literature reviews on studies evaluating the effectiveness of CSAP programs (Carrol, Miltenberger, & O’Neill, 1992; MacMillan, Offord, Griffith, & MacMillan, 1994) have not indicated conclusive results. They reveal that while gains in knowledge are often found (see Kolko, Moser, Litz, & Hughes, 1987), such learning may also decay after relatively short periods of time unless some sort of review or booster session is provided (Ray & Dietzel, 1984). Also, the few studies which have examined acquisition of prevention skills report mixed results, with some support for learning with younger children when behavioral teaching strategies are employed (Wurtele, 1990; Ages, 1991), but Hazzard, Webb, Kleemeier, Angert, and Pohl (1991) reported mixed results even with older children. Likewise, Swan, Press, and Briggs (1985) found that children presented with a CSA program did not improve in their ability to identify potentially abusive scenes from pretest to posttest. There is limited evidence to suggest increased disclosures of CSA after exposure to prevention programs (Ullman, Simington, Donnelly, & Knox, 1991; Kolko, Moser, & Hughes, 1989) but few have examined this in detail. In Finkelhor and Strapko’s (1991) comprehensive review of

evaluations of prevention programs, they found that the program effects with regard to disclosure rates of past abuse could be considered the most unambiguous finding of program evaluations.

It does seem evident that younger children do not learn CSAP concepts as easily as older children (Tutty, 1994) but rather there are developmental issues to consider. Previously, Swan et. al.(1985) and Wurtele, Marrs, and Miller-Perrin (1987) have found that even after training, children have a difficult time understanding that a family member or someone they know well could abuse them. Tutty (1992) also found that the age of the child had a significant effect on the number of prevention concepts acquired; that is, older children had a stronger knowledge base of CSA concepts both before and after receiving a CSAP program, than their younger counterparts.

Both parents and children generally support the programs which are offered in their schools (Pohl & Hazzard, 1990; Taylor, 1990). Despite concerns from the growing list of individuals critical of CSAP programs (see Garneau, 1991; Krivacska, 1992) there been very few adverse negative reactions documented in children.

One problem facing CSA prevention programs is that most of the research conducted to prove their efficacy consists of poorly designed validation studies, with their main focus being to survey knowledge gains and consumer satisfaction (Krivacska, 1992). Studies which have utilized a more rigorous evaluation design mostly have focused on the immediate effects of such programs (Miltenberger & Thiesse-Duffy, 1988; Posche, Yoder, & Miltenberger, 1988) with few examining long term retention (Hazzard, Webb, Kleemeier, Angert, & Pohl, 1991; Tutty, 1992).

Repucci and Haugaard (1990) call for a more systematic inquiry into the disclosure rates of children in these programs. How much time should be allotted for CSAP programs in school is a question raised by Conte and Fogarthy (1990) ? Other social agendas such as AIDS and drug education are competing for a place in the educational environment at a time when there is a strong cry for a "back to the basics" approach to education. Similarly more organizations are now being held accountable during an era of fiscal restraint.

The Child Abuse and Research in Education program (C.A.R.E., 1981) is one such program which has been widely used by schools in the province of Newfoundland for sexual abuse prevention. Way (1990) estimated that 26/31 school boards in Newfoundland were using, or intended to use this program developed for kindergarten through grade 3 students. A content analysis of nine CSAP programs by Fraehlich (1991) ranked the C.A.R.E. program and its companion Intermediate program (1986) intended for grades 4 and 5, first overall for their relevant content, teaching strategies, and materials. Other research has indicated parents and teachers hold the program in high regard (Nystoruk & Bastian, 1985; Taylor, 1991).

Yet other than reported knowledge gains usually assessed shortly after one exposure to the program, little evidence has been found to conclude that children actually learn the intended prevention skills (Kerr-Halls, 1986; Welin, 1988). Indeed no research was found by this researcher evaluating the effects of the C.A.R.E. Intermediate program. Nor has there been a detailed recording of disclosure rates of children who receive either program. Almost all of the research has been conducted on

students who receive the C.A.R.E. program at one grade level (except Kerr-Halls, 1986) but the programs are intended for multiple year use from kindergarten through grade 5. Finally, there is wide variation in how the programs are delivered. Some schools offer it at one grade level, others from kindergarten through grade 3 (K-3), and still others from kindergarten through grade 5 (K-5) or even 6. However, we know children's greatest vulnerability to child sexual abuse is between the ages of 8-12 (Finkelhor, 1986) and increased exposure to information may maintain if not increase learning (Ray & Dietzel, 1984; Ages, 1991) as well as encourage disclosures of abuse (Finkelhor, Asdigian, & Dziuba-Leatherman, 1995).

1.3 Statement of Purpose

The purpose of this study was threefold. Firstly, the study assessed the efficacy of the C.A.R.E. program on measures of knowledge of CSA prevention concepts, skill acquisition, and rates of disclosure with a population of rural students in Newfoundland. Secondly, it sought to provide useful information comparing a shorter term versus a longer term CSAP program through follow-up of grade six students who previously had received either program, up to grade three or grade five. Finally, it addressed some of the underlying assumptions of CSAP programs which are presently being challenged by individuals critical of schools' prevention efforts; namely, is there any benefit derived from the implementation of such programs? Or, are there negative side effects resulting from students' participation in the programs?

1.4 Summary

This introductory chapter has reviewed key issues in child sexual abuse prevention, and presented the rationale and statement of purpose for the study. The next chapter will present a more comprehensive review of the literature, highlighting pertinent research conducted on CSA prevention programs, and concluding with the proposal of three hypotheses.

CHAPTER 2

LITERATURE REVIEW

In this chapter a description of both the commonly used CSAP programs, in Canada, in addition to the C.A.R.E. and C.A.R.E. Intermediate programs, will be provided. Relevant research addressing the efficacy of the C.A.R.E. programs will then be examined. Studies which have been conducted on CSAP programs to determine efficacy of primary prevention efforts will next be reviewed. Finally, research which has included measures for disclosures of abuse during or after CSAP intervention (i.e. secondary prevention efforts) will be discussed, followed by reports of limited studies focused on comparing CSAP programs delivered to the same target populations.

2.1 Program Descriptions

In this section the program content, method of delivery, and goals of various commonly used programs will be presented. Tharinger, Krivaksca, Laye-McDonough, Jamison, Vincent, and Hedlund (1988) have noted that there are literally hundreds of different curricula, materials, and programs which are available today. The programs vary in content, format, length, and target population. A variety of methods have been employed, including lectures, films, printed materials, theatrical presentations, and puppet shows. In some instances printed materials have also been given to children such as comics and coloring books. However, Wurtele (1987) has observed such materials have received very little empirical validation.

2.1.1 Feeling Yes/Feeling No Program

Designed for use by educators, churches, and community organizations, this program has been primarily used by teachers. It is defined as a “sexual assault prevention program for children aged 6 to 12 years old” and was developed by the National Film Board of Canada (1985). Separated into two sections, one for parents and professionals and the other for children and their teachers, the program consists of videotapes, written materials, and lesson guides.

In Section A parents and professionals are introduced to topics spanning the role of the facilitator, nature and scope of child sexual assault, what to do if a child has been assaulted, the content of the program, and how to discuss the topic of sexual assault with children.

In Section B, a sequence of three 15-minute films are presented. For each of the three 15-minute film presentations, a minimum of three hours of classroom presentation/discussion is recommended for the program to be successful. Additional supplementary lessons are also provided to allow teachers to reinforce the concepts being taught. Topics covered include: how to identify our feelings, identification of body parts, how to communicate feelings, the meaning of sexual assault, how and where to get help, and how to protect ourselves from sexual assault. Through film presentation, discussion of topics, and utilization of “What If” situations children are taught how to deal with potentially abusive situations and given opportunity to practice assertive responses. Fraehlich’s (1991) content analysis of nine programs gave this

particular program a #2 rating, partly based on its wide coverage of important topics, variety of presentation methods, and practise of skills through role play.

2.1.2 "Talking About Touching" Program

This program was developed by the Child Advocacy's Committee for Children (Seattle Institute for Child Advocacy, 1985) . Divided into two components, "K-6 Talking About Touching" and "7-9 Personal Safety and Decision Making", the program is designed to inform children about abuse, develop assertiveness skills, and enhance safety rules regarding personal safety. While focusing primarily on sexual abuse prevention, the content of the program utilizes photographs and vignettes to initiate discussion about personal safety. However, there are no audio-visual tapes to accompany the program.

Four sections make up the program: personal safety and decision making, touching, assertiveness, and community support systems. Teachers can deliver up to a maximum of fifteen lessons for each grade level, as well as include additional activities to supplement the lessons. The option is given to offer the program in set blocks of time, or in scheduled periods throughout the year . Lessons are developed for each grade level spanning kindergarten through grade nine. The practice of skills, role play, and assertive body language are all a focus of the program. Finally, some provision of training is made available to presenters including written material and lesson guides.

Fraehlich (1991) ranked this program third amongst the nine she reviewed.

Improvements could be made in dividing the program by age and giving recommended time guidelines for coverage of the range of topics which are presented.

2.1.3 *The Secret of the Silver Horse*

This is a program designed by Communication and Public Affairs, Department of Justice, Ottawa, Canada (1989). A thirteen page book with colorful pictures, it is designed to teach children that “secrets are part of our lives, and while we should teach our children to respect these confidences, they must know that secrets about sexual abuse should be told.” Children are shown the difference between a good secret and a secret about sexual abuse, and between good touches and sexually abusive touching.

“The Secret of the Silver Horse” instructs children that secrets about sexual abuse should not be kept. “The story is also designed to teach that if a child tells a teenager or adult about sexual abuse, and that person does nothing, the child should be persistent and tell someone else.” While not intended to teach skills to prevent sexual abuse, the goal of this program is to augment secondary prevention efforts.

2.1.4 *Bubbylonian Encounters*

Bubbylonian Encounters (developed by Adams & Fay, 1981) is a dramatic presentation about sexual assault. The 30 - minute play is designed to educate and sensitize children about the difference between appropriate and inappropriate touching. Utilizing audience participation and humor, it presents characters such as “Bub”, a visitor from Bubbylonia whose inhabitants are deprived of the sense of touch. Upon Bub’s arrival on the planet Earth, two locals (Archie and Betty) teach him about the sense of touch. Important concepts are covered such as that of appropriate and inappropriate touches, that sexual offenders may be strangers or friends/family, and children should try to stop potential sexual assaults and seek help. Through the play,

children are presented with Archie's definition of "forced sexual touch" as being defined as someone "touching parts of your body that are private to you" or "asking you to touch his or her private parts". Bub models appropriate assertive behaviours of saying "no", and telling someone who can be trusted, when presented with potentially abusive scenes.

2.1.5 Red Flag/Green Flag

The Red Flag/Green Flag prevention program (Rape and Abuse Crisis Centre, 1986) consists of a 28 page manual with drawings and captions depicting appropriate interpersonal contact and inappropriate, sexually abusive contact between adults and children. Three prevention responses are presented in the book including saying "no", getting away from a potential abuser, and telling a trusted adult after an abusive incident. Page-by-page instructions and directions are provided for the program presenters to utilize. Role-playing procedures are outlined with guidelines for conducting the rehearsal and reinforcement of prevention skills. The program is brief and typically presented in two sessions of ninety minute duration.

2.1.5 C.A.R.E. Program

The C.A.R.E. program is a CSAP program developed by the Child Abuse and Research Productions Association of British Columbia (1984). The program consists of audiovisual, printed, and discussion materials which were designed to be implemented in classroom situations for children in kindergarten through grade three. The kit contains a number of tools for discussion including discussion cards, children's books, audio-tape, puppets, and posters. A lesson planning guide and training manual is

also provided, which includes extensive information on topics related to child sexual abuse and on how to implement the program.

