

MANITOBA PUBLIC PRIMARY ELEMENTARY SCHOOL
TEACHERS' (K-3) PERCEPTIONS OF APPROPRIATE AND
INAPPROPRIATE PHYSICAL CONTACT WITH STUDENTS

BY

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A Thesis
Submitted to the Faculty of Graduate studies
in Partial Fulfillment of the Requirements
for the Degree of

MASTER OF EDUCATION

Department of Educational Administration

University of Manitoba

Winnipeg, Manitoba

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DEDICATION

To my mother, Olga Lillian Yaworsky,
whose love and support taught me that
it is not what you have or what you
have done, but more importantly who
you are.

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I would like to express my sincere gratitude to a number of individuals who have assisted and supported me throughout this educational endeavor.

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To family, friends, and colleagues who gave me advice,
encouragement, and support for the past 10 years of part time study.

To Mrs. Dorothy Binder, a long-time friend and my typist for
the past 17 years, for her outstanding typing skills.

To the late William V. Yaworsky, my father, whose love and
support was once there in person and will always be there in spirit.

ABSTRACT

A study was conducted in the summer of 1989 to determine what a particular sample of public primary elementary school teachers (Kindergarten to Grade Three) in the province of Manitoba perceived as appropriate and inappropriate physical contact (touch) with their students and related concerns.

A stratified random sample of 10% of the approximately 1660 public primary elementary school teachers (Kindergarten to Grade Three) were asked to respond to the survey. A response was received from 63.125% of this original sample.

On the basis of the conclusions drawn a total of seven recommendations were made.

1. Five types of inappropriate teacher-initiated and student-initiated touches which primary teachers should avoid with their students are: touching of private parts; aggressive physical contact (ie. slapping); prolonged caressing, fondling, or hugging; tickling; kissing.
2. Four types of appropriate teacher-initiated and student-initiated touches recommended to primary teachers are: hand pats (ie. on the head, shoulder, etc.); unprolonged hugs; holding hands; handshakes.
3. Positive relations are formed as a result of appropriate

physical contact (touch) between primary teachers and their students.

4. Appropriate physical contact (touch) between primary teachers and students is important to students' socio-emotional development.
5. Appropriate physical contact (touch) between primary teachers and students is of some importance to students academic development.
6. Primary teachers are stifling appropriate physical contact (touch) with students to protect themselves from false accusations of child sexual abuse.
7. Increased incidences of child sexual abuse cases have caused primary teachers to stifle physical contact with their students.

Five recommendations for future research were formulated.

1. Replicating the study to provide more confidence in the generalizability of the conclusions.
2. Comparative research studies in Manitoba schools at the intermediate elementary, junior high, and senior high levels to determine teachers' perceptions of appropriate and inappropriate physical contact (touch) with students.
3. A longitudinal study on primary teachers who have been either falsely accused or found innocent of child sexual abuse charges.

4. A research study regarding the formulation of protocol for appropriate and inappropriate physical contact (touch) between primary teachers and students.
5. A comparative study concerning primary students perceptions of appropriate and inappropriate physical contact (touch) between teachers and students.

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CHAPTER I

THE PURPOSE OF THE STUDY

Child sexual abuse is a very serious and growing problem in our society. It is some times physically, and always emotionally devastating, not only to the child involved, but to the entire family as well.

Child sexual abuse refers to the exploitation of a child for the sexual gratification of an adult and is also referred to as child molestation or child sexual assault (Hodson and Skeen, 1987). Brandt and Tisza (1977) define child sexual abuse as sexual misuses

"Sexual misuse of a child is the exposure of a child to sexual stimulation inappropriate for a child's age, level of psychosexual development, and role in the family".

Child sexual abuse activities span a spectrum ranging from incestuous behavior in the home, to child prostitution, to the use of children in the production of commercial pornographic materials.

As with other forms of child abuse, the actual causes of child sexual abuse are often complex. The pressures of today's society when combined with the reduced influence of a variety of support

systems such as religion, extended family relationships and similar social norms are likely to increase the potential for child sexual abuse to occur.

The exact extent to which child sexual abuse occurs is not known. Experts do agree, however, that sexual abuse is one of the most under-reported forms of child abuse. Estimates of the incidence of sexual abuse vary between studies. Finkelhor (1984) noted that a conservative estimate would be that by 18 years of age, 10% of girls and 2% of boys are sexually abused. Occurrences of sexual abuse among Canadian children, according to the Badgley Commission are:

"... that at sometime during their lives, about one in two females and one in three males have been victims of unwanted sexual acts. About four in five of these incidents first happened to these persons when they were children or youths" (1984, p. 175).

It is apparent from statistics that Manitoba teachers are sensitive to the serious problem of sexual abuse specifically and child abuse in general. Manitoba teachers report all types of child abuse (ie. sexual, physical, and emotional) and neglect more often than any other professional group. Over 60% of all types of child abuse and neglect are reported by teachers (Manitoba Teachers' Society [MTS], 1988).

According to a Manitoba Community Services report, 90% of abused children are of school age; four out of ten are between the ages of 4 and 10 years; five out of ten are between the ages of 11 and 17 years (1985). The City of Winnipeg accounts for two-thirds of all types of abuse cases being reported in the province. However, noticeable increases have been reported in the Central, Western and Parkland regions of the province (1985).

The most recent statistic on the number of child sexual abuse cases in Manitoba indicated that in 1987, 543 reports were made (Mitchell, 1988). This number of reports was the highest ever in Manitoba and was the result of: a growing awareness of sexual abuse and how to report it; the impact of reports made by teachers and physicians; and, the impact of various agencies and professionals working together in a collaborative and cooperative way.

The Manitoba Teachers' Society supports Manitoba Education's and the Department of Community Services' commitment to combatting all types of child sexual abuse. At the 1988 Annual General Meeting, the Manitoba Teachers' Society expressed concern that all children have the right to be protected from abuse and neglect, and that a teacher who has information that a child may be in need of protection is to report that information to the proper social agency. The Society also supports the two government departments' responsibilities to investigate all reported cases and provide proper treatment for abused children (MTS, 1988).

While Manitoba educators' efforts at combatting child sexual abuse have been very commendable, there is a growing concern among teachers as to what is appropriate or inappropriate physical contact (touch) with their students. There has been increased public awareness and media coverage of court cases involving teachers being charged with sexual abuse. While some teachers have been found guilty of child sexual abuse, innocent teachers need to be protected from unfounded allegations of child sexual abuse in the same way that children need to be protected from sexual abuse perpetrators. Former MTS President, Cordell Barker, reinforces this concern: "The crux of the matter is trying to provide protection for students from abuse and for teachers from unfounded allegations that are so damaging to their careers" (Stephenson, 1986, p. 54).

Sexual abuse is a criminal offense and is governed by statutes enshrined in the Criminal Code of Canada. Legislation is of fundamental importance in regard to all types of child abuse as it is established by statute for the right of the state to intervene to protect the child (Robertshaw, 1981). In addressing cases of child abuse, there are three areas of statute which are pre-eminent: The Canadian Charter of Rights and Freedoms, The Criminal Code of Canada, and the provincial and territorial Child Welfare Acts.

In Manitoba, teachers and school clinicians who are charged with child sexual assault may have their teaching certificates

suspended by the Minister of Education. If the teacher is convicted of the charge, the Minister is empowered, under Section 6.1 of the Education Administration Act, to cancel the teacher's professional certificate (1987). The cancellation of a teaching certificate can be appealed via the Certificate Review Committee (1987). The Manitoba Teachers' Society supports Manitoba Education's professional certificate suspension and cancellation policy for teachers found guilty of child abuse, as stated in the MTS Policy on Child Abuse (see Appendix A).

All out-of-province teachers and school clinicians who apply for teaching certificates in Manitoba must fill out a Manitoba Education Administration and Professional Certification Investigation Authorization form, which authorizes Manitoba Education to conduct a criminal record investigation, via the R.C.M.P., to check for any conviction or outstanding charges of child abuse against the individual applying (see Appendix B). Manitoba Teachers' Society's position regarding the screening of teachers and the subsequent appeal process states that:

"... it (screening) be confined to child abuse convictions, and where the screening results in the denial or suspension of a teacher's certificate an appeal process shall be provided" (MTS, 1987, p. 47).

With many teachers becoming increasingly concerned about appropriate and inappropriate physical contact (touch) with their students, Manitoba Education and provincial school divisions, along with cooperation from the Manitoba Teachers' Society, may be compelled to establish guidelines or protocol about student contact. A variety of community norms, the sex of the student and teacher, and the particular situation, are all factors which can affect what is appropriate or inappropriate physical contact (touch). Barker notes the difficulties involved with trying to establish guidelines for physical contact: "... guidelines about physical contact will be difficult to develop. Some contact is obviously abuse, but other touching ... is open to interpretation" (Cox, 1986, p. 3). Barker adds: "... different people have different ideas about what constitutes abuse and the same contact in different situations is viewed differently".

Most school children, particularly at the primary level, crave both attention and affection from their teachers (Koblinsky and Behana, 1984; Severns, 1983). For teachers to have to stifle their physical contact and affection with their students, because of the fear of sexual abuse allegations, is a travesty of the humanness of the profession. But, if teachers are uncertain as to what is or is not appropriate physical contact with their students, suppressing physical contact with them may be necessary. Joan Irvine, Associate Dean of Education at the University of Manitoba, comments on this concern by stating:

"... it would be too bad if we frightened teachers from acting naturally with children ... There are just some children who need to be comforted. Just to leave such children alone would be inhumane" (Cox, 1986, p. 3).

Teachers' fears about allegations of sexual abuse are not without basis. Our society as a whole is experiencing increased amounts of sexual abuse (Badgley, 1984; Finkelhor, 1984). Conversely, the incidence of false or unfounded reports of child sexual abuse have increased as well. Besharov (1986) noted that about 65% of all child abuse reports prove to be unfounded.

Is it possible for school division's child abuse policies to contain resolutions protecting teachers against unfounded accusations of sexual abuse? Unfounded accusations are not only detrimental to a teacher's well-being, but they can also have a devastating effect on their careers. Valerie Wake, Past-President of the Manitoba Teachers' Society states: "... it takes just one charge that's false to cause a tremendous amount of emotional strain, a change in the way you normally live, and in some cases your career" (MTS Update, 1988, p. 2).

Can school divisions establish protocol or guidelines for appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students? Can appropriate and inappropriate types of touch be

differentiated with consideration toward the sexual genre of the teacher and student, community norms, and the particular situation? Is physical contact (touch) between teachers and their students, particularly at the primary level (Kindergarten to Grade Three), important to the students' educational and social development?

DEFINITION OF THE PROBLEM

The purpose of this study was to determine what a particular stratified random sample of public primary elementary school teachers (Kindergarten to Grade Three) in the province of Manitoba perceived as appropriate and inappropriate physical contact (touch) with their students.

Specifically, the study focused on the following three statements.

1. The identification of appropriate and inappropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students.
2. Whether or not public primary elementary school teachers (Kindergarten to Grade Three) perceived that:
 - a) appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is necessary for positive teacher-student relations;
 - b) appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three)

and their students is important to students' socio-emotional development;

- c) appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is important to students' academic development;
- d) provincial school divisions should develop, for public primary elementary school teachers (Kindergarten to Grade Three), a protocol for appropriate teacher-student physical contact (touch);
- e) protocol, if established, should reflect a school division's policy for appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students;
- f) it is necessary to protect public primary elementary school teachers (Kindergarten to Grade Three) from any accusations of child sexual abuse by avoiding all types of physical contact (touch) with their students;
- g) school divisions' child abuse policies should contain specific resolutions which would protect public primary elementary school teachers (Kindergarten to Grade Three) against unfounded accusations of child sexual abuse;
- h) the increased incidence of school related sexual abuse cases that have come to the forefront of public attention in recent years have caused public primary elementary school teachers (Kindergarten to Grade Three) to stifle

physical contact (touch) with their students.

3. Other particular concerns regarding appropriate and inappropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students.

SIGNIFICANCE OF THE PROBLEM

There is no known research related to appropriate and inappropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students in the province of Manitoba. It is hoped that this study will lead to further research in child sexual abuse within the school setting.

This study was undertaken to determine what a particular stratified random sample of Manitoba's public primary elementary school teachers (Kindergarten to Grade Three) interpreted as appropriate and inappropriate physical contact (touch) with their students.

From the time they are infants, most primary school children have a desire for physical contact involving touch, cuddling, holding, kissing, and other types of intimate physical care needed for healthy emotional growth (Merrill, 1986). These children will often seek this intimate physical care, not only from their primary

care-givers such as parents and guardians, but also from their teachers as well. Primary teachers (Kindergarten to Grade Three) are often seen as both authority figures and role models by their students, and are expected to show them affection and support. However, these teachers are finding themselves questioning what types of physical contact are appropriate (Stephenson, 1986).

The concern that arises is that while primary school children need nurturant physical contact, many of their teachers are worried, and at times afraid, that the contact could be misinterpreted as sexual assault (MTS Update, 1988). The need for guidelines or protocol for appropriate physical contact between primary students and their teachers is vital (Stephenson, 1986).

While it is of the utmost necessity to protect children from sexual abuse (Finkelhor, 1984), teachers should be protected from false accusations of sexual assault. Defense lawyer, Rocky Pollock, notes that children should be taught not only to recognize abuse situations, but also recognize the seriousness of making false accusations as well. "We need to teach them it's just as bad putting forward a frivolous complaint as letting sexual abuse go unreported" (Stephenson, 1986, p. 54).

Almost without exception, children do not lie about sexual

abuse (Kraizer, 1985). However, the very small percentage that do could seriously harm a teacher's reputation and career. The need to protect public primary elementary school teachers (Kindergarten to Grade Three), and all teachers for that matter, against unfounded accusations of sexual abuse, is a very real one.

The dilemma concerning appropriate and inappropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is a "grey" area that needs to be interpreted and analyzed closely, as it threatens to make it difficult for teachers today to develop warm, healthy relations with their students.

DELIMITATIONS

The survey took place in the 47 public school divisions and 11 public school districts within the province of Manitoba. The survey took place in June, July, and August of 1989.

For reasons of financial and time constraint, the study was delimited to a 10% stratified random sample of the total public primary elementary school teachers (Kindergarten to Grade Three) in the province of Manitoba. No information was requested from primary elementary school teachers in private schools in the province of Manitoba.

LIMITATIONS

The study examined Manitoba public primary elementary school teachers' (Kindergarten to Grade Three) perceptions of appropriate and inappropriate physical contact (touch) with their students and related concerns therein.

The study focused on information available during the 1988-89 school year. As a result of possible changes in provincial legislation and school division policy, information provided at the time of writing could require updating.

Information was requested from a ten percent stratified random sample of the total population of public primary elementary school teachers (Kindergarten to Grade Three) in the province of Manitoba.

DEFINITION OF TERMS

Caregiver

An individual who is a parent or who stands in place of a parent.

Child

An individual under the age of majority. In Manitoba, this means up to eighteen years of age.

Child Abuse

An act of omission or commission by a parent, guardian or other caregiver in whose charge a child is, which results in physical injury, emotional disability and/or sexual exploitation.

Closed Question

A type of question which asks the respondent to choose among alternatives provided by the researcher (ie. multiple choice).

Exhibitionism

A sexual variance in which the individual, usually male, suffers from a compulsion to expose his genitals publicly.

Foreplay

The preliminary stages of sexual intercourse, in which the partners usually stimulate each other.

Heterosexuality

Sexual attraction to, or sexual activity with, members of the opposite sex; the opposite of homosexuality.

Homosexuality

Sexual attraction to, or sexual activity with, members of one's own sex; the opposite of heterosexuality.

Incest

Sexual relations between close relatives, such as father and daughter, mother and son, or brother and sister.

Matrix Question

A type of question using answer headings across the top, and listing the question items down the side. Matrix questions are also known as multiple choice questions.

Obscene

Disgusting, filthy, repulsive, shocking - that which is abhorrent according to accepted standards of morality.

Open-ended Question

A type of question in which the respondents write in their own answers.

Pedophile

An adult who engages in or desires sexual activity with a child.

Policy

A written contract or course of action by a governing body or authority to all concerned employees.

Rape

Forcible sexual intercourse with a person who does not give consent or who offers resistance.

Sexual Abuse

The use of a child for sexual purposes by an adult, or the allowing of such use of a child by a parent, legal guardian, or caretaker.

Sexual Intercourse

Sexual union of a male and female in which the penis is inserted into the vagina; coitus.

Stratified Random Sample

A variation of a random sample whereby, instead of selecting each person randomly, criteria are set up to ensure representation of particular groups within the sample proportionate to their numbers in the population.

Survey

A systematic collection and analysis of data, and especially statistical data on some aspect of a group.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to review the literature related to child sexual abuse and its relationship with public primary elementary school teachers (Kindergarten to Grade Three) and the educational system. This review is based upon a consolidation of ideas from a number of researchers, writers, and authorities in the fields of education, social services, health, and the law.

In synthesizing the views of these individuals, the following outline has been established and will be discussed in this chapter.