The program is structured around twelve key statements, each illustrated by a message card. It contains three main sections:

1. In the first section, children are taught that each person owns and is responsible for his or her body and feelings.
2. The topic of sexual abuse is introduced in the second section, through a discussion of touching. Children are taught how child sexual abuse may occur, who the offenders might be, how to recognize potentially dangerous situations, and what to do to prevent themselves from being sexual abused.
3. Finally this section focuses on self-protection and reporting, with children given the opportunity to practice assertive behavior and identify whom they can turn to for help.

Several objectives of the program are presented in the program's Lesson Planning Guide, such as those to: expand children's safety knowledge to include the prevention of sexual abuse, help children to recognize sexual abuse, make children aware of situations that may lead to sexual abuse, teach children that they have the right to protect themselves from sexual abuse, and finally, to provide children with the skills such as assertiveness (ways to say "no" to an adult or teenager) and ways to report sexual abuse (whom and how to tell).

Teachers deliver the program on a daily basis over a 3-6 week period, depending on the grade level and size of the class. Fifteen to twenty minutes are

suggested for each lesson with supplementary activities being provided for teachers to reinforce the concepts which are presented.

2.1.6 C.A.R.E. Intermediate Program

The Intermediate program was developed as an extension of the earlier C.A.R.E. program by the same group in British Columbia (1987). It uses a similar format as the original program, with a combination of printed and lecture materials covering sexual abuse prevention concepts. No puppets or story books are included, with the target population being students in grades 4 and 5. The program is delivered in four sections which revolve around the use of fourteen discussion cards :

1. The first section involves personal safety issues and focuses on improving self-confidence and learning to feel good about oneself.
2. The second section reviews different kinds of touches and feelings, as well as information about private parts.
3. Problem solving, decision making skills, and assertiveness related to potentially abusive situations are taught in the third section.
4. Lastly, children are further reinforced to report incidents of child sexual abuse, and provided a review of whom they can go to receive help.

The program is similar to the C.A.R.E. Program, with key concepts being relayed to students using lesson posters, and by discussing the scenarios and concepts related to CSA. Suggestions are provided for teachers to include in discussion, role play, and paper and pencil exercises. Several “ what if ” situations are presented to students for discussion and review. Also, a comprehensive list of objectives are

presented in the program's Lesson Planning Guide such as : to understand the meaning of personal safety, to develop and improve the self-confidence of each student, to learn to distinguish between appropriate and inappropriate touch, to realize that children are able to have control over their bodies and feelings, to identify the private parts of the body using the correct terms, students will learn to identify and express their feelings, students will learn about resisting pressure, to emphasize the importance of reporting, to develop and improve communication skills, to recognize and learn how to avoid potentially harmful situations, to learn to solve problems as students, to learn some of the reasons for offender behavior, and finally, to inform students about the system's response and community resources after a disclosure or report.

The program is recommended to be used two or three times weekly over a three to six week period. Each lesson typically lasts 25-40 minutes with potential for integrating the program into an existing curriculum. Supplementing the program with additional materials is also encouraged. This program (C.A.R.E. and Intermediate combined) was ranked number one by Fraehlich (1991) partly based on its superior variety of presentation methods, provision of training for presenters, and provision for practice of skills.

2.1.7 Summary of CSAP Programs

Regardless of the program being used, common themes emerge which are central to most. Information is shared which is designed to communicate that certain touches are wrong or abusive. Also, the message that the child is not to blame is paramount to most programs. Encouragement to refuse sexual advances (say "no") and

leave the situation is given. Finally emphasis is placed on the child being encouraged to tell a trusted adult should an abusive event (attempt) occur. Indeed, many programs recommend children repeatedly tell others if they are not believed initially.

Both the C.A.R.E. and C.A.R.E. Intermediate programs offer a broad range of materials and teaching strategies. They are designed for use over an extended period of several weeks, with repeated exposure to the programs over several years, encouraged. Important CSAP concepts appear to be covered in both programs with the intent to fulfill both primary and secondary prevention efforts. The core prevention concepts of firstly identifying a potentially abusive situation and saying “no” and leaving, are repeatedly covered throughout the program. Likewise, important topics like the possibility that people other than strangers could abuse children (i.e. family and friends), that children are never to blame, and that adults may not initially believe children, are presented. Through discussion of various scenarios, role play, and audio-visual materials children are repeatedly exposed to such concepts.

2.2 Review of CSAP Program Evaluations

Reviews of research evaluating CSAP Programs have been conducted by Wurtele (1987), Kolko (1988), Carol et.al. (1992), and MacMillan et. al. (1994). While Plummer (1986) estimates there are over four hundred CSAP programs on the market, similarities amongst them are evident. Carol et. al. (1992) has observed that included in most programs are concepts of body ownership, types of touching, and skill prevention to avoid (or escape) sexually abusive situations. The need to tell someone is also typically emphasized.

The concept of body ownership is explained as the child's body belonging to him/her and no one has a right to hurt an individual or make him/her feel uncomfortable. The Touch Continuum (Illusion Theatre Company and Media Ventures, 1984) is a concept used to help children identify potentially abusive situations and this concept has been one focus of evaluation. Children are taught there are three kinds of touches; good, bad, and confusing. Based on how the child feels in response to a touch (e.g. good touches are those which make a child feel good, like hugs, pats, snuggles) , he or she is given a range of appropriate responses.

Skills to avoid, escape, and report abuse finally are taught. Typically the programs instruct children to say "no" to abusers, to leave, and to tell someone and this too has been a measure of evaluation.

Unfortunately with the proliferation of CSAP program development, there has not been a coinciding effort toward program evaluations. As was stated earlier, the majority of evaluations examining program outcomes have assessed the acquisition of knowledge of CSAP concepts after one exposure to a program. Research which addresses actual skill acquisition, and rate of CSA disclosures arising during or after a program, have received far less study.

Typically, the methods of assessment of CSAP programs have relied on the use of three main approaches as identified by Carroll et. al. (1992): self-reports, role plays, and in situ probes. Self-reports are the most common method used by researchers, with knowledge about sexual abuse and prevention being a central focus.

Several paper and pencil tests have been developed for the purpose of assessing gains in knowledge after program implementation such as: Personal Safety Questionnaire (Saslowsky & Wurtele, 1986), What I Know About Touching (Hazzard, et. al., 1991), and the Children's Knowledge of Abuse Questionnaire - Revised II (Tutty, 1994). Similarly, self reports have been used to determine children's knowledge of prevention skills. Wurtele et al. (1986), Miltenberger and Thiesse-Duffy (1988), Miltenberger et al. (1990), and Hazzard et al. (1991) have used various versions of written or video vignettes to elicit responses from children about what to do in sexually abusive situations.

An expansion of the self-report method has been made recently by Finkelhor and his colleagues (see Finkelhor, Asdigian, and Dziuba-Leatherman, 1995; Finkelhor Dziuba-Leatherman, 1995). In an attempt to determine the extent and usefulness of CSAP programs to the participants, they conducted telephone surveys of the children later in life. Knowledge of CSAP concepts were tapped in addition to whether the children actually used the prevention skills, and/or disclosed to an adult of an abusive situation.

Due to ethical reasons, fewer researchers have used role plays to assess whether children actually demonstrate appropriate responses toward sexual abuse. Miltenberger and Thiesse-Duffy (1988) developed role plays depicting unsafe situations for a home-based CSAP program, and then measured children's ability to say No, leave the scene, and tell a parent. Miltenberger, Thiesse-Duffy, Suda, Kozac, and Bruellman (1990)

used this strategy in comparing the difference between parent versus expert instruction. Likewise, Stilwell, Lutzker, and Greene (1988) enacted role plays with preschoolers.

Finally, recording children's behavior in a natural environment without their knowledge (in situ probe) has been the least utilized assessment procedure. Due to the nature of this research such an approach has been used primarily to assess abduction prevention responses but with very young children. For example, Fryer, Kraizer, and Miyoshi (1987) used this assessment approach (as did Poche, Yoder, and Miltenberger, 1988) with students in Grades 1 and 2 by arranging abduction lures in the hallway of their school, and videotaping reactions. The ethical questions and risks undertaken by using this methodology are significant, and probably explains why subsequent research has not adopted this line of inquiry.

2.3 Research on the C.A.R.E. Program

Despite their being on the market since the 1980's, there has been minimal research conducted on the C.A.R.E. programs. Several of the studies have used flawed methodology and been local projects missing the requirements of journal publication. Typical of the evaluation outcomes as well, has been the focus on knowledge acquisition and/or satisfaction of parents or program presenters.

Nystoruk and Bastian (1985) administered questionnaires to students, parents, and teachers after program implementation . All of the parents who responded felt the program was important and valuable. Meanwhile 100% of the students mastered the programs concepts according to the questionnaire.

Welin (1988) conducted perhaps the only available study comparing shorter versus longer term exposure to a CSAP program. Grade 3 students were assessed after either receiving the program on a yearly or bi-yearly basis. Students exposed to the program on a yearly basis showed more retention of knowledge and a significant difference in attitudes toward child sexual abuse. Prevention skills were measured by asking children how they would respond in unsafe situations (problem solving and assertive responses). No significant difference was found on this measure between the groups. Despite ongoing exposure to the program, students continued to have difficulty recognizing someone they knew well could abuse them.

Kerr-Halls (1988) interviewed a random sample of thirty students immediately after receiving the C.A.R.E. Program. In comparison to a control group, she found the CSAP trained group gained sufficient knowledge and awareness, and retained the concepts of personal safety and the prevention of child sexual abuse. Further, she found the trained group to be more assertive in their solutions to the problems posed. The author drew these conclusions based on the questions posed in her interview, without the benefit of a specific evaluation component for prevention skills. In addition, she did not apply a statistical analysis to her data.

Taylor (1991) focused primarily on parents' and teachers' beliefs and knowledge of CSA after their children participated in the C.A.R.E. program. A group of 299 grade three students were also administered a written assertiveness test before and after the program. Results of her study indicated that parents whose children were in the program and the teachers who taught them, held beliefs and attitudes more

consistent with CSA prevention than control groups of parents and children. However there were still gaps in knowledge and beliefs held by both. For example, teachers felt strongly about children learning they are always in control and can stop abuse from happening (77.7% of treatment and 91.7 % of control). Parents of children who completed the program meanwhile held some beliefs that were inconsistent with currently accepted thinking, such as: it's important for children to learn how to fight when learning how to protect themselves from abuse and it's important for children to learn they are in control and can stop abuse from happening. Disturbingly, after the program up to 38% of parents believed their child was not vulnerable to abuse, and that we should be cautious about accepting children's stories about child sexual abuse.

Results of the children's self report of assertiveness taken immediately after the program indicated the CSAP trained group significantly increased in their ability to assert themselves with someone their own age involving negative situations. However, the children were not able to better assert themselves with adults in either negative or positive situations compared to the control group. No evaluation of knowledge of child sexual abuse concepts or prevention skills directly related to CSA was conducted in this study. Nor was there a systematic examination of disclosure rates. Although Taylor did report 6 disclosures of abuse from students during the program, and none from the control group (144), there was no indication if these were disclosures of ongoing or past abuse.

2.3.1 Summary

The previously discussed research on the C.A.R.E. program, and other unpublished reports have not showed statistically significant findings to indicate the program has been able to develop an adequate level of primary prevention skills in its' participants. Nor has there been a concentrated effort directed toward evaluating whether the program meets secondary prevention goals of disclosing ongoing child sexual abuse, but indications from the Taylor (1991) study are promising in this regard. The lack of conclusive program results is surprising when considering the high level of acceptance the program receives from parents and teachers. Fraehlich (1991) has fueled continued expectations from the C.A.R.E. programs after ranking them most suited for CSA prevention in comparison with other established CSAP programs .

2.4 Evaluating Primary Prevention Efforts

In this section relevant studies which have focused on the evaluation of primary prevention efforts in elementary children will be discussed. Carroll et. al. (1992) has noted that research conducted on CSAP programs for younger children far outweighs the number of studies evaluating program effects with older elementary students.

Ray and Dietzel (1984) presented a CSAP program to 191 third grade students utilizing a slide presentation, movie, and workbook to take home. A 12 item questionnaire was administered at pre and posttest, with all students given questionnaires at 1 or 6 months , and some immediately after program presentation. A subgroup of the total sample also received a review of the film two weeks after the program was delivered. Results indicated gains from pretest to post for all students,

and significantly more gains in those students receiving the follow-up movie presentation. The authors concluded some sort of review after initial program presentation may be essential toward increasing learning.

Swan, Press, and Briggs (1985) showed the play “Bubylonian Encounters” to 63 children aged 8-11 years. Immediately afterwards they were presented with three videotaped vignettes of positive and negative touchings, and two depicting sexual molestation. There were no differences observed from pretest to posttest between the children’s ability to correctly identify the scenes. When asked what they would do in each of the situations, the children did respond significantly more positively toward reporting (telling an adult) for the two sexual molestation scenes. Also the children appeared to show a significant gain in knowledge from pretest, but this was assessed through only one question. Finally there was no control or comparison group used in this study.

Kolko, Moser, Litz, and Hughes (1987) presented the “Red Flag, Green Flag” program to 349 students in grades 3 and 4. The program consisted of a 28 page coloring book depicting good and bad touches, and presented the safety skills of saying “No”, and getting away from the potential abuser. The program was presented in two 90 minute sessions over a two week period. Using a written self-report measure, the authors found evidence for significantly greater learning about good and bad touches in the trained group versus the control group.

Hazzard et. al. (1991) utilized the “Feeling Yes, Feeling No” program to examine the potential of 399 third and fourth grade children to learn child sexual abuse

prevention concepts. To enhance the learning of core CSAP concepts each of the children in the experimental group received the Spiderman and Power Pack comic book on sexual abuse prevention, with corresponding homework assignments. Three hour long sessions were led by a female health expert, with knowledge of CSAP concepts measured at both pre and post program by the "What I Know About Touching" scale. A videotaped vignettes measure was also developed by the authors to assess children's primary prevention and discriminatory skills. This videotaped measure, the "What Would You Do?" test, was administered to a sample of students at pretest and at 6 week follow-up.

The results of this study indicated that children who received the CSAP program increased significantly in knowledge of concepts related to prevention of abuse, compared to the control group; and this was maintained at the 6-week follow-up. The knowledge levels were maintained, and slightly increased when tested one year later. One group within the sample also received a booster session which did not seem to enhance learning of core CSAP knowledge concepts however. Regarding learning of prevention skills as measured by the "What Would You Do Test ?", the authors did not find a difference between the experimental and control groups. However, the trained group did show an enhancement in ability to discriminate between safe and unsafe scenes. These skills were maintained at 1-week follow-up with the booster session having only a slight effect on enhancing safety discrimination scores.

Tutty (1992) presented children in grades kindergarten, one, two, three, and six with the play "Touching". This 45-minute play presented several core prevention

concepts and the children were also provided with supplementary materials for later use in the classroom. She developed the Children's Knowledge of Abuse Questionnaire (CKAQ) which presented 35 items requiring a "Yes, No, I Don't Know" response. Her results indicated significant gains in knowledge in all four age groups of children from pretest to posttest, compared to the control group. While similar levels of knowledge were maintained at 5 month follow-up, a repeat of the play to one group before follow-up significantly improved their average scores on the CKAQ. This was contrary to the Hazzard et.al. (1991) study which found no significant increase in knowledge levels from a booster session. Tutty concluded that CSAP programs were indeed working and indications are that children require repeated presentation of core prevention concepts. She did not, however, test for the acquisition of prevention skills.

Tutty (1994) also has demonstrated age differences in children's ability to learn core CSAP concepts. Using the CKAQ-Revised she observed that children with no previous exposure to a prevention program scored higher on the CKAQ-R, dependent on their age/grade level. Generally the higher the grade level, the higher the level of knowledge at pretest. After exposure to the play "Touching" age still played a major factor in the amount of new information learned. Younger children had particular difficulty with those concepts related to saying no to authority figures, trusting familiar adults, and blaming themselves for allowing adults to touch them in uncomfortable ways. Her findings indicated there were developmental issues in young children's learning of child sexual abuse prevention concepts.

Finkelhor et al (1995) recently conducted a telephone survey of over 2,000 children between the ages of 10 and 16 years. Those who indicated receiving information on CSAP prevention, either through home or school programs, were asked specific questions about knowledge of important CSAP concepts, whether the children actually used them, and if they disclosed abuse to adults. The authors reported “marginally significant” increases in children’s ability on the three measures for those who received comprehensive CSAP instruction. A “comprehensive “ program of intervention was defined by the authors as one which contained at least 9 of 12 of the following components generally recommended by prevention educators: content about good and bad touch, sexual abuse, confusing touch, incest, screaming and yelling to attract attention, telling an adult, bullies, abuse is never the child’s fault, a chance to practice in class, a meeting for parents, information to take home, and repetition of the material over more than a single day.

2.4.1 Summary

Research indicates that knowledge gains can occur after elementary students are exposed to a CSAP program. Repeated exposure to a program may enhance learning at follow-up, but results are contradictory. Tutty’s findings that younger children have difficulty learning core CSAP concepts serves impetus for program continuance throughout the elementary grades. Whether children can, and indeed do, learn sufficient prevention skills has not been firmly established.

2.5 Evaluating Secondary Prevention Goals

2.5.1 How Children Disclose ?

As previously stated one of the goals of most CSAP programs has been to encourage disclosure of abuse to a trusted adult. The process of how children disclose has been examined by Sorensen and Snow (1991). They reviewed disclosure data from 116 children aged 3-17 years whose allegations were substantiated. They found 74% of the disclosures were accidental - revealed by chance, rather than a deliberate effort on the victims part. The remaining disclosures were deemed purposeful, with the children having explicit intentions of making the disclosure known to an adult. Educational awareness proved to be the most common reason as reported by the victims for the purposeful disclosures (24%). The authors noted that disclosing abuse was more similar to a process, rather than a single entity. This process often involved denial (72%) and even recanting (22%), followed by affirmation (92%). Thus for research, and clinical purposes, substantiating a child sexual abuse disclosure may require more than a single review at a set time.

2.5.2 Research Evaluating Secondary Prevention

Very few studies have conducted systematic inquiries into whether the goal of secondary prevention (encouraging disclosures) is actually achieved. Ullman et.al. (1991) analyzed disclosure data from schools who received a CSAP program over a five year period. Nine schools were randomly assigned to present their third grade CSA prevention curriculum in either the Fall or Spring of the year. By comparing the rates of disclosures in these nine school districts coinciding with the period of actual

program implementation, they were able to find evidence for increased reporting of abuse. For the schools who had been randomly assigned to deliver the program in the Fall, higher rates of disclosure were evidenced than in the Spring. Similar data was accumulated for schools delivering the program in the Spring (i.e. higher disclosure rates than in the Fall). In addition to finding statistically significant differences ($p < .01$) in reporting rate of abuse, there was a main effect for time - report rates generally increased over the five year period.

Hazzard et. al. (1991) collected disclosure data at one year follow-up after presenting the "Feeling Yes, Feeling No" program to children in grades 3 and 4. Among the sample of 526 students, there were 8 disclosures of ongoing abuse (1.5%) and 20 disclosures of past sexual abuse (3.8%). In addition, 5 children reported ongoing physical abuse (.9%) and 1 indicated past physical abuse (.2%). Unfortunately the authors did not allow discrimination between children who disclosed before, during, or after the program, so no comparison was done of reports between control and experimental groups. Also there was not a follow-up to ascertain the credibility of the reported abuse.

Kolko, Moser, and Hughes (1989) collected self reports from guidance counsellors, parents, and children to evaluate rates of disclosure after a group of 8-10 year olds received the "Red Flag/Green Flag program. Inappropriate touching was classified in three categories by the authors: sexual touching, physical abuse, or physical touching. Guidance counsellors recorded a total of 20 incidents of inappropriate touching by the CSAP trained children ($n = 213$), but no reports from the control group

(n = 35). In contrast, parents of children in the CSAP trained group indicated a smaller number of disclosures being reported, with a reduction in the number of reported incidents as noted by parents of children in the control group. Meanwhile, the children in the CSAP trained group showed a decline in the number of reported incidents from pretest to posttest (39 at pre and 24 at post) , and at 6 month follow-up (6 reported incidents).

The authors of this study were cautious in their interpretation of the findings, which indicated a reduced incidence of child victimization and greater disclosure of such experiences to adults, as program outcomes. The small size of the control group, coupled with difficulty in determining whether low disclosure reports mean low incidence or low rates of disclosure, make the results of this study open to interpretation. Also, whether the incidents of inappropriate touching were indeed, not appropriate, was not verified. Only three of the 20 incidents of inappropriate touching reported to the guidance counsellors were actually considered worthy of referring to Children's Youth Services, again with no efforts to report on the outcome of such investigation. Nevertheless, the authors concluded the program was more successful in meeting secondary versus primary prevention goals.

Taylor (1991) reported a total of 6 disclosures of sexual abuse during presentation of the C.A.R.E. program to 249 grade 3 students (2.5% disclosure rate) with no indication of disclosures from a smaller number of students in her control group (n = 144). No follow-up of either group was conducted, nor was there an indication of whether the accusations were substantiated.

In the Finkelhor et al (1995) recent study utilizing a telephone survey, children who received a comprehensive CSAP intervention program were more apt to indicate they reported victimization to adults, than children receiving less comprehensive or no CSAP program. However, the authors defined victimization in a broader manner than specific child sexual or physical abuse. Rather they included the following types of victimization in their survey: nonfamily assault (including from peers), family assault (including siblings), sexual assault, genital violence, and kidnapping. Also, the difficulty in verifying the accuracy of children's responses is duly noted by the authors.

2.5.3 Summary

While the data would seem to indicate CSAP programs have the potential to encourage sexual abuse disclosure, there is still lack of conclusive evidence. None of the studies evaluating CSAP programs on secondary prevention goals have accounted for Sgroi's (1982) differentiation between purposeful or accidental disclosures. Nor have the studies included adequate control or comparison groups to conclude the programs have indeed encouraged disclosures. The Sorensen and Snow (1991) study indicates a longer term follow-up of students who disclose may reveal more accurate disclosure data.

2.6 Comparison of CSAP Program Outcomes

A final body of research (albeit limited) has examined the comparison of more than one type of intervention with the same target group. As was previously discussed, Welin (1988) had briefly examined differences in a shorter versus longer delivery of the C.A.R.E. program with younger children. Wurtele, MacPherson, Blount, and Wolfe

(1986) conducted an evaluation of a brief CSA prevention film (“Touch”) in comparison to a behavioral skills training approach utilizing modeling, rehearsing, reinforcement, and shaping principles. Results on a knowledge questionnaire revealed the behavioral skills training package, either alone, or in combination with the film, was more effective in improving children’s knowledge about sexual abuse. However, on measures of prevention skills, the scores from children receiving either intervention were not significantly better than a control group who received no training

In another study by Poche et al (1988), the effects of three types of CSAP programs on child abduction prevention were evaluated; verbal instruction plus 20 minute videotape, 20 minute videotape plus behavioral training, and 20 minute videotape only. Following the program implementation, children from each of the groups were assessed by using in situ probes. A significant difference was found between groups, with those who received both the film and behavioral training program responding most appropriately to simulated child abduction scenes.

2.7 Conclusion

Research on CSAP programs have predominantly focused on younger aged children who had received a very brief and solitary CSAP program. Evaluative studies of CSAP programs with older elementary school students have produced mixed results, with some evidence of gains in knowledge but less evidence of CSAP skill acquisition. At best, any gains in knowledge and prevention skills can only be used to assume children are more able to protect themselves from CSA; for ethical reasons children can not be subjected to real life situations to see if they can react successfully

to a perpetrator's advances. Yet the relationship between knowledge gains and prevention skills ability has not been firmly established (Hazzard et.al., 1991). The ability of CSAP programs to meet goals of secondary prevention (i.e. encourage disclosures) shows promise but by merely reporting disclosures of abuse without information as to the validity of the disclosure, we may be interpreting program success instead of what in reality may be a negative program effect.