I. Introduction to Child Sexual Abuse

Interpretation and Extent of Child Sexual Abuse

Historical and Legal Background

II. Nature of Child Sexual Abuse

Child Sexuality

Theory of Child Sexual Abuse

III. Child Sexual Abusers

Types of Child Sexual Abusers

Characteristics and Behavior of Child Sexual Abusers

Treatment for Child Sexual Abusers

IV. Sexually Abused Children

Psychological Effects - Short and Long Term

Physical Effects

Societal and Individual Characteristics of Abused Children

Treatment of Sexually Abused Children

Prevention Strategies for Children

V. The Role of the School and Community - A Manitoba Perspective

The Role of the School System

The Role of Community Services

In the first section of the literature, definitions of child sexual abuse will be presented along with the extent of this serious problem. The history of child sexual abuse and legal development in child protection will complete this first section.

The second section will deal with the nature of child sexual abuse in terms of child sexual development. Various theoretical

explanations for child sexual abuse will also be presented.

The characteristics of child sexual abusers will be discussed in section three and will include; the different types of abusers, behavior of abusers, and treatment for abusers.

Section four will deal with the characteristics of sexually-abused children in regards to: psychological and physical effects, particular characteristics of abused children, treatment programs for victims, and prevention strategies.

The review of the literature will conclude with a final section concerned with the role of; teachers, the school system, and community services, in dealing with child sexual abuse within the province of Manitoba.

Having reviewed current literature, there is no body of information which focused on the particular research statements that have been herein raised and are concerned with the following points.

1. The recognition of appropriate and inappropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students.
2. Whether or not appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is

necessary for positive teacher-student relations.

3. Whether or not appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is important to a student's socio-emotional and academic development.
4. Provincial school divisions establishing protocol for appropriate teacher-student physical contact (touch) and policy protecting teachers' falsely accused of child sexual abuse.
5. Whether or not the increased incidence of child sexual abuse itself has caused teachers to stifle physical contact (touch) with their students.

I INTRODUCTION TO CHILD SEXUAL ABUSE

INTERPRETATION AND EXTENT OF CHILD SEXUAL ABUSE

Child sexual abuse is defined as the involvement of dependent, developmentally immature children and youths in sexual activities which they do not fully understand, to which they are unable to give comprehensible consent, or that are a violation of social taboos or family roles. Sexual abuse includes pedophilia (an adult's preference for or addiction to sexual relations with children), rape, and all forms of incest (Kempe, 1979).

Sexual exploitation is another term often used when discussing sexual abuse and is very appropriate since such abused children and youth are exploited and denied proper developmental control over their own bodies. Sexual exploitation has been described as a complex, multidimensional social problem. Factors such as sex, age, socioeconomic status and intelligence have been shown to be contributory. Poorly socialized individuals with particular characterological defenses of denial, rationalization and projection perpetuate future generations of sexual exploiters and victims (Schechter & Roberge, 1976).

Unlike physical abuse, sexual abuse displays little concrete evidence to identify it. There are no characteristic physical scars or radiologic tests. The damage is most often psychological and

evolves over an extended period of time (Kempe, 1979).

Sexual abuse occurs at an alarming rate. It has been estimated that 25% of all girls and 10% of all boys are molested (Schlesinger, 1982). The proportion of Canadian children under the age of 16 who were suspected or known by provincial protection services to have been sexually abused was three in every 1000 children in a 1980 report (Badgley, 1984).

The vast majority of children are molested by someone they know: a neighbor, family friend, baby sitter, grandfather, uncle or father (DeFrancis, 1969; Finkelhor, 1979). Kraizer (1985) writes that eighty-five to ninety percent of all sexual abuse takes place with someone the child knows and trusts.

Males are the overwhelming child sexual abuse offenders. Groth (1978) notes that more than 97% of sexual abusers are males, and Badgley reported: "... virtually all convicted sexual offenders were males with 1.1% being females" (1984, p. 855).

Children are vulnerable targets for sexual abuse because of the natural authority that adults command over them. Because of this authority, force is rarely necessary to gain the child's cooperation, as Hodson and Skeen (1987) point out:

"... the vast majority of child molesters are not considered dangerous. In fact, they appear to have an aversion to violence and aggression, but a need to exercise power over others" (p. 216).

In the majority of child sexual abuse cases, the offender does not commit a sexual act which physically injures the child. Finkelhor (1984) found that 54% of parentally-reported incidents of sexual abuse involved encounters with exhibitionists, or adults who propositioned the children without actually succeeding in touching them.

More commonly reported sexually abusive behaviors that actually involve physical contact include genital fondling in which the adult manually or orally fondles the child's genitals or has the child fondle the adult's genitals. Such behaviors would basically include those that would be considered "petting" if the adults were involved. Orgasm, on the part of the adult or the child, may or may not occur. Actual engagement in, or attempted, sexual intercourse between adults and small children occurs but is apparently less common. Peters (1976) states that the sexual act that occurs in the sexual abuse of children is usually not intercourse, but rather fondling of the genitals, masturbation and exhibitionism. Schlesinger writes that: "... less than five percent of all child sex victims are assaulted by violence or penetration" (1982, p. 25).

HISTORICAL AND LEGAL BACKGROUND

The phenomena of child abuse has a long history (Halperin, 1979). It is depicted in both ancient and modern literature, from early Greek poetry and plays about Oedipus and Electra, to the literature of Asia and Africa, Shakespeare, and modern North American writers. Historical research on child sexual abuse is fragmented and large gaps appear, particularly with regard to incidence. It is not unusual that little has been accomplished in view of the strong taboo in most societies towards childhood sexuality in general and child sexual abuse in particular (Halperin). The combination of two thousand years of Christianity and misunderstood human behavior science have influenced society's present values regarding children and sexuality, and legal control efforts. Shultz (1980) notes: "The history of sex and children is an unpleasant walk through a house of horrors, a disgusting heritage that, even so, can not be dismissed" (p. 3).

The history of child sexual abuse in Western society can be divided into two arbitrary phases: the first up to the beginning of the 19th century and the second from the 19th century to the present (Shultz, 1980). The first phase was noted as a bleak time period characterized by children being indiscriminately used as sex objects as the norm of adults. The second phase, after 1800, was the start of society's attempts to stave off children's natural sexual development. During these two time phases, the basic legal

structure was built with the passage of criminal law designed to protect children from sexual abuse by adults and themselves (Shultz).

As far back as 100 A.D., young boys were circumcised to help reduce their potential sexual arousal while others were castrated in infancy to enhance their sexual appeal as boy prostitutes (de Mause, 1974). The early cities of Europe, in particular those in Greece and the Roman Empire, permitted marriages between boys and adult men, boy prostitution houses, and rent-a-boy sexual services (de Mause). Girls were also the object of sex and Roman literature describes Petronius's rape of a seven year old girl in 455 A.D. (de Mause).

Masturbation of children was believed to stimulate growth and strength. A human being's lifespan was short by today's standards. Menstruation signalled marriage eligibility for girls (Shultz, 1980). Marriage to children was common, as was having intercourse in front of, or involving children (Shultz). Sleeping arrangements in the home were crude and simple, usually with the entire family sleeping in one room. Separate bedrooms were a late architectural development of the 1600's.

In England, by the early 1500's, a child protection law was needed. However, it was not until 1548 that a law was passed protecting boys from sodomy and, in 1576, protecting girls from forcible rape. Both offenses carried the death penalty (Shultz, 1980).

While Christianity may have recognized childhood innocence and the need to protect and preserve it in earlier times, secular law did not reflect this as a state interest until the 16th century (Shultz).

In 1706, the books of Gerson indicated that children should be responsible for protecting themselves from sexual abuse, and parents should induce guilt when finding their child masturbating (de Mause, 1974). At this same time, Pascal, the prominent educator, offered parents advice for controlling sexual molestation. Pascal warned parents to supervise their children at all times, to never pamper them, to never let children be alone with servants, and to enforce sexual modesty in the home (de Mause). These simple rules may have possibly been the first practical help parents received from any source in controlling sexual abuse.

After the French revolution, sexual conduct under the Napoleonic Code was somewhat liberalized (Shultz, 1980). The Code removed the death penalty for sex crimes against children and decriminalized voluntary sexual acts between adults. Most European countries followed the French experience in decriminalizing some sexual behaviors and lessening penalties. However, both England and the United States retained old sex laws with harsh penalties and very little enlightenment in sexual attitudes (Shultz).

In England, child protection efforts occurred under the English Tory, Robert Peel, Home Secretary from 1823 to 1830 (Shultz, 1980).

Peel advocated the death penalty for sexual assault on girls under the age of consent. Under English law, the age of consent was changed from ten to twelve in 1861, to thirteen in 1875, and to sixteen in 1885 (West, 1974). However, a girl could legally marry at age twelve (West). In 1861, a law was passed protecting children from homosexual attack. In 1869, a law was passed which protected children from exhibitionism (Shultz). Interestingly, it was during the Victorian era of repression of overt sexuality that child prostitution and child pornography reached their peaks in modern times (Rush, 1980).

In the United States, both sexual and physical abuse were such serious problems by the early 1870's that the First Society for the Prevention of Cruelty to Children was established in New York City, in 1871 (Geiser, 1979). The idea of the community accepting some responsibility for protecting children had begun in two ways. First, the community's criminal law was to give children protection from abusive adults, and secondly, the juvenile code continued the practice of sexually protecting children (Geiser).

All types of child abuse remained underground and were not on people's consciousness prior to the early 1960's (Geiser, 1979). In fact, one of the most significant interferences to child sexual abuse detection in the United States was the apprehension of physicians to diagnose cases of children treated for broken bones, internal injuries, fractured skulls, bruises, and the like, as possibly being

the result of abuse.

In 1962, a significant development occurred to change this attitude. Pediatrician Dr. C. Henry Kempe, and his associates, affirmed that some accidental injuries suffered by children were in fact the result of physical assaults by adults. Thus, the "Battered Child Syndrome" came into being (Geiser, 1979).

Kempe's findings were confirmed by other professionals and by 1967, all 50 U.S. states, along with the District of Columbia and the Virgin Islands, had child abuse reporting laws. In 1974, a National Center on Child Abuse and Neglect was organized in Washington, D.C., by the Child Abuse Prevention and Treatment Act of 1974 (Geiser, 1979).

The reporting of child abuse rose steadily in the United States, from 7,000 cases in 1967, to over 500,000 by 1976 (Geiser, 1979). Current estimates put the U.S. total of sexual abuse cases alone at over one million annually (Koblinsky and Behana, 1984).

In Canada, John T. Kelso of Toronto was, during the late 1880's, the first individual to draw attention to the abuse, cruelty and exploitation of children (Schlesinger, 1977). Kelso, a newspaperman by profession, had been involved in writing about and taking action in child protection work since 1886. The children's protection movement started out combined with protection for

animals. In fact, in 1887, the first response on the part of the Toronto City Council to the establishment of the Toronto Humane Society was obtaining a drinking trough for horses (Schlesinger).

At a public meeting in Toronto on July 3, 1891, Canada's first Children's Aid Society was formed, with Mr. Kelso as president. Financing, staffing and administration was carried out by interested citizens compelled by their Christian duty. The Children's Protection Act, in 1893, provided a legal basis for children's aid societies (Schlesinger, 1977).

It was the underlying assumption of this time period in Canada that an individual was personally responsible for his or her social circumstances and could control them by their own efforts. In the early days, children's aid societies in Canada considered themselves more as law enforcing bodies than as social agencies. These organizations felt that their duty was to quell abuse and neglect by punishing the offending parents and guardians. It was only gradually as the social sciences became better organized and as trained staff became more available in the child welfare field that the agencies began to realize that it was not quite that simple (Schlesinger, 1977).

A review of historical statistics on sexual charges and convictions in Canada, between 1876 and the early 1970's, as reported by Badgley (1984), reveals several significant trends which included these points.

1. The rate of charges for sexual offenses gradually increased up to the early 1900's, peaked in 1914, and by the early 1970's declined to a level of about 6.0 charges per 100,000 persons.
2. Offenses comprising sexual intercourse with a minor peaked at 28% in the 1920's. Rates for incest have fluctuated between 2.9 and 11.0% of all sexual offenses.
3. There had been no appreciable change in conviction rates for sexual offenses between the end of World War I and the early 1970's.
4. There had been a significant increase in the proportion of persons who have been convicted of sexual offenses brought before the courts. The proportion of convictions to charges between 1876 and 1910 was between 30 and 52%, and gradually increased to a level of over 80% from 1922 onward.
5. Conviction for sexual offenses between provinces have had timely differences, but in recent years a trend toward convergence in these rates has been evident.
6. No consistent differences in conviction rates for sexual offenses to which children or adults were victims have been noted.
7. Trends for the sentencing of convicted sexual offenders have differed depending upon the type of offense. Sentences for rape (sexual assault) have severely increased. Incest sentences have generally been severe, while sentences for

indecent assault and sexual intercourse with a minor have been less severe in recent years (p. 365).

II NATURE OF CHILD SEXUAL ABUSE

CHILD SEXUALITY

One of the most basic human needs is sexuality and the behaviors related to it. For many years, people believed that sexual interest and behaviors could not appear in children. It was also believed that if children were given information about sexuality, they would want to know more, possibly try out what they know, and no longer be naive. As a result, adults made a conscientious effort to keep sexual information from children and sometimes adolescents. This has often had negative results (Merrill, 1986).

A second reason why adults keep sex information from children is that they, themselves, are often uncomfortable dealing with the subject. Parents and guardians often misinform children, if they give them any information at all. They often confuse their children by giving them false information about sex education rather than the facts (Merrill, 1986).

Adults cannot, however, avoid dealing with sexuality in children because it is connected with touching, cuddling, kissing, and other types of intimate physical contact that babies and children

need for healthy emotional growth. Studies on humans (Merrill, 1986) have found that if they are deprived of these warm, caring touches, they may develop serious emotional problems as they grow up and as adults even be unable to care for their own children appropriately.

The beginnings of human sexuality actually start before birth as some studies have shown evidence of penile erection while the fetus is still in the womb (Merrill, 1986). For a long time before children are grown up, they know what feels good and gives them pleasure. This is the beginning of sexuality. In the very early stages of life, children respond with pleasure to being held, stroked and comforted, and are vulnerable to sexual abuse by adolescent and adult perpetrators (Rush, 1980).

THEORY OF CHILD SEXUAL ABUSE

Researchers of child sexual abuse have, in recent years, attempted to explain the phenomena by studying theory from other disciplines such as sociology, psychology and anthropology. Child sexual abuse, however, is a complex process which involves attributes of the participants' individual sexual growth, environmental setting and interpersonal and familial dynamics. Hodson and Skeen (1987) allude to this by stating that there is not yet one theory borrowed from other disciplines which has yet satisfactorily explained the causes and consequences of adult-child sexual relations in all their various forms.

Cultural anthropology is an appropriate theoretical base to apply when studying child sexual abuse, especially incest. However, incest is used in different terms by anthropologists and sexual abuse researchers. Anthropologists use incest in broader terms applied to a general set of cultural taboos, while sexual abuse researchers use the term to describe only a particular form of deviant behavior among specific individuals and families. Finkelhor (1979) describes these two incest terms as being quite different and unrelated. He advocates that child sexual abuse researchers dismiss the term incest and replace it with the term family or intra-familial sexual abuse.

Another theory related to child sexual abuse is known as attribution theory. This theory's basic premise involves the attributions people make about their own and other people's behavior. It has been applied in an effort to explain what causes sexually abused children to blame the abuse on themselves and what factors at times make outsiders unsympathetic towards the abused children (Hodson and Skeen, 1987).

A recent theory that has become quite widely developed concerns family systems. Family systems theory involves the actions of each family member in terms of individual dynamics within the family rather than in terms of individual background and motivation. Finkelhor (1984) has criticized family systems theory, which concentrates solely on father-daughter incest, because it fails to address other forms of abuse. Finkelhor notes that family systems

theory takes place when:

"... the marital relationship has broken down, the mother is alienated from the role of wife and mother, and the father makes an alliance with the oldest daughter that substitutes for the marital relationship and becomes sexual" (1984, p. 228).

Finkelhor blames family systems theory's failure to recognize other forms of sexual abuse or the fact that father-daughter incest is the form of sexual abuse that this theory best describes. Family systems theory may also make the daughter and mother unfairly responsible for the abuse.

Both male and female children are also sexually abused by brothers, grandfathers, uncles, and a wide range of non-family members. Abuse by these perpetrators is not so readily explainable. There is a large amount of theoretical work that still must be done before an effective and comprehensive theory explaining child sexual abuse is finally developed.

III CHILD SEXUAL ABUSERS

TYPES OF CHILD SEXUAL ABUSERS

Geiser (1979) states that men who turn to children as sexual objects can be classified as two types, either fixated abusers or regressed abusers. The fixated abuser is one whose psychosexual development appears to have been arrested during childhood, and who has shown interest mainly in children as sex objects ever since adolescence (Geiser, 1979).

Regressed abusers are those who turn to children for sexual purposes when their adult relationships become strained, unfulfilling, or complicated (Geiser, 1979). Groth (1978) found in a study of 195 males convicted of sexual offenses against children that they divided almost evenly between fixated (83) and regressed (92) abusers.

A disproportionate percentage of child abuse offenders come from homes where repressive attitudes toward sexuality predominated (Geiser, 1979). Generally the sexual abusers experienced lower than average parental permissiveness toward nudity during their childhood and very low levels of exposure to pornography as adolescents. They also received very little sex education from their parents (Goldstein, 1973). This data tends to contradict the once widely held view that exposure to pornographic material leads to deviant behavior (Geiser).

CHARACTERISTICS AND BEHAVIORS OF CHILD SEXUAL ABUSERS

Sexual abusers are not easily identified by their appearance or mannerisms. The average abuser does not fit the characteristics of the stereotyped "dirty old man". Finkelhor reinforces this myth by commenting:

"Study after study has punctured this stereotype, so that if any vestige of it remains - as it certainly does - it is because the truth is more unpalatable than the myth" (1979, p. 73).

Most evidence indicates that child sexual abusers are all ages, but especially young to middle-aged men. Luther and Price (1980) found most abusers to be between the ages of 20 and 50 years old, while Badgley (1984) reported that nearly 70% of abusers were under 50 years of age.

No particular factor explains this age distribution (Schlesinger, 1982). Because of the method in which male sexuality develops over the human life cycle, various kinds of sexual motives come into play at different times. Adolescents are often experimenting with sex and are sometimes confused about sexual values. Young adults are likely to be sexually active in all varieties of sex. Men in their thirties may be experiencing anxiety about aging and the conflict and disappointment of the middle married years, which may

lead to sexual involvement with children (Schlesinger).

Another factor for consideration is accessibility, or simply who has the most opportunity for sexual contact with children (Schlesinger, 1982). Adolescents have younger sisters, brothers, cousins and family friends within easy access, and adults in their thirties often have their own children or the children of friends and relatives. They are also sometimes engaged in activities that mix children and adults (Schlesinger). Senior citizens may have the desires to approach children, but they may just not have the opportunity (Finkelhor, 1979). Homosexuals, however, contrary to popular belief, are not the primary sexual abusers of young boys (Burgess et al, 1978). In fact, abusers of male children are predominantly heterosexual in their relations with other adults. The abuse of boys may be related more to the availability of young male victims than to sexual preference (Burgess et al).

Approximately half of the sexual abusers begin to have deviant fantasies or begin the pattern of sexual offense in their teenage years. About one-third of abusers were molested as children themselves or saw this as a model with their fathers molesting their sisters for example (Schlesinger, 1982). Therefore, in many cases sexual abuse is an intergenerational behavior cycle. Burgess et al (1978) notes that offenders were frequently victims themselves as children. However, the ways in which the intergenerational cycle is perpetuated are not well comprehended and data is contradictory.

One concern in particular is that although most victims are female, most offenders are male. This suggests that, in general, victimized females do not themselves grow up to sexually abuse children (Burgess et al).

Regardless of a person's past experiences, two factors have to take place for a man to commit a sexual offense against a child (Schlesinger, 1982). First, the man develops an inappropriate arousal pattern like that of a fixated abuser. This means he is a pedophile and has an attraction to children that is abnormal for the average adult male. It may begin accidentally, such as a father holding his young daughter on his lap and having an erection. But if the arousal is repeatedly linked to a child or children, the sexual attraction is learned (Schlesinger). This becomes a process known as conditioning, which is a learning process that maintains behaviors through reinforcing experiences (Coleman, Butcher, and Carson, 1989).

Now felt to be beyond the abusers control, the behavior then becomes a compulsion. At this particular point, for sexual abuse to take place the man must act on his desire. The abuser experiences certain psychological processes which allow him to commit the sexual offense (Schlesinger, 1982). Through a process known as cognitive dissonance, the abuser commits a particular act even though he is aware it is morally wrong and against the law. In cognitive dissonance, individuals justify their behavior by changing the

meaning of it (Coleman, Butcher, and Carson, 1984). In addition to this rationalization there are often environmental circumstances which contribute to the onset of the problem, although these do not need to be present for the abuse to continue (Schlesinger). One particular scenario may be if the offender loses his job and is suddenly home alone with the children, or if his wife enters the hospital to have another child, sexual abuse may begin with the older child. Whatever the abusers excuses are, they will often keep him from facing his problem (Schlesinger).

The child sexual abuser may molest a particular child once or twice, or many children once or twice, individually or even in groups. The abuser may molest girls only, boys only, or both (Finkelhor, 1984). In one study, abusers of boys and girls were found to have molested an average of 62 girls or 31 boys, respectively, in their lifetime (Sanford, 1980).

The abuser incorporates some method of making the child cooperate such as intimidation, bribery, and even physical force (Badgley, 1984; Schlesinger, 1982). Badgley noted in the National Police Force Survey that in offenses in which some type of force was used, the coercion typically had involved some form of physical restraint of the victim:

"In about one in fourteen cases, weapons had been used (7.2%), the child had been strangled or choked (6.2%), or the offender had threatened to kill the child (7.0%)" (p. 838).

Most of the men who commit offenses against children are not anti-social or criminal in other parts of their lives. Kraizer writes of most abusers' character: "They tend to be people we like and trust ..." (1985, p. 38). Although liked by others, they generally have few close friends. Most are socially inadequate and form few close relationships. Finkelhor (1979) notes: "It is acknowledged that they are not generally impulsive, raving sex maniacs or psychopaths" (p. 23). They could be called "loners" in terms of emotional relationships with others. Hodson and Skeen observed that many child sexual abusers have low esteem and cover up insecurity by acting macho or domineering:

"Failing to control adult association these individuals may turn to children who may be more submissive and controllable" (1987, p. 216).

The sexual abuser is extremely self-centered and meets his own needs often at the expense of others (Geiser, 1979).

If the child sexual abuser is married there may be related problems in the marriage. In one study of twelve incestuous fathers, it was found that the marriage relationships were strained, with much arguing and tension (Geiser, 1979). The abuser frequently

disapproves of family members involvement in outside activities and tries to limit their contacts. He is often suspicious, jealous and almost paranoid about others. The families tend to be socially isolated (Garbarino, 1981).

The sexual abuser does not consider the child's emotions when he molests her or him. While few offenders recognize the psychological impact of what they are doing to the child, many often feel badly afterward, but have difficulty stopping altogether (Schlesinger, 1982). Many lack the self-control to cease the activity, while others, as previously pointed out by Hodson and Skeen (1987), feel no remorse and see nothing wrong with their behavior.

In terms of the length of time and occurrence of the abuse, some incestuous relationships may be isolated, single occurrences, or may continue for years. Kempe (1979) states: "... incestuous relationships may begin at the toddler age and continue into adult life" (p. 51).

When the sexual abuser is caught, often because the child tells someone, his first reaction is to deny the abusive activity. If the accused admits the abuse initially or later under pressure, he often tries to blame someone else such as the child, or his wife if he is married. He will also try to claim that the action was beyond his control due to alcohol or drug abuse, or pressure from other sources. Alcohol abuse by child sexual abusers can be a factor as

noted by Geiser (1979):

"At the Center for Rape Concern in Philadelphia, about half of the cases involved men who drink heavily and whose impulse control is severely weakened by alcoholism" (p. 51).

Alcohol does show a consistent connection with patterns of child sexual abuse (Browning and Boatman, 1977). However, there is also a body of researchers who are doubtful that the large number of child sexual abuse cases means that alcohol causes or releases a sexual interest in children. Badgley (1984) found that overall:

"... the use of alcohol and drugs by assailants does not appear to have been a contributing factor in most of the reported sexual assaults committed against children and youth" (p. 222)

Alcohol abuse may in fact be more of a way in which the activity is excused or rationalized by the offender, rather than a causative factor (McCaghy, 1968).

TREATMENT FOR CHILD SEXUAL ABUSERS

While there is really no cure for child sexual abuse, there is however, treatment where abusers can learn behavior modification and aversion therapy (Halliday, 1985). Badgley (1984) found that in Canada, seven in ten convicted sexual offenders needed some form of treatment.

The convicted child sexual offender, having generally served anywhere from six month's to a life sentence for his criminal action, should never be given the opportunity of having power over children ever again. Badgley (1984) found that if given power over children, child sexual abusers will often take advantage of it: "Two in three offenders (62.3%) had previous convictions for sexual and non-sexual offenses" (p. 913). They are always a risk and their conditions are similar to an alcoholic. The alcoholic acknowledges that certain lifestyles and behavior patterns must be avoided, otherwise the drinking begins again. A child sexual abuser must similarly learn to recognize that this is a lifetime problem. Certain patterns and lifestyles must be avoided, otherwise the child abusing begins again (Schlesinger, 1985).

The initial decision that must be made in every child sexual abuse case is whether the offender can be safely treated on the street or needs to be institutionalized (Schlesinger, 1982). If the offender remains in the community, there is the opportunity for

further sexual activity with children. If the offense has been confined to indecent exposure and the offender is not psychotic or mentally handicapped, out-patient treatment would appear to be less of a risk than if the offense involved sexual penetration of the victim and kidnapping. Therefore, a decision must be made as to the most appropriate setting in which to treat the patient: out-patient, within a residential placement, within a hospital, or within a correctional institution. When children are not physically at risk from the offender, the tendency is to treat him in something less than a maximum corrections facility (Schlesinger).

A small percentage of child sexual abusers are mentally handicapped, psychotic, schizophrenic, or senile (Cohen and Boucher, 1972), and may respond to various psychiatric interventions or medication. Another group of child sexual abusers is psychopathic, sociopathic, antisocial or criminal. This group includes the sadistic abuser who must physically harm the child during the offense. According to the National Hospital Survey, regarding children who had been physically harmed, it was found that one in four girls (24.8%) and one in nine boys (10.8%) had suffered physical injury (Badgley, 1984). These types of offenders have a general pattern of violence and criminality. They are often unresponsive to treatment and must be incarcerated, as Burgess et al points out:

"... given the present state of knowledge in the behavioral sciences, there are child offenders who are untreatable. They have been too seriously damaged for too long in their lives to reasonably expect that they can be repaired or rehabilitated by available treatment modalities" (1978, p. 39).

Approximately 15% of child sexual abusers (Schlesinger, 1982) have no adult sexual preference at all and are very difficult to reorient toward normal adult sexuality. The remaining group of offenders are those most responsive to specialized treatment at the community level, since with these men the sexually deviant arousal is a secondary preference and the offenders also have normal outlets with wives or other adult partners (De Francis, 1969).

Some child sexual abusers are so compulsive and unable to control their behavior in the community without molesting additional children that they must be treated in an in-patient facility. Other offenders are so untreatable that they must be in an environment which is totally structured to effect a complete resocialization process. Kempe states:

"There is no certain cure for the aggressive sociopath who engages in violent sexual molestation and rape ... In many cases, imprisonment is the only alternative after conviction, psychiatric commitment if the molester is judged legally insane and unable to stand trial" (1978, p. 53).

Special treatment programs for convicted sexual offenders have been established at a number of correctional facilities across Canada. Based on published reports, the main elements of these special treatment programs consist of the points listed below.

1. Individual and group counselling, and/or psychotherapy.
2. Behavior modification and therapy.
3. Various procedures involving life skills training (Badgley 1984, pp. 878 and 879).

Prior to being treated, the convicted sexual offenders may be assessed by means of various psychometric tests, which include: The Social Expression Scale; the Social Knowledge Questionnaire; and the Social Self-Esteem and Sexual Attitudes Questionnaire. In regards to the effectiveness of these treatment programs, Badgley (1984) indicates that in the present state of knowledge, no definite conclusions can be reached concerning the known or potential efficacy of correctional treatment programs for convicted sexual offenders.

The majority of sexual offenders can be treated within the community in specialized treatment programs (Schlesinger, 1982). An effective evaluation of the offender prior to treatment will explain the meaning of the offenders behavior, determine the risk of repetition and recommend what kind of treatment plan to be used. Treatment is frequently made a condition of probation with sexual offenders or is ordered by the juvenile court which monitors progress in treatment. In a majority of cases, such external coercion or pressure is necessary to get the offender to enter and remain in

treatment. Child sexual abusers rarely voluntarily refer themselves to professionals for help; rather they are generally forced into therapy after being discovered (Burgess et al, 1978).

The main objective of sexual offender treatment is to eliminate the deviant physiological arousal pattern, confront and correct the erroneous ideas and attitudes of the offender, and direct him to responsible and appropriate behavior. This can be done through both group and individual counselling (Garbarino, 1970).

IV SEXUALLY ABUSED CHILDREN

It is not known what portion of victims of childhood sexual assault suffer short or long-term consequences as a result (Severns, 1983). It is even possible, if not probable, that some children emerge from the experience with no perceived effect or dysfunction, behaviorally or physically. However, research would lead one to believe that psychological consequences are a factor for a majority of victims, and physical consequences a factor somewhat less. In a study by De Francis (1969), it was found that two-thirds of the child victims involved were diagnosed as being emotionally damaged by the experience. Regarding physical consequences of child sexual abuse, the National Hospital Survey revealed that:

"... On the basis of medical examination of sexually assaulted children and youths, a maximum of about one in four (23.1%) may have required medical attention" (Badgley, 1984, p. 688).

The survey went on to state: "These children were more likely to have suffered psychological and emotional harm ... than to have been victims of physical injuries" (Badgley, p. 688). Finkelhor and Browne (1985) found that although some incest victims suffer physical damage, most researchers agree that the psychological damage done to victims is far greater.

PSYCHOLOGICAL EFFECTS - SHORT AND LONG TERM

The effect of sexual abuse on the child is determined in part by: the age of the child, the child's self-image and stability before the abuse occurred, the number of incidences, the type of personal support system to help the child cope with the abuse, and the nature of the abuse itself. Also, a child sexually abused by someone they know, trust and depend upon for basic needs may be affected differently than a child abused by a stranger (Byerly, 1985).

The psychological consequences of child sexual abuse may be divided into short and long term effects. The short term effects may include: disturbances in eating and sleeping patterns, anxiety, fatigue, somatic complaints, irritability, depression, withdrawal, helplessness, disorganized thoughts, or fright (De Francis, 1969; Geiser, 1979; Roehl and Burns, 1985). Other more immediate effects are poor self-concept, feeling rejected by others, feeling guilty or responsible, and numerous fears (Goodwin, 1982; Severns, 1983).

Sexually abused children will display a significant change in behavior that is likely to indicate some level of anxiety or acting out. De Francis (1969) and Geiser (1979) have both noted particular sexual behaviors in these young victims, who may become sexually aggressive or excessively curious about sexual matters, or who may engage in an unusual degree of masturbation. Numerous researchers also cite learning problems as a common consequence of child sexual abuse (Davis, 1986; Bush, 1980).

If behavioral changes are not "allowed" by a parent who cannot cope with the incident, the child's responses may not represent the true emotional state. This particular child, or the child who never reports or is abused repeatedly, is more likely to bear long-term effects of the abuse (Severns, 1983).

The long-term effects suffered by sexually abused children are similar to those children otherwise abused, and include: chronic depression and anhedonia, low self-esteem, lack of basic trust and integration, interpersonal relationship problems, and feelings of social isolation (Geiser, 1979; Roehl and Burns, 1985; Steele and Alexander, 1981).

Child sexual abuse often results in particular difficulties which are directly related to the nature of the problem. Victims commonly suffer from feelings of entrapment, exploitation, helplessness, and abandonment (Geiser, 1979; Tsai and Wagner, 1978).

As these children mature into adults, other problems which emerge are: sexual dysfunction, abusive relationships, parenting anxieties, and suicidal and other self-destructive behaviors (Tsai and Wagner, 1978).

Finkelhor (1979) and Geiser (1979) have both written about the relationship of child sexual abuse to other social problems. Studies have shown high levels of abuse in the histories of women who are currently troubled with prostitution, promiscuity, substance abuse and criminal behavior. Badgley (1984), in commenting about juvenile prostitutes, found: "Only a minority of juvenile prostitutes recalled that their childhood and adolescents had been happy and untroubled" (p. 985). Kroth (1979) found that many adolescent runaways leave home because of abusive situations. Furthermore, a longitudinal study of abused or neglected boys found that nearly half of them had been convicted of serious crimes, had become alcoholics or mentally ill, or had died when very young (McCord, 1983).

PHYSICAL EFFECTS

The physical effects of child sexual abuse may be noted through various indicators in the suspected child victim and include: difficulty in walking or sitting; torn, stained, or bloody under-clothing; bleeding or bruising in external genital, vaginal or oral areas; complaints of itching or pain in the genital area; venereal

disease, particularly in a child under 13 years old; frequent yeast or urinary infections; and frequent unexplained sore throats (Davis, 1986; Halliday, 1985).

SOCIETAL AND INDIVIDUAL CHARACTERISTICS OF ABUSED CHILDREN

Several researchers suspect that sexual abuse is transmitted from one generation to another, similar to other forms of child maltreatment. Studies of incestuous families reveal that one, or even both, of the parents may have been an abused child themselves at one time (Butler, 1978). Sexual Abuse Victims Anonymous (SAVA), a self-help program for sexual abuse victims in Vancouver, B.C., found:

"Of the approximately four hundred people SAVA has seen in three years, both male and female, 87% of the mothers of those victims were victims of sexual abuse themselves as children. A majority of the offenders were sexually, physically or emotionally abused themselves as children" (Halliday, 1985, p. 17).

This is not to say that sexual abuse is hereditary, but rather that the abuse can exist from generation to generation if it is not acknowledged and dealt with.

Although the potential for sexual abuse is evident in all ethnic and socioeconomic backgrounds, there are particular societal

and individual characteristics that are disproportionately represented in families with one or more sexually victimized children (Badgley, 1984; Finkelhor, 1984).