A host of critics have increasingly voiced arguments on what CSAP programs can not do (e.g. prevent abuse), or what they do inappropriately (e.g. cause undue fear). Yet, some of the arguments seem more plausible when directed toward less comprehensive CSAP programs delivered over a shorter period of time and/or when delivered to younger children. The merits of a longer term exposure to a comprehensive CSAP program in comparison to a program of shorter duration has not received systematic evaluation. Likewise there has been little attention given toward assessing the skill acquisition gained from such differing programs in an ethical and pragmatic approach such as video simulated scenes. Finally, an analysis of disclosure data arising from program participants has not been given thorough review in previous research efforts.

2.8 The Present Study

The focus of the present study was to determine the efficacy of the Child Abuse and Research in Education program (C.A.R.E.) using measures of knowledge of CSA prevention concepts, skill acquisition, and rates of disclosure with a population of

students in rural Newfoundland. By sampling students from two different schools who received either a longer or shorter version of the C.A.R.E. Program, the impact of either program on students was assessed. Additional assumptions underlying C.S.A.P. Programs were addressed in this study such as: are there greater primary prevention than secondary prevention benefits derived from receiving a C.S.A.P. Program or are there negative side effects resulting from students participation in the programs?

2.8.1 HYPOTHESES

Based on a review of the literature, three null hypotheses were proposed for investigation:

1. Students who have received a longer term CSAP program (Kindergarten through grade 5) will show no difference in knowledge of sexual abuse concepts as measured by the Children's Knowledge of Abuse Questionnaire - Revised II (CKAQ-RII; Tutty, 1994) than students who have received a shorter term intervention (Kindergarten through grade 3).
2. Students who have received a longer term CSAP program (K-5) will show no difference in ability to discriminate and apply prevention skills as indicated by the "What Would You Do ?" test (Hazzard, et. al., 1991), than students who received a shorter term intervention (K-3).
3. Students who have received a longer term CSAP program (K-5) will show no difference in disclosure rates of abuse as indicated on the Disclosure Record Sheet, than students who have received a shorter term CSAP program (K-3).

2.9 Summary

This chapter has reviewed the literature on key CSA prevention issues, methods of evaluation, and program outcomes. Also, three hypotheses have been presented for evaluation. The next chapter will focus on the procedure which was followed for this study, including a description of the experimental design, the subjects, and test instruments used.

CHAPTER 3

METHODOLOGY

3.1 Experimental Design

Two rural Newfoundland schools were chosen based on the similarity of conditions such as school size, proximity to nearest urban centre, number of shared services, socio-economic status, and student achievement levels. The experience level of teachers and degree to which they received education on sexual abuse were also similar (See Table I). One school delivered the C.A.R.E. program from Kindergarten through grade 3 (K-3) with the other school providing the program from Kindergarten through grade 5 (K-5). Using a quasi-experimental design without the random assignment of students to groups, acquisition of knowledge and CSA prevention skills were compared for two groups in Part I of the study. Part II of this study utilized a broader sample of subjects to compare disclosure rates of abuse.

3.1.1 Subjects - Part I

The K-3 group all had received the C.A.R.E. program from grade kindergarten to grade 3 (between 1989-1993) in the same school. One hundred percent of these students were Caucasian, English speaking students, presently enrolled in grade 6 at the time this study was conducted. Five students from the original sample in the K-3 school were not included in data collection: four were absent from the school on the day the questionnaire's were administered , two due to death in the family and two due to illness. The fifth student chose not to participate in the study but remained in class during the session. The final sample from this school consisted of thirty-five (35)

Table I. Comparison of Schools by Variables.

School / Variable	K-5 CSAP Program	K-3 CSAP Program
School Size	< 400 Students	< 400 Students
Distance From Urban Centre	< 20 Kilometres	< 20 Kilometres
Teacher's Teaching Experience	m = 22.57 Years	m = 24.13 Years
Teacher's CSAP Training	C.A.R.E. Initial Training, Followup Inservice, Training in C.S.A. Disclosure Issues	C.A.R.E. Initial Training, Followup Inservice, Training in C.S.A. Disclosure Issues
Range of Shared Services To Each Community	Social Services, Mental Health Services, Sexual Abuse Community Services, R.M.C.P.	Social Services, Mental Health Services, Sexual Abuse Community Services, R.M.C.P.
Student Achievement (Canadian Test of Basic Skills)	Vocabulary (37 %ile) Reading (33 %ile) Language (28 %ile)	Vocabulary (30 %ile) Reading (39 %ile) Language (35 %ile)
Socio-Economic Status	Low-Middle	Low-Middle

students, sixteen (16) of whom were female and nineteen (19) male. Seven (7) of the thirty-five were lower achieving students receiving remedial instruction in Language Arts. The K-5 group all had received the C.A.R.E. program from grades Kindergarten through grade 5 in the same school (between 1989-1995). One hundred percent were Caucasian, English speaking students enrolled in grade 6. Data from two students was excluded from the study since they both resided in another community for more than one year thus jeopardizing program continuity. The final sample from this

group consisted of forty (40) students, twenty (20) female and twenty (20) male. Eight students were in receipt of remedial instruction for Language Arts.

3.1.2 Subjects - Part II

For the second part of the study, determining disclosure rates of abuse, the same sample of grade six students were included, along with the addition of students from grades 5, 7, and 8 who also had received the C.A.R.E. program(s). Thus disclosure data was gathered on a sample of one hundred and sixty-seven (167) students who previously received the C.A.R.E. program K-5 in one school. Similarly data was collected on a group of students (147) who had received the C.A.R.E. program K-3 in another school. Table II presents a description of the sample and research design.

Table II. Design of the Study.

School / Independent Variables	K-5 CSAP Program School #1	K-3 CSAP Program School #2
Part I - Evaluation of Knowledge and Skills Acquisition	Grade 6 Students (n = 39)	Grade 6 Students (n = 35)
Part II - Evaluation of Disclosure Rates of Abuse	Grade 5, 6, 7, 8 Students (n = 167)	Grade 5, 6, 7, 8 Students (n = 147)

3.2 Assessment Instruments

3.2.1 Children's Knowledge of Abuse Questionnaire -

Revised II (CKAQ-RII)

The CKAQ-RII was designed "to measure the amount of information learned regarding important beliefs and facts about child abusealso measured is knowledge

of skills which could potentially prevent abuse“ (Tutty, 1993). This 33-item test utilizes a “True”, “False”, “I Don’t Know” format. It begins with questions about assertiveness and coercion by peers, and non-sexual touch and attitudes regarding strangers. It progresses to items involving sexual abuse and confusing or uncomfortable touches by familiar people. Included in this measure are items involving appropriate touches which yields a subscale score independent of items describing inappropriate touches. Since the Appropriate Touch subscale had not yet been validated by its developer it was not used in this study.

The original 35 item CKAQ received sufficient content validity after it was pretested with three types of respondents: colleagues, potential users of the data, and 36 elementary students in grades 1, 3, and 6. A sample of 113 children from all three grade levels were also given a 13 item Personal Safety Questionnaire (Saslowsky and Wurtele, 1986) as well as the CKAQ. The PSQ had been one of the more commonly used assessments to test knowledge of CSA prevention concepts. The correlation between the PSQ and the CKAQ was a respectable .92.

Twenty-four items which were loaded on one factor were examined for reliability by Tutty (1993). The sample consisted of 332 students in grades 1, 3, and 6 from a medium sized city in southern Ontario. Strong internal reliability was established (alpha .87). From a smaller sample of 101 students, each of whom were tested twice, one month apart, a correlation of .88 indicated good test-retest reliability.

Scoring for the test instrument is relatively simple with one point being assigned to each correct answer, and zero points for incorrect or “I Don’t Know” responses.

The maximum correct score is 33 and the lowest possible score able to be achieved is 0. The higher score is indicative of greater knowledge of child sexual abuse prevention concepts.

Other published instruments which purport to test children's knowledge of child sexual abuse prevention concepts have fewer items and/or are predominantly used with younger children: a 13 item Personal Safety Questionnaire and "What If" Situation's Test (Saslowsky & Wurtele, 1986; Wurtele, Marrs, & Miller Perrin, 1987), a 9-item instrument composed of knowledge and opinions, experience, and action questions (Kolko et al, 1987), a 13 item knowledge questionnaire (Binder & McNeil, 1987), and a 25-item measure that assesses children's knowledge about sexual abuse using a "yes", "no", and "I don't know" format (Hazzard et al., 1991).. The CKAQ Revised has "been psychometrically demonstrated to be a unidimensional scale that has substantial evidence of reliability on a wide range of children " (Tutty, 1993; p. 18). It's easy reading level and design to avoid ceiling effects with older students made it a logical choice for this study.

3.2.2 *What Would You Do ? Test*

A videotaped vignettes measure by Hazzard, Webb, Kleemeir, Angert, and Pohl (1991) was utilized to assess 1) children's ability to discriminate between situations which are likely or unlikely to be abusive and 2) children's ability to utilize primary prevention skills in potentially abusive situations. The tape contained six 30-second scenes, four of which were potentially abusive scenes, and two scenes with no clear risk

of abuse. The children depicted in the scenes were aged 8 - 11, with the main character in three of the scenes being Caucasian. The four potentially abusive scenes were:

1. a baby-sitter asking to join a boy in taking a bath and threatening to tell his parents that he stole money from her purse if he does not comply.
2. a male relative telling a girl at bedtime not to tell anyone about their secret touching game.
3. a male stranger offering to pay a boy five dollars to fold some flyers at the stranger's home.
4. a teenage neighbor asking a girl to come help him rake leaves in his backyard and touching her shoulders and hips suggestively.

The two scenes with no clear indication of risk were:

5. an aunt offering to scratch her neighbor's back while both were watching television.
6. a stranger asking a child in a park if she would like to join him and a group of other children playing soccer.

In the development of this measure ten psychologists with expertise in sexual abuse independently rated each video scene as safe or unsafe. Each unsafe scene was rated unsafe by all ten judges, with nine of them rating each safe scene as safe, and one rating a scene possibly unsafe.

Scoring this test instrument involved comparing the student's responses with the established answers developed by Hazzard et. al. (1991) Specifically, a Prevention Skills (PS) score ranging from 0 -20 was recorded for each individual; the higher score

indicating higher level of prevention skills. The presence of such skills as saying “No” , leaving the situation, and telling an adult were key elements toward determining the children’s scores.

This measure also yielded a Safety Discrimination (SD) score ranging from 0 - 22; the higher score revealing increased ability to discriminate from safe or potentially unsafe scenes. Again student’s responses as recorded on the Student Answer Sheet were compared with the scoring key developed by the authors of this test instrument. The ability of the child to correctly label the scene as safe or unsafe, as well as provide a response consistent with their answer, was key to receiving a higher score in this section

For each of the scenes, ratings on how children would feel in a similar situation were collected on four 4-point scales. Two scales assessed positive feelings (happy, relaxed) and two assessed negative feelings (scared and mad). This was an adapted version of Hazzard’s (1991) measure whereby the two scales “sure of oneself” and “sad” were not included in this study. During field testing, the scale “ sure of oneself ” posed some confusion for children and this researcher felt it could be easily misinterpreted. For example it could mean sure of one’s feelings, sure of one’s analysis of the situation, or sure of one’s stated response. Thus a high score did not necessarily indicate a positive feeling toward a vignette. To balance out the scales, the “ sad “ scale was also dropped, leaving the two scales assessing positive feelings and two for negative feelings. Four composite scores were thus derived based on the following categories:

1. Positive Reactions to Safe Scenes
2. Negative Reactions to Safe Scenes
3. Positive Reactions to Unsafe Scenes
4. Negative Reactions to Unsafe Scenes

From a range of 0-4, the higher number was indicative of a stronger emotional reaction to the scene. Such scales were designed to assess whether children's emotional reactions to scenes were congruent with their safety ratings as a measure of potential negative program effects. That is, increased negative emotional reactions to safe scenes may be a sign that "children were overgeneralizing prevention messages and consequently experiencing undue emotional distress" (Hazzard, et al, 1991; p. 129).