One of the most frequently cited correlate to sexual abuse is a child living with a stepfather. It was reported that girls living with a stepfather in their home were five times more likely to be abused by the stepfather than were girls raised by their biological fathers (Finkelhor, 1984). Stepdaughters were not only at risk from their stepfathers, but they also reported a higher than average incidence of sexual abuse at the hands of friends of their mothers. Daughters of single mothers who are actively dating and bringing men friends into their home seem also to be at increased risk (Finkelhor). Similarly, Badgley (1984) reported that step, common law, adoptive, foster and natural fathers constitute about one in five child sexual abuse offenders.

Finkelhor (1984) found in his risk assessment study that, next to having a stepfather, the most significant predictor of victimization was the mother's level of sexual repressiveness. Daughters of highly repressive mothers who reprimanded their daughters for asking questions about sex, looking at sexual pictures, or masturbating, were more likely to be molested than were daughters of mothers whose attitudes towards sexuality were less restricting.

Children with either mental or physical handicaps are

statistically several times more likely to be sexually assaulted or abused than are children without handicaps. Moglia (1986) reported that the higher incidence among these children has been attributed to their low self-esteem, social naivete, and reliance on caregivers.

Both income and social status were also found to be related to the likelihood of sexual abuse. The National Child Protection Survey reported that in terms of their family circumstances, a sizeable proportion of sexually abused children served by child protection workers came from homes where a high proportion of their father figures were unemployed and one-third (35.5%) were recipients of welfare (Badgley, 1984). However, Finkelhor (1984) found, in his study of U.S. college girls, that twenty percent of college girls from families earning more than \$20,000 annually reported having been abused at some point in their childhood.

TREATMENT OF SEXUALLY ABUSED CHILDREN

In treatment for the sexually abused child there has been, to some extent, a lack of understanding of the child's role in sexual abuse situations. Sigmund Freud addressed this issue quite early. However, though his pioneering work in psychology greatly aided the scientific development of that field, his views on sexual abuse laid the way for a "blaming the victim" approach that continues today (Finkelhor, 1979). This particular view still appears in both psychoanalytical and social work journals. Similar to the way adult

rape victims have been held responsible for attacks upon themselves, sexually abused children have often been labelled as seductive, or have been accused of submitting false, or fantasized, complaints (Finkelhor).

The current treatment for child sexual abuse basically involves working with the child victim in counselling, and frequently includes either the mother or both parents. In incest cases involving the father, he is usually not amenable to treatment unless compelled to by a court order (Schlesinger, 1982). There are several recent trends which are worth noting.

Berliner (1977) advocates the need to counsel parents, even of extra-familial victims, to establish guidelines which enable parents to support the child and assist with recovery from trauma. Geiser (1979) advocates that guaranteed psychiatric treatment services be provided for all identified victims of child sexual abuse. Several treatment models such as Toronto's Hospital For Sick Children Abuse Neglect Program, and Vancouver's Sexual Abuse Victims Anonymous (SAVA) Program, both advocate early intervention, individual and group counselling for family members, and the use of a multi-disciplinary approach (Halliday, 1985).

Education and community services professionals have both a moral and legal obligation to report any reasonable suspicion or known case of child sexual assault to the police, child protection

services, or the appropriate social services agency.

Laws in most areas of Canada and the United States provide that educators, teachers in particular, do not have to prove the existence of sexual abuse, nor do they have to know who did it. On the other hand, teachers who have reasonable knowledge of an incident and do not report it can be prosecuted. In Manitoba, teachers' legal obligations are outlined in Section 18 of the Child and Family Services Act (MTS, 1988).

Professionals agree that handling a child sexual abuse incident in a sensitive and direct manner may considerably reduce the likelihood that a child will suffer permanently from the offense (Koblinsky and Behana, 1984). The negative consequences for the child who has experienced sexual abuse can be analyzed in terms of four trauma-causing factors which include: premature and traumatic sexualization of the child; a feeling of betrayal by an adult, most often by a trusted adult; a feeling of powerlessness to control the situation; and in some instances, stigmatization of the abused child by others or the child himself (Hodson and Skeen, 1987). In most cases a child should not be requested to confront the accused offender because the offender's denial will only make the unpleasant event more upsetting. Adults should also remember that young children generally lack the cognitive maturity to remember exact details such as times and places (Koblinsky and Behana).

A prevalent theme of theory for children who have been sexually abused by adults has been to assure the child that the events that took place were not their fault (Halliday, 1985). This is done to convince children that they are not to blame for the abuse and that the responsibility and blame belongs, rightly so, with the adult perpetrator. It is, however, equally important to instill in the child the sense that the child does have the ability to make proper and appropriate choices (Severns, 1983). Encouraging the child to say "no" works in many instances. But when it doesn't the child needs to know that the incident was not his or her fault. If saying "no" does not work, the child must then choose to tell a trusted adult who will intervene (Byerly, 1985; Halliday, 1985).

Many child sexual abuse researchers believe that the lack of sex education is an important component of the sexual abuse problem. Effective sex education is helpful in preventing sexual abuse by developing positive attitudes in children who comprise current potential victims and the next generation of possible abusers. Sex education programs which encourage appropriate names for body parts are important. Children equipped with such knowledge, if sexually abused, can more easily explain what happened to legal authorities and work through their problem later with a therapist and parents (Hodson and Skeen, 1987; Koblinsky and Behana, 1984; McNab, 1985).

Hodson and Skeen (1987) have noted that recent emphasis on

child-focused prevention programs have been augmented by the development of abuser-focused prevention programs. The young male students in sex education classes need to be taught about the variety of exploitive behaviors with the aim of preventing these behaviors from occurring in the first place.

Most educators agree that effective sex education can be helpful in alleviating the problem of sexual abuse. However, there is disagreement as to whether or not sexual abuse preventive programs should be taught along with sex education programs. There are some educators who believe that sexual abuse prevention will be the vehicle through which sex education will finally be introduced into some reluctant schools (Hodson and Skeen, 1987). Other educators believe, however, that promoting both programs together will hamper the growth of sexual abuse prevention programs. Finkelhor (1984) suggests that sexual abuse prevention should be addressed in the context of teaching children about their rights.

Effective sexual abuse programs for children have been designed in a format in which details of various sex acts are not actually discussed. Such programs focus on three distinctive types of "touches"; good, confusing, or bad. There is disagreement among educators as to how much discussion of sexual anatomy and sexuality should be included in sex abuse prevention programs for children of particular ages. However, they do agree that all such programs

should be structured in a non-threatening way, and in a warm, easy-going tone. The overlying consensus made by teachers and other educators is that education is a key factor in treatment and prevention of child sexual abuse, as emphasized by Halliday (1985):

"Education is the key in deterring sexual abuse. Parents, teachers, social workers, professionals, ... most important, the public ——— all must be informed about this problem. Schools must show the students how to protect themselves, community programs should teach parents how to talk to their children" (p. 71).

PREVENTION STRATEGIES FOR CHILDREN

The damage caused to children from sexual abuse can be lessened and possibly prevented by caring and supportive adults who deal with the problem in a realistic way. There are several strategies which are currently advocated by educators, researchers, and clinicians. The following ten suggestions, as outline by Koblinsky and Behana (1984), and McNab (1985), are widely used in many educational programs for children.

1. Teach children that some parts of their bodies are private. Give them the correct terminology for the sexual parts of their bodies just as they are given correct terms for other body parts.
2. Help children to identify different types of touching: good touches (ie. welcome hugs); confusing touches (ie. having to

kiss an unfamiliar relative); and bad touches (ie. touching of their sexual body parts for an inappropriate reason).

3. Teach children to say "no" to unwanted touches.
4. Explain that bad touches may come from someone the child knows, as well as strangers.
5. Encourage open communication and discourage secrets. Children should be encouraged to share all incidents that make them frightened or uncomfortable and need to be aware that sexual offenders often instruct children to keep abusive behavior secret.
6. Teach children how to tell adults about unwanted touch.
7. Stories and games (ie. role playing, "What if ..." games, etc.) can be used to reinforce prevention concepts.
8. Safety rules about strangers should continue to be discussed even though a majority of the perpetrators are familiar to the child.
9. Children should be encouraged to trust their own instincts which tell them that some requests from adults are unreasonable or inappropriate.
10. Children need to be taught about the positive aspects of sexuality.

V THE ROLE OF THE SCHOOL AND COMMUNITY

THE ROLE OF THE TEACHER

Teachers have a very important role to play in both the intervention and prevention of child sexual abuse. Besides parents, or other primary caregivers, teachers probably spend more time with children than any other adults. Before graduation, the average child will spend approximately 18,000 hours in the classroom (Byerly, 1985). Therefore, teachers and other school personnel are in a key position to know their students well, observe them, establish trusting relationships, and assist them when a crisis such as sexual abuse emerges in their lives.

In Manitoba, the legal obligation for teachers and other school personnel to report suspected or alleged sexual abuse, as well as other types of abuse and neglect, to a child and family services agency and, or the local police, is outlined in Section 18 of the Child and Family Services Act. A teacher, or any other school personnel, who fails to report a suspected case of abuse to the directory of any agency has, by law, committed an offense which is punishable on summary conviction (MTS, 1988). Individuals who do report abuse cases in good faith are legally protected from any interference or harassment as a result.

Upon reporting suspected sexual abuse of a student, the teacher

is encouraged to also contact and involve the school principal. Most Manitoba school divisions have a policy that outlines the necessary steps a teacher should take in regards to a sexual abuse incident (Claridge, 1985). The teacher should then report the particular incident to a local child and family services agency, the local police, or a medical child abuse unit (MTS, 1988).

A number of school divisions incorporate a team approach in their policy which includes the principal, teacher, counsellor and possibly a public health nurse. In this "team approach", one member of the team may be assigned as school contact, acting as an agent on behalf of the teacher who suspects abuse, to report to a child and family services agency on the teacher's behalf (MTS, 1988).

Information, inservices, laws, and school board policy should make clear the teacher's responsibility to the abused child. However, the way in which the teacher handles child sexual abuse incidences is often based on the teacher's personal feelings about abuse, and his or her level of confidence in the ability of the various community services agencies to assist the sexually abused child (MTS, 1988). Feelings such as denial, revulsion, anger, fear and anxiety may prevent a teacher from "seeing" the sexually abused child in the classroom or from responding rationally and professionally. A teacher's distrust of the child protection system may cause him or her to decide that reporting the abuse is not in the child's best interest. Certainly the re-incident rate and the

amount of children who recant their allegations of sexual abuse increases the concern that intervention will compound the child's miseries by introducing new disruptions in his or her life (MTS).

Teachers need to be able to confront and work through their own feelings about child sexual abuse and to work with the system to improve all protection services available for children. In order to fulfill their responsibilities to sexually abused children, teachers need to be assured of the support of senior administration, principals, and other teachers. Only then will teachers become confident enough to draw upon their experience and expertise with children which allow them to play a pivotal role in the intervention and prevention of child sexual abuse (MTS, 1988).

THE ROLE OF THE SCHOOL SYSTEM

Many Manitoba school divisions and districts are playing a key role in combatting child sexual abuse throughout the province by supporting various personal safety programs and establishing child abuse policies. These personal safety programs, after being approved by school boards, are implemented through the inservicing of school administrators, and their teaching and support staffs in most instances. Program information meetings are held for students' parents and guardians, with presentations on sexual abuse prevention and awareness. Such meetings on sexual abuse prevention provide an excellent opportunity for the review of curriculum materials intended

for classroom use (MTS, 1988).

As previously stated, the most effective personal safety programs for preschoolers and primary elementary children utilize high interest, non-threatening materials such as skits, stories and puppets (Halliday, 1985; Koblinsky and Behana, 1984; McNab, 1985). These types of units will insure that young children learn about the private areas of their bodies, including: the difference between appropriate and inappropriate touches; how to say "no" to touches that make them feel uncomfortable; the importance of telling a trusting adult about unwanted touch; and that sexual assault is never a child's fault. Curriculum materials which include samples of non-stranger abuse are also important (Koblinsky and Behana). Role playing and incomplete story techniques are being incorporated in specific personal safety programs which are currently used extensively throughout Manitoba school divisions and districts. Two of these specific programs are "C.A.R.E." (Child Abuse Research Education) and "Feeling Yes, Feeling No" (MTS, 1988).

School divisions and districts, in cooperation with Manitoba Education, Manitoba Health, the Manitoba Teachers' Society, and other related organizations, have conspired to design and implement personal safety programs specific to students' needs and requirements. The Seven Oaks School Division in Winnipeg, for example, is presently in its fifth year in the development and provision of a personal safety program for its students. The

program's primary aim is to: "... inform and educate children about what they can do to protect themselves against sexual abuse" (MTS, 1988, p. 27). Seven Oaks School Division's involvement is based on the following two principles:

1. Schools and society share the responsibility to battle child sexual abuse and provide children with a safe environment to deal with the issue in a positive manner.
2. Children need to learn self-protection skills that reduce their vulnerability to assault which would reduce further or greater jeopardy (MTS. p. 27).

As recently as the fall of 1987, Manitoba school divisions and districts have been encouraged by Manitoba Education to establish child abuse policies based on the Manitoba Government's Child and Family Services Act. A sample model of a child abuse policy was distributed by Manitoba Education to all school divisions and districts in the province in March, 1988. Manitoba Education encourages provincial school systems to use this policy model as a discussion paper to guide the process of establishing new policy on child abuse, or revising current policy statements (MTS, 1988).

Schools in Manitoba have an important role to play in educating future parents about conditions leading to child sexual abuse. Family life courses need to emphasize parenting models, parent-child relationships, child development, nutrition, discipline, and the emotional and psychological demands of parenting.

The entire school system has a vital role to play in effective intervention after sexual abuse has been reported. The school has, however, a much larger and important role to play in the actual prevention of child sexual abuse. Not until the development of long-term prevention strategies and cooperative prevention programs are in place can the schools discharge the responsibility they have to the children they serve (MTS, 1988).

THE ROLE OF COMMUNITY SERVICES

Manitoba Government's Community Services Department pioneered, beginning in 1970, a community response to all types of child abuse, including sexual abuse. An outline of the development of the Department's efforts included the four main points listed.

1. Reporting suspected child abuse, including protection for the reporter, became mandatory in 1970 under changes to the Child Welfare Act.
2. Mandatory guidelines for dealing with child abuse cases were initiated in 1976, with support from medical personnel, child care agencies, police and lawyers.
3. A Special Task Force on Child Abuse was set up in 1982 made up of community members including those in education, social work, clergy, medicine, government, police, judiciary, and the native community. The Task Force's mandate was to recommend changes to the 1976 guidelines.

4. The revised Guidelines for Identifying and Reporting Child Abuse, as recommended by the Task Force, were approved by the Manitoba Government in April, 1984, (MTS, 1988).

The protection of the sexually abused child is the responsibility of all individuals involved. However, child and family services agencies in Manitoba have a mandate to protect the child as provided for in the Manitoba Child and Family Services Act, with guidance from the professional team members where a recognized child abuse unit exists (MTS, 1988).

Child and family service agencies receive suspected or alleged abuse cases via local police, a medical child abuse unit, or directly from school authorities or the general public. After receiving a report of suspected child abuse, Child and Family Services of Manitoba then takes a number of steps in investigating the particular report.

1. The Agency will investigate and verify or confirm the report, in strict confidence, and initiate the necessary action under the Child and Family Services Act.
2. The Agency may, depending on each case:
 - (i) apprehend the child;
 - (ii) leave the child with parent(s)/guardian(s) under voluntarily-agreed upon conditions;
 - (iii) apply to the court for guardianship of the child (temporary or permanent);

- (iv) counsel parent(s)/guardian(s) to help improve the families child-rearing conditions;
 - (v) where warranted, the local police force will be notified as to the criminal aspects of the case.
3. In the event of a family court decision, or a criminal court conviction, the Agency will report the particular case to the Provincial Child Abuse Registry, indicating that the child is in need of protection because of abuse. The Child Abuse Registry provides a central record to those agencies or organizations who need to know whether a child has been previously abused or if an adult has been listed in the registry as an abuser. The Registry assists employers in checking that potential employees have no previous history of abuse, and that individuals working in a position of trust with children, such as teachers, day care workers, and foster and adoptive parents, are not listed as abusers in the Registry.
4. Whenever possible and appropriate, the Agency will provide follow-up to the school. Teachers are encouraged to contact the Agency if no follow-up occurs (MTS, 1988, p. 31).

All abuse reports are regularly reviewed to ensure proper disposition of each case, the continuity of service, and the safety of all abused or high-risk children in the province. The reporter of the suspected or alleged abuse is notified as soon as possible of the action to be taken by the child and family services agency. In

all cases of sexual abuse, and physical abuse as well, the Provincial Crown Attorney is responsible for determining whether to lay charges upon the completion of the preliminary investigation by the child abuse team. In emergency cases, charges may be laid without prior consultation (MTS, 1988).

CHAPTER III

METHODOLOGY

As previously stated, the main purpose of this study was to determine what a particular sample of public primary elementary school teachers (Kindergarten to Grade Three) in the province of Manitoba perceived as appropriate and inappropriate physical contact (touch) with their students. In this chapter, the methodology used in conducting the research will be discussed, including: the instrumentation, sample, procedure, and data analysis framework.

THE INSTRUMENTATION

The instrumentation for this study was in the form of survey research. The tool used for the survey was a self-administered questionnaire. Literature was consulted in the area of child sexual abuse, elementary school education, and survey construction, in order to design a questionnaire that was both appropriate in format and comprehensive in scope. Experts in the area of child sexual abuse were consulted for their input into the questionnaire as it related to their own field of specialty in social work, medicine, law and education.

The format of the questionnaire consisted of eight closed matrix questions and three open-ended questions. The use of closed

matrix questions allowed the samples' responses to be calculated in a practical and effective manner (Sommer and Sommer, 1986). Using open-ended questions allowed respondents to elaborate on their specific opinions and concerns regarding the study.

Once items for inclusion in the questionnaire were designated, nine public primary elementary school teachers at Garson and Tyndall Elementary Schools in the Agassiz School Division #13 pilot tested the questionnaire in March, 1989. Revisions to some wording in the survey and cover letter were made on the basis of the pilot test.

A change in wording in the questionnaire was made in Part A, Questions' 1 and 2. The two questions had initially requested that teachers rank, from 1 to 5, appropriate and inappropriate physical contact (touch) between teachers and students. It was suggested by several teachers who had pilot tested the survey that the word "rank" be changed to "list". The rationale behind this word change was that listing the various types of appropriate and inappropriate physical contact (touch) was sufficient for the survey's purpose. Ranking of the various touches listed could be made once all the data were collected and analyzed.

The cover letter (Appendix C) which was to accompany the initial mailing of the questionnaire required a change of wording. The original cover letter had indicated that the questionnaire would take teachers approximately twenty minutes to complete. However,

during field testing, several teachers found that it had taken closer to thirty minutes to complete the questionnaire. As a result, a wording change from "twenty" minutes to "thirty" minutes was made in the revised cover letter.

THE SAMPLE

The population initially surveyed in this study was a 10% stratified random sample of the approximately 1660 public primary elementary school teachers (Kindergarten to Grade Three) in the province of Manitoba. This sample encompassed eighty male and eighty female teachers representing the forty-seven school divisions and eleven school districts within the public school system of Manitoba.

THE PROCEDURE

The survey attached as Appendix D was mailed on June 19, 1989, to 160 public primary elementary school teachers (Kindergarten to Grade Three) in the province of Manitoba. The questionnaires were confidentially encoded before mailing so that it would be possible to know which teachers responded.

A completed questionnaire response was received from thirty-three teachers within the first month. On July 21, 1989, a second survey was mailed to teachers who had not yet responded. A completed

questionnaire response from twenty-seven teachers was reported. A third survey was mailed on August 10, 1989, with a completed questionnaire response from forty-one teachers. The total completed questionnaire response rate for the survey was 63.125%.

Data were analyzed to determine the following points of information.

1. What a sample of public primary elementary school teachers (Kindergarten to Grade Three) perceived as both appropriate and inappropriate physical contact (touch) with their students and the percentages thereof.
2. What percentage of the public primary elementary school teachers (Kindergarten to Grade Three) sample perceived that:
 - (a) appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is necessary for positive teacher-student relations;
 - (b) appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is important to students' socio-emotional development;
 - (c) appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is important to students' academic development;

- d) provincial school divisions should develop, for public primary elementary school teachers (Kindergarten to Grade Three), a protocol for appropriate teacher-student physical contact (touch);
 - e) protocol, if established, should reflect a school division's policy for appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students;
 - f) it is necessary to protect teachers from any accusations of child sexual abuse by avoiding all types of physical contact (touch) with their students;
 - g) school divisions' child abuse policies should contain specific resolutions which would protect public primary elementary school teachers (Kindergarten to Grade Three) against unfounded accusations of child sexual abuse;
 - h) the increased incidence of school related sexual abuse cases that have come to the forefront of public attention in recent years have caused public primary elementary school teachers to stifle physical contact (touch) with their students.
3. Other particular concerns regarding appropriate and inappropriate physical contact (touch) between a sample of public primary elementary school teachers (Kindergarten to Grade Three) and their students.

DATA ANALYSIS FRAMEWORK

As indicated earlier in this chapter, a total of 101 out of 160 questionnaires were completed and returned for a survey response rate of 63.125%. This sample was within $\pm 9-10\%$ of the true population of approximately 1660 public primary elementary school teachers within the province of Manitoba.

In terms of analyzing data, survey respondents were not separated into sub-groups (ie. rural male, urban female, etc.) for question-by-question analysis, as this would further effect the true population percentage and therefore be less representative. However, in extreme variations of responses between male and female teachers, comparisons were noted.

Data were collected from two statements in Part A(1) of the survey which asked respondents to list 5 different types of teacher-initiated appropriate (yes) touches and 5 different types of teacher-initiated inappropriate (no) touches. Part A(2) data were collected from two statements in the survey which asked respondents to list 5 different types of student-initiated appropriate (yes) touches and 5 different types of student-initiated inappropriate (no) touches.

Four categories were established to analyze these teacher-initiated and student-initiated appropriate and inappropriate

touches.

The four categories are listed below.

1. Teacher-initiated appropriate (yes) touches with students.
2. Teacher-initiated inappropriate (no) touches with students.
3. Student-initiated appropriate (yes) touches with teachers.
4. Student-initiated inappropriate (no) touches with teachers.

In each of the four categories the five most significant responses were ranked in order of occurrence, with the total number of occurrences shown in table form opposite the type of touch indicated by the survey respondents.

1. Teacher-initiated appropriate (yes) touches with students.

A total of 308 responses were indicated by the survey respondents as being appropriate (yes) touches initiated by teachers with their students. The 5 most significant touches were:

<u>Type of touch</u>	<u>Number of responses</u>
Hand pats on the head, shoulder, back, arm, and hand	166
Hugs (not prolonged).	57
Holding hands	46
Handshakes	22
Arm around shoulder	17
Total	308

The remaining three categories of appropriate and inappropriate touches between teachers and students were analyzed in this same format in Chapter IV.

Data from Part B involved eight closed matrix statements, which contained the following five response categories:

- (i) Strongly Agree;
- (ii) Agree;
- (iii) Undecided;
- (iv) Disagree;
- (v) Strongly Disagree.

Responses to all eight statements were given in percentages. However, due to the fact that the sample surveyed represented $\pm 9-10\%$ of the true population, these percentages were given with confidence bounds.

For example, Statement I read:

"Appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is necessary for positive teacher-student relations".

Response Category	Percentage
Strongly Agree	60.0
Agree	33.4
Undecided	6.6
Disagree	0.0
Strongly Disagree	0.0
Total	100.0

A total of 93.4% of the responses received "Strongly Agreed" (60.0%) and "Agreed" (33.4%) with Statement I. The width of confidence bounds for 93.4% was $\pm 4.3\%$. Therefore, it was asserted that Statement I would produce results in the population within the range of 89.15% - 97.7% in 95 samples out of 100 similarly selected. The remaining 7 closed matrix statements in Part B of the survey were analyzed in this same format in Chapter IV.

Part C of the survey asked participants the following question:

"Do you as a public primary elementary school teacher (Kindergarten to Grade Three) have any particular comments you would like to make regarding the topic of appropriate and inappropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students?"

For analysis purposes, answers to the Part C question were

grouped into five particular categories in descending numerical order. These answers were determined as a result of recording survey participants' most common responses. The numbers in parentheses that follow each of the five categories represent the total amount of responses made relating to that particular category.

1. Appropriate contact (touch) between primary teachers and students is necessary (43).
2. Protocol for appropriate and inappropriate physical contact (touch) should be established (13).
3. Appropriate physical contact (touch) is not necessary and should be avoided (13).
4. Teacher protection against unfounded accusations of child sexual abuse is necessary (13).
5. Protocol for appropriate and inappropriate physical contact (touch) should not be established (11).

In the first category, for example, a total of 43 responses were made regarding appropriate physical contact (touch) being necessary between primary teachers and students. One survey respondent's comment recorded in the analysis of the data in Chapter IV stated:

"I feel there is no way of avoiding some physical contact with students. If we do, we might as well hire robots. Feelings and emotions are a necessary part of education, and correct forms of teaching need to be encouraged not discouraged. As we are seeing more and more children coming from broken homes we are playing parent more and more. How do you say to an upset child: 'I can talk to you, but I can't show you any genuine feeling'. Sometimes the only way you get through to a kid is by appropriate touching".

A second survey respondent's comment was also given in the first category, while the remaining 41 comments were listed as an appendix. In each of the remaining four response categories in Part C of the survey, two responses were quoted directly in the Chapter IV analysis of the data. The remaining responses were listed in appendices.

CHAPTER IV

DATA ANALYSIS

As discussed in the previous chapter, the main purpose of this study was to determine what a particular sample of public primary elementary school teachers (Kindergarten to Grade Three) in the province of Manitoba perceived as appropriate and inappropriate physical contact (touch) with their students. The purpose of this chapter is to analyze the data collected from the survey responses.

Data from the 101 completed questionnaires out of a possible of 160, as indicated in Chapter III, were analyzed question-by-question without separation into male and female sub-groups. Separation into sub-groups would further effect the true population percentage of $\pm 9-10\%$ and thus further reduce the statistical significance of the results. The data were analyzed in three parts, corresponding to Parts A, B and C of the survey.

SURVEY ANALYSIS - PART A

In Part A(1), data were collected from two statements which asked primary teachers to list 5 different types of teacher-initiated appropriate (yes) touches and 5 different types of teacher-initiated inappropriate (no) touches. Part A(2) survey data were collected from two statements which asked primary teachers to list 5 different

types of student-initiated appropriate (yes) touches and 5 different types of student-initiated inappropriate (no) touches.

There were four categories established to analyze these teacher-initiated and student-initiated appropriate and inappropriate touches. The four categories are listed below.

1. Teacher-initiated appropriate (yes) touches with students.
2. Teacher-initiated inappropriate (no) touches with students.
3. Student-initiated appropriate (yes) touches with teachers.
4. Student-initiated inappropriate (no) touches with teachers.

The five most common types of touches indicated by the primary teachers who answered the survey were listed in each of the four categories. These five types of touches were ranked in order of the number of occurrences and analyzed accordingly. Tables were also used to outline the results.

In the first category, the five most significant appropriate (yes) touches initiated by teachers with their students totalled 308 responses by the primary teachers surveyed, as shown in Table 1.

TABLE 1

TEACHER-INITIATED APPROPRIATE (YES) TOUCHES WITH STUDENTS

<u>Type of touch</u>	<u>Number of responses</u>
Hand pats on the head, shoulder, back, arm, and hand	166
Hugs (unprolonged)	57
Holding hands	46
Handshakes	22
Arm around shoulder	17
Total	308

In the second category: "Teacher-initiated inappropriate (no) touches with students"; there were a total of 235 responses made by primary teachers. Table 2 outlines the five most significant type of touches noted.

TABLE 2

TEACHER-INITIATED INAPPROPRIATE (NO) TOUCHES WITH STUDENTS

<u>Type of touch</u>	<u>Number of responses</u>
Touching a student's private body parts	65
Hitting or slapping	62
Prolonged contact (ie. caressing, fondling, hugging)	45
Tickling	39
Kissing	24
Total	235

The third category: "Student-initiated appropriate (yes) touches with teachers" resulted in 229 replies from primary teachers making up the five most significant type of touches as noted in Table 3.

TABLE 3

STUDENT-INITIATED APPROPRIATE (YES) TOUCHES WITH TEACHERS

<u>Type of touch</u>	<u>Number of responses</u>
Hand pats on the head, shoulders, back, arm, and hand	67
Hugs (not prolonged)	65
Holding hands	58
Sitting on a teacher's lap if hurt, being read to, etc. (not prolonged)	20
Handshakes	19
Total	229

The fourth category: "Student-initiated inappropriate (no) touches with teachers resulted in a total of 179 replies being made by primary teachers. Table 4 lists the five most significant type of touches noted.

TABLE 4

STUDENT-INITIATED INAPPROPRIATE (NO) TOUCHES WITH TEACHERS

<u>Type of touch</u>	<u>Number of responses</u>
Touching a teacher's private body parts	46
Hitting or slapping	41
Prolonged contact (ie. caressing, fondling, hugging)	40
Tickling	29
Kissing	23
Total	179

In the second and fourth categories of teacher-initiated and student-initiated inappropriate (no) touches with one another, the five most significant touches listed were identical in type and ranked order: touching a student's/teacher's private body parts; hitting or slapping; prolonged contact (ie. caressing, fondling, hugging); tickling; kissing. The primary teachers' who were surveyed believed that neither teachers nor students should initiate similar types of inappropriate touches with one another.

With regard to the first and third categories of teacher-initiated and student-initiated appropriate (yes) touches with one another, of the five most significant types of touches listed, four were identical:

hand pats on the head, shoulder, back, arm, and hand; hugs (unprolonged); holding hands; handshakes. Also, the initial three most significant types of touches listed were also in the same ranked order. The one different type of appropriate (yes) touch for teacher-initiated touches with students was: arm around shoulder. The one different type of appropriate (yes) touch for student-initiated touches with teachers was: sitting on a teacher's lap if hurt, being read to, etc. (not prolonged).

SURVEY ANALYSIS - PART B

Part B of the survey comprised eight closed matrix statements. Each statement allowed the survey participants to respond within the following five categories: Strongly Agree; Agree; Undecided; Disagree; Strongly Disagree.

All of the eight statements' responses were analyzed separately, statement-by-statement. These responses, by the primary teacher sample, were given in percentages with consideration to the fact that the sample population surveyed represented ± 9 -10 percent of the true population, as was previously stated in Chapter III. These percentages were given with confidence bounds as noted in Appendix E.

Statement 1 read as follows:

"Appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and

their students is necessary for positive teacher-student relations".

A significant total of 93.4% of the responses received indicated "Strongly Agree" (60.0%) and "Agree" (33.4%) with Statement 1, while a relatively insignificant 6.6% were "Undecided" as shown in Table 5.

TABLE 5

APPROPRIATE TOUCH IS NECESSARY FOR POSITIVE RELATIONS BETWEEN PRIMARY TEACHERS AND THEIR STUDENTS

Response category	Percentage
Strongly Agree	60.0
Agree	33.4
Undecided	6.6
Disagree	0.0
Strongly Disagree	0.0
Total	100.0

In Statement 1, the width of confidence bounds for 93.4% was ± 4.3 . It was asserted that Statement 1 would produce similar results in the population within the range of 89.1% - 97.7% in 95 samples out of 100 similarly selected.

Statement 2 stated:

"Appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is of importance to students' socio-emotional development".

Table 6 indicates that primary teachers who had responded "Strongly Agree" (52.4%) and "Agree" (40.8%) with Statement 2 totalled a prominent 93.2%. The remaining survey respondents were "Undecided" (6.8%).

TABLE 6

APPROPRIATE TOUCH BETWEEN PRIMARY TEACHERS AND STUDENTS IS IMPORTANT
TO STUDENTS' SOCIO-EMOTIONAL DEVELOPMENT

Response category	Percentage
Strongly Agree	52.4
Agree	40.8
Undecided	6.8
Disagree	0.0
Strongly Disagree	0.0
Total	100.0

In statement 2, the width of confidence bounds for 93.2% was ± 4.3 . It was asserted that Statement 2 would produce similar

results in the population within the range of 88.9% - 97.5% in 95 samples out of 100 similarly selected.

Statement 3 declared:

"Appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is of importance to students' academic development".

As noted in Table 7, a total of 65.0% of primary teachers had answered "Strongly Agree" (29.3%) or "Agree" (35.7%) with Statement 3. Over one-quarter of respondents were "Undecided" (27.9%) as to whether or not physical contact would affect their students' academic development in school, while the remaining percentage of respondents disagreed entirely with Statement 3.

TABLE 7

APPROPRIATE TOUCH BETWEEN PRIMARY TEACHERS AND STUDENTS IS IMPORTANT TO STUDENTS' ACADEMIC DEVELOPMENT

Response category	Percentage
Strongly Agree	29.3
Agree	35.7
Undecided	27.9
Disagree	5.9
Strongly Disagree	1.2
Total	100.0

In Table 7, primary teachers had responded to Statement 3 indicating "Strongly Agree" and "Agree" for a total of 65.0%. The width of confidence bounds for 65.0% was ± 9.4 . It was asserted that Statement 3 would produce similar results in the population within the range of 55.6% to 74.4% in 95 samples out of 100 similarly selected.

Statement 4 indicated the following:

"The provincial school divisions should develop, for public primary elementary school teachers (Kindergarten to Grade Three), a protocol for appropriate teacher-student physical contact (touch)".

A total of 48.2% of primary teachers, as noted in Table 8, responded either "Strongly Agree" (21.1%) or "Agree" (27.1%) with Statement 4. Nearly one quarter of the survey participants (24.6%) were "Undecided", and 27.2% responded as "Disagree" and "Strongly Disagree".

TABLE 8

PROVINCIAL SCHOOL DIVISIONS SHOULD DEVELOP PROTOCOL FOR APPROPRIATE
TOUCH BETWEEN TEACHERS AND STUDENTS

Response category	Percentage
Strongly Agree	21.1
Agree	27.1
Undecided	24.6
Disagree	18.8
Strongly Disagree	8.4
Total	100.0

The width of confidence bounds for the 48.2% of the primary teachers who had responded either "Strongly Agree" or "Agree" to Statement 4 was ± 9.8 . It was asserted that similar results would be produced in the population within the range of 38.4% to 58.0% in 95 samples out of 100 similarly selected. The overall perception that may be derived from the responses made to Statement 4 is that the establishment of a protocol for appropriate teacher-student physical contact is a contentious concern among primary teachers surveyed.

Statement 5 read:

"A protocol, if established, should reflect school division policy for appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students".