Responses to the What Would You Do ? test instrument was scored by this researcher, with a sample given to an independent expert in the field of child sexual abuse for a check of consistency. The What Would You Do ? test was particularly appropriate for this study because of the match between age of the film characters and the subjects in this study. Also it was felt this video would be more closer to reality than other written vignette measures. Taylor (1994) has cautioned researchers on the need to utilize "authentic evaluation methods" which assess knowledge and skills in contexts closely resembling those in which they could be used or applied. Finally, its suitability as a group measure for evaluation of prevention skills in a pragmatic and ethical manner is recognized.

3.2.3 Disclosure Record Sheet

The Disclosure Record Sheet (Appendix B) was developed by this researcher, and based on research previously conducted on child sexual abuse disclosures (Sgroi, 1982; Sorenson & Snow, 1991). The form indicated such information as the student's present age, age at time of disclosure of abuse, and whether the disclosure was accidental or purposeful. An additional category to define whether the abuse was sexual, physical, or emotional was included on the Record Sheet due to the relatively small sample sizes in the study. Finally, only substantiated cases of abuse were included in this study.

3.3 PROCEDURE

3.3.1 Part I

Parents were contacted by letter by the school principals (Appendix A) requesting permission for this researcher to include their child in the study, after approval had been granted from the School Board Superintendent to conduct the study (Appendix A). Parents who had not returned the consent form were later contacted by telephone. In all cases the forms were received shortly afterwards, resulting in one hundred percent of the respondents giving signed parental consent.

During the first semester of the 1995 school year this researcher, accompanied by the school's Guidance Counsellor, a 4th year university social worker, and the homeroom teacher, visited each class to administer the assessment instruments. A brief introduction was provided to students in the form of a Letter to Students (Appendix A). The students were assured their anonymity would be maintained, as the purpose of

the research was to examine group effects rather than individual performances. At no point would they be asked to state their name but a section on the Letter to Students did request demographic information such as age, program, and sex. Finally, the option for the student to not participate in the study was provided as well as sanction to be excused from the session at any point on request.¹

Next the Children's Knowledge of Abuse Questionnaire Revised (CKAQR-II) was administered to the students. Directions were given and reminders not to voice answers aloud. Rather, students were encouraged to raise their hand when requesting clarification of answers. To ensure the group understood the questions, all items were read aloud by this researcher and some remedial students were provided with individual support to complete the answer sheet.

Following the CKAQR-II administration, students were shown the film "What Would You Do?" depicting six scenes, two of safe and two of unsafe situations (Appendix B). For each scene they were asked to record on the Student Answer Sheet whether the scene was safe or unsafe, and explain what they would say and do, giving explanations for their proposed actions. In addition, each student indicated how he or she would feel in a similar situation on four 4-point scales. Again, all questions were read aloud and some students provided with individual support to complete the Answer Sheets.

Finally, a debriefing was held for the group. Students were again reminded of the purpose of the study and thanked for their participation. It was also suggested they

¹ Even though all parents gave signed consent, the students could opt out of the study at any time. One student in the K-3 group chose not to participate.

contact either their teachers, parents, the Guidance Counsellor, or this researcher should they wish to discuss any aspect of what was covered in the previous session. Both the Guidance Counsellor and this researcher allocated more time for this purpose in the week following the session with the students.

3.3.2 Part II

For the second part of the study, school records were accessed through the Guidance Counsellors and School Principals to determine the rate of disclosures from students who received the program. Using the Disclosure Record Sheet, developed by this researcher, students from grades 5 through 8 who had disclosed abuse were recorded. All such students regardless of the school had previously received the CSAP Program. Since the sample size was relatively small, disclosures of physical and emotional abuse were also included. However, in all cases the abuse was to have been substantiated. For accuracy, the local Child Welfare Worker was asked to review the list. No identifying data was requested by this researcher but rather descriptive information of the type of abuse, nature of disclosure, and when it occurred.

3.4 Summary

The preceding chapter has discussed the experimental design, described the subjects, reviewed the procedural approach followed by this researcher, and presented a detailed description of the test instruments utilized for the research. In this study students from two groups were administered questionnaires in a quasi-experimental design with a larger representation of the groups being compared for rates of abuse disclosure.

The following chapter will present the results of the study, including both statistical analysis and descriptive statistics.

CHAPTER 4

RESULTS

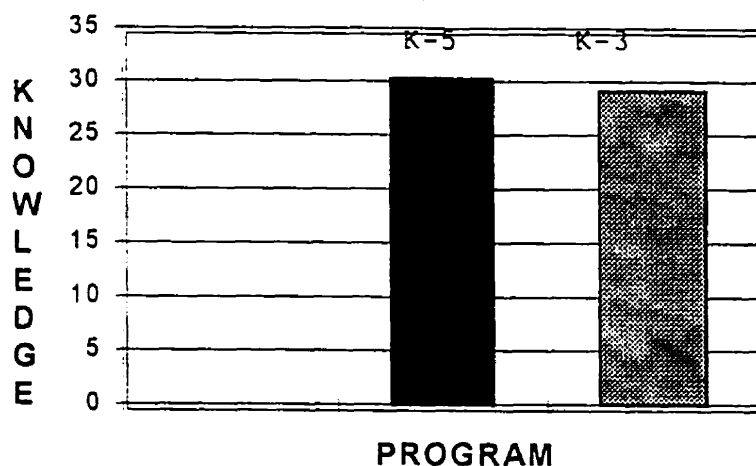
The results of the study will be presented in this chapter. Descriptive data will be presented for each hypothesis, followed by statistical analysis. Multivariate Analysis of Variance (MANOVA), univariate analysis of variance, and chi-square tests were conducted to determine any differences between children's scores on tests of knowledge acquisition and prevention skills from both schools. Post-hoc analysis to determine the predictive power of the tests was conducted using regression analysis, after the correlation coefficients between the outcome measures were determined.

4.1 HYPOTHESIS #1

“Students who have received a longer term CSAP program (K-5) will show no difference in knowledge of sexual abuse concepts than students who had received a shorter program (K-3) as measured by the Children’s Knowledge of Abuse Questionnaire - Revised (CKAQ-RII; Tutty, 1994).”

The sum of scores from participants in both programs on the CKAQ-RII were compared for differences. Figure 1 presents the mean scores and standard deviations for each group. Participants in both programs seemed to respond very similarly on the CKAQ-RII, with the average scores out of a possible 33 being very high ($m = 29.10$ for the longer term CSAP program and $m = 29.06$ for the shorter program).

Figure 1. Mean Scores on CKAQ-RII.



An item by item analysis of the test revealed certain questions posed particular difficulty to students in both groups. Table III presents the items which the students found most difficult to answer correctly. For presentation purposes, items which were correctly answered by less than 75% of either group were included in this table.

Table III. Percentage of Correct Responses to CKAQR-II Items Which Students Found Most Difficult.

ITEMS	K-5 CSAP PROGRAM (n = 39)	K-3 CSAP PROGRAM (n = 35)	PROGRAMS COMBINED (n = 74)
#29 Most people are strangers and most strangers are nice.	36 % (14)	63 % (22)	48 % (36)
#7. You can always tell a stranger, they look mean.	72 % (28)	69 % (24)	70 % (52)
#27. If a friend's dad asked you to help him find a lost cat, you should go right away with him and help.	72 % (28)	66 % (23)	69 % (51)
#30. Even someone in your family might want to touch your private parts in a way that feels confusing.	69 % (27)	72 % (25)	70 % (52)

Note. The frequency of correct responses is reported in parentheses.

Examination of Table III reveals items involving knowledge of strangers (#29 and # 7) posed difficulty for students from both the longer term CSAP program and those in the shorter program. This may be reflective of the need for some children to be extra-cautious toward strangers. Or, the concept of “stranger” may be interpreted differently by this population of rural students since the opportunity for children from a small Newfoundland rural community to interact with strangers is limited. Items #27 and #30 relate to the trust factor involved with individuals well known to the child. The possibility that a neighbor or family member may have intentions to touch them for sexual purposes tap into core CSA prevention concepts (which are taught by all CSAP programs). The fact that almost one third of students from both groups had difficulty with these items indicates important gaps in knowledge of CSA concepts.

Conversely Table IV reveals items which students found the least difficult to answer correctly. Due to limited space only items which were answered correctly by more than 95% of students from either group were included in this table. A review of Table IV shows that children from both programs responded very similarly to these questions. Items involving blaming oneself for receiving inappropriate touches (#12), and letting grownups touch you (#22) were met with high percentages of correct responses. Also, those questions which addressed the need to tell someone if one was touched in an undesirable way (#10 and #23), were met with near perfect responses. Finally, two discriminatory items, one involving a “good” touch from a teacher (#21) and another describing an unsafe situation with a baby-sitter (#31), were answered

Table IV. Percentage of Correct Responses to CKAQR-II Items Which Students Found Least Difficult.

ITEMS	K-5 CSAP PROGRAM (n = 39)	K-3 CSAP PROGRAM (n = 35)	PROGRAMS COMBINED (n = 74)
#10. If someone touches you in a way you don't like, you should not tell someone.	95 % (37)	97 % (34)	95 % (71)
# 12. If someone touches you in a way you don't like it's your fault.	97 % (38)	100% (35)	98 % (73)
# 22. You have to let grown-ups touch you whether you like it or not.	100 % (39)	100% (35)	100 % (74)
# 23. If someone touches you in a way that does not feel good you should keep on telling until someone believes you.	100 % (39)	100 % (35)	100 % (74)
# 21. A pat on the back from a teacher you like after you've done a good job at school is a good touch.	95 % (37)	95 % (34)	95 % (71)
# 31. If your baby-sitter tells you to take off all your clothes, but it's not time to get undressed for bed, you have to do it.	100 % (39)	100 % (35)	100% (74)

Note. The frequency of correct responses is reported in parentheses.

correctly by almost all students.

Results of a univariate analysis of variance to determine a program effect did not reveal a significant difference ($F(1, 66) = .011, p < .913$). Thus when considering the average scores for students, both groups learned knowledge of child sexual abuse concepts as measured by the CKAQ-R11 equally well. There is no evidence found in the data to support that there is a difference in knowledge of CSA concepts between participants who received a longer CSAP prevention program than a shorter program. Both the average scores and individual responses on the questions of the CKAQR-II

test were very similar for students regardless of program duration. Indeed the mean score for both groups was high, approximately 88%.

4.2 HYPOTHESIS #2

“Students who received a longer term CSA prevention program (K-5) will show no difference in ability to discriminate safe from unsafe situations and apply prevention skills, than students who received a shorter program (K-3), as indicated on the “What Would You Do” ? test (Hazzard, et.al., 1991).”

The participant’s Safety Discrimination (SD) and Prevention Skills (PS) sum of scores were compared for possible differences in this analysis as well as their emotional reactions to the scenes. Table V depicts the means and standard deviations for the sum of scores on these six measures. A review of Table V indicates student’s

Table V. Means and Standard Deviations of Video Measure Indices - “What Would You DO?” Test.