Survey results indicated that 68.1% of the primary teachers had responded "Strongly Agree" (26.9%) or "Agree" (41.2%) that a protocol, if established, should reflect school division policy. The remaining 31.9% of the survey responses were divided among the final three categories outlined in Table 9.

TABLE 9

PROTOCOL SHOULD REFLECT SCHOOL DIVISION POLICY FOR APPROPRIATE TOUCH
BETWEEN PRIMARY TEACHERS AND STUDENTS

Response category	Percentage
Strongly Agree	26.9
Agree	41.2
Undecided	19.7
Disagree	6.2
Strongly Disagree	6.0
Total	100.0

Table 9 indicated that with a total of 68.1% of the primary teachers' surveyed being in favor of a protocol, if established, reflecting school board policy for appropriate physical contact (touch), the width of confidence bounds was ± 9.0 . Therefore, it was asserted that similar results, as those found in Statement 5, would occur in the population within the range of 59.1% to 77.1% in 95 samples out of 100 similarly selected.

Statement 6 indicated the following:

"Public primary elementary school teachers (Kindergarten to Grade Three) should attempt to protect themselves from accusations of sexual abuse by avoiding all types of physical contact (touch) with their students".

Over 76.2% of the primary teachers who responded answered either "Disagree" (49.0%) or "Strongly Disagree" (27.2%) with Statement 6, as noted in Table 10. These particular primary teachers believed that, despite the risk of child sexual abuse allegations, appropriate physical contact with children should not be avoided. Some of the survey respondents did, however, support Statement 6 as indicated in Table 10.

TABLE 10

PRIMARY TEACHERS SHOULD PROTECT THEMSELVES FROM SEXUAL ABUSE
ALLEGATIONS BY AVOIDING TOUCH WITH STUDENTS

Response category	Percentage
Strongly Agree	8.8
Agree	6.2
Undecided	8.8
Disagree	49.0
Strongly Disagree	27.2
Total	100.0

Table 10 indicates that with 76.2% of the survey respondents opposed to Statement 6, the width of confidence bounds was ± 8.5 . It was therefore asserted that similar results would occur in the population within the range of 67.7% to 84.7% in 95 samples out of 100 similarly selected.

Statement 7 read as follows:

"School divisions' child abuse policies should contain specific resolutions to protect public primary elementary school teachers (Kindergarten to Grade Three) against unfounded accusations of child sexual abuse.

An overwhelming total of 91.7% of the primary teachers' surveyed supported school divisions' policy resolutions protecting primary teachers against unfounded child sexual abuse accusations. A very small percentage of the teachers who were surveyed marked "Undecided" or "Strongly Disagree" for Statement 7 as outlined in Table 11.

TABLE 11

SCHOOL DIVISIONS' CHILD ABUSE POLICIES SHOULD CONTAIN RESOLUTIONS
PROTECTING PRIMARY TEACHERS AGAINST UNFOUNDED SEXUAL ABUSE
ACCUSATIONS

Response category	Percentage
Strongly Agree	52.5
Agree	39.2
Undecided	4.7
Disagree	0.0
Strongly Disagree	3.6
Total	100.0

The width of confidence bounds for the 91.7% of the primary teachers who indicated "Strongly Agree" or "Agree" with Statement 7 was $\pm 4.9\%$. It could therefore be asserted that similar results would occur in the general population within the range of 86.8% to 96.6% in 95 samples out of 100 similarly selected.

Statement 8 of the survey declared:

The increased incidence of child sexual abuse cases that have come to the forefront of public attention in recent years has caused public primary elementary school teachers (Kindergarten to Grade Three) to stifle physical contact (touch) with their students".

Nearly three-quarters of the survey participants (both male and female) indicated either "Strongly Agree" or "Agree" with Statement 8 for a total of 72.6%. Of particular note regarding these two response categories was that the difference between male (85.4%) and female (60.0%) teachers' responses was 25.4% higher for males. This difference, although not significant, may nevertheless suggest that the male teachers surveyed are more apprehensive about physical contact with their students than their female counterparts. The remaining 27.4% were divided among the three remaining response categories listed in Table 12.

TABLE 12

INCREASED INCIDENCES OF CHILD SEXUAL ABUSE CASES CAUSE PRIMARY TEACHERS
TO STIFLE TOUGH WITH STUDENTS

Response category	Percentage
Strongly Agree	27.4
Agree	45.2
Undecided	13.9
Disagree	9.0
Strongly Disagree	4.5
Total	100.0

The significant 72.6% total of survey participants who stated they "Strongly Agree" or "Agree" with Statement 8 had a width of confidence bounds which was $\pm 8.5\%$. Therefore, it was asserted that similar results would occur in the general population within the range of 64.1% to 81.1% in 95 samples out of 100 similarly selected.

SURVEY ANALYSIS - PART C

As previously discussed in Chapter III, Part C of the survey had asked participants the following question:

"Do you as a public primary elementary school teacher (Kindergarten to Grade Three) have any particular comments you would like to make regarding the topic of appropriate and inappropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students?"

All responses to Part C, for the purpose of analysis, were grouped into five particular categories in descending numerical order. These five categories were formulated as a result of noting the most common responses made by the primary teachers who responded to the survey. Numbers in parentheses, following each of the five categories, represent the number of responses made relating to that particular category.

1. Appropriate physical contact (touch) between primary teachers and students is necessary (43).
2. Protocol for appropriate and inappropriate physical contact

(touch) should be established (13).

3. Appropriate physical contact (touch) is not necessary and should be avoided (13).
4. Teacher protection against unfounded accusations of child sexual abuse is necessary (13).
5. Protocol for appropriate and inappropriate physical contact (touch) should not be established (11).

A total of 43 comments were made regarding category 1:

"Appropriate physical contact (touch) between primary teachers and students is necessary". One survey participant's comment, as previously outlined in Chapter III, stated:

"I feel there is no way of avoiding some physical contact with students. If we do, we might as well hire robots. Feelings and emotions are a necessary part of education, and correct forms of teaching need to be encouraged not discouraged. As we are seeing more and more children coming from broken homes we are playing parent more and more. How do you say to an upset child: 'I can talk to you, but I can't show you any genuine feeling'. Sometime the only way you get through to a kid is by appropriate touching".

A second survey participant's comment indicated the following thoughts:

"Classroom teachers will hopefully develop a 'family' atmosphere in their Kindergarten to Grade Three rooms. This may necessitate some touching initiated by either student or teacher. Touching must be preceded by establishing trust and communication between students and teacher.

Some students respond well to touching of an encouraging nature. For them, appropriate touch is beneficial. Some students abhor touch by an adult and touch should be avoided.

It will be a sad day for children and their teachers when touch is banned".

The remaining 41 comments made by primary teachers under category 1 are listed in Appendix F.

Category 2, which read: "Protocol for appropriate and inappropriate physical contact (touch) should be established", contained 13 comments made by primary teachers' surveyed. One survey participant's comment was:

"I believe appropriate touching is a natural part of being human, and cooperating and working together in a classroom. Perhaps guidelines for touching protocol would be beneficial for elementary school teachers".

A second participant stated:

"The needs of individual children are so different. However, physical and sexual abuse are not one of those needs. What is

normal physical contact between teacher and student perhaps requires a list from the school divisions".

The 11 remaining comments made under category 2 are listed in Appendix G.

A total of 13 primary teachers' surveyed commented under category 3: "Appropriate physical contact (touch) is not necessary and should be avoided". Apprehension about touching students in any way was the sentiment expressed in the following primary teacher's comment:

"I now fear touching children in any manner whatsoever! However, in the classroom, I see many children distressed by their experience beyond the school. These are the very children who seek comfort, and assurance, that there is some consistency somewhere in their environment. These are the very children who seek a nurturant touch, that I as a male teacher of primary school students am very reluctant to offer".

Another teacher's concerns were voiced in this comment:

"It is sad that teachers have to be so much on guard and often have to stifle natural, nurturing responses to their students during the many events that come up during a normal school day, because of fears of false accusations of sexual abuse".

The remaining 11 comments under category 3 are listed in Appendix H.

In category 4, a total of 13 teachers made reference to:

"Teacher protection against unfounded accusations of child sexual abuse is necessary". This first teacher's comment concerned the detrimental effect that an unfounded accusation of sexual abuse can have on a teacher's career:

"I feel people accused of abuse should not have their name published until proven guilty. If an innocent teacher is even accused or has their name mentioned their career is over immediately. The trial should take place in the court, not the media".

A second teacher's concerns expressed similar sentiments as the initial teacher's and were especially concerned about male primary teachers being falsely accused of child sexual abuse:

"I have the impression that innocent teachers have suffered and even left the profession. We must protect innocent teachers from false accusations before they are public knowledge ... I think male teachers are the most vulnerable".

Appendix I lists the 11 remaining comments under category 4.

Eleven teachers comprised the total number of comments for category 5 which stated: "Protocol for appropriate physical contact (touch) should not be established".

One primary teacher's concern was that the establishing of a

protocol would have a negative effect on teacher and student relations:

"I feel if school boards begin dictating what is or is not appropriate, teacher and student relationships will lose spontaneity and warmth. Generally, teachers judge who needs a hug or who doesn't - who would enjoy one and who might feel uncomfortable.

As far as sexual abuse policies and school boards - I feel that the boards first obligation is to find out the truth in an objective arena - protecting the children and the rights of the teacher".

A second survey participant was apprehensive about "touching" guidelines and believed that common sense and effective communication are important:

"I am very ambivalent about guidelines which outline when and where I should touch students since touching children is an integral, spontaneous and natural aspect of communication in teaching little children ... I do not know what to recommend except common sense and good, open communication between teachers, parents and students".

The remaining comments under category 5 are found in Appendix J.

SUMMARY

This chapter has analyzed the data collected from the survey responses. Data collected from Parts A and B of the survey has been presented in a series of 12 tables with brief analysis and commentary on each. Data from Part C of the survey has been presented in 5 categories according to the comments given by survey participants.

Chapter V will summarize the data collected and provide conclusions and recommendations.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

This study was conducted to determine what a particular sample of public primary elementary school teachers (Kindergarten to Grade Three) in the province of Manitoba perceived as appropriate and inappropriate physical contact (touch) with their students. This final chapter will use the data obtained to formulate conclusions and recommendations. Recommendations for further research are also included in this chapter.

CONCLUSIONS

The conclusions were compiled from data gathered in Parts' A, B and C of the survey, including all responses and comments. This data was obtained from 101 completed questionnaires, out of a possible 160, which were distributed to a 10% sample of public primary elementary school teachers (Kindergarten to Grade Three) in the province of Manitoba.

1. There were four significant types of teacher-initiated and student-initiated appropriate (yes) touches: hand pats on the head, shoulder, back, arm and hand; hugs (unprolonged);

holding hands; handshakes.

2. There were five significant types of teacher-initiated and student-initiated inappropriate (no) touches: touching an individual's private body parts; hitting or slapping; prolonged physical contact (ie. caressing, fondling, hugging); tickling; kissing.
3. The number of primary teachers who responded that appropriate touch is necessary for positive relations between primary teachers and their students was 93.4%.
4. Primary teachers' surveyed responded 93.2% in support of appropriate touch between primary teachers and their students being important to students' socio-emotional development.
5. A total of 65.0% of the primary teachers' responded that appropriate physical contact (touch) between primary teachers and their students is of importance to students' academic development.
6. A total of 48.2% of the primary teacher sample agreed that provincial school divisions should develop protocol for appropriate touch between teachers and students, and 68.1% of these survey participants believed that this protocol should reflect school division policy.

7. A total of 76.2% of the primary teacher sample disagreed that primary teachers should avoid all types of physical contact (touch) with their students in order to be protected from false accusations of sexual abuse.
8. The primary teacher sample responded 91.7% in favor of school divisions' child abuse policies adopting resolutions protecting teachers against unfounded accusations of child sexual abuse.
9. The number of primary teachers who responded that increased incidence of child sexual abuse cases has caused primary teachers to stifle physical contact (touch) with their students was 72.6%.

RECOMMENDATIONS

The aggregate data obtained from all of the survey responses collected and conclusions formulated provided some useful generalizations.

1. From the data collected, there are five types of inappropriate teacher-initiated and student-initiated touches which public primary elementary school teachers (Kindergarten to Grade Three) are recommended to avoid with their students:

- (i) touching of private parts;

- (ii) aggressive physical contact such as slapping or hitting;
- (iii) caressing, fondling, or hugging of a prolonged nature;
- (iv) tickling;
- (v) kissing.

2. From the data collected, there are four types of appropriate teacher-initiated and student-initiated touches between teachers and students which can be recommended to public primary elementary school teachers (Kindergarten to Grade Three):

- (i) hand pats on the head, shoulder, back, arm and hand;
- (ii) unprolonged hugs;
- (iii) holding hands;
- (iv) handshakes.

Nevertheless, reporter Greg Pindera writes that educators are becoming increasingly concerned about all types of touches being misconstrued.

"Teachers are withdrawing from their students out of fear that caring and warmth might be misinterpreted as a sexual advance, educators and administrators say ... The days of a hug or pat on the back are gone. And teachers - called on to deal with the sometimes - sordid personal lives of students - must distance themselves to remain beyond suspicion" (Pindera, 1989).

Public primary elementary school teachers (Kindergarten to Grade Three) should practice prudence even in regards to

physical contact which is deemed appropriate.

3. From the findings of this study it is recommended that appropriate physical contact (touch) is necessary for positive relations between public primary elementary school teachers (Kindergarten to Grade Three) and their students.
4. From the findings of this study it is recommended that appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is of importance to students' socio-emotional development.
5. From the findings of this study it is recommended that appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is of some importance to students' academic development.
6. Public primary elementary school teachers (Kindergarten to Grade Three) are stifling appropriate physical contact (touch) with their students in order to protect themselves from false accusations of child sexual abuse.

Unfortunately, this lessening of appropriate touch has had an effect on primary teachers' morale and relationships with their students. This concern was noted by Dan Rosin, a counsellor with the Manitoba Teachers' Society:

"It hurts the morale of the whole profession to know you have to pull back because it (a teacher's action) may be misconstrued ... I'm afraid the biggest losers in this whole thing are the kids, because who the heck wants to be caring when you've been accused of something like that?" (Pindera, 1989).

7. From the findings of this study it is recommended that school divisions' child abuse policies should adopt resolutions protecting teachers against unfounded accusations of child sexual abuse.

The Manitoba Teachers' Society (MTS) has taken steps recently regarding the protection of teachers falsely accused of child sexual abuse by students or parents. At MTS's 1989 annual meeting a resolution to adopt policy on this topic was passed. This policy specified that MTS would pay the legal bills of any teacher who wanted to sue or prosecute someone who wrongly accused them of abuse. MTS past president Valerie Wake stated:

"This is not revenge ... It's a clear message that we adamantly oppose malicious complaints against teachers ... We're saying we'll help teachers victimized and traumatized by false complaints" (MacKenzie, 1989).

8. From the findings of this study it was found that the increased incidence of child sexual abuse cases has caused primary teachers to stifle physical contact with their students. Primary teachers, especially male, are becoming more cautious

about appropriate physical contact (touch) with their students. However, a teacher's avoidance of appropriate physical contact with students may give the impression that the teacher is uncaring and insensitive. As a Winnipeg police child abuse investigator noted:

"Teachers are under a microscope. The bottom line is they've got to be more protective of themselves and not get themselves into a position where they can be criticized. But a teacher still has to be loving and caring" (Pindera, 1989).

Teachers are expected to be warm and personable with their charges yet, at the same time, careful that such behavior does not leave them involved in an uncompromising situation.

RECOMMENDATIONS FOR FUTURE RESEARCH

The following recommendations for future research are presented as a result of this study.

1. Replication of this study would provide more confidence in the generalizability of the conclusions.
2. Research should be done on a comparative study in the province of Manitoba at the intermediate elementary school level (grades four to six) to determine teachers' perceptions of appropriate and inappropriate physical contact (touch) with students. Separate research should also be done on

comparative studies at each of the junior high school (grades seven to nine) and senior high school (grades ten to twelve) levels to determine teachers' perceptions of appropriate and inappropriate physical contact (touch) with students.

3. A longitudinal study should be done on public primary elementary school teachers (Kindergarten to Grade Three) in the province of Manitoba who have been either falsely accused of child sexual abuse or found innocent of child sexual abuse charges. The study should investigate the subsequent outcomes that such incidents may have on the teachers' professional and personal lives.
4. Survey data, including respondents' comments, indicated that further research is needed regarding the formulation of protocol or guidelines for appropriate and inappropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students in the province of Manitoba.
5. Research should be done on a comparative study of public primary elementary school students (Kindergarten to Grade Three) in the province of Manitoba and their perceptions of appropriate and inappropriate physical contact (touch) between students and teachers. Care would need to be taken as to the type of research instrument used and its application and effectiveness in studying the responses made by young children. Such research may be incorporated as part of a personal safety program for primary children in an effort to secure pertinent data.

SUMMARY

This final chapter has presented conclusions and recommendations from this study which determined what a particular sample of public primary elementary school teachers (Kindergarten to Grade Three) in the province of Manitoba perceived as appropriate and inappropriate physical contact (touch) with their students. The findings of the study have been presented in an effort to identify these appropriate and inappropriate touches and the concerns therein. This study has provided some pertinent information regarding this timely topic.