INDEX	K-5 CSAP Program	K-3 CSAP Program
Safety Discrimination (range 0-22)	16.74 (3.39)	15.49 (3.34)
Prevention Skills Test (range 0-20)	11.87 (2.66)	11.94 (2.76)
Negative Emotions/Unsafe Scenes (range 1-4)	2.92 (.54)	2.68 (.68)
Positive Emotions/Unsafe Scenes (range 1-4)	1.42 (.48)	1.32 (.40)
Negative Emotions/Safe Scenes (range 1-4)	1.53 (.65)	1.65 (.75)
Positive Emotions/Safe Scenes (range 1-4)	2.69 (.85)	2.64 (.76)

scores from both programs again were very similar. It appeared the participants scored higher on the Safety Discrimination Test than the Prevention Skills test. This is

suggestive of the groups being better able to identify safe from unsafe situations when presented with six video scenes, than they were in exercising preventative skills when given unsafe situations. A trend was also evident in students' emotional reactions to the scenes, each group showing higher positive feelings toward safe scenes and higher negative feelings toward unsafe scenes.

A univariate analysis of variance did not determine a significant difference between programs on any of the above six outcome measures derived from the What Would You Do? test (See Table VI). Thus, it appears a longer term CSA prevention program did not produce a significant difference in the children's ability to identify and exercise prevention strategies for CSA, again supportive of the hypothesis. In fact, the rather low scores on the Prevention Skills test for both groups (less than 60%) does raise questions of program efficacy for skill acquisition. With respect to the children's emotional reactions to the video scenes, the lack of a program effect indicates the duration of the CSA prevention program does not influence the degree of emotional reactions the participants have towards safe or unsafe scenes.

Table VI. Univariate Analysis of Variables on "What Would You Do ? " Test.

Variable	F	Significance of F
Safety Discrimination	.2639	.609
Prevention Skills	.2410	.625
Negative Emotions/Unsafe	.1891	.665
Positive Emotions/Unsafe	3.022	.087
Negative Emotions/Safe	.0933	.761
Positive Emotions/Safe	.7491	.390

Note. Univariate F-tests with (1,66) degrees of freedom.

Table VII presents the percentage of correct responses by students asked to discriminate each of the six scenes as “safe” or “unsafe”. Upon review of the student’s individual responses to the six scenes, a trend was evident in their ability to apply safety discrimination skills. Regardless of program duration, individuals had more difficulty with the first scene depicting a young boy’s aunt offering to scratch his back. Just 62% of the students from the longer term CSAP program correctly identified this as a safe scene, while only 57% were able to do so in the shorter term CSAP group. Some of the interpretations of that scene were over-reactions and presumptuous that the aunt had sexual intentions linked to her offer.

Table VII. Percentage of Correct Responses to Safe and Unsafe Scenes.

“What Would You Do ?” Scenes	K-5 CSAP Program (n = 39)	K-3 CSAP Program (n = 35)
1. An aunt offering to scratch her nephews back while both are watching television.	62 % (24)	57 % (20)
2. A baby-sitter asking to join a boy in taking a bath and threatening to tell his parents that he stole money from her purse if he did not comply	100 % (39)	100 % (35)
3. A male relative telling a girl at bedtime not to tell anyone about their secret touching game.	100 % (39)	100 % (35)
4. A male stranger offering to pay a boy five dollars to fold some flyers at his home.	77 % (30)	86 % (30)
5. A stranger asking a child in the park if she would like to join and a group of other children playing soccer.	90 % (35)	91 % (32)
6. A teenage neighbor asking a girl to help him rake leaves in his backyard, while touching her shoulders and hips suggestively.	87 % (34)	86 % (30)

Note. Scenes 1 and 5 were categorized as “safe” situations by the test’s developers. Percentages indicate the number of correct responses to each item. The frequency of correct responses is indicated in parentheses.

Scene 4, depicting an offer of money from a stranger to lure a child was correctly coded “unsafe” by 77% of the students receiving the longer term CSAP program versus 86% correct answers by the participants in the shorter program.

Scene 5, portraying an invitation to play soccer, was correctly deemed safe by a larger portion of participants from both programs (90% and 91% respectively).

Finally, Scenes 2 and 3 were correctly labeled as unsafe situations by 100% of students from both groups.

4.3 HYPOTHESIS # 3

“Students who previously received a longer term CSA prevention program (K-5) will show no difference in rates of disclosure of abuse than students who received a shorter program (K-3) , as indicated on the Student Record Form .”

Data collected on the Student Record Form was utilized to determine the rate of disclosure for previous program participants. Table VIII presents the frequency of confirmed disclosures of abuse for both groups. There were 10 disclosures recorded from the group of students who received the longer term program and 6 from those receiving the shorter term program. As the table indicates, the age at the time the abuse was disclosed ranged from 7- 12 for participants from either program. Similarly the mean age of reporting disclosures was almost identical ($m = 10$ for the longer term CSAP program, $m = 9.9$ for the shorter). Indeed 81% of all disclosures (13/16) were reported by children at the age of nine years or older, which would place them in grade 4 or higher.

Table VII. Frequency of Disclosures of Abuse for Previous Program Participants.

K- 5 CSAP PROGRAM (N = 167)					K-3 CSAP PROGRAM (N = 147)				
#	Age at Disclose.	Purposeful or Accident	Type of Abuse	Disclose to Whom	#	Age at Disclose	Purposeful or Accident	Type of Abuse	Disclose to Whom
1	10	Purpose.	Phys.	Teacher	1	7	Accident	Emot.	Soc. W
2	7	Accident.	Phys.	Friend	2	9	Purpose.	Sex.	Parent Teacher
3	10	Accident.	Sex.	Soc.W.	3	11	Purpose.	Sex.	Parent
4	10	Purpose.	Sex.	Parent	4	10	Accident	Phys. Sex.	Soc. W.
5	10	Purpose.	Sex.	Guid.C.	5	11	Purpose.	Phys. Emot.	Parent
6	12	Purpose.	Sex.	Guid.C.	6	12	Accident	Sex.	Friend
7	11	Accident.	Sex.	Teacher Friend	m	10.0			
8	11	Purpose.	Sex.	Parent Friend					
9	8	Purpose.	Sex.	Teacher					
10	10	Purpose.	Sex.	Parent					
m	9.9								

The number of purposeful disclosures reported by the children varied from 70% (7/10) in the longer term CSA prevention group to 50% (3/6) in the shorter program. The primary type of abuse reported was sexual for both groups. Finally there appeared to be a difference in whom the children chose to report the abuse: 50% of those who received the longer program (5/10) reported the abuse to school personnel, whereas for those receiving the shorter program only 16 % disclosed at the school (1/6).

Results of a chi-square test to determine if the rate of disclosure from the longer term CSA prevention group was significantly higher than for participants who had received a shorter program, did not reveal a significant finding ($\chi^2 (1, N= 314) =$

.5876, $p < .4433$). In this quantitative analysis the smaller sample size of the groups perhaps made it difficult to arrive at a statistically significant difference (despite evidence for a qualitative difference in the disclosure data between groups). Based on these results there was not enough evidence to reject the hypothesis that students who received a longer term CSA prevention program (K-5) will show no difference in rates of disclosure of abuse than students who received a shorter program (K-3) as indicated on the Student Record Form.

4.4 POST - HOC ANALYSIS

4.4.1 Regular Versus Remedial Students

Since concerns have been raised by several researchers of the varying success rates of programs to teach CSA prevention concepts to all participants, a univariate analysis of variance was conducted to determine if the remedial group of students had more difficulty on any of the outcome measures. Previously a Multivariate Analysis of Variance (MANOVA) was conducted to compare the outcome variables for differences due to program (K-3 or K-5) and/or student ability (regular vs remedial). There was a main effect for student ability ($F(1,60) = 8.40, p < .0001$) but no main effect for program ($p < .167$). Results of the univariate analysis of variance indicated that remedial students scored significantly lower on the CKAQ-RII ($F(1,66) = 31.25, p < .0005$), the Safety Discrimination test ($F(1,66) = 10.19, p < .002$), and the Prevention Skills test ($F(1,66) = 16.24, p < .0005$) than did non-remedial students.

Remedial students also indicated significantly higher negative emotions toward safe scenes than their counterparts ($F(1,66) = 12.59, p < .001$). This finding was true

regardless of which CSAP program the students received, and raises concerns that the remedial students may not only be learning CSA prevention concepts at a much slower pace, but they also may be overgeneralizing prevention messages, hence experiencing undue emotional stress.

4.4.2 Multiple Regression Analysis

Much of the research to date on CSA prevention programs have relied on tests of knowledge to prove program efficacy. As Wurtele (1987, p. 490) has stated: "Most evaluators of prevention programs assume that increased knowledge leads to improvements in preventative behaviors." Since mean scores on the CKAQ-RII were quite high for participants in both CSA prevention programs, a multiple regression analysis was conducted to examine whether knowledge as measured by the CKAQ-RII would predict scores on the remaining outcomes measures.

Correlations were previously run on the sum of scores of all the outcome measures. The CKAQ-RII and Safety Discrimination test was moderately yet significantly correlated ($r = .44, p < .011$), but the CKAQ-RII and Prevention Skills test were less highly, yet still significantly, correlated ($r = .29, p < .011$). Participants' Negative Emotional reactions to Safe Scenes were significantly correlated with the CKAQ-RII ($r = -.40, p < .001$), the Safety Discrimination test ($r = -.26, p < .031$), and with the Negative Emotional reactions to Unsafe Scenes ($r = .34, p < .003$). Finally the latter, Negative Emotional reactions to Unsafe Scenes, was also significantly, but not highly correlated with the sum of scores for Positive Emotional reactions to Safe Scenes ($r = .25, p < .038$).

The results of the multiple regression analysis indicated the sum of scores on the CKAQ-RII was a significant predictor of performance on the Safety Discrimination test, regardless of the duration of CSA prevention program: $F(1,37) = 6.57, p < .014$ for the longer term program and $F(1,33) = 12.21, p < .001$ for participants in the shorter program. However, the CKAQ-RII was also a significant predictor of performance on the Prevention Skills test, but for only the group receiving the longer term CSA prevention program ($F(1,37) = 6.44, p < .015$). Thus while a higher knowledge score may more likely be an indicator of higher ability to discriminate between safe and unsafe video scenes depicting CSA, there is conflicting evidence of its power to determine prevention skills ability as measured on the Prevention Skills test.

4.5 SUMMARY

The results of this study reveal that the impact of a longer term CSA prevention program (specifically the C.A.R.E. Program) does not appear to produce significant differences on either the tests of knowledge (CKAQ-RII), the Safety Discrimination test, nor the Prevention Skills test. While a statistically higher rate of disclosure does not appear to be an outcome arising from a longer term intervention program, there was some preliminary support for differences in whom the children chose to disclose and their purpose. There is evidence pointing to significant gaps in the ability of low achieving students to learn CSA knowledge concepts as measured on the CKAQ-RII, and to succeed on the Safety Discrimination and Prevention Skills tests, regardless of program duration. Indeed the results are suggestive of a possibility for

low achieving students to overgeneralize the prevention concepts to safe scenes, a possible negative side effect of the program.

Finally, the CKAQ-RII scores do seem to impact on children's ability to discriminate between safe and unsafe scenes. For the longer CSA prevention program participants, the CKAQ-RII was also a significant predictor of success on the Prevention Skills test. The same relationship did not hold for the students receiving the shorter program. The next chapter will discuss the results, draw conclusions from the data, and make recommendations for future program use and research on CSA prevention programs. Also, the implications for delivery of child sexual abuse prevention efforts will be elaborated.

CHAPTER 5

DISCUSSION

In this concluding chapter the results of the study will be discussed in detail and conclusions drawn from the data collected. Finally, recommendations for future program use and research on CSAP programs will be offered.

5.1 Primary Prevention Goals

5.1.2 Knowledge Acquisition

Both quantitative and item by item analysis convincingly revealed there was no difference in knowledge of CSA concepts between the two groups as measured by the CKAQ-RII. At the same time, scores were very high for both groups, while still not reaching a ceiling effect. Previous research has shown that when measuring gains in knowledge within groups, pre to post program, improvement on only one or two items have been typical (Reppucci and Haugaard, 1989). While there was room for the longer term group to demonstrate more knowledge, results from both groups are higher than what would be typically expected from students receiving a very brief program.