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APPENDIX A

MTS POLICY ON CHILD ABUSE

MTS POLICY ON CHILD ABUSE

84.14 Child Abuse

The Society advocates:

- .1 All children/students have the right to be protected from abuse and neglect;
- .2 A teacher who has information that a child/student may be in need of protection shall forthwith report the information to the appropriate caring agency;
- .3 Manitoba Education and the Department of Community Services have the responsibility to ensure the provision of:
 - (a) inservicing of teachers on child abuse;
 - (b) adequate resources to investigate all reports of children/students in need of protection;
 - (c) adequate resources to provide the necessary treatment required by children/students who have been abused;
 - (d) coordination of the activities of the various organizations including schools which have an active role in the identification and prevention of child abuse and the treatment of children/students who have been abused;
- .4 All teachers have a right to be protected from unfounded complaints of child abuse and teachers who are found not guilty of the accusation have their names removed from the child abuse list;
- .5 If screening of teachers for criminal records is undertaken by Manitoba Education, it be confined to child abuse convictions, and where the screening results in the denial or suspension of a teacher's certificate an appeal process shall be provided to the teacher; and
- .6 Teachers who are convicted of child abuse shall have their certificates automatically suspended or revoked by the Minister of Education, subject to the provision of an appeal process which is in keeping with the principles of fundamental justice.

(AGM, 1987, p. 47)

APPENDIX B

MANITOBA EDUCATION ADMINISTRATION AND PROFESSIONAL
CERTIFICATION INVESTIGATION AUTHORIZATION FORM

MANITOBA EDUCATION
ADMINISTRATION & PROFESSIONAL CERTIFICATION
INVESTIGATION AUTHORIZATION

NAME _____
Surname

OTHER NAME(S) UNDER WHICH YOU HAVE BEEN EMPLOYED OR EDUCATED:

ADDRESS _____

Number and Street

City/Town Province/State Postal/Zip Code

DATE OF BIRTH _____ (for administrative
purposes only) Day Month Year

SOCIAL INSURANCE NUMBER _____ (for
administrative purposes only)

I hereby authorize Manitoba Education, Administration and Professional Certification, to conduct a criminal record check with law enforcement agencies or authorities to determine if I have any convictions and outstanding charges against me pertaining to child abuse, and consent to such an investigation.

I further authorize and consent the release of such details of convictions and outstanding charges by any law enforcement agency or authority to Manitoba Education, Administration and Professional Certification.

I further authorize and consent to the release of confirmation of convictions and outstanding charges to school divisions requesting such information.

DATE _____ SIGNATURE _____

THE PRESENCE OF A CRIMINAL RECORD DOES NOT NECESSARILY EXCLUDE YOU FROM CERTIFICATION; HOWEVER, THE PRESENCE OF A CONVICTION FOR CHILD ABUSE WILL PREVENT YOU FROM BEING CERTIFIED IN MANITOBA.

APPENDIX C

COVER LETTERS SENT TO THE PUBLIC PRIMARY ELEMENTARY
SCHOOL TEACHERS' (KINDERGARTEN TO GRADE THREE) SURVEYED.

June 19, 1989.

6 Manby Ave.,
Winnipeg, Manitoba.

Dear Primary Teacher,

In the past several years the phenomena of child sexual abuse, and more specifically, appropriate and inappropriate physical contact (touch) between teachers and their students, has been one that concerns all educators. While educators would agree that child sexual abuse perpetrators should be removed from our school system, school teachers have become vulnerable to false accusations of sexual abuse.

Due to the particular emotional and physical development stages of children in primary grades, public primary elementary school teachers tend to have a greater amount of physical contact with their students than their colleagues in upper grades. As a result, some of this more frequent physical contact (touch) may be inappropriate.

I am pursuing thesis research in the area of child sexual abuse in the primary grades as part of my M.Ed. degree program. The specific nature of my research is to determine what public primary elementary school teachers (Kindergarten to Grade Three) in Manitoba perceive as appropriate and inappropriate physical contact (touch) with their students and some of the related concerns as well. In this endeavor, I would appreciate approximately thirty minutes of your time.

Enclosed you will find a questionnaire entitled "Survey of Public Primary Elementary School Teachers' (Kindergarten to Grade Three) Perceptions of Appropriate and Inappropriate Physical Contact with Students". Please complete it and forward it to me in the enclosed, stamped, self-addressed envelope. Your response is very important as I am only using a ten percent sample of the public primary elementary school teacher population in the province of Manitoba.

Each questionnaire has been coded for tabulation purposes in order to record the responses of all teachers surveyed. Questionnaire responses will be kept in the strictest of confidence. If, once my study is completed, you would like a copy of my findings, I would most willingly make them available to you upon request. The option to respond is entirely up to you. Should you decide to withdraw at any time during the duration of the study, I will promptly delete your questionnaire at your request.

I am hoping that the results may be of use to such organizations as the Manitoba Teachers' Society, Manitoba Education, the Manitoba

Association of Principals, the Manitoba Association of School Superintendents, and the Manitoba Association of School Trustees.

For your anticipated response, I gratefully thank you.

Sincerely yours,

Bill Yaworsky,
Principal,
Garson and Tyndall
Elementary Schools,
Tyndall, Manitoba.

6 Manby Avenue,
Winnipeg, Manitoba.
R2N 2T2.

July 19, 1989.

Dear Primary Teacher,

Approximately four weeks ago I mailed you a questionnaire entitled "Survey of Public Primary Elementary School Teachers (Kindergarten to Grade Three) Perceptions of Appropriate and Inappropriate Physical Contact (Touch) With Their Students". This survey is part of the research I am doing to determine what public primary elementary school teachers (Kindergarten to Grade Three) in Manitoba perceive as appropriate and inappropriate physical contact (touch) with their students and some of the related concerns as well.

To date I have not received your completed questionnaire. Since I am only using a ten percent sample of the public primary elementary school teacher population in Manitoba, information from you is very important. If you have recently forwarded your response, I would like to thank you. If you have not done so yet, I would appreciate it if you could forward it to me by Friday, August 4, 1989. I have enclosed a questionnaire and a stamped, self-addressed envelope in case you may have mislaid the original copy.

Thank you for your consideration.

Sincerely yours,

Enclosure

Bill Yaworsky,
Principal,
Garson and Tyndall
Elementary Schools,
Tyndall, Manitoba.

6 Manby Ave,
Winnipeg, Manitoba.
R2N 2T2.

August 10, 1989.

Dear Primary Teacher:

To date I have received a response of approximately 50% to my questionnaire entitled "Survey of Public Primary Elementary School Teachers (Kindergarten to Grade Three) Perceptions of Appropriate and Inappropriate Physical Contact (Touch) With Their Students".

Unfortunately, I have not yet received your completed questionnaire. Since only a 10% sample of public primary elementary school teachers in Manitoba is being surveyed, your response is very important.

If you have forwarded your response prior to receiving this letter, I thank you very much. If you have not yet done so, I would very much appreciate it if you could forward it to me by Monday, August 28, 1989. A questionnaire and a stamped, self-addressed envelope is enclosed in case you have mislaid the previous copy.

Your consideration is greatly appreciated.

Sincerely yours,

Enclosure

Bill Yaworsky,
Principal,
Garson and Tyndall Elementary
Schools,
Tyndall, MB.

APPENDIX D

QUESTIONNAIRE SENT TO THE PUBLIC PRIMARY ELEMENTARY
SCHOOL TEACHERS' (KINDERGARTEN TO GRADE THREE)

SURVEYED

Survey of Public Primary Elementary School Teachers' (Kindergarten to Grade Three) Perceptions of Appropriate and Inappropriate Physical Contact (Touch) With Their Students.

Primary Teachers:

Please answer the following questionnaire and mail it in the stamped, self-addressed envelope as soon as possible. The information gathered from this questionnaire will be held in strict confidence.

Thank you for your anticipated cooperation!

Please fill in the following information required below.

(i) Name of your school division _____

(ii) Indicate with a (✓):

_____ Female public primary elementary school teacher.

_____ Male public primary elementary school teacher.

Part A --

(i) List 5 different types of teacher-initiated physical contact (touches) with students which YOU think are:

(a) YES - normal nurturant (appropriate) touches (ie. hand pat on the shoulder, etc.)

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

(b) NO - exploitative (inappropriate) touches (ie. prolonged tickling, etc.)

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

(2) List 5 different types of student-initiated physical contact (touches) with teachers which YOU think are:

(a) YES - normal nurturant (appropriate) touches (ie. hand pat on the shoulder, etc.)

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

(b) NO - exploitative (inappropriate) touches (ie. prolonged tickling, etc.)

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

Part B

For each of the following statements, please indicate with a check mark (✓) whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD).

- | | | | | | | |
|------|------|-----|-----|-----|------|--|
| (1.) | (SA) | (A) | (U) | (D) | (SD) | Appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is necessary for positive teacher-student relations. |
| (2.) | (SA) | (A) | (U) | (D) | (SD) | Appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is of importance to students' socio-emotional development. |
| (3.) | (SA) | (A) | (U) | (D) | (SD) | Appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students is of importance to students' academic development. |

- (4.) (SA) (A) (U) (D) (SD) The provincial school divisions should develop, for public primary elementary school teachers (Kindergarten to Grade Three), a protocol for appropriate teacher-student physical contact (touch).
- (5.) (SA) (A) (U) (D) (SD) A protocol, if established, should reflect school division policy for appropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students.
- (6.) (SA) (A) (U) (D) (SD) Public primary elementary school teachers (Kindergarten to Grade Three) should attempt to protect themselves from accusations of sexual abuse by avoiding all types of physical contact (touch) with their students.

(7.) (SA) (A) (U) (D) (SD) School divisions' child abuse policies should contain specific resolutions to protect public primary elementary school teachers (Kindergarten to Grade Three) against unfounded accusations of child sexual abuse.

(8.) (SA) (A) (U) (D) (SD) The increased incidence of school-related child sexual abuse cases that have come to the forefront of public attention in recent years has caused public primary elementary school teachers (Kindergarten to Grade Three) to stifle physical contact (touch) with their students.

Part C

Do you as a public primary elementary school teacher (Kindergarten to Grade Three) have any particular comments you would like to make regarding the topic of appropriate and inappropriate physical contact (touch) between public primary elementary school teachers (Kindergarten to Grade Three) and their students?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

* USE THE BACK OF THIS PAGE FOR ADDITIONAL WRITING SPACE IF
NECESSARY.

** THANKS ONCE AGAIN FOR TAKING THE TIME TO FILL OUT THIS QUESTIONNAIRE.

APPENDIX E

TABLE OF CONFIDENCE BOUNDS/SAMPLE ERROR TOLERANCE AT
95% LEVEL

TABLE OF CONFIDENCE BOUNDS

This table provides confidence bounds on percentages found in a random sample taken from a large population. The column headings represent the observed percentages, and the row headings the actual sample sizes involved. To use the table, find the column corresponding to the observed percentage and move down that column to the row corresponding to the number of respondents on which the percentage was based. The number at the intersection is then the width of the confidence bound above and below the observed percentage.

As an example, consider a sample of size 800 consisting of 400 males and 400 females. In this sample, a researcher found that the percentage of respondents agreeing with a certain statement was 50% for females, 70% for males, and 60% overall. The confidence intervals for these three findings are, therefore, $50\% \pm 4.9\%$, $70\% \pm 4.5\%$ and $60\% \pm 3.4\%$ for females, males and the total sample respectively at the 95% confidence level. In short, we can presume that in 95 samples out of 100 similarly selected, the same question would produce results within the ranges given.

As a caution, it must be noted that these are approximations only, and are included as guidelines for the interpretation of results. The actual confidence levels may vary from study to study depending upon sampling methods and number of questions asked.

SAMPLE ERROR TOLERANCE AT 95% LEVEL

Where percentage shown is:												
	1%	3%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%
	or	or	or	or	or	or	or	or	or	or	or	or
	99%	97%	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%
	100	2.0	3.3	4.3	4.9	7.0	7.8	8.5	9.0	9.4	9.6	9.8
S	150	1.6	2.7	3.5	4.8	5.7	6.4	6.9	7.3	7.6	7.8	8.0
A	200	1.4	2.4	3.0	4.2	5.0	5.5	6.0	6.4	6.6	6.8	6.9
M	250	1.2	2.1	2.7	3.7	4.4	5.0	5.4	5.7	5.9	6.1	6.2
P	300	1.1	1.9	2.5	3.4	4.0	4.5	4.9	5.2	5.4	5.5	5.6
L	400	1.0	1.7	2.1	2.9	3.5	3.9	4.2	4.5	4.7	4.8	4.9
E	500	0.9	1.5	1.9	2.6	3.1	3.5	3.8	4.0	4.2	4.3	4.4
	600	0.8	1.4	1.7	2.4	2.9	3.2	3.5	3.7	3.8	3.9	4.0
	800	0.7	1.2	1.5	2.1	2.5	2.8	3.0	3.2	3.3	3.4	3.5
S	1000	0.6	1.1	1.4	1.9	2.2	2.5	2.7	2.8	3.0	3.0	3.1
I	1200	0.6	1.0	1.2	1.7	2.0	2.3	2.5	2.6	2.7	2.8	2.8
Z	1500	0.5	0.9	1.1	1.5	1.8	2.0	2.2	2.3	2.4	2.5	2.5
E	2000	0.4	0.8	1.0	1.3	1.6	1.8	1.9	2.0	2.1	2.2	2.2

APPENDIX F

APPROPRIATE PHYSICAL CONTACT (TOUCH) BETWEEN
PRIMARY TEACHERS AND STUDENTS IS NECESSARY -
TEACHERS' COMMENTS

APPROPRIATE PHYSICAL CONTACT (TOUCH) BETWEEN PRIMARY TEACHERS AND STUDENTS IS NECESSARY

"Much physical contact is both necessary and appropriate for praise (hug, pat on head), and for comfort as the teacher is substitute for a parent when young children need affection and a sense of security. The C.A.R.E. kit and Feeling Yes, Feeling No programs clearly outline inappropriate touching".

"I think it is important to have some kind of physical contact with the little ones in primary years. These physical contacts should be done with a good feeling tone for the giver and receiver. A bad feeling tone makes it an inappropriate touch".

"I personally feel it is not the way you touch but the reason you touch that is important. If your intent is to show caring, concern, pride, admiration for the child and as a teacher you respect that child, then I feel that it is appropriate and necessary. There are some situations where physical restraint may be necessary to protect other children or to remove a disturbed child from a group situation. Again, if this is handled with the intent to protect children it should be acceptable and necessary".

"In this day and age when everyone is suspicious of the neighbor and is ready to call out 'child abuse or I'll sue', I feel it is the child who is losing. Children need some contact with adults for

encouragement and understanding. We need to educate the public both young and old about 'feeling yes, feeling no'. Children need to know when it is right to touch, or be touched, AND adults most of all. Teachers are sometimes the only person to give comfort and encouragement. It might be easy to talk to an older child, but a young child will understand more if given a smile, a pat on the back and sometimes a simple hug (arm around the shoulder then stopped - lasting at the most one second), but just enough to reassure a small child. Otherwise, we would end with a no-cry society - don't touch - cold, inhuman population".

"The children need touch for healthy social and emotional development".

"To avoid any physical contact is an extremely unrealistic situation. There are times when physical contact is necessary in interests of safety, ie. restraining child from injuring. One would hope the days of physical punishment of small children is over. The strap never did much good anyway. Small children for whatever reason, seek out their teacher to give him or her a hug. To refuse is to reject the child. It should be student-initiated. Similarly, occasionally they need you to hug them (arm around upper shoulders)".

"Touches, if appropriate (ie. hugs, pats, etc.), develop trust and security and allow children to develop the security to develop as individuals. Insecure children cling and remain dependent; secure children are not afraid to strike out on their own should the need arise".

"I think that one of my strengths as a teacher is the depth of feeling I have for my students. I am part of their life for a large part of their day. Hugging, kissing and pats of encouragement are a very obvious part of my persona. I do not avoid contact with anyone - children or adults".

"I know most of my children and parents very well so I feel quite confident that a pat on the back would not be misunderstood".

"I feel that using appropriate physical touch with primary students is very important for nurturing good positive feelings in the students about themselves".

"As a kindergarten teacher my experience with children of this age is that it is very hard, if not impossible, to not have a certain amount of physical contact with your students. These children once they have confidence in you and like you naturally show affection. They come to you for comfort when they are hurt and they expect you to bind up their wounds and make them feel better. They expect praise by a friendly pat on the back accompanied by verbal reinforcement. They in turn will come and hug a teacher in gratitude or when saying good-bye. These are all very natural and normal reactions from children".

"I have never had a problem defining what is an acceptable touch as I feel it comes very naturally to me. I'm not an overly physical person

so I guess I know where to draw the line and this has never been a concern to me. However, I do feel very strongly that appropriate physical touches are beneficial (especially in the lower grades) and necessary to develop a strong, caring relationship with a child. Their feelings about themselves and how they think the teacher feels about them must come first in developing the self-esteem and self-confidence that any academic achievements are based on. They must see themselves as a worthwhile, important member of the classroom and develop confidence in themselves and their own abilities. I feel that teachers can nurture this by hugs, a caring arm around their shoulder, a tousle of the hair, or pat on the head. I use these touches daily and will continue to do so as I feel it is an important part of being a teacher of young children. Caring touches are important even when disciplining. Hearing a child out with an arm around his shoulder let's them know you'd like to trust them, you're open and willing to listen to what they have to say before coming to any decision. I use touching in many different situations and feel it enhances the message you want to convey. I have never worried later on what I did might not be appropriate".

"... I do a great deal of patting on the back, touching arms to communicate achievement (pat on back) and encouragement (pat on arm). I have wiped many tears, and washed faces ... I have held many hands and walked arm in arm. Girls like to walk with their arms around my waist. These are examples of positive touches.

I have also used touches to restrain children and occasionally

clenched a wrist to make a point!

Generally, I have good rapport with parents and students and touching is understood to be part of communication".

"The age and emotional state of the child must be taken into account. A hug and a kiss from a kindergarten student is more acceptable than that behavior from an eight year old. Many students need physical contact (ie. when hurt or upset ... again more common in five year olds) and others feel very uncomfortable and pull away from teacher's contact. As teachers we must constantly make judgments on what students can and should be physically comforted or touched and which students are giving you a message that they find the contact uncomfortable".

"I think touching children is essential at the (Kindergarten to Grade Three) level. The younger the child the more important it is to touch children".

"I feel that some physical contact is needed between the child and his/her teacher but only as a means of reassurance, or to show the child that you care about his/her feelings and the things that are happening to the child. Certain touches such as a pat on the shoulder or hand for good work can help build a child's self-confidence and to show the child that you are interested in the things he/she is doing".

"Emotional growth is very important to learning. Lack of it can cause problems in children. When one shows that he cares or is loving towards the children in his care a hug, a toss of the hair, becomes an automatic reaction of showing ones feelings. Children need love and need to know how to love. Good physical touches give children a positive outlook on life".

"The need for appropriate physical contact is necessary to provide a warm and comfortable atmosphere in the classroom. This act provides a comfortable learning environment for the children".

"Some of my students like and enjoy a hug from me and it is really unfortunate people want to make rules when to and when not to show someone you care".

"As a kindergarten teacher I feel touch/physical contact is inevitable and appropriate. I feel that it is my responsibility as a teacher to recognize inappropriate touch or reaction to touch".

"Appropriate physical touching between teacher and child is an important part of educating young children. It helps bridge the gap between home and school. A kind touch on the arm relieves that pain of quiet reprimand. Young children readily read "caring" into an appropriate touch. The younger the child, the more they require appropriate physical gestures. As they move toward the intermediate

grades, physical contact becomes less, naturally".

"Touch is unavoidable with young children".

"I was very fortunate to be teaching in a rural school. I felt very comfortable with hugging the children or patting their back when they did well".

"Zack Clemens once pleaded with us to become more humanistic towards our students by a friendly touch (ie. hand on the shoulder). I did this and received excellent results. My students felt much more relaxed in class and able to express themselves more openly to me ... Now we are told just the opposite. I still give my students a friendly touch to the shoulder, hand, or neck to express my approval or that I care for them. By doing so, I also accept the risk. I see no reason to touch anywhere else and those that do should pay the price".

"For growth in a child the need for feelings must be fulfilled. There should be some physical contact between teachers and students. It helps foster positive growth of the child's emotional make-up. School may be the only place a child gets some love on a regular basis".

"Since we as teachers act as parent figures I think it is necessary that we have physical contact with our students in order to help

encourage and console them".

"Because of isolated alleged incidents, many children are missing out of any nurturing touch that they don't even receive at home ...

'Common Sense' is most important by teachers and parents".

"... I believe children will learn in many different teaching styles (the good and the not so good)!! I personally respond to a child with an appropriate physical contact as this comes very naturally in my teaching style. If a child hugs me I hug him back. I also feel that I must be 'knowledgeable' as to where that child is coming from ... for a sexually abused child hugging is not a good response so I would use a pat on the shoulder. It is very important to me though that I respond to that child in a positive way so that he knows he is accepted like everyone else in the room. I would also use a pat on the back with other students".

"Seems the idea of physical contact is far overdone. Little children at home get much more contact. The idea of appropriate or inappropriate has come up with the loose morals of our society. Let's have appropriate high moral standards and a basic evangelical Christian ethic as basis for admission to teaching practise and not so many questions will have to be asked or a constant guard kept up".

"Touch is an important dynamic in communicating love, acceptance, and even discipline (ie. firm, but gentle grasp on the arm to show it's

serious).

To rule out any form of touching whatsoever would help create an unhealthy distance between the student and teacher, especially at the primary level".

"Yes, teachers should protect themselves but they shouldn't refrain from all touching due to society's fears concerning lawsuits, etc. It's getting ridiculous when you start to feel uneasy when a child hugs you in the hall, not knowing if you should return this show of affection".

"My own feelings about appropriateness are fairly strong. I like an atmosphere of ease and friendliness. A bit of hair messing or poking in the ribs is just as necessary as a curt remark or other forms of discipline. It sets limits. There is a grade two boy who I 'wrestle' with, pick him up, flip him around, put him on the ground, hold him upside down. It would be inappropriate if it was done in anger or with excessive force, but it is done with none of this. This interaction has allowed me to be close enough to this boy to help with the bag of emotions he lugs around, something far more important than 'protecting' myself legally. A little girl in grade one came up beside me several weeks ago. She was tired, sucking her thumb, and laid her head against my shoulder as I sat on a floor showing the class a computer program. What does that suggest? Security and comfort or inappropriateness. Physical comfort is necessary, the context and the student do more to determine the

appropriateness than the actual type of contact. I would not like to be part of a profession who says they care but do not show it".

"I will not stop touching the children at our school, in the way in which I feel is appropriate, unless the school division does come down with some sort of law or policy we have to follow. I feel that some contact is necessary especially in the gym, where I usually am, because it can give the student a positive reinforcement for certain tasks. Also, the students see all kinds of physical contact on T.V. sports or watching their mom or dad play sports so why shouldn't they partake in the same behavior".

"Kindergarten to Grade Three can't be achieved without touch ... If touching is a 'no-no', close the schools ..."

"Unfortunately, the way 'things' are going (ie. physical and sexual abuse), elementary school teachers are becoming leery of touching students. I believe it is a very necessary part of childhood to feel the warm physical contact of significant persons in their lives. This includes their teachers providing touches that are appropriate (ie. 'yes' feelings) ... My husband (intermediate) and I (primary) feel we would not be as effective as teachers if we were restricted in our use of physical contact (ie. 'yes' feelings)".

"Although I am more aware of the amount of concern regarding student-teacher and teacher-student 'touching', I do not touch

students too much in my estimation, therefore I will continue as in the past ... So for myself this is not a problem ... But I do recognize that there is a problem and it should be looked at very seriously".

"Primary teachers in particular tend to have more physical contact with their students because of the age of the children. Often children in primary school tend to act towards their teacher as a second parent".

"I believe that it is necessary to have some appropriate contact when teaching primary children. This contact plays a very important role in their social and emotional development. Young children need role models to follow and we, as teachers, are sometimes the only ones they have".

"Children look upon their teacher as a parent and do not make the distinction between teacher and parent. Common sense seems to be the rule in touching and we will always have weak individuals. But the entire education system should not be locked up and uncaring because 2 or 3 teachers have abused their trust".

"There are many students at present who lack this physical contact from adults at home. In order to feel this love which gives security to children, I believe that teachers can give the appropriate physical contact in front of everyone if necessary".

"It would be a gross mistake to remove all physical contact between teacher and student. All human beings need reassurance and children need it the most. I speak as a teacher as well as a mother".

APPENDIX G
PROTOCOL FOR APPROPRIATE AND INAPPROPRIATE
PHYSICAL CONTACT (TOUCH) SHOULD BE ESTABLISHED -
TEACHERS' COMMENTS

PROTOCOL FOR APPROPRIATE AND INAPPROPRIATE PHYSICAL CONTACT (TOUCH)
SHOULD BE ESTABLISHED

"I feel teachers know what types of contact are appropriate and which are not, but a set of guidelines (not rules) would be helpful".

"I believe that society in general has qualms about the way elementary (primary) teachers handle their students. However, as in all cases, you have people who do not believe in this. These people are the ones that we as teachers have to protect ourselves from. The M.T.S. along with the M.A.S.T. should sit down and develop appropriate teacher-student contact.

"I think protocol is already established as 'decent and caring' as described in the act (Public Schools Act)".

"To protect teachers, school divisions should have policies regarding this matter. However, it is up to the teachers to select the appropriate physical contact, in order to avoid problems or being in trouble".

"I have never had any problems with appropriate vs. inappropriate physical contact between myself and my students during my teaching career. I have taught from kindergarten right up to grade three. However, because of the number of child abuse cases coming to the

public's attention, I believe that we as teachers need protection and that the development of a school division protocol for appropriate teacher-student physical contact would be a very good idea".

"It is a sad state when touching in the course of normal interactions becomes a no-no because of board policy. School divisions should probably dialogue and come up with some guidelines ..."

"I would welcome clearer policies by the school division".

"There should be policies concerning this subject although most divisions already have guidelines (ie. child abuse policy)".

"Perhaps the only way to protect the public school teacher in the future is to have guidelines on physical contact, also the material taught in the classroom ... It's too bad that just anybody that wants to, can become a teacher, regardless of any problem they might have".

"I would hate to see a few indiscreet teachers, if there are any, spoil the methods of an effective teacher who finds it helpful and meaningful to touch students. Guidelines could help to promote discussion in a teacher's search for appropriate behavior".

"I think a policy should be initiated to screen teachers who have a

record of sexual abuse of any kind. These teachers should be advised to go into another line of work and should never be placed in a position where they would harm children".

APPENDIX H

APPROPRIATE PHYSICAL CONTACT (TOUCH) IS NOT NECESSARY
AND SHOULD BE AVOIDED - TEACHERS' COMMENTS

APPROPRIATE PHYSICAL CONTACT (TOUCH) IS NOT NECESSARY AND SHOULD
BE AVOIDED

"Personally, I will be a lot more careful in the beginning of the year when touching children. Parents tend to 'mistrust' the new teacher for awhile. A 'pat' can be interpreted as disciplining. Later in the year, when a bond of trust between pupil and teacher is established I'll be more 'touching' ... As a female teacher, generally, I am less worried about sexual abuse accusations, however, in any critical situation (child getting hurt on their private parts) I will ask another teacher to be present".

"I avoid physical contact. I believe children need love and affection and if the home life is upsetting I may be the only one they can turn to. BUT, these children may grow up to be adults who may decide to sue me twenty years from now".

"At this point in time, I believe teachers should refrain from touching a child due to the warped society we find we're living in today ... This is a sad situation having been a teacher for over thirty-five years, it makes me feel almost happy to leave the teaching profession soon (I never thought I'd ever feel this way)".

"Students are more frequently heard telling teachers 'Don't touch me or I'll sue you', or 'child abuse!' when physical contact is

necessary due to inappropriate behavior. A sign of the times ???

... I am new to this level, transferred from upper elementary, where touching of any kind was very limited (ie. shaking hands regarding awards, treating an injury). I find that I am continuing to limit my touching due to present current events that you mentioned earlier. If I must touch, it will be with others present (students or staff)".

"I consider it very sad that I have refrained from even head-patting and holding little children's hands in times when ugly incidences were prevalent in the media, and after an incident occurred in our community".

"In today's world, teachers have become very fearful of physical contact with students. This is unfortunate, as in some cases, the teacher may be the only one giving specific students any affection. In the primary grades especially, physical contact strengthens a student's confidence and self-esteem".

"As a teacher in the area of physical education it is at times very difficult to get through a class without contact of some sort with students. I found however that I am and have been made very conscious of any physical contact with students and I keep it to an absolute minimum ... The whole subject is an area that I am, from a legal point of view, fairly ignorant of. As a result, I am conscious not to let myself get into a situation that could be

interpreted as being one of inappropriate contact".

"Children love hugs and just leaning against the teacher when working together. I think this can be avoided. Soft tones and kind words are just (maybe more) valuable and much safer".

"... with sexual abuse incidents I believe more and more teachers are reluctant to put themselves into a position which might be a 'mistaken' action. It truly is a hard situation to deal with. The area you teach in really depends on the actions you can exhibit".

"I know that I am not comfortable with that (patting a child's back) in city schools for fear that it may be misinterpreted. I think it is a shame that teachers have been accused of child abuse so often and then we are criticized for being impersonable. The parents should be supporting us and teaching their children so the children really know what abuse is".

"... I believe I must constantly review my motives for touching. I feel that touching a student often with no particular (or appropriate) reason may in the long run become meaningless or even threatening to the student, or our jobs. There must be a balance and we as professionals may benefit from being a little more selective in how we use this 'body language'. I suppose in the long run and by observing what is happening to educators today (ie. lawsuits), it would be safer to adhere to the notion 'less is better (safer) than more!'".

APPENDIX I

TEACHER PROTECTION AGAINST UNFOUNDED ACCUSATIONS
OF CHILD SEXUAL ABUSE IS NECESSARY - TEACHERS'

COMMENTS

TEACHER PROTECTION AGAINST UNFOUNDED ACCUSATIONS OF CHILD SEXUAL
ABUSE IS NECESSARY

"I think that as some teachers become entrenched in their school divisions, parents feel that throwing sexual abuse at a teacher can rid themselves of that teacher. Protection for innocent teachers should be in place to the extent that parents or whoever, despite knowing that the teacher's innocent, will still not be able to take legal action against them".

"Elementary teachers must be protected from unfounded accusations of sexual abuse. We are innocent until proven guilty - the basic human right afforded all Canadian citizens".

"There was an incident in a school close to my home this year, where a young male teacher was running a race with his class ... and won it. One of the girls started to tease him about having long legs, so that's why he won. He jokingly asked her to stand beside him and measure her leg beside him to see how long hers was. The next thing he knew he was accused of sexual abuse, and at the present, I don't know what finally happened. Cases like this show that teachers really need protection ... A lot of young people nowadays are very wise to what is happening in this area, and consequently teachers really need protection".

"I feel that primary teachers should protect themselves from any

accusations by not leaving any students alone in the classroom for extra help or discipline. At all times, another teacher should be present or other students should be there to act as witnesses if the need arise".

"I think it would be sad to expect a teacher who is working with primary children to stifle all normal reactions to reach out to his/her pupils in a positive, appropriate manner ... It's just too bad that one rotten apple spoils it for all the many who are doing a good job. I do believe that teachers need protection as they are in a very vulnerable position at the present time. I would certainly give my vote to some kind of legislation that would protect a teacher from publicity as long as the teacher was innocent, or at least until proven guilty beyond a reasonable doubt".

"School divisions have a much greater responsibility in protecting teachers. It seems now that the teacher is hung out to dry as soon as there is any kind of an accusation".

"I also believe that teachers are being unjustly accused and railroaded, in some cases out of town, by a handful of people. I realize that, as in all professions, there are some bad apples. However, should we all be judged because of a few".

"Male teachers must be especially cautious about touching students in any way. I am sorry this has to be this way. I feel this

creates distance and a lack of warmth between student and teacher. Because a few individuals have lost control of their sexual nature, it is unfortunate that our society has developed phobias about touching".

"It is ... a shame that as soon as a teacher is accused, they are guilty and their reputation is tarnished. I think teachers should be innocent and if not guilty, it should be forgotten and the children should be punished so as to discourage false accusations".

"Those teachers who have been wrongfully accused and are found innocent should be relocated and given another chance with the understanding that if it should happen again they would have to quit".

"I do feel that teachers should be protected somehow from false accusations of child sexual or physical abuse".

APPENDIX J

PROTOCOL FOR APPROPRIATE AND INAPPROPRIATE
PHYSICAL CONTACT (TOUCH) SHOULD NOT BE
ESTABLISHED - TEACHERS' COMMENTS

PROTOCOL FOR APPROPRIATE AND INAPPROPRIATE PHYSICAL CONTACT (TOUCH)
SHOULD NOT BE ESTABLISHED

"I do not believe a blanket policy can possibly reflect all the different teaching styles in this profession".

"If written protocol was established there would be too many circumstances where rules would have to be broken. I strongly believe that teachers should be given the right to counter sue if accused of abuse".

"Each case that comes up concerning teacher/child sexual abuse must be considered individually. There is no guideline that will tell teachers where or how they can touch. A teacher must always use professional judgment when dealing with students. If a teacher uses their judgment properly, I feel that it will be appropriate in the class".

"Establishing precise guidelines for the physical interaction between teachers and children is difficult because different children have very different needs. The day we as teachers are expected to follow prescribed behavior patterns with our students, and we may not use our own judgment when a small child needs a bit of physical comforting, is the day I begin to question my further participation in the teaching profession".

"Were there to be a division policy requiring that I have no physical contact with my kids, I could not continue in the position. Children need nurturing, confidence - especially today - a lot of what they lack is strong, physical bonding in an appropriate manner with adults. They need guidance with appropriate physical contact and being able to reject inappropriate physical contact, but they do not need it to be absent from their lives".

"I would not want to be forced to pull away from a child's hug because it was 'against policy'".

"I feel that if a protocol for appropriate student physical contact were to be developed it would have to be so general because each circumstance is so different. I would not like to see a list of 'can' and 'can not's'".

"If I were mandated to stop using physical touches as reinforcers and encouragement, I wouldn't feel that I was doing all that I could for a primary child. They need the closeness with teachers that can be provided through appropriate physical contact especially since lots of students don't get the love and nurturance they need from their homes".

"There is a need for dialogue and guidelines but policy will be too stifling. Don't make a mountain out of a mole hill".