It is possible that some of the students in the K-3 group were influenced by other means of accessing knowledge of CSA, which ultimately reduced the effects of the C.A.R.E. program. Some television programs have focused on CSA prevention, and it also has been the subject on syndicated talk shows. Stories of CSA have been reported in newspapers and magazine articles. Finally, the extent that

parental influence and teaching have played a role in their child's acquisition of CSA knowledge concepts has not been measured in this study.

Cumulatively it is possible these other means of education had a significant effect on children's learning. Yet, there is no evidence the K-3 group should have benefited more from such influences as compared to the K-5 group. Rather, if a CSAP program were held over a longer duration, one would presume the participants would be more likely interested, if not alert, to secondary sources of information. Ultimately increased levels of knowledge would correspond with this additional learning resulting in a positive program effect. Nevertheless, the results indicate both groups had for the most part similar, and what many would consider sufficient knowledge of CSA concepts.

The exception to this lies in the performance of the lower achieving subgroup of remedial students from both groups. Results were convincing that these children did not learn CSA prevention concepts at the same rate of other students, regardless of program duration. This finding was contrary to that of Hazzard et. al. (1991) who compared knowledge gains of third and fourth grade students. The lower achieving students in their study learned at a similar rate as the other students .

It is possible that the sample of remedial students in the present study were of lower ability (compared to their peers) than those in the Hazzard et. al. study. However, it is important to note that such students were still regular members of the

classroom and therefore in receipt of all the programs (with the exception of limited remedial instruction) which the remaining children were exposed to at that grade level.

5.1.2 Prevention Skills Acquisition

The acquisition of safety discrimination and prevention skills' ability did not significantly differ between the longer and shorter term CSAP groups. Unlike the students' CKAQ-RII scores which were quite high, the average Safety Discrimination scores were lower by 12-18 percentage points. Still lower were the scores from both groups on Prevention Skills (less than 60%). It appeared that once the shift occurred from answering general true or false questions to more open questions involving application of knowledge and skills, students' performance declined. Similar findings have been reported by Harbeck, Peterson, and Starr (1992).

Thus while most of the necessary CSA knowledge concepts were learned and retained by most of the students, they were less able to actually apply the skills in a simulated situation offered through video. Regression analysis revealed that knowledge levels were a significant predictor of SD for both groups, leading one to suspect safety discrimination is tapping a larger portion of one's knowledge versus skill level. Discrimination of safe or unsafe scenes involves a judgment, a decision, involving two choices. Conversely Reppucci and Haugaard (1989) refer to the "complexity" involved with applying prevention skills, which requires more problem solving and decision making to select a preferred course of action from a wider range of possible options.

Interestingly, knowledge levels were a significant predictor of PS, but only for the longer term K-5 group. One could interpret this to mean that students who scored well on the knowledge test in this group have also learned and retained corresponding higher levels of prevention skills. In essence the knowledge levels in the K-5 group may be more of a true representation of what they know (or don't know) than by chance.

The trend was for students to respond more negatively towards unsafe scenes and more positively to safe scenes, but again no significant difference was found between the two groups. Neither group showed adverse reactions to the six vignettes and negative program effects were not obvious which is supportive of most research .

Again the rate of learning Safety Discrimination and Prevention Skills for the subgroup of remedial students was slower than that of the rest of the children, regardless of whether they were in receipt of a shorter or longer term CSAP program. While the relationship between high knowledge levels and subsequent prevention skills was inconclusive with the overall group, it was less surprising to find low knowledge scores followed by poorer performance in prevention skills for the lower achieving group.

Additional findings that this lower achieving subgroup of students were reporting more negative emotions to safe scenes raises concern as to the possibility they were over-reacting, and experiencing undue stress. If this were accurate, such a finding would lend support to previous warnings by professionals who predict CSAP programs are prone to such negative effects (Garbarino, 1987). However, Finkelhor

and Dziuba-Leatherman (1995) more recently have interpreted over-reactions like increased fear of CSA, as a possible positive outcome from CSAP programs . They indicate “some types of fears and anxieties about true dangers are adaptive” (Finkelhor & Dziuba-Leatherman, 1995, p. 136). Given the poor performance by this subgroup on the knowledge and skills’ measures it would be imprudent to interpret their negative emotional reactions to be a positive outcome of the program.

The poor performance of the lower achieving group is disturbing in consideration of factors which contribute to risk of child sexual abuse. Some research indicates slower learners may be at greater risk for CSA since they may be more susceptible to the grooming strategies of offenders . Conte, Wolfe, and Smith (1989) interviewed a sample of sexual offenders about the victimization process and learned that offenders deliberately take advantage of a child’s vulnerabilities. Such vulnerabilities were defined by either situational factors (eg. alone and unprotected), emotional characteristics (eg. needy and unhappy), or status conditions (eg. single parent family). In addition, Singer, Hussey, and Strom (1992) report the seduction and grooming strategies by offenders can be quite sophisticated.

Overall results from students’ analysis of the What Would You Do ? test raise concerns of program efficacy for both the longer and shorter term groups. The fact that students had so much difficulty with the Prevention Skills test indicates that in real life threatening situations the odds are against their being able to successfully apply prevention skills. Sadly this is after many hours of repeated exposure to the safety concepts. Also, at the point of this study the children were in the middle of a

vulnerable period where research (Finkelhor, 1986) indicates they were at most risk for child sexual abuse. In short, when the children most needed the prevention skills they could not demonstrate sufficient mastery toward a video simulation despite ongoing repeated training to do so. Even worse, possibly the very group of children who are most vulnerable fared the worst on all outcome evaluation measures .

5.2 Secondary Prevention Goals

A statistically significant difference was not established between the two groups on the variable of disclosure rates of abuse. This may be at least partially due to the small number of overall disclosures making it difficult to arrive at statistical significance and relatively small sample size. Yet, children from the longer term CSAP program were more inclined to purposefully disclose, and more often to school personnel. While the numbers were too small to make meaningful statistical comparison this trend was consistent with the Sorensen and Snow (1991) study. Their research indicated “education” was the primary motivator for children to purposefully disclose abuse (as reported by the victims themselves).

An important finding was that the majority of disclosures from both groups occurred at the age of 9 years or older. Thus it appears primary prevention efforts may not have been successful for prevention of abuse, at least not for the disclosing children. Also, secondary prevention efforts seem to be more necessary, if not more utilized, by children in this age range.

5.3 Limitations of the Research

Caution should be exercised in the interpretation of these findings for several reasons. The study was conducted on a group of rural students and thus findings can not be generalized to the total population of students in urban centres. Also program integrity can not be fully established as there was no mechanism to ensure the teachers delivered the program in the exact same manner. Rather the study focussed on exposure of students to a typical program offered in a rural Newfoundland school. However, one would expect the repeated exposure of the program to students lowered the effects of teacher variability and the likelihood of the same concepts being omitted or taught incorrectly by all teachers. Finally, the research design was quasi-experimental with no random assignment of students to groups.

5.4 Recommendations for Program Implementation

While the results of this study are indicative of a comprehensive program like C.A.R.E. having the ability to impart knowledge of important CSAP concepts in children, some concepts were still not able to be understood by some children. For example, concepts related to children's ability to judge the intentions of family members and friends seems lacking, regardless of whether they receive a shorter or longer term program. It is apparent that some concepts require less time and obviously are learned more quickly than others. Similarly, children's ability to respond appropriately to potentially abusive scenarios as depicted by video, were less than adequate. It seems apparent that sound educational practice dictates that emphasis

needs to be placed on difficult-to-learn concepts. This is even more crucial when considering students who do not learn at the pace of average students.

Based on the results of this study and a review of the literature, several recommendations for program delivery are offered for consideration.

Firstly, CSAP programs need to be presented into the elementary grades as this is a crucial period for vulnerability to CSA. There is an established body of research indicating that children are most vulnerable to sexual abuse between the ages of 8-12 years (see Finkelhor, 1986). The indications from this study provide further support that children may be most likely to report CSA during this crucial pre-adolescent period in their lives.

Secondly, CSAP programs need to be presented successively each year. Tutty (1992, 1994) had earlier established that developmental differences exist in children's understanding of important CSAP concepts. Therefore one can not expect children to understand most of what is being presented through a single presentation. Also, repeated presentations may help to encourage disclosures of abuse.

A more concerted effort to focus on the disclosure function of the C.A.R.E. program seems to be warranted since there is less evidence from this study of the benefits of primary prevention efforts. Melton (1992) has previously stated that efforts directed at encouraging disclosures has been de-emphasized in CSAP programs.

A wider range of options should be given to students on how to respond to potentially abusive situations. Krivacska (1992) suggests any behavior a child chooses to employ in response to sexual misuse is appropriate, as is any emotional reaction.

This message needs to be communicated clearly to children to avoid potential feelings of guilt and shame arising from not being able to successfully avoid CSA.

More of a focus needs to be directed toward incorporating into CSAP Programs how to teach children to deal with threats and violations from other children; for if we can not first teach children to protect themselves from their peers, we should not be expectant of them to do so with adults. Taylor (1991) found that children did show increased learning to assert themselves with peers involving negative situations after receiving the C.A.R.E. Program. Also, Finkelhor and Dziuba-Leatherman (1995) found children were more apt to use and remember information taught to them on how to deal with bullies; “apparently programs that address themselves to this very real concern seem to get utilized more” (p. 133).

Increased effort has to be made if we are to better meet program goals with lower achieving students. Increased opportunities for practice and for behavioral rehearsal may be helpful in this regard. More pragmatically, homework packages could be developed for parents to enforce the messages taught by the school program. We are missing a key group of children whom, by their lower skill level, perhaps place them at a disadvantage for interpreting the intentions of adults. Additionally, this may be a population at risk for lower self-esteem and thus more susceptible to the “grooming strategies” which perpetrators may use.

Increased attempts to involve parents in schools’ prevention efforts should also be made. Personal safety is too complicated and important a topic to be left primarily in the hands of educators.

The limitations of CSAP programs like C.A.R.E. need to be stressed to parents, educators, and community services in order to prevent the development of a false sense of safety .

Regular and objective evaluations of programs which parents entrust educators to deliver should be conducted. No social programs should be introduced in schools without mandatory plans for evaluation. Closer tracking and formative evaluation methods would help ensure slower learning groups indeed learn the important concepts and skills of CSAP prevention.

Continued training is required for the deliverers of C.A.R.E. and other CSAP programs to ensure they have the necessary attitudes, knowledge, and skills to most effectively achieve the program goals.

5.5 Recommendations for Future Research

The following recommendations for future research on CSAP efforts are offered:

1. Closer analysis of the disclosure process of children who receive CSAP programs needs to be conducted.
2. More focus needs to be placed on how the children feel about the programs they receive. By conducting individual interviews and through focus groups we may ascertain a clearer picture of the strengths and weaknesses of our interventions.

5.6 Conclusion

The learning outcomes expected from children's repeated exposure to CSA prevention concepts in the C.A.R.E. programs have not been fully realized; and

even less so for lower achieving students. Apart from the high knowledge scores (which researchers are still undecided as to what they mean) the trend toward increased purposeful disclosures to school personnel, albeit descriptively, is encouraging. Despite the lack of a significant difference in disclosure rates from both groups, the majority of students in this study disclosed after grade 3. Therefore, to have a CSAP program cease existence at grade 3, just at the time when children are most vulnerable and possibly most likely to disclose abuse, defies logic. Further, it is becoming less logical by the absence of skill acquisition, and increased methodological/conceptual arguments, to invest heavily into training children CSA prevention skills without a focus on other variables which impact children (i.e. parent's role in supervision of children).

The results of the present study have indicated the C.A.R.E. program has some potential for success in meeting secondary goals of disclosure of abuse, than for primary goals of child sexual abuse prevention. If learning rates from this study are an indication, there is risk in assuming our children are safe because they have received special training over extended years. The risk is even greater when one considers the poorer performance of lower achieving students. It is evident the "more" is not necessarily "better" when attempting to raise the level of knowledge of important CSAP concepts.

The findings of this study are based on typical exposure to programs over successive years, without the rigid guidelines to program adherence and assessment of knowledge/skills immediately after presentation. It is expected they reflect more of the reality of program delivery and effectiveness in today's school system; a system which

Conte and Fogarthy (1990) have already indicated is beset by requests to include more and more social programs on its agenda . It is this author's contention that the present educational system should reconsider it's role and ability to effectively deliver social programs like Aids education, drug awareness, and CSA prevention, before embarking on mass program implementation efforts .

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APPENDICES



APPENDIX A

Letters of Permission

Letter to Superintendent

12 King Street, Stephenville, NF A2N 2E6

Dear Sir,

I am entering the research phase of my Doctoral program from the Ontario Institute for Studies in Education (O.I.S.E.) at Toronto. I am interested in assessing the efficacy of the sexual abuse prevention program used by the majority of schools in our district - the C.A.R.E. Program.

Specifically I would like to compare program implementation between two schools in our district. The grade six classes in each of the schools will be visited by me and the school's guidance counsellor and asked to complete a written test of knowledge of child sexual abuse concepts. Next they will be shown video depicting either safe or unsafe scenes, and asked to record their reaction. The content of these 30-second scenes are not expected to be of a sensitive nature which would cause stress to the children. A debriefing session will then be held, with the total time required for administration and debriefing being one hour.

Additional data on students in grades five through eight will be collected from the schools' guidance counsellors. The nature of this information will be non-identifying data indicating this number of students who have disclosed abuse, and the nature of the disclosure.

I anticipate conducting the research during October, 1995 and hereby request your permission to conduct this study. Permission will also be sought from parents of the students, and the students themselves. This research has met approval from both my Thesis Committee and O.I.S.E.'s Ethical Review Committee. While the results of this study will be used to fulfill my degree requirements, I expect they will have important implications for the continued use of the C.A.R.E. program in our schools, and in the province.

Should you grant permission for me to conduct this research, please respond in writing to me at the above address. Thank you for your assistance.

Sincerely,

Anthony D. Alexander
August 1, 1995

Letter to Parents

Dear Parent/Guardian,

In an ongoing effort to ensure the effectiveness of the many programs which are offered in our schools, we are presently interested in reviewing the C.A.R.E. Program. As you are aware the C.A.R.E. Program has been taught to our students with the goal being to help prevent child sexual abuse. The program has utilized posters, discussion cards, stories, and videos in an attempt to teach children knowledge and skills of child sexual abuse prevention. Unfortunately, while we have received positive reports of the program, there has not been a formal evaluation to determine whether children really learn what it is they are intended to learn.

Mr. Anthony Alexander is interested in determining what children learn from this program as part of his Doctoral degree from the University of Toronto. Specifically, he would like to visit your child's class with the school's guidance counsellor and:

1. Ask children to complete a 33-item questionnaire to assess their knowledge of child sexual abuse concepts (Time required - 20 minutes).
2. Show a brief video to students describing safe and unsafe scenes, asking students afterwards what they would do in such a situation (Time required 20 minutes).
3. Offer time afterwards for students to discuss this experience and share their views on the topic with Mr. Alexander and the guidance counsellor (Time required 20 minutes).

Since the questionnaire and video to be shown to the class are very similar to that which the students have previously seen in the C.A.R.E. program, it is not expected this experience will cause any undue stress. To further ensure your child's comfort, your child's teacher, guidance counsellor, and Mr. Alexander will be available during the following week to respond to any questions your child may have. Nevertheless, students are free to refuse to participate in this study and may withdraw at any time without prejudice.

The results of this research will be used to report how well the class as a group have learned the information, and help us make decisions on the future use of the program. No information which could be used to identify any individual students will appear in any future publication of this study. Indeed at no time will students be asked to record their name on any of the answer sheets.

We hope you agree to your child's participation in this exercise which we expect will provide us with valuable information on this program. Please feel free to contact us should you require further information. Thank you.

Sincerely,

Anthony Alexander _____

Principal _____

Please return this portion to your child's teacher (Check one).

I hereby grant permission for my child to participate in the above study _____

I do not agree to my child participating in the above study _____

Parent Signature _____

Date _____

Letter to Students (read aloud)

My name is Anthony Alexander and I am conducting research as part of a Doctoral degree from the Ontario Institute of Studies in Education at Toronto. I am interested in learning how the education you have received on preventing child sexual abuse has helped you.

During this session you will be given a questionnaire to complete, followed by a film where you will have the opportunity to write down your reactions to various scenes. At any time in each of the sessions you may choose to not complete the questionnaire, or involve yourself further in this exercise. Indeed if you are bothered by any aspect of this exercise now, or at a later date, please feel free to notify either me, your teacher, or your guidance counsellor. I can be reached at _____ (telephone).

Please complete the following section.

Age _____ Boy or Girl _____ Grade _____ Teacher _____

Number of years attending this school _____

Other schools attended (Name) _____

Years attending other schools _____

Do you receive remedial (special) help for Language arts ? Yes _____ No _____

Thank you !

Appalachia Roman Catholic School Board

P.O. Box 5200, Stephenville, Newfoundland, A2N 3M5 : Tel. (709)643-9525 : Fax (709)643-9235

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September 28, 1995

Mr. Anthony Alexander
12 King Street
Stephenville, NF
A2N 2E6

Dear Tony:

Approval is granted for you to conduct research in our schools and with our Guidance Counselors on the C.A.R. E. Program for your Doctoral Program.

Good luck with your research!

Sincerely,



Andrew D. Butt
Superintendent

ADB/je



EMORY UNIVERSITY SCHOOL OF MEDICINE

DEPARTMENT OF PEDIATRICS

69 Butler Street, S.E.

Atlanta, Georgia 30303

Ambulatory Pediatrics

(404) 616-3694

Anthony Alexander, M.Ed.
69 Hollywood Crescent
Toronto, CA M4L 2K4

June 28, 1995

Dear Mr. Alexander,

You have permission to use my videotape measure What Would You Do? in your dissertation research, an evaluation of the CARE program. As you noted in your letter, I am sure that you will provide appropriate acknowledgement in your thesis or any articles. Good luck!

Sincerely,

Ann Hazzard, Ph.D.
Associate professor, Pediatrics



June 26/95

Dear *Mr. Alexander*

Thank you for expressing interest in the Children's Knowledge of Abuse Questionnaire. I have enclosed the revised version of the scale with a new subscale on appropriate touch on which I am collecting data.

If you utilize the scale in your own research, I would appreciate receiving copies of any subsequent research reports or articles so that I may continue the investigation of the usefulness of the measure.

Good luck in your work!

Regards,

Leslie M. Tutty

Leslie M. Tutty, D.S.W.
Associate Professor

*You may consider this as permission to use the
CKAQ. Good luck.*

APPENDIX B
Assessment Instruments

Children's Knowledge of Abuse Questionnaire - Revised II

Instructions

My name is Mr. Alexander and I need your help in finding out what kids your age think about different kinds of touching.

I am going to ask you some questions about different kinds of touches. This is not a test for school: you won't get a mark on your report card based on how you do today. Please just answer the questions the way you think is correct. I'm going to read the questions out loud and I'd like you to write "T" if you think the answer is True, "F" if you think the answer is False or Not True, and ? or "DK" if you are not sure.

CKAQ - REVISION II

Please respond T for “True”, “F” for False, and “DK” for Don’t Know , to the following questions:

- _____ 1. You always have to keep secrets.
- _____ 2. It’s OK for someone you like to hug you.
- _____ 3. A stranger is someone you don’t know, even if they say they know you.
- _____ 4. Most kids like to get a kiss from their parents before they go to bed at night so, for them, that would be a good touch.
- _____ 5. Sometimes it’s OK to say “no” to a grownup.
- _____ 6. It’s OK to say “no” and move away if someone touches you in a way you don’t like.
- _____ 7. You can always tell who’s a stranger - they look mean.
- _____ 8. Even hugs and tickles can turn into bad touches if they go on too long.
- _____ 9. If you fell off your bike and hurt your private parts, it would be OK for a doctor or nurse to look under your clothes.
- _____ 10. If someone touches you in a way you don’t like, you should not tell anyone.
- _____ 11. If your friend says he won’t be your friend anymore if you don’t give him your last piece of candy, then you should give it to him.
- _____ 12. If someone touches you in a way you don’t like, it’s your own fault.
- _____ 13. If you don’t like how someone is touching you, it’s OK to say “no”.
- _____ 14. Strangers look like ordinary people.
- _____ 15. If a grown-up tells you to do something you always have to do it.
- _____ 16. Some touches start out feeling good and then turn confusing.
- _____ 17. You can trust your feelings whether a touch is good or bad.

- _____18. It's OK to have a hug from a grown-up you like.
- _____19. If a mean kid at school orders you to do something you had better do it.
- _____20. Even someone you like could touch you in a way that feels bad.
- _____21. A pat on the back from a teacher you like after you've done a good job at school is a good touch.
- _____22. You have to let grown-ups touch you whether you like it or not.
- _____23. If someone touches you in a way that does not feel good you should keep on telling until someone believes you.
- _____24. Sometimes someone in your family might touch you in a way you don't like.
- _____25. Boys don't have to worry about someone touching their private parts.
- _____26. If you're walking down the street with your mother or dad and s/he starts talking to a neighbour you have not met before, it's OK to talk with them too.
- _____27. If a friend's dad asks you to help him find their lost cat, you should go right away with him and help.
- _____28. If you won a contest for drawing the best picture in your school and a neighbor you liked gave you a quick hug to congratulate you, that would be a good touch.
- _____29. Most people are strangers and most strangers are nice.
- _____30. Even someone in your family might want to touch your private parts in a way that feels confusing.
- _____31. If your baby-sitter tells you to take off all your clothes but it's not time to get undressed for bed, you have to do it.
- _____32. If someone walks in while you are having a bath, and you feel uncomfortable, you should just keep quiet.
- _____33. If you get separated from your parents in a shopping mall, it's OK to ask a sales clerk or security guard for help, even if they are strangers.

What Would You Do ? Student Answer Sheet

Introduction (to be read aloud)

“We are going to watch six different scenes on videotape. Some scenes may be safe and some may be unsafe. During each scene I want you to imagine that you are the child in the scene. After each scene I will stop the tape and you can answer the questions on your answer sheet. We will continue when everyone is finished. No one but me and another colleague will view your answers at a later date. You are not expected to write your name on the answer sheet.”

Answer Sheet

Scene 1. Now you are going to see a scene with (e.g. a boy and his aunt).

Question 1. Do you think this situation is safe or unsafe ?

Question 2. Why ?

Question 3. If this was happening to you what would you say ?

Question 4. What would you do ?

Question 5. How would you feel in a similar situation ? (circle one number for each).

	Very Little	Somewhat	Much	Very Much
A. Happy	1	2	3	4
B. Scared	1	2	3	4
C. Relaxed	1	2	3	4
D. Mad	1	2	3	4

Disclosure Record Sheet

Dear Principal/Guidance Counsellor,

Would you please complete the following form for students in your present grades five, six, seven, and eight classes who have disclosed any type of abuse since entering your school ? Please do not provide any identifying data such as names for any of the students.

Also, include only the cases which were officially investigated and resulted in charges being laid against the accused.

Disclosure Data

Student's Present Age _____

Age of Disclosure _____

Voluntary Disclosure ? Yes _____ No _____ Unknown _____

*Accidental Disclosure ? Yes _____ No _____ Unknown _____

Type of Abuse? Physical _____ Sexual _____ Emotional _____

Disclosed to Whom ? (parent, aunt, teacher, social worker, etc.) _____

Allegation was Confirmed ? Yes _____ No _____ Unknown _____

* Confided to a friend, reported by another sibling, questioned due to exposure to a suspected perpetrator or otherwise did not purposely volunteer a disclosure.